



Relationships, Sex and Health Education Model Policy 2026 – Primary

This model policy updates the previous which was developed through consultation with: SACRE, Redbridge Faith Forum, an Equality rep working party, A Faith and Belief rep working party, Youth council, Parent Rep Working parties, Redbridge RSHE outreach services, Community consultation, Governors and trustees and Teachers as part of LBR public consultation in 2020.

Note: This updated policy was developed using a number of sources including Redbridge RSHE Policy 2020, Newham RSHE Policy 2019, Oak National Academy 2025, Moorland Federation and AI input for accuracy of sources.

School name: Winston Way Academy

Person responsible for RSHE: Head teacher and subject Lead

Approved by (Governing Body/Trustees):

Version: 1.0

Approval date:13/07/2026

Next review: July 2027

Review History

Version Number	Date of change	Summary of change	Section/Page Number
1.0			

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1. Introduction

- 1.1 This policy was produced by the London Borough of Redbridge, school staff and Governors through consultation with parents/carers.
- 1.2 RSHE develops personal, social and health knowledge, skills and understanding so that young people can navigate childhood and adulthood with confidence. It promotes positive relationships and personal attributes such as perseverance, honesty, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

2. Rationale and Ethos – RSHE

- 2.1 We believe relationships, sex and health education is important for our pupils and school because:
 - It equips pupils with the knowledge to make informed decisions about wellbeing, health and relationships; builds self-efficacy and resilience; and helps them to know how and when to ask for help and access support.
 - It gives pupils the opportunity to put knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.
- 2.2 RSHE is delivered in partnership with parents/carers. We view this partnership between home and school as important in supporting and reinforcing what pupils learn about in all contexts including online and also supports our provision of age appropriate, pupil sensitive RSHE, that respects the law and all communities that call Redbridge home.
- 2.3 We will ensure that RSHE meets the needs of all our pupils, including those with special educational needs and disabilities (SEND), through differentiation and student sensitive, developmentally appropriate teaching. RSHE contributes to our wider aims to foster student wellbeing and character, promote kindness, integrity, generosity, honesty, respect and tolerance, and support students to be safe—including online.
- 2.4 The intended outcomes for our students are:
 - Know and understand the characteristics of positive relationships, with particular reference to friendships, family relationships, relationships with other children and with adults.
 - Understand that they have a right to personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical touching.
 - Recognise and know how to report abuse, including emotional, physical and sexual abuse.
 - Understand that they have a responsibility to treat each other with kindness, consideration and respect including, when online, securing permission and giving and understanding the concept of privacy.

- Develop the skills to express their emotions and seek help where needed, to build friendship and recognise how this can support mental wellbeing.
- Develop the personal attributes of honesty, integrity, courage, humility, kindness, generosity, trustworthiness and sense of justice, and character traits such as perseverance, working towards long term goals, dealing with setbacks, and building resilience.
- Understand how the equality act 2010 relates to them as a child and through adult life, to recognise and challenge any form of discrimination.

3. Roles and Responsibilities

8.1 Governors/Trustees

Should monitor and make sure that:

- subjects are well led, managed and planned
- provision is regularly self-evaluated
- teaching is accessible to all students including those with SEND
- clear information is provided to parents/carers
- RSHE is adequately resourced, staffed and timetabled and the school is meeting it's legal obligations.

8.2 Headteacher and RSHE/PSHE Lead

It is the responsibility of the Headteacher/PSHE Lead to ensure that:

- Both staff and parents are informed about the policy
- Sufficient staff training is organised to enable staff to deliver RSHE effectively
- They liaise with external agencies/services regarding the school RSHE programme and ensure that all adults who work with our children on these issues are aware of the school policy, and work within its framework.
- Monitor implementation of the RSHE curriculum and report to governors/trustees.
- Students know who the RSHE Lead is and any associated staff such as ELSA, School Councillor, Safeguarding team.

8.3 Staff and External Visitors

All staff delivering RSHE are entitled to:

- Resources and training with opportunities to share good practice
- Understanding of roles and responsibilities in relation to the planning and delivery of RSHE.

External visitors may enhance delivery where planned with the RSHE lead/class teacher:

- Visitor credentials and materials are checked in advance; content must be age-appropriate, inclusive and aligned to policy. Visitors are briefed on safeguarding protocols and we commit to accompanying any visitors delivering RSHE content.

8.4 Parents/Carers

Parents/carers will:

- Receive accessible information about our RSHE curriculum overview

- Have opportunities to view some materials
- Have opportunities to attend information sessions and receive signposting to support RSHE conversations at home.

4. Legislation

Primary

4.1 Since September 2020, it is a legal requirement for all Primary schools to teach Relationships and Health Education, made under sections 34 and 35 of the Children and Social Work Act 2017, alongside the Science National Curriculum. Health Education and Relationships Education are compulsory; Sex Education is optional at Primary schools, with specific parental withdrawal rights set out in section 9 of this policy, RSHE is delivered within the context of safeguarding and a child-centred approach in line with Keeping Children Safe in Education (KCSIE).

Definitions

Relationship Education

5.1 Teaching includes families (recognising diverse structures), respectful relationships including friendships, online relationships and being safe. It equips children with safeguarding vocabulary and understanding to report concerns of abuse (physical, emotional, sexual, neglect).

5.2 Understand that they have a responsibility to treat each other with kindness, consideration and respect including, when online, securing permission and giving and understanding the concept of privacy.

5.3 Other core concepts developed through relationship education include: identity; risk and safety; diversity and equality; rights, responsibilities and consent; change and resilience; power (including persuasion and bullying); and an awareness of online safety.

5.4 At Secondary this also includes understanding the law relating to consent, exploitation, coercion, harassment, rape, domestic abuse and FGM.

There is no right to withdraw from Relationships Education

Sex Education

Primary

5.5 Sex Education in Primary is the teaching of reproduction in humans – how a baby is conceived and born. We will deliver this teaching in year 6 following on from the National Science Curriculum, which teaches about reproduction in other mammals (not humans) and plants in year 5. This will be taught through **1decision's Conception topic** by

trained staff in an age appropriate and sensitive way and we believe will help to prepare children for their transition to Secondary School.

5.6 This is the only element of our PSHE/RSHE provision from which parents and carers may request withdrawal.

See withdrawal rights and process in section 9

Health Education

- 5.7 Supports students to understand and care for their everyday wellbeing by developing the knowledge, skills and attitudes they need to live healthy, safe and balanced lives. It helps children recognise how to look after their physical and mental health, make informed choices about food, activity and rest, and understand the importance of healthy routines.
- 5.8 Students learn how to stay safe both offline and online, including how to manage risks, protect themselves from harm and seek help when needed. Health education also builds awareness of substances such as drugs, alcohol, tobacco and vaping, focusing on risks and informed decision-making.
- 5.9 In addition, it equips students with practical skills such as basic first aid and how to respond safely to emergencies. Through learning about personal safety and the world around them, children are taught how to keep safe near hazards, on roads, railways, level crossings and around water.
- 5.10 As students grow, health education also helps them understand how their bodies develop, including physical and hormonal changes, so they feel prepared, confident and supported as they move into adolescence.
- 5.11 Puberty, including menstruation, will be covered in Health Education and should, as far as possible, be addressed before children begin puberty.

There is no right to withdraw from Health Education

6. National Curriculum Science - Primary

- 6.1 The Key stage 1 and Key stage 2 NC states that children's learning should include teachings about the main external body parts, the growth and development of humans from birth to old age, including the changes experienced during puberty, asexual and sexual reproduction in plants and mammals, the importance of exercise and the impacts associated with diet, drugs and lifestyle on the function of the body.
- 6.2 Full Science curriculum context can be viewed in appendix 1.

There is no right to withdraw from the Science National Curriculum.

7. Equality, Inclusion and Faith Sensitivity

7.1 We comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equalities Duty (2014): We will not unlawfully discriminate against students or allow children to be bullied because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics). See Appendix 9 for Redbridge adopted definitions of Islamophobia and Anti-Semitism.

7.1 RSHE will be accessible to all students, including those with SEND, through appropriate differentiation and reasonable adjustments.

7.2 We celebrate difference and diversity. The bullying or discrimination of anyone for any reason is not acceptable. We believe that our Relationships Education curriculum will foster a strong sense of community, mutual respect and give students a sense of responsibility. This will help, to keep Winston Way Academy a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

7.3 Some religious people/faiths will see some family structures as a preferred way of living. British Law says that people have a right to live with whoever they choose. The most important thing is that we always make sure to respect the way that people choose to live their lives.

7.4 Teaching will be sensitive and inclusive, with respect for the diverse backgrounds and beliefs of students and parents/carers. Teachers may acknowledge that students hold a range of beliefs while clarifying that the purpose of lessons is to provide accurate information and a safe space for questions. Students retain the right to pass on discussing anything they do not wish to discuss. For some children, it might be forbidden to discuss sex and the human body, which may be seen as a private matter.

7.5 Where relevant we may teach about faith perspectives on these topics. Teaching should be clear when delivering content that reflects religious belief.

8. Curriculum delivery

8.1 Teaching methods emphasise a safe, non-judgemental climate, ground rules, distancing techniques, and interactive learning. Lessons are differentiated to meet students' needs. Selected resources are evidence-based, age-appropriate and regularly reviewed to ensure factual accuracy, impartiality and alignment with legal duties. We avoid a purely resource-led approach and focus on planned learning objectives informed by student needs, local data and safeguarding priorities.

8.2 These educational resources could include 1 Decision, which is a scheme of work used for PSHE lessons.

8.3 We will share some of these resources at our annual Parent/Carer RSHE information event.

8.4 Our RSHE curriculum is taught within our PSHE offer/Personal Development offer **through thrive lessons**. We believe all these contribute significantly to children's knowledge and understanding of positive relationships, their own bodies and how they are changing and developing.

8.5 Effective RSHE develops personal, social and health knowledge, skills and understanding so that children can navigate childhood and adulthood with confidence. It promotes positive relationships and personal attributes such as perseverance, honesty, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

8.6 We teach RSHE on the understanding that:

- It is taught in the context of family life.
- It is part of a wider process of social, personal, spiritual and moral education.
- Children should be taught to have respect for their own bodies.
- Children should learn about their responsibilities to others and be aware of the consequences of sexual activity.
- It is important to build positive relationships with others, involving trust and respect, both in person and online and the confidence to challenge harmful behaviours and attitudes constructively.
- It makes a significant contribution to our duty to safeguard and protect all children.
- It plays a key role in improving health outcomes for children such as reducing teenage pregnancy and risk-taking behaviour, including online behaviour and improved oral health and sleep routines.

8.7 PSHE Lessons are taught weekly before the afternoon session. These sessions will be taught following the curriculum sequence all year round as part of class time. Sessions are to be taught by the class teacher or the cover supervisor who is consistently allocated to the class.

8.8 Concrete resources and visuals would be used as appropriately to adapt learning and ensure inclusive learning.

See appendix 3 which demonstrates our curriculum overview/map

9. Parent/Carer right to withdraw their child from Sex Education

- 9.1 Requests should be discussed with a member of the Senior Leadership Team which also provides a space for Parents/Carers to share their concerns/questions. The Headteacher has the right to deny this request, but must have very strong reasons for doing so, e.g. safeguarding issues.
- 9.2 Parents/carers can request withdrawal from some or all Sex Education not covered within the Science Curriculum. We encourage all parents to contact us if you have any concerns, questions, or worries.
- 9.3 Alternative arrangements must be made for children not attending sex education lessons. The school will document withdrawal conversations and decisions and ensure appropriate arrangements for students not attending Sex Education lessons. A form to request withdrawal will be available for parents to complete on Arbor.
- 9.4 We aim to make these lessons sensitive to the background of all students and encourage attendance so that students learn evidence based facts from qualified staff rather than second-hand in the playground.

See appendix 5 for withdrawal template

10. Staff Training

- 10.1 There is boroughwide training available to schools for RSHE Leads, and RSHE leads disseminate this to others delivering RSHE in their school.
- 10.2 Teaching RSHE requires ongoing professional learning. Staff receive training to build knowledge, skills and confidence, including safeguarding and handling sensitive questions. The RSHE lead will be offered opportunities to consult with advisors and professional bodies (e.g. PSHE Association, NSPCC) and facilitates internal sharing of good practice. Impact evaluation of training opportunities are utilised.
- 10.3 The RSHE Lead will use monitoring opportunities, to guide future CPD opportunities where appropriate.

11. Safe and effective Practice

- 11.1 As a Unicef Child Friendly City, Redbridge recognises the importance of working with children and creating a safe, non-judgemental environment where adults and children

are confident that they will be respected. Teachers and students will agree ground rules at the beginning of any RSHE work, in addition to those already used in the classroom.

11.2 They will cover the following areas:

- Appropriate use of language.
- The asking and answering of personal questions and confidentiality limits.
- Strategies for checking or accessing information.

11.3 We use distancing techniques (e.g., scenarios, case studies, fiction, puppets, role-play and media clips) to enable students to discuss learning without relying on personal experience. This also provides opportunities for children to practise their decision making skills and critical thinking in a safe environment.

11.4 Distancing techniques also include the use of third person “sometimes” and “some people” when talking about sensitive subjects. For example, using phrases such as “when someone has a relationship” rather than “when you have a relationship” takes the emphasis away from the children. Teachers should never be tempted to illustrate the lesson with anecdotes/examples from their own lives.

11.5 We acknowledge that spontaneous and curious questions may arise within RSHE. When this happens teachers will respond to questions relating to the taught curriculum for the age group to the whole class; questions beyond this will be handled in a sensitive and age-appropriate way only to the child or children who have asked the question, where appropriate in consultation with a child’s parent/carer. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PSHE leader.

11.6 Anonymous question opportunities (e.g., question boxes) may be used where appropriate.

11.7 We are aware that some sessions may suit being taught with amendments to teaching organisation i.e. in single gender groups or smaller groups. Professional judgement will be used to determine when this is appropriate.

11.8 Safeguarding procedures are followed for any disclosure or concern.

12. Safeguarding

12.1 RSHE is a key component of safeguarding. It creates curriculum opportunities to teach healthy behaviour, caring relationships, online safety, seeking help and reporting concerns. Staff follow the school’s Safeguarding and Child Protection policy, consult the Designated Safeguarding Lead (DSL) where concerns arise and comply with statutory procedures, including specific protocols for issues such as FGM. Visitors are required to follow the school’s safeguarding protocols and inform the DSL of any concerns.

13. Communication and Stakeholder Engagement

13.1 The school acknowledges that the primary role in children's RSHE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents/carers of children at our school, through mutual understanding, trust and cooperation.

13.2 We work closely with parents/carers through consultation which is a face to face meeting, annual information sessions, and opportunities to view curriculum plans and resources. The RSHE policy is published on the school website.

13.3 We are committed to working with parents and carers by holding information sessions, providing workshops for parents/carers to enable them to be confident to answer their children's questions and through signposting through the school website or to other resources to support them at home. We work closely with parents/carers to ensure that they are fully aware of what is being taught. As part of our whole school approach to RSHE, Parent Information sessions and opportunities for parents/carers to view the materials and resources used will be communicated.

13.4 Parents/carers will be made aware when Relationships, Sex and Health Education will be taught, by written communication and through the sharing of our curriculum coverage plans. This will be communicated annually in the summer term prior to the topics being taught.

13.5 Student voice informs curriculum review to ensure content meets the needs of our community.

13.6 It is the responsibility of the governors to ensure, through consultation, that the RSHE Policy reflects consideration of the views of parents/carers of our community. It is the responsibility of governors to ensure that the Policy is made available to parents/carers. In order to facilitate this process, the RSHE Policy will appear annually on the agenda of a governors' meeting. The Policy will be made available for parents/carers on the school website and a link governor with responsibility for safeguarding (to include RSHE) will be nominated.

14. Monitoring, Assessment and Evaluation

14.1 Teachers reflect on delivery through lesson evaluations and pre and post professional discussions.

14.2 Monitoring activities include learning walks, work reviews and student voice, to determine their feedback on strengths of RSHE and areas for development.

14.3 Teachers will also engage children in assessment opportunities to determine their prior learning and reflect on their learning within lessons such as activities that require application of learning, quizzes, goal setting reflection tasks and anonymous question boxes (where appropriate). We have chosen this approach because we recognise that it

is difficult for teachers to accurately assess a student's self-confidence or sense of their own identity and values, however, students themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Assessing learning must therefore use a combination of teacher assessment and student self- and peer assessment.

14.4 We will refer to local/national data to inform planning as well as localised issues that may occur and on occasion, the curriculum will be adapted as required in response to local issues if we feel this can contribute to protecting children from harm.

14.5 Governors/trustees monitor policy implementation and will be given annual reports. The policy is reviewed annually (or sooner if required).

15. RSHE Lead and Contact Details

RSHE Lead: Bilkis Ahmed

Contact: office@winstonwayacademy.org.uk

Associated roles: PSHE Lead

Appendix 1

Science National Curriculum

[Science programmes of study: key stages 1 and 2](#)

Year 2 Science programme of study: Animals, including humans	Pupils should be taught to: - notice that animals, including humans, have offspring which grow into adults - find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
Year 5 Science programme of study: Animals, including humans	Pupils should be taught to: describe the changes as humans develop to old age.

Appendix 2

Long Term Plans/Curriculum Overview by Year Group

Programme Overview

Keeping/Staying Safe YEAR 1 Form a basic understanding of how to stay safe YEAR 2 Develop awareness of risks and personal responsibility YEAR 3 Identify hazards and warning signs YEAR 4 Apply strategies to stay safe and consider consequences YEAR 5 Manage influence and peer pressure YEAR 6 Evaluate risks and make responsible decisions	Keeping/Staying Healthy YEAR 1 Build an understanding of healthy choices and habits YEAR 2 Explore everyday choices that support health YEAR 3 Recognise routines and behaviours that support wellbeing YEAR 4 Apply knowledge to maintain a healthy lifestyle YEAR 5 Respond to influences that affect health choices YEAR 6 Evaluate health risks and make positive lifestyle decisions	Relationships / Growing and Changing YEAR 1 Begin to understand positive relationships YEAR 2 Recognise feelings and show empathy for others YEAR 3 Explore personal boundaries and respect for others YEAR 4 Learn about healthy and unhealthy relationships YEAR 5 Identify changes that puberty and growing up can bring YEAR 6 Evaluate relationships and make respectful choices
Being Responsible YEAR 1 Begin to understand responsibility in everyday situations YEAR 2 Recognise responsible and irresponsible choices YEAR 3 Identify responsible behaviours and their impact on others YEAR 4 Understand responsibility in different situations YEAR 5 Consider how personal choices can affect others YEAR 6 Evaluate responsibilities and make informed decisions	Feelings and Emotions YEAR 1 Build an understanding of feelings and emotions YEAR 2 Recognise a range of emotions and their effects YEAR 3 Identify emotions and ways to manage them YEAR 4 Understand more complex emotions and responses YEAR 5 Manage strong emotions and recognise triggers YEAR 6 Reflect on emotional responses and manage personal wellbeing	Computer / Online Safety YEAR 1 Form a basic understanding of safe technology use YEAR 2 Develop awareness of responsible technology use YEAR 3 Recognise online risks and safe choices YEAR 4 Understand respectful online behaviour and cyberbullying YEAR 5 Manage pressures and influences online YEAR 6 Evaluate online risks and make responsible digital choices
Our World / The Working World YEAR 1 Form a basic understanding of family life and the world around us YEAR 2 Develop awareness of caring for living things and early money concepts YEAR 3 Recognise how people help care for the environment YEAR 4 Understand roles and responsibilities in family and community life YEAR 5 Explore future careers, money and enterprise YEAR 6 Evaluate financial choices and future responsibilities	A World Without Judgement YEAR 1 Develop an understanding of fairness and democracy YEAR 2 Recognise individual liberty and the rule of law YEAR 3 Identify the importance of tolerance and respect YEAR 4 Explore how judgement and discrimination can affect others YEAR 5 Further explore diversity, inclusion and acceptance YEAR 6 Evaluate British values and community cohesion	Fire Safety / First Aid YEAR 1 Begin to understand emergency services and staying safe YEAR 2 Recognise responsibility and safe choices YEAR 3 Identify risks and how actions can affect others YEAR 4 Understand basic first aid and how to seek help YEAR 5 Explore first aid responses in a range of situations YEAR 6 Evaluate situations and confidently share first aid knowledge

YEAR 1 - PSHE/RSHE - CLASS PLAN

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

YEAR 2 - PSHE/RSHE - CLASS PLAN

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

YEAR 3 - PSHE/RSHE - CLASS PLAN

AUTUMN	KEEPING/STAYING SAFE UNIT CORE COMPREHENSIVE TOPICS Leaning Out of Windows What I've Learnt OPTIONAL RESOURCES Leaning Out of Windows Extension Personal safety - Simply RSHE	BEING RESPONSIBLE UNIT CORE COMPREHENSIVE TOPICS Stealing What I've Learnt OPTIONAL RESOURCES Stealing Extension NO Simply RSHE Links	FEELINGS AND EMOTIONS UNIT CORE COMPREHENSIVE TOPICS Grief What I've Learnt OPTIONAL RESOURCES Grief Extension General wellbeing - Simply RSHE
	KEEPING/STAYING HEALTHY UNIT CORE COMPREHENSIVE TOPICS Medicine What I've Learnt OPTIONAL RESOURCES Medicine Extension Drugs, Alcohol, Tobacco and Vaping - Simply RSHE	A WORLD WITHOUT JUDGEMENT UNIT CORE COMPREHENSIVE TOPICS Tolerance What I've Learnt OPTIONAL RESOURCES Tolerance Extension Respectful, kind relationships - Simply RSHE	COMPUTER SAFETY UNIT CORE COMPREHENSIVE TOPICS Making Friends Online What I've Learnt OPTIONAL RESOURCES Making Friends Online Extension Online safety and awareness - Simply RSHE
	FIRE SAFETY UNIT CORE COMPREHENSIVE TOPICS Texting Whilst Driving What I've Learnt OPTIONAL RESOURCES Texting Whilst Driving Extension Personal safety - Simply RSHE	OUR WORLD UNIT CORE COMPREHENSIVE TOPICS Looking After Our World What I've Learnt OPTIONAL RESOURCES Looking After Our World Extension NO Simply RSHE Links	RELATIONSHIPS UNIT CORE COMPREHENSIVE TOPICS Touch What I've Learnt OPTIONAL RESOURCES Touch Extension Being safe - Simply RSHE

YEAR 4 - PSHE/RSHE - CLASS PLAN

AUTUMN	KEEPING/STAYING SAFE UNIT CORE COMPREHENSIVE TOPICS What I Know Now Cycle Safety OPTIONAL RESOURCES Cycle Safety Extension Personal safety - Simply RSHE	BEING RESPONSIBLE UNIT CORE COMPREHENSIVE TOPICS What I Know Now Coming Home on Time OPTIONAL RESOURCES Coming Home on Time Extension Respectful, kind relationships - Simply RSHE	FEELINGS AND EMOTIONS UNIT CORE COMPREHENSIVE TOPICS What I Know Now Jealousy OPTIONAL RESOURCES Jealousy Extension General wellbeing - Simply RSHE
	KEEPING/STAYING HEALTHY UNIT CORE COMPREHENSIVE TOPICS What I Know Now Healthy Living OPTIONAL RESOURCES Healthy Living Extension Healthy eating - Simply RSHE	A WORLD WITHOUT JUDGEMENT UNIT CORE COMPREHENSIVE TOPICS What I Know Now Breaking Down Barriers OPTIONAL RESOURCES Breaking Down Barriers Extension Respectful, kind relationships - Simply RSHE	COMPUTER SAFETY UNIT CORE COMPREHENSIVE TOPICS What I Know Now Online Bullying OPTIONAL RESOURCES Online Bullying Extension Wellbeing online - Simply RSHE
	FIRST AID UNIT CORE COMPREHENSIVE TOPICS What I Know Now First Aid Year 4 OPTIONAL RESOURCES First Aid Year 4 Extension Basic first aid - Simply RSHE	THE WORKING WORLD UNIT CORE COMPREHENSIVE TOPICS What I Know Now Chores at Home OPTIONAL RESOURCES Chores at Home Extension General wellbeing - Simply RSHE	GROWING AND CHANGING UNIT CORE COMPREHENSIVE TOPICS What I Know Now Relationships OPTIONAL RESOURCES Relationships Extension Being safe - Simply RSHE

YEAR 5 - PSHE/RSHE - CLASS PLAN

AUTUMN	KEEPING/STAYING SAFE UNIT CORE COMPREHENSIVE TOPICS Peer Pressure Adults' & Children's Views OPTIONAL RESOURCES Peer Pressure Extension Being safe - Simply RSHE	BEING RESPONSIBLE UNIT CORE COMPREHENSIVE TOPICS Looking Out for Others Adults' & Children's Views OPTIONAL RESOURCES Looking Out for Others Extension General wellbeing - Simply RSHE	FEELINGS AND EMOTIONS UNIT CORE COMPREHENSIVE TOPICS Anger Adults' & Children's Views OPTIONAL RESOURCES Anger Extension General wellbeing - Simply RSHE
	KEEPING/STAYING HEALTHY UNIT CORE COMPREHENSIVE TOPICS Smoking Adults' & Children's Views OPTIONAL RESOURCES Smoking Extension Drugs, alcohol, tobacco and vaping - Simply RSHE	A WORLD WITHOUT JUDGEMENT UNIT CORE COMPREHENSIVE TOPICS Inclusion & Acceptance Adults' & Children's Views OPTIONAL RESOURCES Inclusion & Acceptance Extension Families and people who care for me - Simply RSHE	COMPUTER SAFETY UNIT CORE COMPREHENSIVE TOPICS Image Sharing Adults' & Children's Views OPTIONAL RESOURCES Image Sharing Extension Online safety and awareness - Simply RSHE
	FIRST AID UNIT CORE COMPREHENSIVE TOPICS First Aid Year 5 (Part 1 & 2) OPTIONAL RESOURCES First Aid Year 5 (Part 1 & 2) Extensions Basic first aid - Simply RSHE	THE WORKING WORLD UNIT CORE COMPREHENSIVE TOPICS Enterprise Adults' & Children's Views OPTIONAL RESOURCES Enterprise Extension NO Simply RSHE Links	GROWING AND CHANGING UNIT CORE COMPREHENSIVE TOPICS Puberty Adults' & Children's Views OPTIONAL RESOURCES Puberty Extension Developing bodies - Simply RSHE

YEAR 6 - PSHE/RSHE - CLASS PLAN

AUTUMN	KEEPING/STAYING SAFE UNIT CORE COMPREHENSIVE TOPICS Water Safety What I've Learnt OPTIONAL RESOURCES Water Safety Extension Personal safety - Simply RSHE	BEING RESPONSIBLE UNIT CORE COMPREHENSIVE TOPICS Stealing What I've Learnt OPTIONAL RESOURCES Stealing Extension Respectful, kind relationships - Simply RSHE	FEELINGS AND EMOTIONS UNIT CORE COMPREHENSIVE TOPICS Worry What I've Learnt OPTIONAL RESOURCES Worry Extension General wellbeing - Simply RSHE
	KEEPING/STAYING HEALTHY UNIT CORE COMPREHENSIVE TOPICS Alcohol and Drugs What I've Learnt OPTIONAL RESOURCES Alcohol and Drugs Extension Drugs, alcohol, tobacco, and vaping - Simply RSHE	A WORLD WITHOUT JUDGEMENT UNIT CORE COMPREHENSIVE TOPICS British Values What I've Learnt OPTIONAL RESOURCES British Values Extension NO Simply RSHE Links	COMPUTER SAFETY UNIT CORE COMPREHENSIVE TOPICS Making Friends Online What I've Learnt OPTIONAL RESOURCES Making Friends Online Extension Online safety and awareness - Simply RSHE
	FIRST AID UNIT CORE COMPREHENSIVE TOPICS First Aid Year 6 What I've Learnt OPTIONAL RESOURCES First Aid Year 6 Extensions Basic first aid - Simply RSHE	THE WORKING WORLD UNIT CORE COMPREHENSIVE TOPICS In-App Purchases What I've Learnt OPTIONAL RESOURCES In-App Purchases Extension Respectful, kind relationships - Simply RSHE	GROWING AND CHANGING UNIT CORE COMPREHENSIVE TOPICS Conception What I've Learnt OPTIONAL RESOURCES Conception Extension NO Simply RSHE Links

Families and people who care for me					
Learning Outcomes	Simply RSHE	Comprehensive KS1	Comprehensive KS2	Nurture Group (New Updates Coming)	Assemblies
That families are important for children growing up safe and happy because they can provide love, security and stability.	Families and people who care for me theme, one session for each year group. Each session contributes to all of the learning outcomes within this theme. <i>Please note, the KS1 topics provide an early introduction to this theme.</i>	5-8 Baseline Topics • Keeping/Staying Safe • Relationships • Being Responsible	5-8 Summative Topics • Keeping/Staying Safe • Feelings & Emotions	• My Support System • Diversity & Equality	• Protected Characteristics • Celebrating Differences • Meaningful Connections • Are We The Same?
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.		5-8 Main Topics • Road Safety • Staying Safe • Tying Shoelaces • Water Spillage • Worry • Growing In Our World • Living In Our World	5-8 Main Topics • Learning Out of Windows • Touch • Grief & Loss • Making Friends Online • Hazard Watch		
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.			8-11 Baseline Topics • Keeping/Staying Safe • Growing and Changing • Being Responsible • A World Without Judgement		
That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.			8-11 Summative Topics • Relationships • Feelings and Emotions • The Working World • A World Without Judgement		
That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.			8-11 Main Topics • Cycle Safety • Relationships • Conception • Coming Home on Time • Anger • Worry • Online Bullying • Chores at Home • Enterprise • Inclusion & Acceptance • British Values		
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.			Adult & Children's Views • Keeping/Staying Safe • Keeping/Staying Healthy • Growing and Changing • A World Without Judgement		

Caring Friendships					
Learning Outcomes	Simply RSHE	Comprehensive KS1	Comprehensive KS2	Nurture Group (New Updates Coming)	Assemblies
How important friendships are in making us feel happy and secure, and how people choose and make friends.	Caring Friendships theme, one session for each year group. Each session contributes to all of the learning outcomes within this theme. <i>Please note, the KS1 topics provide an early introduction to this theme.</i>	5-8 Baseline Topics • Keeping/Staying Safe	5-8 Summative Topics • Keeping/Staying Safe • Relationships • Being Responsible	• Jealousy • Friendships • Self-Esteem & Confidence • Communication Skills • Empathy & Understanding Others • My Support System • Diversity & Equality	• Celebrating Differences • Meaningful Connections • Anti-Bullying Awareness • Power of Words • Misogyny • Are We The Same?
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.		5-8 Main Topics • Staying Safe • Friendship • Body Language • Bullying • Helping Someone in Need • Stealing • Jealousy • Anger • Image Sharing • Online Bullying	5-8 Main Topics • Medicine • Touch • Making Friends Online • Breaking Down Barriers		
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.			8-11 Baseline Topics • Feelings and Emotions • A World Without Judgement		
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.			8-11 Summative Topics • Keeping/Staying Safe • Growing and Changing • Being Responsible • Computer Safety		
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.			8-11 Main Topics • Peer Pressure • Water Safety • Smoking • Looking Out for Others • Stealing • Jealousy • Online Bullying • Image Sharing • Making Friends Online • Inclusion & Acceptance		
How to manage conflict, and that resorting to violence is never right.			Adult & Children's Views • Keeping/Staying Healthy • Growing and Changing • Feelings and Emotions		
How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.					

Respectful, Kind Relationships					
Learning Outcomes	Simply RSHE	Comprehensive KS1	Comprehensive KS2	Nurture Group (New Updates Coming)	Assemblies
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.	Respectful, Kind Relationships theme, one session for each year group. Each session contributes to all of the learning outcomes within this theme. <i>Please note, the KS1 topics provide an early introduction to this theme.</i>	5-8 Baseline Topics - Relationships 5-8 Main Topics - Staying Safe - Friendship - Bullying - Body Language - Practice Makes Perfect - Helping Someone in Need - Water Spillage - Jealousy - Anger - Image Sharing - Online Bullying - Computer Safety - Documentary - Living In Our World - Hoax Calling	5-8 Summative Topics - Relationships - Being Responsible - Computer Safety 5-8 Main Topics - Touch - Stealing - Making Friends Online 8-11 Baseline Topics - Feelings and Emotions - A World Without Judgement 8-11 Summative Topics - Growing and Changing - Being Responsible - Computer Safety - The Working World - A World Without Judgement 8-11 Main Topics - Peer Pressure - Relationships - Stealing - Looking Out for Others - Coming Home on Time - Jealousy - Anger - Online Bullying - Image Sharing - In-App Purchases - Breaking Down Barriers - Inclusion & Acceptance - British Values Adult & Children's Views - Keeping/Staying Safe - Growing and Changing - Being Responsible - Computer Safety - A World Without Judgement	- Self-Esteem & Confidence - Communication Skills - Resilience & Growth Mindset - Jealousy - Friendship - Diversity & Equality - Empathy & Understanding Others	- Celebrating Differences - Meaningful Connections - Anti-Bullying Awareness - Misogyny - Power of Words - Are We The Same? - Protected Characteristics
The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.					
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.					
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.					
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.					

Respectful, Kind Relationships					
Learning Outcomes	Simply RSHE	Comprehensive KS1	Comprehensive KS2	Nurture Group (New Updates Coming)	Assemblies
Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	Respectful, Kind Relationships theme, one session for each year group. Each session contributes to all of the learning outcomes within this theme. <i>Please note, the KS1 topics provide an early introduction to this theme.</i>	Please see page 4 for the topics that cover the learning outcomes within this theme.	Please see page 4 for the topics that cover the learning outcomes within this theme.	Please see page 4 for the topics that cover the learning outcomes within this theme.	Please see page 4 for the topics that cover the learning outcomes within this theme.
The conventions of courtesy and manners.					
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.					
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.					
What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.					
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					
Learning Outcomes	Simply RSHE	Comprehensive KS1	Comprehensive KS2	Nurture Group (New Updates Coming)	Assemblies
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.	Online Safety and Awareness theme, one session for each year group. Each session contributes to all of the learning outcomes within this theme. <i>Please note, the KS1 topics provide an early introduction to this theme.</i>	5-8 Baseline Topics - Computer Safety 5-8 Main Topics - Online Bullying - Image Sharing - Computer Safety - Documentary	5-8 Summative Topics - Computer Safety 5-8 Main Topics - Making Friends Online 8-11 Baseline Topics - Computer Safety 8-11 Summative Topics - Computer Safety 8-11 Main Topics - Online Bullying - Image Sharing - Making Friends Online Adult & Children's Views - Computer Safety	My Support System	Click or Quit?
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.					
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.					
The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.					
Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.					
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					
Learning Outcomes	Simply RSHE	Comprehensive KS1	Comprehensive KS2	Nurture Group (New Updates Coming)	Assemblies
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.	Being Safe theme, one session for each year group. Each session contributes to all of the learning outcomes within this theme. <i>Please note, the KS1 topics provide an early introduction to this theme.</i>	5-8 Baseline Topics - Keeping/Staying Safe - Computer Safety - Fire Safety 5-8 Main Topics - Staying Safe - Bullying - Helping Someone in Need - Worry - Jealousy - Online Bullying - Image Sharing - Computer Safety - Documentary - Hoax Calling - Fire Station Visit - Petty Arson - Hazard Watch	5-8 Summative Topics - Keeping/Staying Safe - Relationships - Feelings and Emotions - Computer Safety - Fire Safety 5-8 Main Topics - Medicine - Touch - Making Friends Online - Texting Whilst Driving 8-11 Baseline Topics - Keeping/Staying Safe - First Aid 8-11 Summative Topics - Keeping/Staying Safe - Keeping/Staying Healthy - Growing and Changing - Feelings and Emotions - Computer Safety - First Aid 8-11 Main Topics - Water Safety - Peer Pressure - Relationships - Puberty - Looking Out for Others - Online Bullying - Image Sharing - Making Friends Online - British Values - First Aid Year 5 - First Aid Year 6 (Part 1) - First Aid Year 6 (Part 2) Adult & Children's Views - Keeping/Staying Safe - Computer Safety	- Communication Skills - My Support System	- Knife Crime Awareness - Anti-Bullying Awareness
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.					
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.					
How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.					
How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.					
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.					
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.					

General Well-being					
Learning Outcomes	Simply RSHE	Comprehensive KS1	Comprehensive KS2	Nurture Group (New Updates Coming)	Assemblies
The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	General Well-being theme, one session for each year group. Each session contributes to all of the learning outcomes within this theme. <i>Please note, the KS1 topics provide an early introduction to this theme.</i>	5-8 Baseline Topics - Keeping/Staying Healthy - Feelings and Emotions 5-8 Main Topics - Washing Hands - Brushing Teeth - Body Language - Practice Makes Perfect - Jealousy - Worry - Anger - Online Bullying - Image Sharing - Hoax Calling - Fire Station Visit - Petty Arson	5-8 Summative Topics - Keeping/Staying Healthy - Relationships - Feelings and Emotions 5-8 Main Topics - Grief/Loss - Texting Whilst Driving 8-11 Baseline Topics - Keeping/Staying Healthy - Feelings and Emotions 8-11 Summative Topics - Keeping/Staying Healthy - Feelings and Emotions 8-11 Main Topics - Cycle Safety - Peer Pressure - Healthy Living - Relationships - Puberty - Looking Out for Others - Jealousy - Anger - Worry - Online Bullying - Image Sharing - Chores at Home - In-App Purchases - Breaking Down Barriers - Inclusion & Acceptance - First Aid Year 5 Adult & Children's Views - Keeping/Staying Healthy - Growing & Changing - Feelings and Emotions - Computer Safety	- Worry/Anxiety - Anger - Grief - Jealousy - My Support System - Empathy & Understanding Others	- Supporting Our Mental Health - Know Yourself, Grow Yourself
The importance of promoting general wellbeing and physical health.					
The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.					
How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.					
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.					
That isolation and loneliness can affect children, and the benefits of seeking support.					
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.					
That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.					
Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).					
That it is common to experience mental health problems, and early support can help.					

Wellbeing Online					
Learning Outcomes	Simply RSHE	Comprehensive KS1	Comprehensive KS2	Nurture Group (New Updates Coming)	Assemblies
That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.	Wellbeing Online theme, one session for each year group. Each session contributes to all of the learning outcomes within this theme. <i>Please note, the KS1 topics provide an early introduction to this theme.</i>	5-8 Baseline Topics - Keeping/Staying Healthy - Computer Safety 5-8 Main Topics - Online Bullying - Image Sharing - Making Friends Online - Computer Safety - Documentary	5-8 Summative Topics - Keeping/Staying Healthy - Computer Safety 8-11 Baseline Topics - Computer Safety 8-11 Summative Topics - Computer Safety 8-11 Main Topics - Healthy Living - Online Bullying - Image Sharing - Making Friends Online - In-App Purchases Adult & Children's Views - Keeping/Staying Safe - Keeping/Staying Healthy - Computer Safety	- Communication Skills - Friendships	Click or Quit?
Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.					
The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.					
How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.					
Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.					

Wellbeing Online					
Learning Outcomes	Simply RSHE	Comprehensive KS1	Comprehensive KS2	Nurture Group (New Updates Coming)	Assemblies
The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.	Wellbeing Online theme, one session for each year group. Each session contributes to all of the learning outcomes within this theme. <i>Please note, the KS1 topics provide an early introduction to this theme.</i>	Please see page 9 for the topics that cover the learning outcomes within this theme.	Please see page 9 for the topics that cover the learning outcomes within this theme.	Please see page 9 for the topics that cover the learning outcomes within this theme.	Please see page 9 for the topics that cover the learning outcomes within this theme.
How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.					
That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.					
How to understand the information they find online, including from search engines, and know how information is selected and targeted.					
That they have rights in relation to sharing personal data, privacy and consent.					
Where and how to report concerns and get support with issues online.					

Physical Health and Fitness					
Learning Outcomes	Simply RSHE	Comprehensive KS1	Comprehensive KS2	Nurture Group (New Updates Coming)	Assemblies
The characteristics and mental and physical benefits of an active lifestyle.	Physical Health and Fitness theme, one session for each year group. Each session contributes to all of the learning outcomes within this theme. <i>Please note, the KS1 topics provide an early introduction to this theme.</i>	5-8 Baseline Topics - Keeping/Staying Healthy 5-8 Main Topics - Healthy Eating - Practice Makes Perfect	5-8 Summative Topics - Keeping/Staying Healthy - Feelings and Emotions 8-11 Baseline Topics - Keeping/Staying Healthy - Feelings and Emotions 8-11 Summative Topics - Keeping/Staying Healthy 8-11 Main Topics - Healthy Living - Puberty Adult & Children's Views - Keeping/Staying Healthy	- Resilience & Growth Mindset - Self-Esteem and Confidence	Looking After Our Mental and Physical Health – Coming soon
The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.					
The risks associated with an inactive lifestyle, including obesity.					
How and when to seek support including which adults to speak to in school if they are worried about their health.					

Healthy Eating					
Learning Outcomes	Simply RSHE	Comprehensive KS1	Comprehensive KS2	Nurture Group (New Updates Coming)	Assemblies
What constitutes a healthy diet (including understanding calories and other nutritional content).	Healthy Eating theme, one session for each year group. Each session contributes to all of the learning outcomes within this theme. <i>Please note, the KS1 topics provide an early introduction to this theme.</i>	5-8 Main Topics - Healthy Eating - Brushing Teeth	5-8 Summative Topics - Keeping/Staying Healthy 8-11 Baseline Topics - Keeping/Staying Healthy 8-11 Main Topics - Healthy Living - Alcohol Adult & Children's Views - Keeping/Staying Healthy		Looking After Our Mental and Physical Health – Coming soon
Understanding the importance of a healthy relationship with food.					
The principles of planning and preparing a range of healthy meals.					
The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).					

Drugs, Alcohol, Tobacco and Vaping					
Learning Outcomes	Simply RSHE	Comprehensive KS1	Comprehensive KS2	Nurture Group (New Updates Coming)	Assemblies
The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.	Drugs, Alcohol, Tobacco and Vaping theme, one session for each year group. Each session contributes to all of the learning outcomes within this theme. <i>Please note, the KS1 topics provide an early introduction to this theme.</i>	5-8 Main Topics - Medicine - Hazard Watch	8-11 Summative Topics - Keeping/Staying Healthy 8-11 Main Topics - Smoking - Alcohol/Drug Extension		

Health Protection and Prevention					
Learning Outcomes	Simply RSHE	Comprehensive KS1	Comprehensive KS2	Nurture Group (New Updates Coming)	Assemblies
How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	Health Protection and Prevention theme, one session for each year group. Each session contributes to all of the learning outcomes within this theme. <i>Please note, the KS1 topics provide an early introduction to this theme.</i>	5-8 Baseline Topics • Keeping/Staying Safe • Keeping/Staying Healthy 5-8 Main Topics • Brushing Teeth • Washing Hands • Medicine	5-8 Summative Topics • Keeping/Staying Healthy • Feelings and Emotions 8-11 Baseline Topics • Keeping/Staying Healthy 8-11 Summative Topics • Keeping/Staying Healthy 8-11 Main Topics • Healthy Living Adult & Children's Views • Keeping/Staying Healthy		• Looking After Our Mental and Physical Health – Coming soon
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.					
The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.					
About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.					
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.					
The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.					

Personal Safety					
Learning Outcomes	Simply RSHE	Comprehensive KS1	Comprehensive KS2	Nurture Group (New Updates Coming)	Assemblies
About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	Personal Safety theme, one session for each year group. Each session contributes to all of the learning outcomes within this theme. <i>Please note, the KS1 topics provide an early introduction to this theme.</i>	5-8 Baseline Topics • Keeping/Staying Safe • Fire Safety 5-8 Main Topics • Road Safety • Tying Shoelaces • Water Spillage • Hazard Watch • Hoax Calling • Petty Arson • Texting Whilst Driving	5-8 Summative Topics • Fire Safety 5-8 Main Topics • Leaning Out of Windows • Fire Station Visit • Hazard Watch 8-11 Baseline Topics • Keeping/Staying Safe 8-11 Summative Topics	• My Support System	• Knife Crime Awareness
How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.					
			8-11 Main Topics • Water Safety • Peer Pressure • Cycle Safety Adult & Children's Views • Keeping/Staying Safe		

Basic First Aid					
Learning Outcomes	Simply RSHE	Comprehensive KS1	Comprehensive KS2	Nurture Group (New Updates Coming)	Assemblies
How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.	Basic First Aid theme, one session for each year group. Each session contributes to all of the learning outcomes within this theme. <i>Please note, the KS1 topics provide an early introduction to this theme.</i>	5-8 Main Topics • Leaning Out of Windows • Water Spillage • Hoax Calling • Petty Arson • Texting Whilst Driving	5-8 Main Topics • Fire Station Visit 8-11 Baseline Topics • First Aid 8-11 Summative Topics • First Aid 8-11 Main Topics • First Aid Year 4 • First Aid Year 5 • First Aid Year 6 (Part 1) • First Aid Year 6 (Part 2)		
Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.					

Developing bodies					
Learning Outcomes	Simply RSHE	Comprehensive KS1	Comprehensive KS2	Nurture Group (New Updates Coming)	Assemblies
About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.	Developing bodies theme, one session for each year group. Each session contributes to all of the learning outcomes within this theme. <i>Please note, the KS1 topics provide an early introduction to this theme.</i>	5-8 Main Topics • Growing In Our World	5-8 Main Topics • Touch 8-11 Baseline Topics • Growing and Changing 8-11 Summative Topics • Growing and Changing 8-11 Main Topics • Relationships • Puberty • Conception Adult & Children's Views • Growing and Changing	• Change and Transition	
The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.					
The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.					

Appendix 3

DfE Guidance for teaching Relationships, Sex and Health Education 2025.

[Relationships Education, Relationships and Sex Education and Health Education guidance](#)

Relationships education (Primary)

24. The focus for primary relationships education should be on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.

25. Building children's understanding and skills at primary is essential for preparing them for more complex content at secondary. For example, in primary, children will learn skills for managing difficult feelings in their friendships, like disappointment or anger. This prepares them to reflect on how to behave with kindness in more complex or challenging relationships at secondary.

26. Schools should be sensitive to pupils' circumstances, recognising that families of many forms provide a nurturing environment for children, and can include single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents/carers. Teaching should illustrate a wide range of family structures in a positive way, and care should be taken to ensure that children are not stigmatised based on their home circumstances.

27. Primary relationships education should be anchored in an understanding of positive relationships, but 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. In addition, pupils should understand about bullying, and that this can include the use of derogatory terms relating to sex, race, disability or sexual orientation.

28. Pupils should know how to report concerns and seek advice. While teaching children how to stay safe, including online, teachers should be clear that being a victim of abuse is never the fault of the child.

29. Primary children should be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. For example, in late primary, schools may decide to discuss the 8 pressure to share naked images if this is affecting pupils in the school. There may also be cases, such as when they know that pupils have seen pornography, in which schools may feel the need to discuss online sexual content. Teaching should be age appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion. Schools should also inform parents of any deviation from their published RSE policy in advance and share any relevant materials with them on request.

Appendix 4

Overview of DfE Outcome for Primary 2025.

	By the end of Primary School Students should
National Curriculum Objectives RSE	Families and people who care for me • That families are important for children growing up safe and happy because they can provide love, security and stability. • 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. • 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. • That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. • That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Caring friendships • How important friendships are in making us feel happy and secure, and how people choose and make friends. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Students should learn skills for developing caring, kind friendships. • 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. • 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. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • How to manage conflict, and that resorting to violence is never right. • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Respectful, kind relationships • How to pay attention to the needs and preferences of others, including in families and friendships. Students should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • 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. • 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. • 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. • Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. • The conventions of courtesy and manners.

	• 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. • 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. • What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. • 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 • 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. • 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. • 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. • The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. • 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 • 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. • 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. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. • 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. • 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.
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Appendix 5

Forms or details relevant to withdrawal from Non – Statutory Sex Education

Sex Education: Information for Parents and Carers

What Your Child Will Be Taught

At [Winston Way Academy](#), we understand that teaching children about relationships, growing up and human development is an important part of supporting their wellbeing, safety and preparation for the future. We also recognise that parents and carers play a vital role in these conversations and that schools and families work best when they work together openly and supportively.

Relationships and Health Education (RHE) is statutory for all primary schools in England and forms part of our PSHE curriculum. This includes puberty education. Parents and carers do not have the right to withdraw their child from any content that covers statutory Relationships or Health Education objectives, or national curriculum science objectives (including human development and reproduction).

In addition to the statutory curriculum, our school also chooses to deliver a Sex Education unit. This is taught in Year 6 through 1decision's Conception topic and covers how babies are made in an age-appropriate, factual way. This is the only element of our PSHE/RSHE provision from which parents and carers may request withdrawal.

We hope you trust that, as a school, we take decisions around RSHE content very seriously. All materials are carefully selected and reviewed to ensure they remain age-appropriate, sensitive and relevant to children's current needs and levels of maturity. Our priority is always to support children in developing accurate understanding, confidence, safety awareness and respect in a way that is appropriate for their stage of development.

Our Chosen Programme: 1decision

To deliver PSHE and RSHE, we use 1decision - a multi-award winning programme used across the country and worldwide. The resources have been developed by PSHE and safeguarding experts, working alongside schools and children.

We encourage you to explore the 1decision Parent/Carer Zone before making any decision about withdrawal. There you will find:

- An overview of what 1decision is and how it works
- A content overview, including examples of puberty and conception animations
- Examples of Early Years content
- Understanding RSHE document
- Free home activities and much more

Why We Teach Sex Education

We believe it is important that children receive accurate, age-appropriate information in a safe environment - from a trusted adult, rather than from peers or online sources. Research shows that

children who do not receive this information at school are more likely to turn to the internet, where content can be misleading, harmful or age-inappropriate.

Our teaching is carefully planned, sensitive in its delivery, and gives pupils the opportunity to ask questions in a supportive setting.

We would love to show you the resources before you make a decision.

You are warmly welcome to attend our parent information session where you can view the full 1decision videos and ask any questions. This session will take place:

[Insert date/time/location]

Requesting Withdrawal from the Conception Unit

If, after reviewing the 1decision resources, you wish to withdraw your child from the Year 6 Conception unit, please follow the process below.

Our withdrawal process:

[An option will be available on your Arbor account once you have reviewed the resources — e.g. “I would like to withdraw my child from the RSHE session on conception”]

Please be aware that any request for withdrawal will be noted and kept on your child’s record, in line with statutory guidance.

If you have any questions about our RSHE curriculum, please contact us:

[School contact name, role, email and/or phone number]

Appendix 6

Policy Consultation Summary and overview of engagement with Parents and Students.

	Engagement	Consultation
Purpose	Build ongoing, open communication with parents and help them understand RSHE content and approach.	Formally seek parents' views when developing or reviewing the RSHE policy.
What it involves	Sharing information, offering events, showing materials, responding to questions, creating dialogue. Sharing Redbridge PPT about why providing RSHE is important.	Inviting feedback on the draft RSHE policy. Parents have been offered 1 online meeting and 1 face to face follow up meeting, gathering views, and considering responses before finalising decisions.
School's duty	Proactively engage parents, so they understand curriculum content and materials.	Consulting with parents when developing the RSHE policy and allow them to see the proposed curriculum outline as part of the policy. Sharing the DFE guidance with parents.
Parent role	Parents can ask questions, seek clarification, attend sessions, and access materials.	Parents can formally express views, concerns, or suggestions about the RSHE policy.
Decision-making power	Engagement does not give parents decision-making authority.	Consultation allows parents to contribute views, but they cannot veto RSHE content.

Appendix 7

Redbridge definitions of Islamophobia and Anti-Semitism

Islamophobia

Anti-Muslim hostility is intentionally engaging in, assisting or encouraging criminal acts – including acts of violence, vandalism, harassment, or intimidation, whether physical, verbal, written or electronically communicated – that are directed at Muslims because of their religion or at those who are perceived to be Muslim, including where that perception is based on assumptions about ethnicity, race or appearance.

It is also the prejudicial stereotyping of Muslims, or people perceived to be Muslim including because of their ethnic or racial backgrounds or their appearance, and treating them as a collective group defined by fixed and negative characteristics, with the intention of encouraging hatred against them, irrespective of their actual opinions, beliefs or actions as individuals.

It is engaging in unlawful discrimination where the relevant conduct – including the creation or use of practices and biases within institutions – is intended to disadvantage Muslims in public and economic life.

Anti-Semitism

Anti-Semitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of anti-Semitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities.