

WHITEHEATH JUNIOR SCHOOL

Relationship and Sex Education (RSHE) and Health Education Policy



WHITEHEATH JUNIOR SCHOOL

Opportunity, Confidence & Growth

Written by	Updated on	Reviewed with Governors	Next review
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1. Our School Motto:

At Whiteheath Junior School, our motto is '**Opportunity, Confidence, Growth**'.

- **Opportunity** - providing a range of experiences to enable children to gain in-depth knowledge and learn valuable skills.
- **Confidence** - encouraging self-belief and self-worth by recognising the unique qualities of each child.
- **Growth** - helping our children to develop into mature, well-rounded young people who are prepared for their future in an ever-changing world.

This motto is integral to our teaching across the curriculum, including RSHE.

2. Aims:

Our school has a responsibility to work with parents in preparing children for their lives now and in the future. Therefore, an appropriate and responsible Relationship and Sex Education, as an integral part of PSHE, is an essential element in that preparation.

It contributes to promoting the spiritual, moral, cultural, mental and physical development of children at school and in society, and prepares children for the opportunities, responsibilities and experiences of adult life. The school is sensitive to the fact that children's environments may differ but seeks to place the RSHE programme within the context of a secure and loving environment where faithfulness, love and commitment are promoted.

The aims of Relationship and Sex Education and Health education (RSHE) at Whiteheath Junior School are to:

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

3. Statutory requirements by Primary Schools:

As a maintained primary school, we must provide Relationships Education to all pupils as per Section 34 of the [Children and Social Work Act 2017](#) and the guidance set out by the [DfE Relationships and sex education \(RSE\) and health education \(2025\)](#).

In addition to this, Health Education is also compulsory in all primary schools.

The PSHE lessons that cover Sex Education are not compulsory. However, we do need to teach the elements of Sex Education contained in the Science curriculum for Key Stage 2.

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](#).

At Whiteheath Junior School, we teach RSHE as set out in this policy.

4. How was this policy developed?

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

- 1. Review** – a member of staff researched all relevant information including relevant national and local guidance.
- 2. Staff consultation** – all teaching staff were given the opportunity to look at the policy and make recommendations.
- 3. Parent/carers consultation** – a draft policy was sent out to parents for their views and feedback.
- 4. Child consultation** – we investigated what exactly children want from their RSHE lessons.
- 5. Ratification** – once any amendments were made, the policy was shared with governors and ratified.

5. Definition – What is RSHE?

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships (between friends, family, peers, other adults, committed relationships and those online), sexual health, sexuality, healthy lifestyles, diversity and personal identity.

Relationships Education will put into place the building blocks needed for positive and safe relationships.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

Health Education aims to give your child the necessary information they need to make good decisions about their own health and wellbeing as well as recognising issues in themselves and others. It gives them opportunities to seek support as early as possible when issues arise.

6. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

The content of the curriculum has been developed carefully in consultation with staff and pupils. Parents have had the opportunity to reflect on the long term plan for PSHE.

In Year 3, RSHE will include discussions/activities related to what a family might look like and how to keep ourselves safe around others, through to Year 6 which focuses on how what we read online might not be the truth and looking at personal identity.

Our curriculum takes into account the age, needs and feelings of the children in our school. If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so pupils are fully informed and don't seek answers online.

Primary sex education, mainly covered in Years 5/6 will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our PSHE curriculum, please see our curriculum map in Appendix 1.

7. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

PSHE is taught for one lesson a week for a half term, 3 times a year. This subject fits in with the RE curriculum so both subjects are taught each term.

The aim at Whiteheath Junior School is to recap on what was covered in RSHE at the Infant School and gradually introduce children to the statutory objectives set out by the government over the course of four years in the Junior School.

Children will be provided with accurate information at their level of understanding and a positive self-image will be encouraged during all experiences within school. The school accepts its part in the role of preparing children for the world in which they live and is willing to answer honestly and carefully any questions as they arise. Some questions naturally arise in discussion with the class teacher, e.g. when a new baby is expected within a family, when parents get remarried, when there is a new adult in the family, when a baby is born, and when the children have new brothers and sisters. In all discussions, correct terminology is encouraged when dealing with, or describing any aspect of RSHE.

At Whiteheath Junior School, our curriculum is built upon a spiral curriculum, which means that children will revisit many of the outcomes in more detail as the years go on. It allows the children to access the lessons we feel are appropriate for them at a particular age.

We ensure RSHE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND.). This will be achieved by ensuring that the content and teaching is differentiated to meet the specific needs of pupils. This may include using visual aids, targeted support, social stories and other strategies in line with the child's individual learning plan.

Year 5 children use the SCARF curriculum resources including lesson plans, presentations, video clips and worksheets to focus on puberty, changes to both the male and female body including the menstrual cycle. They have the opportunity to discuss and ask questions. Parents are offered the opportunity to preview the lessons and discuss the contents.

Year 6 will also be using the SCARF resources to recap on the learning about puberty from year 5. They will then go on to learn about hygiene; taking care of the body during puberty; changing feelings and emotions; and conception, pregnancy and birth. Resources include presentations, worksheets and video-clips designed to help meet the curricular requirements of science and health education. The activities cater for individual, pair and group work and whole class teaching and children have the opportunity to recognise and value their existing knowledge. Year 6 children cover the lessons over several weeks in class groups. The discussion follow-up is held in classes. Care is taken to cover the subject with equal attention

for both boys/girls. All parents are invited to preview the lessons beforehand and are able to ask questions.

Our school aims to create an atmosphere in which children are able to confide in each other and adults. Care is taken to present information impartially, with the aim of reassuring pupils and countering ignorance, in such a way that both sexes have access to knowledge about themselves and the opposite sex. We aim to ensure that information is appropriate to the age of the pupils, with due regard to any religious or cultural factors expressed by the parents and is presented within the moral and value framework. If a pupil's question goes beyond the sex education covered by the school or relates to sex education from which they have been withdrawn, the teacher will use their professional judgement to decide how to respond and avoid giving specific details that are not age appropriate. Where a question or comment gives cause for concern, the information will be communicated to the designated safeguarding lead.

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

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

Health and wellbeing education starts with the benefits and importance of physical activity, good nutrition and sufficient sleep, and supports pupils to develop emotional awareness. This includes:

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies

Further information about the learning outcomes in these areas by the end of KS2 can be read in Appendix 2.

These areas of learning are taught within the context of family life taking care to ensure 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, 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).

8. Roles and responsibilities

8.1 The Governing Board

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

8.2 The Headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory 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.

All KS2 teachers are responsible for teaching RSHE in the school.

8.4 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

9. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

However, parents have the right to withdraw their children from the non-statutory components of sex education within RSHE.

Requests for withdrawal should be put in writing and addressed to the headteacher.

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

10. Training

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

The headteacher will also invite visitors from inside and outside the school, such as school nurses/ Coram Life Education / Safeguarding lead and pastoral manager to provide support and training to staff teaching RSHE.

11. Monitoring arrangements

The delivery of RSHE is monitored by the PSHE coordinator. They will be responsible for making sure the planning (long, medium and short term) is in place for all class teachers to access. They will monitor the teaching of RSHE by lesson drop ins, interviews with pupils and book looks.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems. The SCARF programme allows class teachers to assess the children's understanding at both the beginning and end of a topic, which will inform future planning and individual school reports.

This policy will be reviewed by the PSHE lead every two years. At every review, the policy will be approved by the PSHE lead, headteacher and governing body.

Appendix 1 – Curriculum Map

RSHE Curriculum

Families and people who care for me

<u>Statutory Requirement</u>	<u>Year Group</u>	<u>Scarf unit</u>	<u>Other coverage in curriculum</u>	<u>Other coverage in wider school</u>
1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised	Year 3	Y3 Family and friends Y3 Let's celebrate our differences	Whole class reading texts	Use of circle time to resolve friendship issues Pastoral support British values day Assemblies Keeping safe assemblies Posters in school
	Year 4	Y4 Friend or acquaintance? Y4 The people we share our world with Y4 What would I do?	R.E. Year 4 – identity and belonging	
	Year 5		R.E. year 5 – identifying differences	
	Year 6	Y6 Advertising friendships! Y6 Joe's story Y6 Dan's day Y6 Don't force me	R.E. year 6 – race and diversity	

commitment of two people to each other which is intended to be lifelong. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.				
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Caring Friendships

Statutory Requirement	<u>Year Group</u>	<u>Scarf unit</u>	<u>Other coverage in curriculum</u>	<u>Other coverage in wider school</u>
1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including	Year 3			Assemblies Kindness awards Playground pals Anti-bullying assemblies High 5 strategy 1:1 support for individual children Social skills groups for identified children Regular sessions to deal with friendship issues for individual children Friendship bench Behaviour policy Teacher input
	Year 4	Y4 Friend or acquaintance? Y4 The people we share our world with Y4 What would I do? Y4 Can you sort it? Y4 Keeping ourselves safe Y4 Ok or not ok? (part 1) Y4 Islands		
	Year 5	Y5 Qualities of friendship Y5 Decision dilemmas		

mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	Year 6	Y6 Advertising friendships! Y6 Joe's story Y6 OK to be different Y6 Dan's day Y6 Don't force me		
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Respectful, Kind Relationships

Statutory Requirement	<u>Year Group</u>	<u>Scarf unit</u>	<u>Other coverage in curriculum</u>	<u>Other coverage in wider school</u>
1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	Year 3	Y3 Let's celebrate our differences Y3 Respect and challenge Y3 Zeb Y3 Our friends and neighbours Y3 Raisin challenge (1)	Whole class reading	British values day High 5 strategy Class rules Behaviour policy and expectations Kindness award School ethos Merit awards Golden time Class of the week

3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners. 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. 9. The different types of bullying (including online bullying), the impact of bullying,	Year 4	Y4 Friend or acquaintance? Y4 The people we share our world with Y4 Can you sort it? Y4 What would I do? Y4 Keeping ourselves safe	R.E. curriculum: - year 4 – identity and belonging - year 4 – inspirational people Computing curriculum – online safety	Mental health awareness week School values (4 Rs) Wellbeing assemblies Housepoints Junior citizen programme Junior Duke Assemblies Keeping safe assembly (year 3/4 and year 5/6) Lifibase workshop Anti-bullying assemblies P.E. – teamwork
	Year 5	Y5 Kind conversations Y5 Qualities of friendship Y5 Happy being me Y5 Is it true?		
	Year 6	Y6 We have more in common than not Y6 Tolerance and respect for others Y6 Don't force me Y6 Joe's story (part 1) Y6 Boys will be boys? - challenging gender stereotypes Y6 What's the risk?	R.E. curriculum: Year 6 – diversity History – year 6 – journeys Year 6 Journey outreach programme. Computing curriculum – online safety	

responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.				
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Online safety and awareness

Statutory Requirement	<u>Year Group</u>	<u>Scarf unit</u>	<u>Other coverage in curriculum</u>	<u>Other coverage in wider school</u>
1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to	Year 3	Y3 None of your business! Y3 I am fantastic! Y3 Zeb Y3 Let's celebrate our differences Y3 Recount task	Computing curriculum – online safety WCR – year 3 – internet safety	Junior Citizen (year 6)
	Year 4	Y4 How do we make a difference? Y4 Can you sort it? Y4 Picture wise Y4 Keeping ourselves safe	Computing curriculum – online safety	

be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.		Y4 Danger, risk or hazard? Y4 That is such a stereotype!		
	Year 5	Y5 Is it true?	Computing curriculum – online safety	
	Year 6	Y6 Fakebook friends Y6 Joe's story (part 2) Y6 To share or not to share? Y6 We have more in common than not Y6 Think before you click!	Computing curriculum – online safety Year 6 – computer systems and networks Year 6 – Big Data 1	

Being safe

Statutory Requirement	<u>Year Group</u>	<u>Scarf unit</u>	<u>Other coverage in curriculum</u>	<u>Other coverage in wider school</u>
1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7. How to ask for advice or help for themselves or others, and to keep trying	Year 3	Y3 Safe or unsafe? Y3 None of your business! Y3 Raisin challenge (1) Y3 Secret or surprise? Y3 The Risk robot Y3 Helping each other to stay safe	Computing curriculum – internet safety WCR – internet safety (yr 3)	Keeping safe assemblies Road Safety sessions Bikeability Gardening Junior citizen Posters around school
	Year 4	Y4 Islands Y4 How do we make a difference? Y4 Danger, risk or hazard? Y4 Safety in numbers	Computing curriculum – online safety	
	Year 5	Y5 Would you risk it? Y5 Independence and responsibility Y5 Is it true?	Computing curriculum – online safety	
	Year 6	Y6 To share or not to share? Y6 Think before you click! Y6 Don't force me Y6 Joe's story (part 1) Y6 Dear Ash	Computing curriculum – online safety	

until they are heard. Where to get advice e.g. family, school and/or other sources.				
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Physical Health and Mental Wellbeing (Health Education)

General wellbeing

Statutory Requirement	<u>Year Group</u>	<u>Scarf unit</u>	<u>Other coverage in curriculum</u>	<u>Other coverage in wider school</u>
1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2. The importance of promoting general wellbeing and physical health. 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	Year 3	Y3 None of your business! Y3 Let's celebrate our differences Y3 Zeb Y3 My community Y3 Our helpful volunteers	Whole class reading – developing empathy for others and ‘The Colour Monster’ R.E. curriculum: Year 3 – Right and wrong	Assemblies Mental health awareness week High 5 strategy Zones of regulation to support individuals Behaviour policy Life base sessions National fitness day
	Year 4	Y4 Moving house Y4 Islands	WCR – mental health (yr 4) Computing – internet safety	Daily mile Community links and fundraising e.g. Poplar care home, Hillingdon food bank
	Year 5	Y5 Mo makes a difference	Year 5 – poverty and justice	Gardening club Sports leaders Playground pals

4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6. That isolation and loneliness can affect children, and the benefits of seeking support. 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. 9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 10. That it is common to experience mental health problems, and early support can help.	Year 6	Y6 Rat Park Y6 Fakebook friends Y6 Advertising friendships! Y6 OK to be different Y6 Joe's story (part 1)	Year 6 – Race and diversity and Moral Maze	Anti-bullying Posters around school Pastoral support available Worry boxes Designated adult/safe space for identified children Keeping safe assembly Sports clubs and teams. P.E. lessons
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Wellbeing online

Statutory Requirement	Year Group	Scarf unit	Other coverage in curriculum	Other coverage in wider school
1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. 3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. 6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 7. How to take a critical approach to what they see and read online and make	Year 3	Y3 Raisin challenge (1) Y3 None of your business! Y3 Zeb Y3 Let's celebrate our differences Y3 Recount task	Year 3 WCR – internet safety Computing curriculum: Online safety years 3 – 6	Junior citizen
	Year 4	Y4 That is such a stereotype! Y4 Danger, risk or hazard? Y4 Picture wise	Computing curriculum: Online safety years 3 – 6	
	Year 5	Y5 Is it true? Y5 What's the story? Y5 Smoking: what is normal?	Computing curriculum: Online safety years 3 – 6	
	Year 6	Y6 Boys will be boys? - challenging gender stereotypes Y6 Think before you click! Y6 Fakebook friends Y6 To share or not to share? Y6 Two sides to every story	Computing curriculum: Online safety years 3 – 6 Year 6 – computer systems and networks	

responsible decisions about which content, including content on social media and apps, is appropriate for them. 8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 9. How to understand the information they find online, including from search engines, and know how information is selected and targeted. 10. That they have rights in relation to sharing personal data, privacy and consent. 11. Where and how to report concerns and get support with issues online.				
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Physical Health and Fitness

Statutory Requirement	<u>Year Group</u>	<u>Scarf unit</u>	<u>Other coverage in curriculum</u>	<u>Other coverage in wider school</u>
1. The characteristics and mental and physical benefits of an active lifestyle. 2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a	Year 3	Y3 cigarettes and alcohol	Science (yr 6) Our Bodies Describe the functions of the heart Explain the impact of diet, exercise, drugs and lifestyle on bodies	Life base sessions Daily mile National fitness day Bikeability Cycling to school Walk to school week
	Year 4	Y4 Danger, risk or hazard?		
	Year 5	Y5 What's the story?		

daily active mile or other forms of regular, moderate and/or vigorous physical activity. 3. The risks associated with an inactive lifestyle, including obesity. 4. How and when to seek support including which adults to speak to in school if they are worried about their health.	Year 6	Yr 6 – Eat Like a Champ		
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Healthy Eating

Statutory Requirement	<u>Year Group</u>	<u>Scarf unit</u>	<u>Other coverage in curriculum</u>	<u>Other coverage in wider school</u>
1. What constitutes a healthy diet (including understanding calories and other nutritional content). 2. Understanding the importance of a healthy relationship with food. 3. The principles of planning and preparing a range of healthy meals. 4. 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).	Year 3	Y3 Derek cooks dinner! (healthy eating) Y3 Alcohol and cigarettes: the facts	Science Movement and Feeding (yr 3) Understand animals, including humans, need the right types and amounts of nutrition Know the effects of malnutrition DT (yr 3) vegetable flan making	
	Year 4	Y4 Danger, risk or hazard? Y4 Know the norms		
	Year 5	Y5 What's the story?	DT - What could be healthier? (yr 5) Understand what constitutes a balanced	

			diet Understand the term 'healthy'	
	Year 6	Y6 Eat Like a Champ Y6 Rat Park Y6 Joe's story (part 1)	Science - Our Bodies (yr 6) Explain the impact of diet, exercise, drugs and lifestyle on bodies	

Drugs, Alcohol, Tobacco and vaping

Statutory Requirement	<u>Year Group</u>	<u>Scarf unit</u>	<u>Other coverage in curriculum</u>	<u>Other coverage in wider school</u>
1.The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.	Year 3	Y3 Alcohol and cigarettes: the facts		Life base sessions
	Year 4	Y4 Know the norms Y4 Medicines: check the label Y4 Keeping ourselves safe Y4 Danger, risk or hazard?		
	Year 5	Y5 'Thinking' about habits Y5 Smoking: what is normal? Y5 Drugs: true or false?		

	Year 6	Y6 Rat Park	Science - Our Bodies (yr 6) Explain the impact of diet, exercise, drugs and lifestyle on bodies WCR (yr 6) drugs and alcohol	
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Health protection and prevention

Statutory Requirement	<u>Year Group</u>	<u>Scarf unit</u>	<u>Other coverage in curriculum</u>	<u>Other coverage in wider school</u>
1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical	Year 3			Life base sessions Mental health awareness day
	Year 4	Y4 Danger, risk or hazard? Y4 Staying safe in the sun Y4 Medicines: check the label	Science – (yr 4) Animals including humans - teeth	
	Year 5			

steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. 4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist. 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.	Year 6		Science (yr 6) Body systems; the circulatory system. Science (year 6) – classification including micro-organisms.	
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Personal safety

Statutory Requirement	<u>Year Group</u>	<u>Scarf unit</u>	<u>Other coverage in curriculum</u>	<u>Other coverage in wider school</u>
1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. 2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	Year 3			Pedestrian training Junior citizen event TfL workshop
	Year 6			

Basic First-Aid

Statutory Requirement	Year Group	Scarf unit	Other coverage in curriculum	Other coverage in wider school
1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. 2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.	Year 3	Y3 Basic first aid		Assembly
	Year 4	Y4 Basic first aid		
	Year 5	Y5 Basic first aid, including Sepsis Awareness		
	Year 6	Y6 Basic first aid, including Sepsis Awareness		

Developing bodies

Statutory Requirement	Year Group	Scarf unit	Other coverage in curriculum	Other coverage in wider school
1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. 2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.	Year 3			
	Year 4			
	Year 5	Yr 5 My Changing Body Yr 5 All Change	Science - Life Cycles (year 5) Describe the life cycle of a human	
	Year 6	Y6 Preparing for changes at puberty Y6 Growing Up and changing bodies Y6 Changing bodies and feelings Yr 6 Is this normal?		

3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.				
Non-statutory but recommended 1.To know a variety of ways in which the sperm can fertilise the egg to create a baby.	Year 6	Yr 6 Making babies		

Appendix 2

RSE expectations: primary

Here's what all pupils should know by the end of primary school. These are the expectations set by the Department for Education.

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

Families and people who care for me:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.

6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or

pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.

4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.

5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.

6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.

2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.

4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.

5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.

6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.

7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Primary health and wellbeing: content to be covered by the end of primary

General wellbeing

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.

2. The importance of promoting general wellbeing and physical health.

3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand

that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.

4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.

5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

6. That isolation and loneliness can affect children, and the benefits of seeking support.

7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.

8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.

9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

10. That it is common to experience mental health problems, and early support can help.

Wellbeing online

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.

2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.

3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.

5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.

6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.

7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.

8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.

9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.

10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

Physical health and fitness

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. 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

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health protection and prevention

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.

5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Further guidance on Sex Education (Primary)

30. Sex education is not compulsory in primary schools, but we recommend 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. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.

31. Primary schools should consult parents about the content of anything that will be taught within sex education. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education.

Source:

These expectations are set out in the Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers (July 2025)