Winsford High Street Community Primary School

Relationships, Sex and Health Education (RSHE) Policy

Approved by:	Governing Body	**Date:** 21/ 10/ 26
Last reviewed on:	September 2026	
Next review due by:	September 2027	

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1. Aims

The aims of relationship, sex and health education (RSHE) at our school are to:

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

2. Statutory Requirements

As a maintained primary school we must provide relationship education to all pupils as per section 34 of the Children and Social Work Act 2017.

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

In teaching Relationships, Sex and Health Education (RSHE), the school has regard to the statutory guidance issued by the Department for Education in July 2025 and implemented from 1 September 2026. The school will ensure that its curriculum reflects current statutory requirements and safeguarding expectations.

At Winsford High Street Community Primary School we teach RSHE as set out in this policy.

3. Policy Development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were allowed to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting/discussion about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Relationships, Sex and Health Education (RSHE) is about the emotional, social, physical and cultural development of pupils and involves learning about relationships, health, wellbeing, diversity, safety and personal identity.

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

5. Our Curriculum

Our PSHE curriculum is set out as per Appendix 1 (our RSHE curriculum is embedded within) but we may need to adapt it as and when necessary.

In line with the 2026 statutory guidance, pupils will also learn about:

- Personal safety, including road, rail, fire and water safety
- Online safety and wellbeing, including privacy, consent, scams and age restrictions on digital platforms
- Change and loss, including bereavement and grief
- Recognising safe and unsafe behaviours and relationships
- Communicating personal boundaries and seeking support
- The correct anatomical names for body parts, including genitalia where age-appropriate
- Respectful behaviour towards all people and families

We have developed the curriculum in consultation with parents, pupils, and staff, and have considered pupils' age, needs and feelings. If pupils ask questions outside the scope of this policy, teachers will respond appropriately, so they are fully informed and do not seek answers online.

Lesson overviews are available to parents on request and can be discussed with the relevant teacher/ teachers who will be leading the RSHE lessons.

Primary sex education will focus on:

- Preparing pupils for the physical changes that adolescence brings
- How a baby is conceived and born

6. Delivery of RSHE

RSE is taught within the personal, social, health and economic (PSHE) education and the No Outsiders curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE). Lessons are age-appropriate in length and content. Lesson content, support, and activities will also be adapted to support pupils with special educational needs.

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 relationships
- Online relationships
- Being safe

The updated 2026 guidance now places much stronger emphasis on:

- Personal safety
- Online wellbeing
- Boundaries and consent
- Communication skills
- Change and loss (including bereavement)

Across all Key Stages, pupils will also be supported with developing the following skills:

- Creating a positive culture
- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These areas of learning are taught within the context of family life, recognising that families may take many forms, including single-parent families, families headed by grandparents or kinship carers, adoptive and foster families, same-sex parents and other caring family structures.

The school recognises that RSHE is a key component of safeguarding. Teaching will support pupils to recognise unsafe situations, inappropriate behaviour, abuse and exploitation, and to identify trusted adults from whom they can seek help and support. Lessons will be delivered in an age-appropriate and sensitive manner.

7. Roles and Responsibilities

7.1 The governing board

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

7.2 The Head teacher

The head teacher 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 8).

7.3 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 with any concerns about teaching RSHE are encouraged to discuss this with the head teacher.

7.4 Pupils

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

8. Parents' Right to Withdraw

Parents have the right to request withdrawal from any non-statutory sex education taught beyond the National Curriculum Science Programme of Study. Relationships Education and Health Education are statutory and pupils cannot be withdrawn from these lessons.

Withdrawal requests should be written on an appropriate form (contact the school office/access via Appendix 2) and addressed to the head teacher. A copy of withdrawal requests will be placed in the pupil's educational record. The head teacher will discuss the request with parents and take appropriate action.

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

9. Training

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

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

10. Monitoring Arrangements

The delivery of RSHE is monitored by the SLT through the termly monitoring programme.

This could include: planning scrutiny, lesson observations, work sampling, pupil voice discussions and Governor dialogue.

Class teachers monitor pupils' development in RSHE as part of our internal assessment systems.

This policy will be reviewed by SLT and Governors annually. At every review, the policy will be approved by the Board of Governors and signed by the chair.

Appendix 1: RSHE Vocabulary Progression and Statutory Curriculum Links

This vocabulary progression supports the delivery of the statutory Relationships Education and Health Education curriculum, alongside relevant National Curriculum Science content. Vocabulary is taught progressively, revisited regularly, and adapted where necessary to meet the needs of all pupils, including those with SEND.

EYFS

Statutory Links

- Personal, Social and Emotional Development (PSED)
- Building Relationships
- Managing Self
- Understanding the World
- Safeguarding and Keeping Safe

Relationships and Safety	Health and Wellbeing	Body Vocabulary
family, friend, kindness, caring, sharing, respect, belonging, safe, unsafe, trusted adult	feelings, happy, sad, angry, worried, healthy, hygiene, clean, wash, germs, wellbeing	body, head, arms, legs, private parts, penis, vulva

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Year 1

Statutory Links

- Families and People Who Care for Me
- Caring Friendships
- Respectful Relationships
- Being Safe
- Science: Animals Including Humans

Relationships and Safety	Health and Wellbeing	Body Vocabulary
friendship, trust, relationships, personal space, personal boundaries, permission, respect, safe touch, unsafe touch, trusted adult	emotions, wellbeing, healthy choices, hygiene, exercise, sleep	penis, vulva, testicles, nipples, privacy

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Year 2

Statutory Links

- Families and People Who Care for Me
- Respectful Relationships
- Online Relationships

- Being Safe
- Science: Animals Including Humans

Relationships and Safety	Health and Wellbeing	Body Vocabulary
families, inclusion, diversity, respect, bullying, teasing, online safety, trusted adult, respecting choices	feelings, self-esteem, healthy habits, personal hygiene, germs, physical health	penis, vulva, testicles, privacy, personal space

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Year 3

Statutory Links

- Respectful Relationships
- Online Relationships
- Being Safe
- Mental Wellbeing
- Science: Animals Including Humans

Relationships and Safety	Health and Wellbeing	Body Vocabulary
equality, diversity, stereotypes, inclusion, boundaries, peer influence, personal safety, risk	growth, identity, self-esteem, emotional wellbeing, body changes	male, female, puberty, adolescence

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Year 4

Statutory Links

- Respectful Relationships
- Being Safe
- Changing Adolescent Body
- Science: Animals Including Humans

Relationships and Safety	Health and Wellbeing	Body Vocabulary
respect, healthy friendships, personal boundaries, road safety, water safety, railway safety	puberty, hormones, hygiene, emotional changes, resilience	breasts, menstruation, periods, sanitary products, vagina, testicles, erections, body odour

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Year 5

Statutory Links

- Online Relationships

- Being Safe
- Physical Health and Mental Wellbeing
- Changing Adolescent Body
- Science: Living Things and Their Habitats

Relationships and Safety	Health and Wellbeing	Body Vocabulary
healthy relationships, online relationships, peer pressure, privacy settings, digital footprint, scam, fraud, body confidence	wellbeing, self-image, personal responsibility, physical and emotional changes	menstrual cycle, ovulation, sperm, egg (ovum), fertilisation, conception, uterus, womb, ejaculation, wet dreams, pregnancy

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Year 6

Statutory Links

- Respectful Relationships
- Online Relationships
- Being Safe
- Changing Adolescent Body
- Science: Living Things and Their Habitats
- Science: Animals Including Humans
- Primary Sex Education (where taught)

Relationships and Safety	Health and Wellbeing	Body Vocabulary
commitment, consent, pressure, exploitation, discrimination, stereotypes, grooming, confidentiality, privacy, online manipulation	transition, resilience, bereavement, grief, emotional wellbeing	sexual intercourse* , conception, fertilisation, embryo, foetus, labour, birth, contraception (awareness only), pregnancy

*Only included where the school chooses to teach non-statutory primary sex education.

Notes

- Anatomically correct terminology will be used throughout the curriculum to support safeguarding, health education and pupils' understanding of their bodies.
- Vocabulary may be introduced earlier or revisited later where necessary to support learning, safeguarding needs or individual SEND requirements.
- Teaching will reflect the school's commitment to inclusion, equality, safeguarding and respect for all.
- Lessons will be delivered sensitively and, in an age,-appropriate manner.
- Parents and carers may request further information about the content and vocabulary taught within each year group.

- **This vocabulary progression reflects the statutory requirements for Relationships Education and Health Education in primary schools and the relevant National Curriculum Science programmes of study.**

Whole-School Skills Progression (EYFS–Y6)

Skill Area	Progression
Communication	Naming feelings → expressing needs → discussing relationships → conflict management
Emotional Literacy	Recognising feelings → simple regulation → resilience → managing puberty emotions
Body Autonomy & Consent	Privacy basics → boundaries → consent → assertiveness
Online Safety	Adult support → simple rules → safe sharing → risk awareness → digital footprints
Identity & Diversity	Families → differences → respect → inclusion → identity
Healthy Relationships	Kindness → friendships → conflict → healthy vs. unhealthy behaviours
Risk Management	Safe/unsafe touch → danger → assessing risk → managing situations
Help-Seeking	Knowing who helps → asking → trusted adults → unsafe situations
Decision-Making	Simple choices → fairness → conflict solving → evaluating risk
Puberty & Development	Growth → life stages → early changes → puberty → reproduction

Appendix 2- PSHE Long-Term Curriculum Overview

Know how/what and key concepts:		Know what/key concepts:	
	Everyone Belongs - Pride Every person is valued, respected, and included, regardless of their background, identity, family, abilities, or beliefs.	**Everyone Matters - Respect** Building positive relationships and standing up for others. Understanding that others have different views and being active listeners.	**Everyone can Succeed - Empowerment** Understanding how we change physically, emotionally and socially. Being responsible members of our communities and the wider world around us.
	Autumn	Spring	Summer
EYFS	The development of children's personal, social and emotional development is an everyday occurrence from the moment children enter the EYFS. Children are guided and supported to manage their feelings, and teaching points occur naturally. Children are supported to extend their vocabulary and understanding of feelings and relationships through circle times that begin in Nursery and as children move to Reception begin to follow the themes in line with Key Stage One. The Personal Social Development area of learning in the EYFS is broken down into three aspects: Self-Regulation, Building Relationships and Managing Self. By the end of the EYFS children are expected to: Self-regulation: • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate		

	• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions Managing Self: • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Explain the reasons for rules, know right from wrong and try to behave accordingly • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships: • Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers • Show sensitivity to their own and to others' needs. **<u>No Outsiders:</u>** Feelings, communication, friendship, problem solving, changes, moving forward.		
Key Stage 1			
Year 1	**Key concept/Skill:** Understanding and managing our emotions. Making friends: playing and learning together. **Key discussions:** - I can notice and name different types of feelings and thoughts.	**Key concept/Skill:** Celebrating me, you and our families. Safety at home. **Key discussions:** - I can understand roles of different people; families; feeling cared for. - I can understand what makes me and my family special.	**Key concept/Skill:** Being healthy. Showing kindness to ourselves and others. **Key discussions:** - I can make healthy choices to help my body stay well. - I can be active and understand why exercise is important.

	- I can learn simple self-regulation strategies to manage them. - I can understand what rules are; caring for others' needs; looking after the environment. - I can understand how to listen, share, work cooperatively, and when and how to ask for permission. - I can learn about friendships, including falling out and how to recognise bullying. **Key questions:** How can I understand and manage my feelings? How can I be kind and responsible towards others and the world around me? How can I work and play well with other people? **Key vocabulary:** rules, needs, strengths, emotions, regulation. **Cross curricular links:** No Outsiders: Feelings, communication **Links to Prior Learning:** EYFS Personal, Social and Emotional Development: Self-Regulation, Building Relationships and	- I can show care, kindness, and respect to the people around me. - I can make safe choices to keep myself safe at home. **Key questions:** What are the roles of different people in my life? How should my family care for me? How can I make safe choices to keep myself safe at home? **Key vocabulary:** family, care, safety, role, choices **Cross curricular links:** No Outsiders: Friendship, solving problems. **Links to Prior Learning:** EYFS Personal, Social and Emotional Development: Building Relationships and Managing Self. Children learned about caring relationships, taking turns, showing kindness and respect, and understanding how to keep themselves safe and healthy.	- I can keep myself clean by following healthy hygiene routines, including brushing my teeth. - I can recognise and talk about different feelings. - I can understand how my feelings can affect myself and others. - I can show kindness and care towards other people. **Key questions:** What does it mean to be healthy? How can I make healthy choices every day? Why is exercise and physical activity important? How can I keep my body clean and look after my teeth? **Key vocabulary:** healthy, hygiene, keeping safe, feelings, emotions. **Cross curricular links:** No Outsiders: Changes, moving forward. **Links to Prior Learning:** EYFS Personal, Social and Emotional Development: Managing Self, Self-Regulation and Building Relationships. Children learned about healthy choices, personal hygiene, resilience, recognising emotions and showing sensitivity to the needs of others.

	Managing Self. Children learned to recognise and manage feelings, follow rules and routines, build positive relationships and work cooperatively with others.		
Year 2	**Key concept/Skill:** Mental health and wellbeing. Keeping safe online. **Key discussions:** - I can recognise and describe different feelings and understand that some feelings can be strong than others. - I can use simple strategies to help me manage my emotions and feelings. - I can understand that change and loss are part of life and know who can help me when I need support. - I can explain how to stay safe when using the internet and digital devices. - I can identify personal information and understand why it should be kept private online. - I can make safe and responsible choices about what	**Key concept/Skill:** Me, my body and staying safe. Money and work. **Key discussions:** - I can understand how my body changes as I grow older. - I can identify private parts of my body and explain why they should be kept private. - I can use the PANTS rules to help keep myself safe. - I can recognise my strengths, talents, and interests. - I can understand that people have different jobs and use different skills at work. - I can explain the difference between needs and wants when making choices about money. - **Key questions:** How can I keep my body safe as I grow and change? How do people use their	**Key concept/Skill:** Keeping safe outside of the home. Looking back and moving on. **Key discussions:** - I can follow road and rail safety rules to help keep myself safe outside the home. - I can explain what an emergency is and recognise when I need help. - I can identify trusted adults and know how they can help in an emergency. - I can describe how and when to call 999 in an emergency. - I can reflect on and celebrate my achievements and successes. - I can use the skills I have learned to help me prepare for Key Stage 2.

	I watch, play, share, and do online. - **Key questions:** What are different feelings, and how can they change in intensity? What strategies can help us manage strong emotions and feelings? **Key vocabulary:** Feelings, emotions, change, online safety, privacy **Cross curricular links:** No Outsiders: Feelings, communication **Links to Prior Learning:** Year 1 Autumn: Understanding and Managing Our Emotions and Making Friends: Playing and Learning Together. Children learned to recognise and manage feelings, understand rules, care for others, work cooperatively and build positive friendships.	skills and interests in different jobs? How can I make sensible choices about money and spending? **Key vocabulary:** Growth, privacy, safety, jobs, money **Cross curricular links:** No Outsiders: Friendship, solving problems. **Links to Prior Learning:** Year 1 Spring: Celebrating Me, You and Our Families and Safety at Home. Children learned about families, caring relationships, kindness, respect and making safe choices to keep themselves safe at home.	**Key questions:** How can I stay safe when I am outside the home? What should I do if there is an emergency? How can I use what I have learned to help me move on to Key Stage 2? **Key vocabulary:** Safety, emergency, 999, achievements, transition **Cross curricular links:** No Outsiders: Changes, moving forward. **Links to Prior Learning:** Year 1 Summer: Being Healthy and Showing Kindness to Ourselves and Others. Children learned about healthy lifestyles, hygiene, exercise, recognising feelings and showing care and kindness towards others.
ey Stage 2			

Year 3	**Key concept/Skill:** Me, my friends and belonging. Mental Health and Wellbeing. **Key discussions:** Me, my friends and belonging - I can explain what makes good friends and how to build positive friendships. - I can show respect, kindness, and understanding towards others. - I can help others feel included and valued in different situations. Mental Health and Wellbeing: - I can recognise my feelings and understand how they affect my thoughts and actions. - I can use a range of strategies to manage worries and challenging emotions. - I can apply self-regulation skills to new situations and experiences.	**Key concept/Skill:** Building healthy habits. Making choices online. **Key discussions:** - I can explain how healthy habits help me stay physically and mentally well. - I can make healthy choices about food and drink. - I can understand why physical activity is important for a healthy lifestyle. - I can explain how looking after my dental health helps keep me healthy. - I can recognise that not all online content is suitable for children. - I can make safe choices online and use age ratings to help me decide what is appropriate. **Key questions:** How can healthy habits help me look after my body and mind? What choices can I make to stay healthy every day? How can I stay safe and make responsible choices online?	**Key concept/Skill:** Keeping safe out and about. Looking out for each other. **Key discussions:** - I can identify risks outdoors and explain how to keep myself safe in the sun. - I can describe how to stay safe around railways and water. - I can recognise situations that may be unsafe and know how to respond appropriately. - I can explain the basics of first aid and how it can help people in an emergency. - I can identify when someone needs help and know how to seek support from a trusted adult or emergency services. - I can make an effective call to the emergency services when it is needed. **Key questions:** How can I stay safe when I am out and about? What should I do if I see someone who needs help? How can first aid and

	Key questions: What makes a good friend and a positive relationship? How can I help others feel included and respected? What can I do when I have worries or difficult feelings? **Key vocabulary:** Friendship, respect, inclusion, feelings, self-regulation **Cross curricular links:** No Outsiders: Feelings, communication **Links to Prior Learning:** Year 2 Mental Health and Wellbeing and Keeping Safe Online. Children learned to recognise and manage feelings, seek support when needed, understand change and loss, and make safe choices online.	**Key vocabulary:** Healthy Habits, nutrition, exercise, online safety, age ratings **Cross curricular links:** No Outsiders: Friendship, solving problems. **Links to Prior Learning:** Year 2 Spring: Me, My Body and Staying Safe and Money and Work. Children learned about body safety, privacy, the PANTS rules, identifying strengths, different jobs and making choices about money.	emergency services help keep people safe? **Key vocabulary:** Safety, risk, First Aid, emergency, prevention **Cross curricular links:** No Outsiders: Changes, moving forward. **Links to Prior Learning:** Year 2 Summer: Keeping Safe Outside of the Home and Looking Back and Moving On. Children learned about road and rail safety, emergencies, calling 999, trusted adults and preparing for transition to Key Stage 2.
Year 4	**Key concept/Skill:** Mental health and wellbeing. Exploring ways to manage risk. **Key discussions:** - I can recognise and describe a range of emotions and	**Key concept/Skill:** Forming respectful relationships. Money matters and new literacy. **Key discussions:** - I can explain what respect looks like in different relationships.	**Key concept/Skill:** Me, my body and growing up. Families and growing together. **Key discussions:**

	understand how they affect my wellbeing. - I can identify people, activities, and habits that support positive mental health. - I can use strategies to manage challenging feelings and look after my wellbeing. - I can recognise different types of risks and understand how they can affect my safety. - I can assess risks and make informed choices to keep myself safe. - I can explain how peer influence can affect decisions and personal safety. **Key questions:** How can I look after my mental health and wellbeing? How can I identify and manage risks in different situations? How can I make safe choices when other people influence my decisions? **Key vocabulary:** Wellbeing, Emotions, Resilience, Risk, Peer Influence **Cross curricular links:**	- I can respond appropriately to disagreements, conflicts, and bullying. - I can understand how my actions and words affect others. - I can recognise how attitudes and influences can affect decisions about money. - I can identify reliable information in news stories and understand why this is important. - I can explain how news and media can influence people's thoughts and emotions. **Key questions:** How can I build and maintain respectful relationships with others? How can I respond positively to conflict, bullying, or disagreements? How do money, news, and media influence the choices we make? **Key vocabulary:** Respect, Bullying, Influence, Money, Media **Cross curricular links:** No Outsiders: Friendship, solving problems. **Links to Prior Learning:**	- I can describe some of the emotional and physical changes that happen during puberty. - I can understand that growing up is a normal part of life and that everyone develops at their own pace. - I can use the Talk PANTS rules to help keep myself safe and know when to seek help from a trusted adult. - I can recognise that families come in many different forms and that all families are unique. - I can explain how families can change over time and how these changes may affect people. - I can show respect for different family structures, relationships, and experiences. **Key questions:** How does my body and emotions change as I grow up? How can I keep myself safe and know when to ask for help? How are families different, and how can families change over time? **Key vocabulary:** Puberty, Growth, Safety, Families, Change

	No Outsiders: Feelings, communication **Links to Prior Learning:** Year 3 Me, my friends and belonging. Mental Health and Wellbeing. Children have previously explored friendship, respect, inclusion, feelings and self-regulation. This unit develops these skills further through forming respectful relationships, responding to conflict and bullying, and understanding influence.	Children have previously explored Building Healthy Habits, Making Choices Online, Me, My Friends and Belonging, Mental Health and Wellbeing, Keeping Safe Out and About and Looking Out for Each Other in Year 3. They build on their understanding of wellbeing, friendships, feelings, personal safety and managing risk in different situations.	**Cross curricular links:** No Outsiders: Changes, moving forward. **Links to prior learning:** Year 2 Me, my body and staying safe. Money and work. Children have previously learned about body privacy, growth and the PANTS rules. This learning is extended through understanding puberty, growing up, keeping safe and recognising that families can change over time.
Year 5	**Key concept/Skill:** Friendships, stereotypes and bullying. Mental health and wellbeing. **Key discussions:** - I can explain what respectful friendships look like and why they are important. - I can recognise bullying, prejudice, and stereotypes and	**Key concept/Skill:** Positively engaging with the wider world. Respecting boundaries. **Key discussions:** - I can explain how news stories and current events can affect my thoughts, feelings, and wellbeing.	**Key concept/Skill:** Safe connections. Embedding healthy habits and learning first aid. - **Key discussions:** I can explain how to stay safe when communicating and socialising online. - I can recognise online risks and know how to respond safely to them.

	understand how they can affect others. - I can challenge unfair behaviour and know how to get help when needed. - I can recognise how my thoughts, feelings, and behaviours can affect my wellbeing. - I can use self-regulation strategies to manage emotions and respond to challenges positively. - I can identify habits and actions that support good mental health and wellbeing. **Key questions:** How can I build and maintain respectful friendships? How can I respond to stereotypes, prejudice, and bullying? What can I do to support my mental health and wellbeing? **Key vocabulary:** Friendship, Respect, Bullying, Stereotypes, Wellbeing **Cross curricular links:**	- I can engage with news and information in a balanced and healthy way. - I can recognise how global issues, including climate change, can affect people and communities. - I can understand what personal boundaries are and why they are important. - I can ask for, give, and refuse permission respectfully in different situations. - I can respect my own boundaries and the boundaries of others. **Key questions:** How can I engage positively with news and events happening in the world? How can global issues affect people and communities? Why are personal boundaries and permission important in relationships? **Key vocabulary:** Boundaries, Permission, Respect, News, Climate Change **Cross curricular links:**	- I can understand that cybercrime can have a negative impact on people and communities. - I can identify healthy habits that support my physical and mental wellbeing. - I can understand the importance of regular exercise, healthy eating, and setting personal goals. - I can use basic first aid skills to help myself or others in an emergency. **Key questions:** How can I stay safe and make responsible choices online? What healthy habits can help me look after my body and mind? How can first aid skills help keep people safe? **Key vocabulary:** Cybercrime, Online Safety, Wellbeing, Healthy Habits, First Aid **Cross curricular links:** No Outsiders: Changes, moving forward. **Links to Prior Learning:**

	No Outsiders: Feelings, communication **Links to Prior Learning:** Year 4 Mental health and wellbeing. Exploring ways to manage risk and forming respectful relationships. Money matters and news literacy. Children build on their understanding of wellbeing, respect, bullying, peer influence and positive relationships.	No Outsiders: Friendship, solving problems. **Links to Prior Learning:** Year 4 Forming respectful relationships. Money matters and news literacy. Children have previously explored respect, influence, media and reliable information. This unit develops these concepts through engaging with news and current events, understanding global issues and respecting personal boundaries.	Year 3 Building healthy habits. Making choices online and keeping safe out and about. Looking out for each other. Children build upon their understanding of online safety, healthy lifestyles, risk, emergencies and first aid.
Year 6	**Key concept/Skill:** Mental health and wellbeing. Managing money and online spending. **Key discussions:** - I can recognise ways to look after my mental health and wellbeing during times of change. - I can use strategies to manage worries, challenges, and emotions as I prepare for secondary school.	**Key concept/Skill:** Changes in puberty (and sex education*). Drug education: assessing risk and managing influences. **Key discussions:** - I can describe the physical, emotional, and social changes that happen during puberty. - I can understand that everyone experiences puberty differently and develops at their own pace.	**Key concept/Skill:** Developing our understanding of AI. Looking to the future. **Key discussions:** - I can explain what artificial intelligence (AI) is and identify different ways it is used in everyday life. - I can recognise both the opportunities and challenges that AI can create for people and society. - I can understand how to use AI and digital technologies safely, responsibly, and critically.

	- I can identify people and sources of support that can help me maintain positive wellbeing. - I can understand how money is used online and recognise influences on spending choices. - I can identify online financial risks and know how to stay safe when spending money online. - I can explain how advertising, social media, and other influences can affect the choices I make online. **Key questions:** How can I look after my mental health and wellbeing as I prepare for secondary school? How can I manage worries, emotions, and challenges in different situations? How can I make safe and responsible choices when spending money online? **Key vocabulary:** Wellbeing, Resilience, Transition, Online Spending, Influence **Cross curricular links:**	- I can recognise how increasing independence brings new responsibilities and choices. - I can understand how healthy routines, including good sleep habits, support my wellbeing. - I can identify legal and illegal drugs and explain how they can affect health and wellbeing. - I can assess risks and recognise influences that may affect decisions about drug use. **Key questions:** How does puberty affect my body, emotions, and daily life? How can I make healthy and responsible choices as I become more independent? How can I assess risks and resist negative influences related to drugs? **Key vocabulary:** Puberty, Independence, Wellbeing, Drugs, Risk **Cross curricular links:** No Outsiders: Friendship, solving problems.	- I can identify my strengths, interests, and aspirations for the future. - I can explore different career pathways and understand how learning can help me achieve my goals. - I can prepare for the transition to secondary school by developing independence, organisation, and resilience. **Key questions:** How is AI used in our lives, and what impact can it have? How can I use technology responsibly and make informed decisions about AI? How can I prepare for my future learning, career choices, and transition to secondary school? **Key vocabulary:** Artificial Intelligence (AI), Technology, Careers, Transition, Resilience **Cross curricular links:** No Outsiders: Changes, moving forward.

	No Outsiders: Feelings, communication **Links to Prior Learning:** Year 5 Friendships, stereotypes and bullying. Mental health and wellbeing and Year 4 Money matters and news literacy. Children further develop their understanding of wellbeing, resilience, influence, money management and making safe choices online.	**Links to Prior Learning:** Year 4 Me, my body and growing up. Families and growing together and Year 4 Exploring ways to manage risk. Children build on their knowledge of puberty, personal safety, growth and decision-making whilst exploring increasing independence, responsibility and risk.	**Links to Prior Learning:** Year 5 Safe connections. Embedding healthy habits and learning first aid and positively engaging with the wider world. Respecting boundaries. Children build upon their understanding of online safety, digital technology, responsible decision-making, aspirations and preparing for future transitions.

Appendix 3 – Parent form – Withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child:		**Class:**	
Name of parent(s):		**Date:**	
Reason for withdrawing from sex education within relationships and sex education:			
Any other information you would like the school to consider?			
Parent signature			