



RSE & PSHE Policy

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1. Policy Statement

This policy sets out how the school will deliver Relationships, Sex and Health Education (RSHE) and Personal, Social, Health and Economic (PSHE) education in line with the Department for Education's 2026 statutory requirements. RSHE will be factual, inclusive, age and developmentally appropriate, and taught within a safe and respectful environment. It will comply with the Equality Act (2010), Keeping Children Safe in Education (KCSIE), and current DfE guidance.

2. School-Specific Information

Field	Entry
Local Values / Ethos Statement	At Stanley, RSHE/PSHE is at the core of what we do and enables our children to become independent, confident, healthy and responsible members of society, as well as developing the "whole child" intellectually, morally, socially and spiritually. It is our belief that excellence in these areas will lead to excellence across the curriculum and beyond in later life. Our PSHE curriculum equips children with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, building resilience and



	nurturing mental and physical health. With an ever-changing society, we are able to provide our children with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to the school and the wider community. Weaving through the heart of our PSHE teaching, is a commitment to enhancing and promoting our core Stanley Values; that the children be: sensible, motivated, aiming high, resilient, demonstrate team work, are enthusiastic and respectful.
Curriculum Approach (e.g., weekly RSHE lesson / drop-down days)	At Key Stage 1 and 2, PSHE is taught through a clear and comprehensive scheme of work in line with the National Curriculum. We ensure we cover the Health and Well-Being, Relationships and Living in the Wider World Learning Opportunities set out in the PSHE Association's Programme of Study, which comprehensively cover the statutory Health Education and Relationships Education guidance. Pupils are taught RSHE/PSHE using '1Decision' which is a spiral, progressive scheme of work, covering all of the above. At its core are a series of short film clips with alternative endings, which encourage children to consider the consequences of different decisions. The resources allow children to develop essential skills, knowledge, and vocabulary to manage different influences and pressures in their lives and to make safe and informed choices. Teachers and children use these films and on-screen lesson guides to explore various topics in a safe and supportive learning environment. Our curriculum is delivered through a combination of weekly lessons and wider school provision. Children receive a dedicated 30 minute/1 hour PSHE lesson each week. In addition to this, stand alone sessions are delivered when specific issues or events arise that are relevant to our pupil's needs. This ensures our curriculum remains responsive, timely and closely aligned with the characteristics of our school community. RSHE/PSHE themes are also reinforced through assemblies. Which regularly address topics such as relationships, safety, wellbeing and our school values. Throughout the year, we enhance our curriculum with themed weeks and enrichment opportunities. For example-



	Children's Mental Health Week, Safer Internet Week and The Blackpool FC Fit2go programme.
Named RSHE Lead	Gemma Eaves and Emma Rigby
Named Link Governor	Kay Greenwood
How RSHE is communicated to parents (website links, newsletters, sessions)	We communicate RSHE to parents in a range of ways to ensure they are informed and able to engage in what their children are learning. Our plans are available for parents to view on the website. Year group newsletters include updates on the content that will be taught or has been taught. For any sensitive subjects, letters are sent home in advance, so parents are aware of upcoming lessons. We use our social media platforms to highlight key events, particularly when we have visitors or external workshops in school and themed awareness events or focus weeks. We also host "drop-ins" from a range of services, including the School Nurse, Parent Forums and PMHW to ensure families can access support when needed.

3. Aims of RSE and PSHE

1. Develop knowledge, skills and attitudes for safe, respectful relationships, including understanding consent and personal boundaries.
2. Recognise and manage risk on- and offline (digital consent, data privacy, scams, monetisation, deepfakes/AI-generated content).
3. Understand physical health, mental wellbeing and emotional literacy, including help-seeking.
4. Understand puberty, reproductive and menstrual health; at secondary/post-16, cover women's health topics such as menopause and endometriosis.
5. Make safe choices regarding substances, peer influence and exploitation; know the law and how to get help.
6. Develop life skills including first aid, health protection, and digital literacy.



4. Statutory Content

All Synergy Schools will ensure their curriculum includes statutory content.

4.1 Relationships Education (Primary & Secondary)

- Families and people who care for us; diversity of families
- Friendships and respectful relationships; bullying and discrimination
- Consent and boundaries; sequential consent learning
- Online relationships and digital behaviour

4.2 Sex Education (Secondary)

- Intimate relationships, sexual health, contraception and STIs
- Pregnancy choices and where to seek support
- Law relating to sex, relationships and images
- Addressing harmful narratives (e.g., misogyny, incel culture)

4.3 Health Education

- Mental wellbeing, emotional regulation and resilience
- Physical health, fitness and healthy eating
- Risk behaviours: smoking, alcohol, vaping and drugs
- Health protection: vaccinations, dental health, hygiene, sleep and sun safety
- Online safety: AI/deepfakes, fraud, scams, digital consent and data privacy
- Basic and age-appropriate first aid

4.4 SEND RSHE Requirements

- Adaptations including visuals/symbols, modelling, overlearning and personalised pacing
- Explicit teaching of boundaries, body autonomy and safe choices
- Accessible communication and assessment methods

5. Curriculum Design

All Synergy Schools will:

- Embed safeguarding content and cross-curricular links (Science, Computing, PE, RE).
- Use high-quality, evidence-informed resources (e.g., PSHE Association-aligned, POL-Ed, NHS/public health).

At Stanley, the PSHE curriculum is carefully sequenced from EYFS to Year 6 to ensure that key schemes are revisited and built over time, enabling pupils to deepen their understanding as they progress through school. Learning is structured around a series of half termly themes: Keeping/ Staying Safe, Keeping/ Staying Healthy, Relationships, Being Responsible, Feelings and Emotions, Computer Safety, Our World, The Working World, Hazard Watch, A World Without Judgement, Fire Safety First Aid and Sex Education (RSE). These themes provide a clear framework for lesson planning and ensure full coverage of statutory content.

While these themes form the core of planned learning, the curriculum is also designed to be responsive. Staff adapt content in response to emerging needs, pupil voice and local or national issues to ensure learning remains relevant and meaningful.

PSHE is further strengthened through purposeful cross curricular links, particularly with Science, Computing, RE and PE, allowing pupils to apply their learning in a range of contexts.

We predominantly use 1 Decision as our core teaching resource. We also use POL-Ed and the PSHE association and other trusted health and education providers. These high quality, evidence informed resources ensure that content is accurate, age appropriate and aligned with statutory guidance.

6. Teaching and Learning

All Synergy Schools will teach content through:

- Discrete RSHE/PSHE lessons complemented by assemblies, theme weeks and enrichment.
- Trauma-informed and inclusive pedagogy; safe-space protocols and accurate, inclusive language.
- SEND adaptations and reasonable adjustments as standard practice.

At Stanley, PSHE is delivered through a flexible and inclusive approach that extends beyond discrete lessons and reflects the lived experiences of our children.

Whilst PSHE lessons are taught weekly and are structured around the school's half termly themes, teaching is not limited to these sessions. Responsive lessons and assemblies are regularly delivered to address real life events, safeguarding concerns or issues arising within the school or wider community, ensuring learning is timely and relevant.

Teaching is primarily discussion-based, with a strong emphasis on oracy. Pupils are encouraged to engage in whole class discussions, explore different viewpoints and develop their ability to articulate thoughts respectfully. Teachers use questioning and structured talk strategies to deepen understanding and promote critical thinking.

We adopt a trauma-informed and inclusive approach to the delivery of PSHE, recognising that pupils may have a range of lived experiences that impact their emotional wellbeing, engagement and readiness to learn. Teaching is carefully planned to create a safe, predictable and supportive environment in which all pupils feel secure, respected and able to participate without fear of judgement. Staff use consistent safe space protocols, including clear ground rules, the right to pass, and sensitive handling of disclosures, in line with safeguarding procedures. Lessons are adapted to meet the needs of all learners, including those with SEND and vulnerable pupils, ensuring accessibility and appropriateness. Language used by all staff is accurate, inclusive and non-discriminatory, promoting respect for diversity in families, identities and experiences, and reflecting the requirements of the Equality Act (2010). Through this approach, pupils are supported to develop emotional literacy, resilience and a strong sense of belonging, enabling them to engage confidently in learning.

7. Safeguarding and Handling

Sensitive Issues

All Synergy Schools will:

- Follow school safeguarding procedures for disclosures; do not promise confidentiality.
- Signpost pupils to appropriate internal and external support.
- Ensure teaching does not stigmatise individuals or groups and complies with the Equality Act (2010).

[Child Protection and Safeguarding Policy 2025](#)

8. Parental Engagement and Consultation

All Synergy Schools will:

- Publish policy and curriculum overviews; provide parent information sessions prior to sensitive units.
- Explain the right to withdraw from non-statutory sex education only and provide alternative meaningful education.
- Establish feedback loop for parents and carers.

School-specific parent engagement plan:

LTP on website (in line with Department for Education's 2026 statutory requirements)

PSHE on Newsletters

Letters sent out before sensitive topics e.g. drugs or RSE, PSHE policy shared on website.



Use of social media to share learning.

Contact with parents (when appropriate) linked to any local contextual topics that may be addressed in response to need.

9. Assessment and Monitoring

All Synergy Schools will:

- Assess understanding, application and personal development using age-appropriate methods.
- Use pupil voice, work samples/portfolios and lesson observations to evaluate impact.
- Participate in the Trust RSE QA cycle and act on findings.

10. Staff Training

All Synergy staff will:

- Safeguarding boundaries in RSHE; managing sensitive discussions.
- Online safety (including AI/deepfakes), women's health, harmful sexual behaviours.
- SEND RSHE adaptations and first aid teaching competence.

School-specific training programme:

The school is committed to ensuring that all staff delivering PSHE and RSHE are appropriately trained, confident and supported to deliver the curriculum effectively and sensitively. Staff receive regular, high-quality professional development, including updates on statutory guidance, safeguarding procedures, and best practice in inclusive and trauma-informed pedagogy. Training is designed to ensure that all adults understand their responsibilities in creating a safe and respectful learning

environment, and are equipped to manage sensitive discussions, respond to pupil questions appropriately, and follow school protocols for handling disclosures. Opportunities for ongoing professional learning are provided through external providers, internal briefings and collaborative staff development, ensuring that practice remains current and reflective of national expectations. Through this approach, the school promotes consistency, professional confidence and high standards in the delivery of PSHE across all phases.

Safeguarding remains a priority across the curriculum and is reinforced through regular whole-school practice. Staff receive weekly safeguarding briefings from the Designated Safeguarding Lead (DSL), which ensure ongoing awareness of current issues, local concerns and statutory guidance.

11. Roles & Responsibilities

Trust Level

- DCEO / Executive Team: Strategic oversight and compliance.
- School RSE/PSHE Lead: Policy, curriculum, CPD and QA.
- School SENDCo: SEND adaptations and guidance.

School Level

- Headteacher: Ensures statutory compliance and resourcing.
- DSL/Deputies: Safeguarding oversight and staff advice.
- Governors: Monitor policy implementation and impact.
- PSHE/RSE Subject Lead: To ensure consistent delivery of subject.

12. Inclusion and Equalities

All Synergy School Leaders will:

- Ensure content reflects diversity of families, identities and beliefs.
- Ensure staff avoid stereotypes and discriminatory language; challenge prejudice-based behaviour.
- Provide accessible formats for SEND and EAL learners.

13. Policy Review

- This policy will be reviewed annually or sooner if guidance changes.
- Following parental consultation and as part of Trust QA and governor scrutiny.

Appendices

Appendix A – School RSHE Curriculum Map

[knowledge-and-skills-progression-2026.pdf](#)

[rshe-mapping.pdf](#)

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
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Reception	In Autumn 1 children are taught to: Following our 1Decision Scheme children cover: - Pink goes to school. - Red needs the toilet - Rainbow feels angry - Pink misses Mummy - Blue's indoor voice - Yellow learns about Germs	In Autumn 2 children are taught to: Following our 1Decision Scheme children cover: - Blue learns to share - Orange feels worried - Greens Daddy moves out - Red's Nut Allergy - Pink has a new brother - Orange moves house - Pink is feeling sad	In Spring 1 children are taught to: Following our 1Decision Scheme children cover: - Green gets new glasses. - Red visits the Dentist. - Purple is poorly - Orange helps out - Blue's best friend - Green stays in Hospital - Orange brushes her teeth	In Spring 2 children are taught to: Following our 1Decision Scheme children cover: - Purple watches the news. - Yellow wants to play with Orange. - Rainbow helps at home. - Green's Greens - Red's Hearing Aid - Why does Purple play differently?	In Summer 1 children are taught to: Following our 1Decision Scheme children cover: - Blue explores Road Safety. - Rainbow's Food Journey - Purple's pet bird. - Yellow's bedtime - Blue gets lost - Pink's Screen Time - Yellow Play Fights	In Summer 2 children are taught to: Following our 1Decision Scheme children cover: - Green is moving up a Year. - Rainbow visits the Seaside. - Red goes swimming. - Rainbow's Day Out - Purple the Passenger - Orange sleeps over - Yellow goes on Holiday
Year 1	Our World: Growing in Our World In Year 1, children begin to develop an early understanding of the world around them and how living things grow and are cared for. They explore their ideas about what lives and grows in our world and begin to understand the needs of a baby. Pupils	Keeping Safe: Road Safety In Year 1, children build an early understanding of how to stay safe in everyday situations. They explore their existing ideas about safety across familiar environments such as home, school and the wider community, beginning to recognise situations that may involve	Computer Safety: Online Bullying In Year 1, children begin to develop an early understanding of technology and how it forms part of everyday life. They explore their ideas about devices such as computers and tablets and consider how technology can be used in helpful ways. Pupils learn that the	Keeping Healthy: Washing Hands In Year 1, children begin to develop an early understanding of how to stay healthy in everyday life. They explore their ideas about what helps keep their bodies and minds well, recognising healthy and less healthy choices at home, at school and in the community.	Relationships: Friendships In Year 1, children begin to develop an early understanding of positive relationships in everyday life. They explore their ideas about how people show care, kindness and respect at home and at school. Children begin to recognise behaviours that help build positive relationships and those	Being Responsible: Water Spillage In Year 1, children begin to develop an early understanding of what it means to be responsible in everyday situations. They explore what they can do for themselves and how they can help others at home and at school. Children begin to recognise the things they are responsible for and learn simple ways to prevent



	recognise what they can do for themselves as they grow and develop greater independence. They also explore family life and understand how families care for one another Statutory RSHE Links Families and people who care for me; General wellbeing; Health protection and prevention; Respectful, kind relationships; Developing bodies (early introduction to human life cycle)	risk and identify safe and unsafe choices. Children learn simple strategies that help keep themselves and others safe and understand how to ask a trusted adult for help. They also develop their understanding of road, passenger and pedestrian safety, including recognising safe places to cross and why these rules are important. Statutory RSHE Links Families and people who care for me; Being safe; Personal safety; Health protection and prevention.	same kindness and respect shown in real life should also apply when using technology. They also begin to understand who they can ask for help if something worries them. Statutory RSHE Links Online safety and awareness; Wellbeing online; Being safe; Respectful, kind relationships; Caring friendships; General wellbeing.	Children learn simple habits that support good health, such as eating balanced foods, being active and keeping clean. They also learn how germs can spread and the importance of routines like washing hands. Statutory RSHE Links Families and people who care for me; General wellbeing; Physical health and fitness; Healthy eating; Health protection and prevention.	that may upset others. They learn simple ways to treat others kindly and begin to understand how trusted adults can help when they need support with friendships or feelings. Statutory RSHE Links Families and people who care for me; Caring friendships; Respectful, kind relationships; Being safe. Feelings and Emotions: Jealousy In Year 1, children begin to develop an early understanding of feelings in everyday situations. They share their ideas about different emotions and recognise how feelings can affect their bodies and behaviour. Children learn to name a range of feelings and understand the difference between pleasant and unpleasant ones. They	accidents, such as dealing with spillages safely. They also learn the difference between responsible and irresponsible behaviour. Statutory RSHE Links General wellbeing; Personal safety; Respectful, kind relationships; Families and people who care for me; Basic first aid; Caring friendships. Fire Safety: Hoax Calling In Year 1, children begin to develop an early understanding of the people and services that help keep communities safe. They explore their ideas about emergencies and learn about the roles of emergency services, with a particular focus on the Fire Service. Pupils begin to recognise how their actions can affect others and understand why hoax calls are dangerous. Through discussion and activities, they learn simple ways to stay safe and share their knowledge of fire safety. Statutory RSHE Links Families and people who care for me; Being
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					explore simple ways to express their feelings through words and actions and learn basic strategies to help manage uncomfortable emotions. Statutory RSHE Links General wellbeing; Caring friendships; Respectful, kind relationships.	safe; Personal Safety; Basic first aid. A World Without Judgement-Democracy In Year 1, children begin to develop an early understanding of fairness, choice and respect for others. They explore their existing ideas about how groups make decisions together and learn that everyone's voice can be heard. Pupils begin to understand what democracy means in simple terms, recognising times when people vote or choose things together. They also learn that people may think differently and begin to explore ways to make fair choices when they do not agree. Statutory RSHE Links Caring friendships; Respectful, kind relationships; Being safe.
Year 2	Being Responsible: Practice makes perfect In Year 2, children deepen their understanding of what it means to be responsible for their actions and attitudes.	Relationships: Bullying In Year 2, children deepen their understanding of positive relationships by exploring emotions and how they influence the	Our world: Working in Our World In Year 2, children deepen their understanding of how they can care for the world around them. They explore why it is important	Computer Safety: Computer Safety In Year 2, children deepen their understanding of technology and how it can	Keeping Safe: Tying Shoelaces In Year 2, children deepen their understanding of personal safety and responsibility. Using everyday examples such as learning to tie shoelaces,	Staying Healthy: Healthy Eating In Year 2, children deepen their understanding of how everyday choices help keep their bodies healthy. They explore the importance of food for growth



They explore how effort and perseverance can help them improve in activities and learn the importance of trying their best and setting simple goals. Pupils consider how responsible behaviour affects others, recognising kind and thoughtful actions. They also develop their understanding of responsible and irresponsible choices and how to stay safe in their community. Statutory RSHE Links Caring friendships; General wellbeing; Respectful, kind relationships; Being safe; Personal safety. Feelings and Emotions: Worry In Year 2, children deepen their understanding of feelings and emotions	way people treat one another. They learn to recognise and name a range of feelings and understand that emotions can be expressed through words and actions. Pupils develop empathy by considering situations from another person's point of view and why it is important to care about others' feelings. They also begin to recognise bullying behaviours and explore ways to respond and seek help. Statutory RSHE Links Caring friendships; Respectful, kind relationships; Being safe; General wellbeing. Feelings and Emotions: Anger In Year 2, children deepen their understanding of feelings and emotions by learning how emotions such as anger and worry can affect their thoughts, behaviour and bodies. They learn to recognise	to look after living things and consider ways they can help care for plants, animals and their environment at home and in their community. Pupils learn about keeping places clean and encouraging others to do the same. They also begin to develop an early understanding of money and the jobs people do in their community. Statutory RSHE Links Families and people who care for me; General wellbeing. Computer Safety: Image Sharing In Year 2, children deepen their understanding of technology and how it can be used safely and responsibly. They explore the positives and negatives of using technology and begin to recognise how what they do when using devices can	be used safely and responsibly. They explore the positives and negatives of using technology and begin to recognise how what they do when using devices can affect others. Pupils learn simple rules that help keep themselves and others safe and consider why these rules are important. They also develop their understanding of who they can ask for help if something online or on a device worries them. Statutory RSHE Links Online safety and awareness; Wellbeing online; Respectful, kind relationships; Being safe; General wellbeing; Personal safety; Caring friendships. Fire safety: Fire Service Visit In Year 2, children deepen their understanding of fire safety and personal	they begin to recognise how simple actions can help prevent accidents and develop a broader awareness of risk. Pupils learn to identify situations that may be risky, understand the difference between safe and unsafe choices, and explore rules that help keep themselves and others safe. They also consider ways to stay safe in the community and identify trusted adults who can help when needed. Statutory RSHE Links Families and people who care for me; Being safe; Personal safety.	and wellbeing, recognising that some foods support good health more than others. Pupils learn to identify a range of healthy foods and how these choices support a balanced lifestyle. Brushing Teeth They also develop their understanding of personal hygiene, particularly the importance of brushing teeth and following simple routines to care for their teeth. Statutory RSHE Links General wellbeing; Healthy eating; Physical health and fitness; Health protection and prevention. Our World: Living in Our World In Year 2, children deepen their understanding of how they can care for the world around them. They explore why it is important to look after living things and consider ways they can help care for plants, animals and their environment at home and in
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	by learning how emotions such as anger and worry can affect their thoughts, behaviour and bodies. They learn to recognise and name these emotions and identify situations that may cause them. Pupils explore ways feelings can be communicated through words, actions and body language. Through discussion and activities, children practise simple strategies to manage uncomfortable emotions and express their feelings in positive ways. Statutory RSHE Links General wellbeing; Being safe; Respectful, kind relationships; Families and people who care for me: Caring friendships. Relationships: Body Language	and name these emotions and identify situations that may cause them. Pupils explore ways feelings can be communicated through words, actions and body language. Through discussion and activities, children practise simple strategies to manage uncomfortable emotions and express their feelings in positive ways. Statutory RSHE Links General wellbeing; Being safe; Respectful, kind relationships; Families and people who care for me: Caring friendships.	affect others. Pupils learn simple rules that help keep themselves and others safe and consider why these rules are important. They also develop their understanding of who they can ask for help if something online or on a device worries them. Statutory RSHE Links Online safety and awareness; Wellbeing online; Respectful, kind relationships; Being safe; General wellbeing; Personal safety; Caring friendships.	responsibility. They explore how certain actions can be potentially dangerous and recognise the difference between safe and risky choices in everyday situations. Pupils practise simple ways to stay safe and identify how they can find help if needed. They also consider how their actions affect others and develop a growing awareness of the importance of behaving responsibly to help keep themselves and those around them safe. Statutory RSHE Links Families and people who care for me; Being safe; Personal Safety; Basic first aid.	their community. Pupils learn about keeping places clean and encouraging others to do the same. They also begin to develop an early understanding of money and the jobs people do in their community. Statutory RSHE Links Families and people who care for me; General wellbeing.
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	In Year 2, children deepen their understanding of positive relationships by exploring emotions and how they influence the way people treat one another. They learn to recognise and name a range of feelings and understand that emotions can be expressed through words and actions. Pupils develop empathy by considering situations from another person's point of view and why it is important to care about others' feelings. They also begin to recognise bullying behaviours and explore ways to respond and seek help. Statutory RSHE Links Caring friendships; Respectful, kind relationships; Being safe; General wellbeing.					
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Year 3	<u>Keeping / Staying Safe:</u> <u>Leaning Out of Windows</u> In Year 3, children broaden their understanding of safety by exploring potential risks in familiar environments, particularly at home. They learn to recognise common warning signs, identify possible dangers, and understand the difference between safe and risky choices. Pupils develop their understanding of the importance of listening to trusted adults and following guidance that helps keep themselves and others safe. Through revisiting earlier learning, quizzes and activities, children consolidate their knowledge, strengthening their understanding before	<u>Keeping / Staying Healthy:</u> <u>Medicines</u> In Year 3, children broaden their understanding of how to stay healthy by learning about medicines and how they help when used safely. They explore simple safety rules, including when it is safe to take medicine and who they should accept it from. Pupils continue developing their understanding of healthy and less healthy choices and recognise habits that support wellbeing. Through discussion and activities, they consolidate their knowledge of routines that help keep their bodies healthy. Statutory RSHE Links Caring friendships; Being safe; Personal safety; Drugs, alcohol, tobacco, and vaping (legal, harmful substances) General wellbeing; Health	<u>Fire Safety</u> <u>Texting Whilst Driving</u> In Year 3, children broaden their understanding of fire safety by exploring how their actions and choices can affect the safety of others. They learn to recognise situations where behaviour may create risk, including how drivers can become distracted, and consider ways they can help keep people safe. Pupils develop their understanding of the difference between safe and risky choices. Through discussion and activities, they consolidate their knowledge before progressing to first aid topics. Statutory RSHE Links Families and people who care for me; Being safe; Personal Safety; Basic first aid	<u>Our World:</u> <u>Looking After Our World</u> In Year 3, children broaden their understanding of the world around them by exploring how people grow, live and work within their environment. They learn about the importance of caring for the planet and begin to understand how their choices can help protect it. Pupils explore ideas such as reducing, reusing and recycling, and consider ways to save water and electricity. Through discussion and activities, they recognise how small actions can help care for the world and reduce their impact on the environment Statutory RSHE Links Developing bodies (early introduction to human life cycle)	<u>Feelings and Emotions:</u> <u>Grief</u> In Year 3, children broaden their understanding of feelings and emotions by learning about grief and loss in an age-appropriate way. They explore how experiences of loss can affect how people feel, think and behave, and recognise the emotional and physical responses that may occur. Pupils build on their understanding of pleasant and unpleasant emotions and consider situations that may cause different feelings. Through discussion and activities, they practise strategies to manage and express emotions in positive ways Statutory RSHE Links General wellbeing; Respectful, kind relationships; Families and people who care for me; Physical health and fitness	<u>Relationships: Touch</u> In Year 3 children understand the difference between appropriate and inappropriate touch • know why it is important to care about other people's feelings • understand personal boundaries • know who and how to ask for help • be able to name human body part Statutory RSHE Links Caring friendships; General wellbeing; Respectful, kind relationships; Being safe; Personal safety. <u>Staying Safe looks at the dangers of venturing off with people we don't know very well.</u> In Year 3, children deepen their understanding of personal safety and responsibility. Using everyday examples such as learning to tie shoelaces, they begin to recognise how simple actions can help prevent accidents and develop a broader awareness of risk. Pupils learn to identify situations that may be risky, understand the difference
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	progressing to more complex safety topics. Statutory RSHE Links Families and people who care for me; Being safe; Personal safety; Basic first aid <u>Being Responsible: Stealing</u> In Year 3, children broaden their understanding of responsibility by exploring why stealing is wrong and how it differs from borrowing. They learn how actions such as taking something that does not belong to them can affect others and begin to understand how people may feel if their belongings are not returned. Pupils develop their understanding of responsible and irresponsible behaviour and consider how their choices affect others before progressing to	protection and prevention; Physical health and fitness <u>Computer Safety: Making Friends Online</u> In Year 3, children broaden their understanding of how to stay safe when using technology by exploring potential risks that can arise when communicating online. They learn to recognise possible dangers, including the risks of talking to strangers in online spaces, and consider the consequences of unsafe choices. Pupils also explore the positives and negatives of using technology and develop their understanding of safe and risky behaviour online before progressing to more complex online safety topics. Statutory RSHE Links Online safety and awareness; Wellbeing online; Respectful, kind	Wider PSHE Links Careers education: aspirations, learning and work			between safe and unsafe choices, and explore rules that help keep themselves and others safe. They also consider ways to stay safe in the community and identify trusted adults who can help when needed. Statutory RSHE Links Families and people who care for me; Being safe; Personal safety
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	more complex learning about responsibility. Statutory RSHE Links Respectful, kind relationships; Being safe; Caring friendships;	relationships; Being safe; Caring friendships; Personal safety				
Year 4	<u>Keeping and Staying Safe:</u> <u>Cycle Safety</u> Pupils explore the possible consequences of accidents or incidents and consider how their actions affect others. They also learn about cycle safety and the importance of listening to trusted adults Statutory RSHE Links Families and people who care for me; Being safe; Personal safety <u>Keeping and Staying Healthy:</u>	<u>Growing and Changing:</u> <u>Appropriate Touch</u> In Year 4, children re-establish what they already know about positive relationships before building on this through more complex learning. They revisit behaviours that support healthy relationships and begin to understand how relationships can change as people grow. Pupils explore different types of relationships, including families, and consider how people support one another. They also develop their understanding of healthy and unhealthy relationships and learn	<u>Feelings and Emotions:</u> <u>Jealousy</u> In Year 4, children re-establish what they already know about being responsible before building on this through more complex learning. They revisit how responsible choices can affect themselves and others and recognise the importance of behaving responsibly in different situations. Pupils explore why rules are important at home and in the wider community and consider when being organised and on time matters. Through discussion and activities, they develop their	<u>Computer Safety:</u> <u>Online Bullying</u> In Year 4, children re-establish what they already know about staying safe when using technology before building on this through more complex learning. They revisit how to recognise situations that may place themselves or others at risk online and identify strategies that support safe and respectful behaviour. Pupils explore positive values in online relationships and consider the feelings that may arise from online bullying. They also learn coping	<u>The Working World:</u> <u>Chores at Home</u> In Year 4, children re-establish what they already know about how people contribute to family and community life before building on this through more complex learning. They explore the ways their actions can positively support those who care for them and consider how they can contribute at home, at school and in their community. Pupils begin to develop an awareness of the skills people use in different roles and start to recognise how these skills	<u>A World Without Judgement:</u> <u>Breaking Down Barriers</u> <u>First Aid</u> In Year 4, children re-establish what they already know about respect, fairness and belonging before building on this through more complex learning. They revisit how communities include people with different strengths, goals and experiences. Pupils explore the importance of recognising positive qualities in others and understanding that being different is okay. They also consider barriers that may prevent people from being treated equally and explore ways their actions can promote fairness and inclusion.



	Healthy Living In Year 4, children revisit and reflect on their understanding of how to keep their bodies healthy before exploring more complex aspects of health and wellbeing. They develop their knowledge of balanced diets, learning how different foods contribute to a healthy lifestyle and how too much sugar, salt and saturated fat can affect their bodies now and in the future. Pupils also begin to interpret nutritional information on food packaging and consider how everyday choices support long-term health and wellbeing. Curriculum Link Statutory RSHE Links General wellbeing; Health protection and prevention; Physical	how to ask for help from trusted people. Statutory RSHE Links Developing bodies; Respectful, kind relationships; Being safe; Families and people who care for me; Caring friendships Being Responsible: Coming Home on Time In Year 4, children re-establish what they already know about being responsible before building on this through more complex learning. They revisit how responsible choices can affect themselves and others and recognise the importance of behaving responsibly in different situations. Pupils explore why rules are important at home and in the wider community and consider when being organised and on time matters. Through discussion and activities, they develop their	understanding of sensible and responsible behaviour. Statutory RSHE Links Respectful, kind relationships; Families and people who care for me	strategies and who they can ask for help. Statutory RSHE Links Online safety and awareness; Wellbeing online; Respectful, kind relationships; General wellbeing; Caring friendships; Being safe	may help them in future jobs. Statutory RSHE Links Families and people who care for me; General wellbeing; Respectful, kind relationships Wider PSHE Links Careers education: aspirations, learning and work; Economic wellbeing	Statutory RSHE Links Families and people who care for me; Respectful, kind relationships; Caring friendships; General wellbeing Wider PSHE Links Careers education: aspirations, learning and work
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	health and fitness; Healthy eating	understanding of sensible and responsible behaviour. Statutory RSHE Links Respectful, kind relationships; Families and people who care for me				
Year 5	<u>Keeping and Staying Safe:</u> Peer pressure In Year 5, children further develop their understanding of how to keep themselves and others safe by exploring how choices, influences and peer pressure can affect decision making. They identify strategies that support safe behaviour and consider how to respond confidently when they feel pressured by others. Pupils explore the possible consequences of risky actions. Through discussion and activities, they reflect on the views of adults and children beyond	<u>Being Responsible:</u> <u>Looking out for others</u> In Year 5, children further develop their understanding of what it means to act responsibly towards others by exploring how their choices and behaviours can affect the people around them. They learn to recognise when someone is being treated unkindly and consider why it is important to show care and take action. Through discussion and shared activities, pupils reflect on the views of adults and children beyond the school setting to build on their understanding of responsible behaviour and positive relationships.	<u>Feelings and Emotions:</u> <u>Anger</u> In Year 5, children further develop their understanding of feelings and emotions by exploring how anger can be triggered and how it may affect thoughts, behaviour and physical reactions. They consider how anger can influence actions and relationships and learn to evaluate helpful and unhelpful responses. Pupils practise strategies that support positive ways of managing strong emotions. Through discussion and activities, they reflect on the views of adults and children beyond the school setting to build their understanding.	<u>Computer Safety:</u> <u>Image sharing</u> In Year 5, children further develop their understanding of how to use technology safely and responsibly by exploring how choices, influences and peer pressure can affect decision making online. They learn why people may share images online and identify rules that help keep themselves and others safe. Pupils consider the possible consequences of sharing images and recognise situations where they may feel pressured. Through discussion and activities, they reflect on the views of adults and children beyond the school setting	<u>A World Without Judgement:</u> <u>Inclusion and acceptance</u> In Year 5, children further develop their understanding of diversity, inclusion and acceptance by exploring how people can be different and unique. They learn about the elements that help create diverse communities and consider why respecting these differences is important. Pupils explore strategies that help overcome barriers and promote fairness and inclusion. Through discussion and shared activities, they listen to and reflect on the views of adults and children beyond the school setting.	<u>Growing and changing:</u> <u>Puberty</u> In Year 5, children further develop their understanding of relationships by exploring the changes that occur during puberty and how these can affect their bodies, emotions and interactions with others. They learn about the importance of respect, privacy and personal boundaries as they grow. Pupils also revisit a range of relationship topics, reflecting on the views of adults and children beyond the school setting through discussion and activities about respectful and healthy relationships Statutory RSHE Links Developing bodies; Families and people who care for me; Caring friendships; Respectful, kind relationships; General wellbeing.



the school setting to deepen their understanding. Statutory RSHE Links Families and people who care for me; Being safe; Personal safety; Caring friendships Keeping and Staying Healthy: Smoking In Year 5, children further develop their understanding of how choices and influences affect health and wellbeing by exploring the risks associated with smoking and vaping. They learn about the physical, social and legal consequences and the addictive substances involved, and consider why some people may start or continue to smoke. Pupils also revisit a range of health topics, reflecting on the views of adults and	Statutory RSHE Links Respectful, kind relationships; Caring friendships; General wellbeing; Being safe; Families and people who care for me.	Statutory RSHE Links General wellbeing; Respectful, kind relationships; Families and people who care for me; Caring friendships; Being safe	to build their understanding. Statutory RSHE Links Online safety and awareness; Wellbeing online; Being safe; Respectful, kind relationships; General wellbeing; Caring friendships <u>The Working World</u> <u>Enterprise</u> In Year 5, children further develop their understanding of how people contribute to family life, work and the wider economy. They explore how adults support their families and communities and consider the skills and responsibilities involved in different jobs. Pupils learn about money, including why people save, how it can be earned and the importance of looking after it. Through discussion and activities, they reflect on the views	Statutory RSHE Links Families and people who care for me; Respectful, kind relationships; Caring friendships; General wellbeing Wider PSHE Links Careers education: aspirations, learning and work	
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	children beyond the school setting to support healthy decision making. Statutory RSHE Links General wellbeing; Healthy eating; Wellbeing online; Health protection and prevention; Personal safety; Drugs, alcohol, tobacco, and vaping; Caring friendship First Aid In Year 5, children further develop their understanding of how to respond in emergency situations by learning a range of first aid skills. They explore how to carry out a primary survey and recognise when someone may need urgent help. Pupils learn when to call emergency services and practise techniques such as the recovery position and CPR. They also learn how to			of adults and children beyond the school setting. Statutory RSHE Links Families and people who care for me Wider PSHE Links Economic wellbeing; Careers education: aspirations, learning and work		
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	support someone with a head injury, seizure or severe bleed until help arrives. Statutory RSHE Links Basic first aid; Being safe; General wellbeing; Health protection and prevention; Personal safety Wider PSHE Links Careers education: aspirations, learning and work					
Year 6	<u>Keeping / Staying Safe - Water Safety</u> In Year 6, children consolidate and extend their understanding of how to keep themselves and others safe by recognising a wider range of risks and warning signs. They explore strategies that help prevent accidents and promote safe behaviour in different situations. Pupils consider the consequences of unsafe	<u>Keeping / Staying Healthy - Alcohol.</u> In Year 6, children consolidate and extend their understanding of how to maintain a healthy lifestyle by exploring the risks associated with alcohol and how it can affect immediate and future health. They learn to recognise risky choices and evaluate how situations and influences may affect decision making. As they prepare for greater independence, pupils	<u>Feelings and Emotions – Worry</u> In Year 6, children consolidate and extend their understanding of feelings and emotions as they prepare for new experiences and greater independence. They explore how emotions such as worry may arise during times of change, including the transition to secondary school, and how these feelings can affect thoughts and behaviour. Pupils develop	<u>Computer Safety - Making Friends On-Line</u> In Year 6, children consolidate and extend their understanding of how to use technology safely and responsibly. They explore the range of applications they may use now and, in the future, and consider why some platforms have age restrictions. Pupils recognise that people online may not always be who they say they are and evaluate situations that	<u>A World Without Judgement - British Values</u> In Year 6, children consolidate and extend their understanding of respect, equality and British values by exploring how people of different religions and beliefs can live together in a diverse society. They learn about the range of beliefs represented in the UK and develop a clearer understanding of each of the British values. Pupils consider how shared	<u>Growing and Changing – Conception</u> In Year 6, children consolidate and extend their understanding of respectful and healthy relationships as they prepare for greater independence. They explore how relationships may change as people grow and recognise behaviours that support positive interactions. Pupils evaluate situations that may affect relationships and develop strategies to respond responsibly and seek support when needed. Pupils will also



	actions and develop the confidence to justify responsible choices. As they prepare for greater independence, they learn when to seek support and identify trusted people who can help maintain their safety and wellbeing. Statutory RSHE Links Being safe; Personal safety; Caring friendships; Families and people who care for me <u>Unstoppable BFCCT</u>	develop strategies to make responsible, healthy choices and reflect on how their actions can support their own wellbeing and that of others. Statutory RSHE Links General wellbeing; Personal safety; Health protection and prevention; Being safe; Healthy eating; Drugs, alcohol, tobacco, and vaping <u>Being Responsible - Stealing</u> In Year 6, children consolidate and extend their understanding of what it means to act responsibly towards themselves and others. They revisit concepts such as consent, honesty and trust, recognising how these support positive relationships. Pupils consider how their choices and behaviours can impact others, including the consequences of irresponsible actions. They develop the confidence to evaluate situations, justify	strategies to manage emotions in positive ways. They also reflect on communicating worries, seeking support from trusted people and taking responsibility for their emotional wellbeing. Statutory RSHE Links General wellbeing; Families and people who care for me; Caring friendships; Respectful, kind relationships: Developing bodies	may place themselves or others at risk. They develop strategies to stay safe online and offline as they prepare for greater independence. Statutory RSHE Links. Online safety and awareness; Wellbeing online; Respectful, kind relationships; Being safe; Caring friendships; Personal safety; General wellbeing <u>The Working World:</u> <u>In-App Purchases</u> In Year 6, children consolidate and extend their understanding of money, work and financial responsibility in everyday life. They explore money-related terms and consider different ways money can be spent, including through technology and online purchases. Pupils recognise the potential impact of spending money without permission and	values support fairness and cohesion within communities and create their own set of values for their educational setting. Statutory RSHE Links Families and people who care for me; Respectful, kind relationships; Caring friendships Wider PSHE Links Careers education: aspirations, learning and work.	learn about human reproduction and how conception occurs. Statutory RSHE Links Developing bodies; Non-statutory Sex Education; Caring friendships; Respectful, kind relationships
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		responsible decisions and take increasing responsibility for their actions as they prepare for greater independence. Statutory RSHE Links Respectful, kind relationships; Being safe; Families and people who care for me; Developing bodies; Caring friendships <u>First Aid</u> In Year 6, children consolidate and extend their understanding of first aid by recognising a wider range of situations where someone may need medical help. They explore how to respond safely to injuries or illnesses such as burns, fractures and suspected heart attacks. Pupils consider the importance of acting calmly and responsibly in an emergency and develop the confidence to apply their first aid knowledge, while understanding these are important skills they		learn strategies for saving. They also consider how their actions can show responsibility now by contributing positively to their home, school and community Statutory RSHE Links Wellbeing online; Families and people who care for me; Respectful, kind relationships Wider PSHE Links Economic wellbeing; Careers education: aspirations, learning and work		
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		will hopefully never need to use. Statutory RSHE Links Basic first aid; Being safe; General wellbeing; Health protection and prevention; Personal safety Wider PSHE Links Careers education: aspirations, learning and work				
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Appendix B – Parent Consultation Summary

Appendix B – Parent Consultation Summary

The school undertook a consultation on the PSHE and Relationships and Sex Education (RSE) Policy in June 2025. The draft policy was published on the school website and shared with all parents/carers via the school's electronic communication system. Parents were invited to review the policy and provide feedback.

A total of **one response** was received during the consultation period.

Key Feedback Themes

The parent response focused on the preparation of pupils for transition to secondary school and proposed additional emphasis on:

- Consent and personal boundaries.
- Healthy friendships and respectful relationships.
- Gender stereotypes.



- Positive and harmful influences relating to masculinity.
- The impact of social media and online influencers.
- Challenging bullying, sexism, misogyny and discriminatory behaviour.
- Emotional wellbeing, self-esteem and accessing support.

School Response

The feedback was reviewed by school leaders and considered alongside the statutory requirements for Relationships Education and the school's PSHE curriculum.

It was identified that the themes raised are already addressed through the school's **1decision PSHE programme**. These areas are taught progressively and in an age-appropriate manner through the curriculum strands of **Relationships and Growing & Changing, Being Responsible, Feelings & Emotions, Keeping Safe, and Computer Safety**.

The school confirmed that teaching includes:

- Personal boundaries, body autonomy, consent and respect for others.
- Healthy friendships and positive relationships.
- Equality, inclusion and challenging stereotypes.
- Emotional literacy, resilience and wellbeing.
- Online safety, critical thinking and the influence of digital content.
- Recognising and responding to bullying, discriminatory behaviour and unsafe situations.

In addition, these themes are reinforced through the school's programme of assemblies and teaching on **British Values** and **protected characteristics**, promoting respect, diversity, equality and inclusion.



Following review of the consultation feedback, the governing body agreed that the policy continued to meet statutory requirements and accurately reflected the school's curriculum provision. No amendments to the policy were required as a result of the consultation; however, the feedback has been considered as part of the school's ongoing curriculum review processes.

Appendix C – SEND RSHE Adaptation Model

Stanley Primary School adopts a SEND adaptation model for RSHE to ensure that all pupils can access the curriculum in a way that is inclusive, appropriate and responsive to their individual needs. In line with statutory guidance, teaching is differentiated and personalised through the use of clear and simplified language, visual supports and the pre-teaching of key vocabulary to support understanding. Learning is carefully structured and scaffolded, with opportunities for repetition and reinforcement to enable pupils to embed key knowledge and skills. The school ensures that RSHE is delivered within a safe and supportive environment, including providing advance notice of sensitive topics and access to trusted adults where appropriate. A range of adaptive teaching strategies, such as small group work, role play and social stories, are implemented to support pupils' understanding of relationships, emotions and personal safety. These approaches ensure that all pupils, including those with SEND, can meaningfully engage with RSHE and develop the knowledge and skills needed to build safe, healthy and respectful relationships.

We place a strong emphasis on emotional regulation and wellbeing. We recognise that certain PSHE topics may be challenging for some pupils. Staff work closely with the pastoral team to identify and respond to individual needs, ensuring pupils feel safe, supported and empowered to engage in a curriculum that best suits them.

Safeguarding remains central to all provision. Staff adapt content, language and delivery appropriately, ensuring all pupils can participate safely and confidently, with appropriate support and follow up where required.

Appendix D – External Agencies and Partnerships

List relevant partners and purpose of engagement:

Field	Entry
School Nursing	The school works in partnership with the School Nursing Team to deliver a range of health-focussed sessions throughout the year including hand washing, dental hygiene, puberty and the menstrual cycle. These sessions support the deliver of the RSHE curriculum and statutory guidance. The school Nursing Team may also provide additional input throughout the year in response to identified needs, ensuring pupils receive timely, relevant and age appropriate health education.
Police/Pol-Ed	The school utilises the Pol-ed curriculum and themed structure to support the deliver of PSHE, using their resources to ensure comprehensive coverage of statutory guidance in an age appropriate way. We have strong links and a working relationship with our local PCSO, who provides visit to support key topics such as drug awareness and knife crime. In addition, the police may visit at key points in the year to address emerging needs. Visits from the police support learning about people who can help us in the community, providing real life experiences of emergency services.
Other	The school works in partnership with Blackpool Community trust to support the deliver of PSHE topics. The 'Unstoppable' Programme helps pupils explore healthy relationships, understand how to ask for help and develop an awareness or risks including knife crime. In addition to this we also take part in Fit2Go, which is a programme to support pupils in learning about healthy lifestyles and physical wellbeing, contributing to a broad and balanced curriculum.



