

Salesbury
Church of
England Primary
School

Policy Statement for Relationships, Sex and
Health Education 2026



1. Aims

The aims of relationships, sex and health education (RSHE) at Salesbury Church of England Primary School are to:

- Provide a framework in which sensitive discussions can take place
- Provide an inclusive ethos where every child feels included, respected and nurtured
- 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, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture and promote healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#). We must also teach health education.

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

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

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Salesbury Church of England Primary School we teach RSHE as set out in this policy.

3. Policy development

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

1. Review – a working group of staff including the Headteacher and PSHE leader pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity explore resources and recommendations
3. Parent consultation – parents and carers were directed to the policy, resources and teaching and invited to raise their responses. This included direct communication with the PSHE leader

4. Pupil Conference – we investigated what exactly pupils want from their RSHE who articulated the need for timely information, factual information and the opportunity to raise questions.
5. Ratification – once amendments were made, the policy and resources was shared with governors and ratified.

4. Definition

For the purpose of this policy:

Relationships and health education will:

- Teach the skills and knowledge that form the building blocks of all positive relationships
- Support children from the start of their education to grow into kind, caring adults who:
 - Have respect for others
 - Know how to keep themselves safe
 - Have emotional awareness
- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health
- Provide sex education to upper key stage 2 as outlined in the curriculum

5. Curriculum

Our RSHE curriculum is set out within the appendix but we may need to adapt it as and when necessary.

We have developed the curriculum taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils don't seek answers online but liaise with parents or carers. Teaching will be developed to ensure the curriculum is accessible for pupils with SEND.

We will share all curriculum materials with parents and carers on request. Our curriculum has been devised with regards to the PSHE Association and resources and we have integrated the Pol-Ed curriculum as appropriate. As a school, in September 2026, we have launched the My Happy Mind curriculum which will initially provide children with learning within modules:-

Meet Your Brain: Understanding how your brain works and how to ensure we look after it so that we can manage our emotions and be at our best. Growth mindset is a key part of this too.

Celebrate: Understanding your unique Character Strengths and learning to celebrate them. This is a fantastic module for building self-esteem.

Appreciate: Understanding why gratitude matters and how you can develop gratitude as a habit. Gratitude is key to well-being and resilience and we're all about making it a lifelong strategy!

Relate: Understanding why positive relationships matter and how to build them. We're focussed on the building blocks of good relationships and friendships.

Engage: Understanding how to set meaningful goals that matter and how to stay resilient in times of challenge. This module is all about building self-esteem and resilience too.

We also have additional modules which can be used as appropriate to meet additional needs with specific issues such as relaxation, separation anxiety, school-based avoidance.

6. Delivery of RSHE

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

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

Relationships education focuses on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe, including:

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

Health education will:

- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing

Primary sex education taught in Year 5 and 6 will be taught in line with the National Curriculum for science, and focus on:

- The main external body parts
- The human body as it grows from birth to old age (including puberty)
- Reproduction in some plants and animals
- How a baby is conceived (in line with the factual curriculum of conception set out in the science curriculum)

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

Pupils will be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities within a framework of healthy and respectful relationships. The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned carefully and parents and carers are welcome to view teaching resources and materials, at any time by contacting Mrs O'Mahoney omahoney@salesbury.lancs.sch.uk.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is accessible to pupils with SEND
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

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

We will ensure that parents/carers are able to view all curriculum materials used to teach RSHE on request.

We will comply with any applicable copyright laws when sharing resources with parents or carers, and will include a statement that parents agree to as a condition of access that the content should not be copied or shared further except as authorised under copyright law.

7. Use of external organisations and curriculum materials

Whilst the school may work with external organisations to deliver the curriculum, it remains responsible for the content and the way in which pupils are taught. At Salesbury, this may include NSPCC or the School Nursing Team.

We will make sure that any agency and any materials used are accurate, age and stage-appropriate, and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Are accessible for all pupils, including those with SEND
 - Are sensitive to pupils' needs
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials and lesson plans that the agency may use
- Know the named individuals who will be there, check the credentials of the visitor and/or visiting organisation, and follow our usual safeguarding procedures for these people
- Make sure the visitor understands and agrees in advance:
 - How confidentiality will work in any lesson
 - How safeguarding reports should be dealt with, in line with our school policies
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers
- Consult parents/carers on the content of external resources on the topic of biological sex and gender reassignment in advance and make all materials available to them on request
- Avoid materials that use cartoons or diagrams that oversimplify the topics of biological sex and gender reassignment, that could be interpreted as being aimed at younger children, or that perpetuate stereotypes or encourage pupils to question their gender

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers. The school will communicate to agencies that it is legally obliged to have regard to the expectation that all content can be shared with parents and carers

8. Roles and responsibilities

8.1 The governing board

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

The governing board will hold the headteacher to account for the implementation of this policy. The governing board has delegated the approval of this policy to the Curriculum Committee.

The governing board will ensure that:

- All pupils make progress in achieving the expected educational outcomes • teaching is accessible to all pupils with SEND
- Curriculum content and teaching materials are aligned with the guidance
- Clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education

8.2 Leadership

The Senior Leadership Team and PSHE leaders are responsible for making sure that RSHE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-science curriculum components of RSHE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-science components of RSHE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour and stereotypes
- Where misogynistic ideas are expressed at school, challenging the ideas, rather than the person expressing them
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding leads – Clare Berryman, Andrew Kellington or Emma Smallshaw.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher or seek advice from Mrs O'Mahoney who will support staff in implementation.

8.4 Pupils

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

9. Parents' right to withdraw

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

Parents/carers have the right to withdraw their child from the non-science components of sex education within RSHE – the headteacher will grant all requests to withdraw a pupil from the non-science parts of sex education which is entirely within the unit 'How a baby is made'

Requests for withdrawal should be put in writing and addressed to the headteacher or Mrs O'Mahoney

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

10. Training

Staff are trained on the delivery of RSHE and as part of all lesson planning ensure they are familiar with planning and resources prior to implementation.

The headteacher will also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RSHE.

11. Monitoring arrangements

The delivery of RSHE is monitored by Nicky O'Mahoney which may be in the form of lesson drop-ins, planning scrutiny, or talking to children.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually and approved by the board of governors each Autumn term within Curriculum Committee and ratified during the full Governing Board.

By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	• That families are important for children growing up because they can give love, security and stability • The characteristics of safe and happy family life, such as: commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

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

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	• How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met • That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child, and that this can lead to dangerous situations • That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online, including when we are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met • How information and data is shared and used online, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online

TOPIC	PUPILS SHOULD KNOW
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books and resources, for example • About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do and don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so • How to ask for advice or help for themselves or others, and to keep trying until they are heard • Where to get advice, for example from their family, school and/or other sources

TOPIC	PUPILS SHOULD KNOW
General wellbeing	• The health, wellbeing and happiness benefits of physical activity, time outdoors, and helping others • Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation • The importance of promoting general wellbeing and physical health • The range of scale of emotions that they might experience in different situations (e.g. happiness, sadness, anger, fear, surprise, nervousness) and that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition • How to recognise feelings and use varied vocabulary to talk about their own and others' feelings • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate • That isolation and loneliness can affect children, and the benefits of seeking support • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others • That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently • Where and how to seek support (including recognising the triggers for seeking support), including who to speak to in school if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • That it is common to experience mental health problems, and early support can help

TOPIC	PUPILS SHOULD KNOW
Wellbeing online	• That for almost everyone the internet is an integral part of life • How to think about positive and negative aspects of the internet • How online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection • The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online • Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive • How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them • That abuse, bullying and harassment can take place online and that this can impact wellbeing • How to seek support from trusted adults • How to understand the information they find online, including from search engines, and know how information is selected and targeted • That they have rights in relation to sharing personal data, privacy and consent • Where and how to report concerns and get support with issues online

TOPIC	PUPILS SHOULD KNOW
Physical health and fitness	• The characteristics and mental and physical benefits of an active lifestyle • The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity • The risks associated with an inactive lifestyle, including obesity • How and when to seek support including which adults to speak to in school if they are worried about their health
Healthy eating	• What constitutes a healthy diet (including understanding calories and other nutritional content) • Understanding the importance of a healthy relationship with food • The principles of planning and preparing a range of healthy meals • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
Drugs, alcohol, tobacco and vaping	• The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches

TOPIC	PUPILS SHOULD KNOW
Health protection and prevention	• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn • About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils
Personal safety	• About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code
Basic first aid	• How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them • Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries

TOPIC	PUPILS SHOULD KNOW
Developing bodies	• About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process • The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. That all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts • The facts about the menstrual cycle, including physical and emotional changes (while the average age of the onset of menstruation is 12, periods can start at 8, so covering this topic before girls' periods start will help them understand what to expect and avoid distress)

SALESBURY C.E. PRIMARY SCHOOL - CURRICULUM FOR PSHE

[illegible]

Year 1 PSHE Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE Association	Making friends: playing and learning together This unit explores how to listen, share, work cooperatively, and when and how to ask for permission. Pupils learn about friendships, including falling out and how to recognise bullying.	Mental health and wellbeing This unit supports pupils to notice and name different types of feelings and thoughts – and learn simple self-regulation strategies to manage them.	Celebrating me, you and our families This unit explores similarities and differences, as well as everyone's individuality. Pupils look at different families, and how family members can show care and love for each other	Safety at home This unit introduces pupils to hazards and risk in the context of the home. It explores strategies for staying safe, including in relation to household products and medicines.	Being healthy This unit teaches about healthy lifestyles, including sleep, healthy food and drink choices, physical activity, hygiene routines (including teeth brushing) and sun safety.	Showing kindness to ourselves and others This unit revisits learning about feelings, and explores the importance of kindness.
Suggested Lessons	Ground rules, rule! – KS1 Learning and playing together – KS1 Friendship and bullying – KS1 L1: Let's be friends L2: Let's make up L3: Let's be kind Consent – KS1 L1: Asking for permission	Foundations for Wellbeing – Y1 L1: Noticing feelings L2: Distraction L3: Paying attention to pleasant feelings L4: Helpful and unhelpful thoughts L5: Reacting	Personal identity – KS1 L1: All different, all special Belonging and community – KS1 L1: Sameness and difference Families – KS1 L1: What makes a family? L2: Different families	Keeping safe at home – KS1 L1: Keeping safe at home Drug education – KS1 L1: Keeping safe L2: Keeping healthy L3: Medicines and household products	Keeping safe: Sun safety – KS1 L1: Keeping safe in the sun The sleep factor – KS1 L1: Ready for sleep Food for thought – KS1 L1: Keeping healthy with food and drink Dental health – KS1 L1: Looking after our teeth The importance of handwashing – KS1	OHID: Every mind matters – KS1 L1: Emotions L2: Kindness L3: Self-care
Pol-Ed – own year group unless stated otherwise	How can I make friends? What if my friends are making me feel sad? Why are safe hands important?	How can I be an empathy expert? What do feelings feel like? What makes me special? How can I be responsible?	Who are my trusted adults? How can I speak up? (Y2) What is a family? (Y2) How do I share family worries?	Y1 How can I use things at home safely? Y2 What are medicines?	Y2 What does it mean to be healthy? Y2 How can I look after my body? Y2 Why is sleep important? Y2 When do I need to take a break?	Y2) Why are relationships important?
Passport		What is self-worth?		What is respect?		What is resilience?
Focus Days Autumn 2 – Antibullying Week Spring 1 – Prevent Day Summer – First Aid		Why is name calling unkind? What is bullying? How can I be an ally?	Y2 – How are we the same? How are we different? Y2 – How can I work with different people?		Why is first aid important? What do kindness and coping mean? Asthma Attack Calling 999	

Year 2 PSHE Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE Association	Mental health and wellbeing This unit builds on the learning in year 1 by exploring a range of feelings and their intensity, and simple strategies to help manage them. The unit also introduces different kinds of change and loss (including bereavement).	Keeping safe online This unit explores how online content can impact feelings, and supports pupils to make safe choices about what they watch or share online (including the importance of not sharing personal information).	Me, my body and staying safe This unit explores how people change as they grow from young to old. Pupils are introduced to the names of private body parts, including genitalia, and learn how the Talk PANTS rules can help keep children safe.	Money and work This unit examines people's different strengths and interests and what this means for the jobs they might choose. It explores what money is, how jobs can help people earn money, and how to distinguish between needs and wants.	Keeping safe outside the home This unit builds on prior learning about risk through the context of road and rail safety. Pupils learn what an 'emergency' is and how to get help from an adult in an emergency, or call 999 themselves if they need to.	Looking back and moving on Use this unit to consolidate learning – this could include an extended project rehearsing skills and extending knowledge from previous units. It is also an opportunity to celebrate pupils' achievements and prepare them for the transition to key stage 2.
Suggested Lessons	Foundations for Wellbeing – Y2 L1: Noticing and naming feelings L2: Different distractions L3: Changing thoughts and feelings L4: Managing unhelpful thoughts L5: Reactions and responses Change, loss and grief – KS1 L1: What happens when things change?	CEOP: Jessie and Friends – KS1 L1: Watching videos L2: Sharing pictures L3: Playing games BBFC: Watch out! – KS1 L1: Helping to make good viewing choices L2: Keeping viewing choices safe	Medway: Changing and growing up – KS1 L1: My special people L2: Growing up – the human life cycle L3: Everybody's body NSPCC: Talk PANTS – 5-7 L1: PANTS power L2: More PANTS power	The Careers and Enterprise Company: Careers explorers – KS1 L1: Strengths and interests L2: Different jobs Money and wellbeing – KS1 L1: What is money? L2: Money choices	Road and rail safety – KS1 L1: Crossing the road L2: Keeping safe around railways COMING SOON Emergencies lesson Environment agency – KS1 L1: Caring for the environment	Foundations for Wellbeing : Revisit the extension and embedding activities in year 2 lessons. Embracing change and new challenges – KS1 L1: Moving to a new class
Pol-Ed	Y1 How can I share my feelings? Y2 How can I deal with change?	Y1 What is private information? Y2 What is the internet? Y2 What are the risks of video gaming?	Y2 2.4 What are private body parts?	Y2 What are needs and wants? Y2 What is a job? Y2 What is money?	Y1 How can I keep safe in new places? Y1 What do the police do? Y1 What is 999? Y1 Why have rules in different places? Y1 What can happen when rules are broken? Y2 What is fire safety? Y2 What are different types of meetings?	
Passport		What is empathy?		What is risk?		What is informed decision-making?
Focus Days Autumn 2 – Antibullying Week Spring 1 – Prevent Day Summer – First Aid		Y1 What is bullying? Y1 Why is name calling unkind? Y1 How can I be an ally?	Y2 How are we the same? How are we different? Y2 How can I work with different people?		Why is first aid important Burns Coping Skills Calling 999	

Year 3 PSHE Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE Association	Me, my friends and belonging This unit explores themes of personal identity and friendship. Pupils learn ways to make others feel welcome and included.	Mental health and wellbeing Building on the learning in year 2, this unit develops pupils' bank of self-regulation strategies and provides the opportunity to apply them in new contexts, such as managing worries.	Building healthy habits This unit develops pupils' understanding of healthy habits, including healthier food and drink choices, maintaining dental health and regular physical activity.	Making choices online This unit explores how to protect information online and make choices about online content, including understanding age ratings.	Keeping safe out and about This unit supports pupils to identify risk and keep safe in the sun, as well as around railways and water.	Looking out for each other This unit explores the basics of first aid, and revisits how to make an efficient call to the emergency services.
Suggested Lessons	<u>Personal identity</u> – KS2 L1: Personal identity <u>Medway: Changing and growing up</u> – Y3 L1: What makes a good friend L2: Falling out with friends <u>Belonging and community</u> – Y3-4 L2: Belonging to a community	<u>Foundations for Wellbeing</u> – Y3 L1: Exploring emotions L2: Understanding distraction L3: Managing thoughts and emotions L4: Managing worries L5: Managing responses	<u>Food for thought</u> – KS2 L1: Healthier eating and drinking habits L2: Healthier eating – choices and influences L3: Ready, set, cook! <u>Dental health</u> – KS2 L1: Exploring dental health Coming soon Physical activity lesson	<u>NSCS: CyberSprinters</u> – KS2 L1: Creating and managing passwords L2: Protecting your devices <u>BBFC: Let's watch a film</u> – KS2 L1: What can we watch? L2: Can we choose what to watch? Paying to play lesson	<u>Keeping safe: Sun safety</u> – KS2 L1: Managing risk in the sun <u>Road and rail safety</u> – KS2 L4: Risks and keeping safe <u>Environment agency</u> – KS2 L1: Canals and rivers L2: Flood alert!	<u>St John's Ambulance: First aid</u> – KS2 L1: Allergies L4: Bites and stings L7: Calling for help <u>Foundations for Wellbeing:</u> Revisit the extension and embedding activities in year 3 lessons.
Pol-Ed	Who are my key people? What can I do when friendships go wrong? What do we mean by consent in friendships? What am I good at?	How can I share my worries? What words can I use to talk about my feelings? When should I break a secret? What is mental health?	Y4 How do my choices help me to be healthy? Y4 What are healthy habits? Y4 Why is food fuel? Y2 What are private body parts? Recap Y2	Y2 Why does age matter? Y2 How can I keep safe online? Y2 What are the risks of video gaming?	What do we mean by risk? Y4 How can I keep safe in my local area? Y4 How can I respect my environment? Y4 Who do I encounter? Y4 How can we keep safe on the road?	How can vaccinations support our health? Y4 What is first aid? Y4 What are hazards in the home?
Passport		What is self-worth?		What is respect?		What is resilience?
Focus Days Autumn 2 – Antibullying Week Spring 1 – Prevent Day Summer – First Aid		What is bullying?	How should we treat people? Y4 What is diversity?		Giving First Aid Bleeding Spot the danger Calling 999	

Year 4 PSHE Curriculum						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE Association	Mental health and wellbeing Building on the learning in year 3, this unit extends pupils' understanding of self-regulation strategies and explores factors that can support wellbeing.	Forming respectful relationships This unit supports pupils to respond appropriately to conflicts and bullying, and to understand the importance of kindness.	Exploring ways to manage risk This unit explores assessing and managing risk in different contexts, and the role that peer influence can play in personal safety.	Money matters and news literacy This unit explores how attitudes and influences can impact decisions about money. It encourages pupils to critically engage with news stories and recognise how they might affect emotions.	Me, my body and growing up This unit focuses on the physical and emotional changes experienced during puberty, and builds pupils' confidence in using the Talk PANTS rule to keep safe.	Families and growing together This unit supports pupils' understanding of diverse family structures, and how families can change
Suggested Lessons	<u>Foundations for Wellbeing – Y4</u> L1: Describing emotions L2: Understanding internal and external distractions L3: Exploring different thinking habits L4: Different ways to manage worries L5: Strategies for calm <u>Change, loss and grief – Y3-4</u> L2: How do people manage change and loss?	<u>Friendship and bullying – Y3-4</u> L1: Valuing friendships L2: Friendship challenges L3: What is bullying <u>OHID: Every mind matters – KS2</u> L1: Kindness	<u>Firework safety – KS2</u> L1: Firework safety <u>Keeping safe at home – KS2</u> L2: Keeping safe at home <u>Road and rail safety – KS2</u> L3: Independently crossing the road <u>Exploring risk in relation to gambling – KS2</u> L1: Exploring risk <u>Drug education – Y3-4</u> L1: Medicines and household products L2: Smoking, vaping and alcohol	<u>Money and wellbeing – Y4</u> L1: How money is used L2: Making decisions about money <u>Guardian Foundation: NewsWise – ages 7-9</u> L4: How news affects feelings L6: Fake or real news? L7: Questioning images in the news	<u>Medway: Changing and growing up – Y4-5</u> L1: Time to change L2: Menstruation and wet dreams L3: Personal hygiene L4: Emotions and feelings <u>NSPCC: Talk PANTS – ages 7-9</u> L1: Building confidence	<u>Families – KS2</u> L1: Family relationships L2: Diverse families L3: Family changes <u>Committed relationships and family life – KS2</u> L1: Marriage and partnership
Pol-Ed	Y3 How can intense feelings feel? How can we be role models? What is a healthy friendship? How does school build my character?	Y3 What do we mean by consent in friendships? Y3 What are pupils' rights?	Y3 What are emergency services? Y3 What are emergency situations? Y3 How can I be a responsible citizen? Y3 What is the law and why do we have it? Y3 How do we enforce the law? Y4 What is Peer Influence?	What is a hate crime?	What is my body trying to tell me? How can I be a hygiene hero?	What can I be?
Passport		What is empathy?		What is risk?		What is informed decision making?
Focus Days Autumn 2 – Antibullying Week Spring 1 – Prevent Day Summer – First Aid		Y3 What is bullying?	What is diversity? What are protected characteristics? What is discrimination?		Giving First Aid Head Injury Thinking about helping Decision making	

Year 5 PSHE Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE Association	Friendships, stereotypes and bullying This unit explores respectful relationships and what to do about bullying. Pupils learn how to recognise and challenge stereotypes and prejudiced or extreme views.	Mental health and wellbeing This unit revisits and builds on prior learning about mental health, exploring how different self-regulation strategies can help shift habitual thoughts and emotions, and support wellbeing.	Positively engaging with our world This unit examines healthy ways of engaging with news stories and the impact that climate change can have on emotions and wellbeing.	Respecting boundaries This unit explores personal boundaries, different types of touch, and how to respectfully ask, give or not give permission. Me, my body and growing up - Review This unit focuses on the physical and emotional changes experienced during puberty, and builds pupils' confidence in using the Talk PANTS rule to keep safe.	Safe connections This unit supports pupils to stay safe and manage risks if socialising online. It also touches on cybercrime.	Embedding healthy habits and learning first aid This unit supports pupils to recognise the benefits of healthy habits such as sun safety, regular exercise and goal setting. It also covers first aid.
Suggested Lessons	<u>Friendship and bullying</u> – Y5-6 L1: Including others L2: Positive and respectful friendships L3: Bullying and its impact <u>Belonging and community</u> – Y5-6 L3: Challenging stereotypes L4: Addressing extremism	<u>Foundations for Wellbeing</u> – Y5 L1: Noticing and naming emotions L2: Directing attention and managing distractions L3: Changing thinking habits L4: Rumination and worry L5: Managing reactivity	<u>Guardian Foundation: NewsWise</u> – 9-11 L3: Managing feelings about the news L5: Spotting fake news L6: Understanding that news is targeted <u>UCL: Climate change - empathy and agency</u> – KS2 L1: Connecting with nature L2: Everyday actions L3: Doing it together	<u>Consent</u> – KS2 L1: Giving and seeking permission L2: Personal boundaries L3: Appropriate and inappropriate touch <u>NSPCC: Talk PANTS</u> – ages 9-11 L6: How can the PANTS rule help us? <u>Medway: Changing and growing up</u> – Y4-5 L1: Time to change L2: Menstruation and wet dreams L3: Personal hygiene	<u>CEOP: Play, like, share</u> – ages 8-10 L1: Block him right good, Alfie! L2: Who's Magnus? L3: They have fans, we have friends! <u>CEOP: Connect</u> – Y5-6 L1: Respectful relationships L2: Socialising online <u>NCA: Making the right CyberChoices</u> – Y5-6	<u>Melanoma Fund: Sunguarding schools</u> – KS2 <u>Sure: Breaking limits</u> – KS2 L1: Confident mover L2: Team player L3: Goal setter <u>St John's Ambulance: First aid</u> – KS2 L2: Asthma L9: Head injuries
Pol-Ed	What is Peer Pressure? How can adult relationships affect my future?	What is my personal identity? How might school impact the way I feel?	What is media literacy? What are deep fakes? What is media influence?	What are my personal boundaries?	What are online friendships? What is grooming? What can and can't I do on the internet? How can we use our phones sensibly? How might being online impact the way I feel? What are the risks with money? What is gambling?	How might my activity levels impact the way I feel?
Passport		What is self-worth?		What is respect?		What is resilience?
Focus Days Autumn 2 – Antibullying Week Spring 1 – Prevent Day Summer – First Aid		How can we challenge sexism? Y5 How do words have power?	How can we respect different relationships? How can we be allies against racism?		Why is first aid important? Broken Bone Choking Emotions and Comforting Others Words of kindness and comfort	

Year 6 PSHE Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE Association	Mental health and wellbeing This unit revisits and builds on prior learning about mental health, helping pupils to explore strategies that support wellbeing – including in the context of the transition to secondary school.	Managing money and online spending This unit explores economic wellbeing and online financial harms (incorporating elements of statutory RSHE) – including targeted advertising and other influences on online spending	Changes in puberty (and sex education*) This unit builds pupils' understanding of how to manage the changes that occur during puberty, including increased independence and new sleep patterns.	Drug education: assessing risk and managing influences This unit covers legal and illegal drugs, and the risks and effects of legal and illegal drug use	Developing our AI literacy This unit introduces different types of AI, including generative AI, and explores the opportunities, challenges and risks associated with its use.	Looking to the future This unit explores career-related learning (including different career pathways) and supports pupils to prepare for the transition to secondary school.
Suggested Lessons	<u>Foundations for Wellbeing – Y6</u> L1: Regulating emotions L2: Managing distraction L3: Developing positive thinking habits L4: Managing rumination and worry L5: Managing stress <u>Change, loss and grief – Y5-6</u> L3: How do people manage loss and support each other?	<u>Money and wellbeing – Y6</u> L1: Money and emotional wellbeing L2: Being a critical consumer <u>Exploring risk in relation to gambling – KS2</u> L2: Chancing it! <u>Online financial harms – KS2</u> L1: Spending influences L2: Wellbeing and support	<u>Medway: Changing and growing up – Y6</u> L1: Puberty recap L2: Puberty – change and becoming independent L3: Positive, healthy relationships L4: How a baby is made* <u>The sleep factor – KS2</u> L1: Getting a good night's sleep <i>*The parental right to withdraw applies to sex education.</i>	<u>Drug education – Y5-6</u> L1: Medicines L2: Legal and illegal drugs L3: Influences and pressure L4: Tobacco, vaping and alcohol in the media	<u>Coming Soon - Understanding AI: Rights, safety and wellbeing lessons</u> L1: What is AI? L2: How does AI affect our rights? L3: What is an AI chatbot? <u>Home office – Digital deception: Understanding deepfakes – Y5-6</u> L1: The impact of generative AI L2: The ethics of AI images <u>Pick your pics – Y5-6</u> L1: Pick your pics	<u>The Careers and Enterprise Company: Careers explorers – KS2</u> L1: Job skills L2: Choosing a career L3: Career routes <u>Embracing change and new challenges – Y6</u> L1: Moving to secondary school NSPCC: Talk relationships – Transition to secondary school
Pol-Ed	What is a debate? How can we respect different relationships? What is my relationship with authority? How can I seek support for my mental health? What is grief? How can I re-frame my thinking?	Y5 What are the risks with money? Y5 What is gambling?	Y5 How might puberty impact the way I feel?	Y5 What do I know about drugs? Y5 How can drugs and alcohol make people feel? What is spiking? What is the issue with addiction? What does the law say about drugs?		Y5 How can we keep our things safe? What does the law say about marriage? How can I manage moving to high school positively? How can I get ready for secondary relationships? What does adulthood look like?
Passport		What is empathy?		What is risk?		What is informed decision-making?
Focus Days Autumn 2 – Antibullying Week Spring 1 – Prevent Day Summer – First Aid		How can we challenge sexism?	How can we be allies against racism?		Giving first aid Unresponsive and breathing Unresponsive and not breathing Keeping calm Creating a calm and kindness plan & Safety Stories	