Relationships and Health Education taught across the Harmony Trust PHSE Curriculum

Relationships and Health Education is taught through the Harmony Trust PSHE Curriculum, ensuring that pupils develop the essential foundations and characteristics of healthy, positive relationships. This includes learning about friendships, family relationships, and respectful interactions with both children and adults. Our provision is further enriched through the Harmony Pledge, which encourages pupils to work towards ten pledge points while developing our ten key character competencies.

Achieving all ten aspects of the Harmony Pledge broadens pupils' experiences, raises their aspirations, and supports them in becoming lifelong learners who can always **Believe, Achieve and Succeed**, regardless of the path they choose in later life. Through active engagement with the Harmony Pledge, pupils also develop the resilience, confidence, and character strengths needed to successfully navigate challenges and opportunities both in school and beyond.

The character competencies are structured as a continuum, with clear expectations that grow in depth and maturity as pupils progress through the school. This ensures that every child is supported in developing the knowledge, skills, and attributes needed to thrive academically, socially, and personally.

Teaching Relationships Education

Relationships Education is centred around five key themes, which help pupils develop the knowledge, understanding, and skills needed to build positive relationships and keep themselves safe:

- **Families and People Who Care for Me** – understanding the importance of family, caring relationships, and the support available from trusted adults.
- **Caring Friendships** – developing the qualities of positive friendships, including kindness, trust, respect, and empathy.
- **Respectful and Kind Relationships** – learning how to treat others with respect, value differences, and build healthy relationships with peers and adults.
- **Online Safety and Awareness** – understanding how to stay safe online, use technology responsibly, and recognise potential risks in the digital world.
- **Being Safe** – learning how to recognise unsafe situations, seek help when needed, and make informed decisions to protect physical and emotional wellbeing.

Through these themes, pupils are equipped with the knowledge and confidence to develop healthy relationships, make safe choices, and become responsible members of their communities.

Part of Relationships Education is delivered through the Partnership for Life, Zippy and Apple programmes, which are school-based emotional learning programmes centred on a series of age-appropriate stories and activities. These programmes help pupils develop effective coping strategies, emotional resilience, and positive social skills.

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The Zippy and Apple programmes equip pupils with practical tools to manage a wide range of everyday situations and challenges. They encourage children to make positive choices, solve problems constructively, and develop healthy relationships, helping them respond to difficulties in ways that improve situations without causing harm to themselves or others.

Skills for Life programmes



Relationships Education 5 key themes:

Families and People Who Care For Me (F)

It is our aim that by the end of Key Stage Two that our pupils should know:

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

Caring Friendships (CF)

It is our aim that by the end of Key Stage Two that our pupils should know:

1. how important friendships are in making us feel happy and secure, and how people choose and make friends
2. healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind relationships
3. that not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it
4. the characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties
5. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened
6. How to manage conflict, and that resorting to violence is never right
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed

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Respectful, Kind Relationships (RKR)

It is our aim that by the end of Key Stage Two that our pupils should know:

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

Online Safety and Awareness (OSA)

It is our aim that by the end of Key Stage Two that our pupils should know:

1. that people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. people sometimes behave differently online, including by pretending to be someone they are not
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.

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5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe (BS)

It is our aim that by the end of Key Stage Two that our pupils should know:

1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. the concept of privacy and the implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe
3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact
4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do and do not know
5. how to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online on experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so
7. How to ask for advice or help themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources

Teaching Health Education

Health and Wellbeing Education is taught through nine key themes, enabling pupils to develop the knowledge, skills, and understanding needed to make informed decisions about their health, safety, and overall wellbeing:

- **General Wellbeing** – developing self-awareness, emotional resilience, confidence, and strategies to support positive mental health.
- **Wellbeing Online** – understanding how to use technology safely and responsibly while maintaining a healthy balance between online and offline activities.
- **Physical Health and Fitness** – recognising the importance of regular physical activity and its contribution to a healthy lifestyle.
- **Healthy Eating** – learning about balanced nutrition, healthy food choices, and the role of diet in maintaining good health.
- **Drugs, Alcohol, Tobacco and Vaping** – understanding the risks associated with harmful substances and making informed, responsible choices.
- **Health Protection and Prevention** – learning how to maintain good health, prevent illness, and adopt healthy habits.
- **Personal Safety** – developing awareness of potential risks and learning strategies to keep safe in a range of situations.
- **Basic First Aid** – acquiring practical skills and knowledge to respond appropriately in emergency situations.
- **Developing Bodies** – understanding physical and emotional changes that occur as children grow and develop.

Through these themes, pupils are supported to develop healthy lifestyles, positive attitudes towards wellbeing, and the confidence to make safe and responsible decisions throughout their lives.

Health Education 9 key themes:

General Well-being (GW)

It is our aim that by the end of Key Stage Two that our pupils should know:

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

Wellbeing Online (WO)

It is our aim that by the end of Key Stage Two that our pupils should know:

1. that for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. about the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online
5. why social media, some apps, computer games and online gaming, including gambling sites, are age restricted

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6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. that abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. where and how to report concerns and get support with issues online

Physical Health and Fitness (PHF)

It is our aim that by the end of Key Stage Two that our pupils should know:

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

Healthy Eating (HE)

It is our aim that by the end of Key Stage Two that our pupils should know:

1. what constitutes a healthy diet (including understanding calories and other nutritional content)
2. understanding the importance of a healthy relationship with food
3. the principles of planning and preparing a range of healthy meals
4. the characteristics of a poor diet and risks associated with unhealthy eating (including obesity and tooth decay) and other behaviours (the impact of alcohol on the diet or health)

Drugs, Alcohol, Tobacco and vaping (DATV)

It is our aim that by the end of Key Stage Two that our pupils should know:

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

Health Protection and Prevention (HPP)

It is our aim that by the end of Key Stage Two that our pupils should know:

1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer

3. the importance of sufficient good quality sleep for good health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn
4. about dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist
5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. the facts and scientific evidence relating to vaccination and immunisation. The introduction of topics related to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal Safety (PS)

It is our aim that by the end of Key Stage Two that our pupils should know:

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

Basic First Aid (BA)

It is our aim that by the end of Key Stage Two that our pupils should know:

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

Developing Bodies (DB)

It is our aim that by the end of Key Stage Two that our pupils should know:

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

Teaching Online Safety

Online safety and digital awareness are taught through both the PSHE curriculum and each academy's computing curriculum. Pupils learn about positive and healthy relationships, mental wellbeing, and how to keep themselves safe online. As most pupils are already accessing the internet by the end of primary school, it is essential that they develop the knowledge and skills needed to navigate the digital world safely and responsibly.

The Harmony Trust's *Harnessing Technology Maximising Learning* (HTML) Strategy is ambitious and aims to significantly increase the effective use of technology across all academies. The strategy ensures that pupils and staff use technology wisely to enhance teaching and learning. Innovative use of technology supports and complements our well-established and highly effective teaching practices. Through the provision of 1:1 devices, pupils have access to appropriate digital tools that accelerate progress, encourage independent and expert learners, and support teachers in managing their workload efficiently.

Each academy has a designated Online Safety Lead who holds overall responsibility for ensuring that pupils and staff remain safe when using digital technologies. They are supported by a HTTP (Harmony Technology Teaching Pioneer) and HTML advocates across the academy who promote safe and effective technology use. Online safety is further reinforced through initiatives such as Safer Internet Day, dedicated curriculum activities, and assemblies that encourage discussion about current online issues and responsible digital behaviour.

To support a safe online environment, all academies utilise web filtering and monitoring systems, including Lightspeed, to help safeguard pupils from inappropriate or harmful content. These systems provide real-time monitoring, reporting, and alerts, enabling staff to identify and respond promptly to potential safeguarding concerns. Filtering and monitoring measures are regularly reviewed to ensure they remain effective and proportionate while supporting teaching and learning.

Through PSHE lessons, pupils are taught how information and data are collected, shared, stored, and used in a variety of contexts, including online environments. They learn about the implications of sharing personal information and images, understand that many websites and online platforms operate as businesses, and explore how user data may be used in ways they might not always expect. Online safety education also forms part of learning about respectful relationships, where pupils develop an understanding of different forms of bullying, including cyberbullying, and learn strategies for seeking help and support when needed. This equips pupils with the knowledge, skills, and confidence to be safe, responsible, and respectful digital citizens.

Safeguarding

Safeguarding the wellbeing of all pupils is of paramount importance across The Harmony Trust. All staff receive regular safeguarding training and are fully aware of the procedures for identifying, recording, and reporting concerns to their Designated Safeguarding Leads (DSLs). Equally, pupils are supported to understand who their trusted adults are within the academy and are encouraged to seek support whenever they need it.

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Pupils are confident in identifying trusted adults and understand that they can choose more than one person to speak to if they have a worry or concern. This approach helps to create a culture where pupils feel safe, valued, and listened to, ensuring that they know support is always available.
The PSHE curriculum plays a key role in promoting safeguarding and wellbeing by providing pupils with the knowledge, skills, and confidence to keep themselves safe, both in school and beyond. Through age-appropriate learning, pupils develop an understanding of healthy relationships, personal safety, emotional wellbeing, and how to seek help when needed. Staff deliver PSHE in line with The Harmony Trust's non-negotiables, ensuring that all lessons are taught sensitively, inclusively, and in a manner that is appropriate to pupils' age and stage of development, particularly when addressing more sensitive topics. This consistent approach supports a positive safeguarding culture and helps every pupil to feel secure, respected, and empowered.

We provide positive safeguarding for all by:

- **Teaching pupils about healthy and respectful relationships,** including what loving family relationships, friendships, and respectful online interactions look like. Pupils learn about consent through age-appropriate discussions around seeking and giving permission, personal boundaries, and privacy. They are supported to recognise when boundaries have been crossed and how to respond appropriately to situations that make them feel uncomfortable or unsafe.
- **Removing barriers to reporting concerns** by ensuring that pupils know how and where to access help and support. Clear systems are in place to encourage pupils to share worries, including the use of *Ask It* baskets and worry boxes in classrooms. Pupils are also taught how to seek support online safely, access mental health support, and respond appropriately in emergencies, including understanding how to make an effective 999 call.
- **Recognising and responding to individual pupil needs** by ensuring that staff are aware when certain topics may be sensitive or upsetting for some children. For example, discussions relating to loss and bereavement may require additional consideration where a pupil has recently experienced the death of a family member. Staff work closely with Designated Safeguarding Leads (DSLs), pupils, and parents/carers, where appropriate, to identify the most supportive approach before delivering these lessons.
- **Managing disclosures and concerns appropriately** by ensuring that any safeguarding concerns arising from lessons on sensitive subjects are addressed in line with academy safeguarding procedures. Staff are trained to respond professionally and sensitively to disclosures, including concerns relating to abuse, neglect, or harmful behaviours, always prioritising the safety and wellbeing of the child.
- **Promoting trusted relationships** by ensuring that trusted adults are available and accessible to all pupils. Children are encouraged to identify trusted adults within the academy and within their wider family and support networks. This helps pupils to feel confident about seeking help, knowing that there are people they can turn to whenever they need support, guidance, or reassurance.

Through these approaches, we aim to create a culture where every pupil feels safe, supported, respected, and empowered to seek help when needed.

We provide a safe learning space, with consistent ground rules

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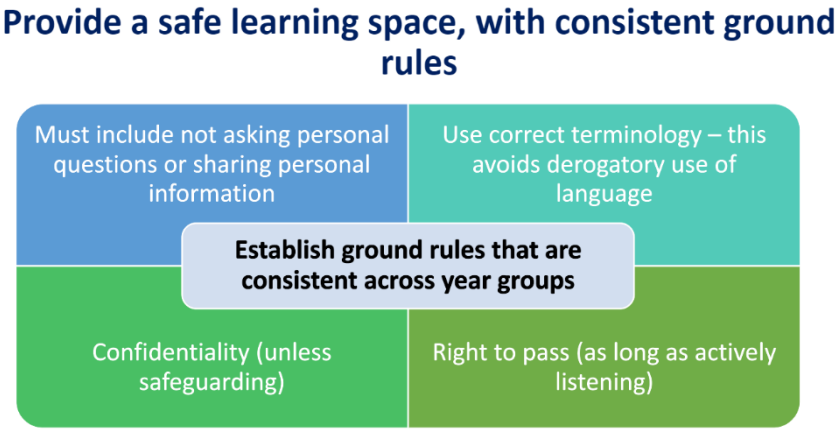
We provide a safe, inclusive, and supportive learning environment where pupils feel confident to participate, ask questions, and discuss sensitive topics respectfully. Establishing clear and consistent ground rules across all year groups helps to create a culture of trust, respect, and safety, while also supporting confidentiality and safeguarding.

Ground rules are agreed with pupils and are revisited regularly to ensure they remain meaningful and relevant. They help pupils understand expectations for behaviour and communication during PSHE and Relationships, Sex and Health Education (RSHE) lessons, particularly when discussing sensitive or personal issues.

Our ground rules:

- are discussed and agreed by the whole class, promoting a shared understanding and ownership of expectations
- are displayed within the classroom and referred to regularly
- apply equally to everyone in the classroom, including both staff and pupils
- encourage pupils not to ask personal questions of others or share personal information about themselves or their families
- promote the use of accurate and appropriate terminology, helping to build understanding and preventing the misuse of language.
- support confidentiality by respecting the views and experiences shared within the classroom, while making it clear that safeguarding concerns cannot be kept confidential and must be shared with appropriate staff.
- give pupils the right to pass if they do not wish to contribute to a discussion, provided they remain engaged and listen respectfully to others.

By establishing and maintaining these consistent expectations, we ensure that all pupils can engage in learning confidently, respectfully, and safely.



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