

# Tunstall CofE Primary School



## RSHE (Relationships, Sex and Health Education) Policy

### Tunstall CEP Vision

*'Thinking deeply, loving abundantly, serving graciously, for the Glory of God'*

'We believe that God's abundance is for everyone, nurturing a servant heart for the local community of Tunstall and beyond. Learning opportunities are broad, inclusive and inspiring where creativity is nurtured and harnessed at every opportunity through our unique, Discovery Curriculum. Children and staff are safe, secure and empowered to be risk takers. We are a culturally diverse school who value each other's uniqueness with dignity and respect. We think deeply, love abundantly and serve graciously for the Glory of God and thus uphold our biblical underpinning of John 10:10 being: 'A place where everyone can flourish'.

Signed: P Gregory

Date: September 2025

Review Date: September 2026

**This policy will be reviewed, at least, annually, and following any concerns and/or updates to national/local guidance or procedure.**

FRIENDSHIP, KINDNESS, SERVICE, FORGIVENESS, PERSEVERANCE,  
TRUTHFULNESS

## Rationale

All Church of England schools are statutorily required to teach Relationships Education; Relationships and Sex Education and Health Education (RSHE). RSHE enables pupils to flourish and gain every opportunity to live fulfilled lives, and fully embodies our school's Christian Ethos of creating 'A Place where everyone can flourish' (John 10:10). It also personifies Christian beliefs about human dignity (e.g., Genesis 1:26-27) and the need to love your neighbour as you love yourself (e.g., Mark 12:30-31). Church of England schools should offer age appropriate and coherent Relationships and Sex Education that reflects the school's Christian vision and supports pupils to form healthy relationships. (SIAMS evaluation schedule, 2018).

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.' (Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2019)

Relationships education in primary school teaches children the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Effective RSHE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. RSHE makes an important contribution to health and wellbeing by supporting children and young people's ability to learn, achieve and flourish.

RSHE comprises learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health (DFES Guidance document - DFES 0116/2000). While we use RSHE to inform children about sexual issues, we do this regarding matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation or sexual activity.

The Governors of Tunstall C. of E. Primary School believe that all pupils should be offered relationship, sex and health education during their school journey. It should promote the spiritual, moral, mental and physical development of pupils and prepare them for the opportunities, responsibilities and experiences of adult life. The value of family should be stressed along with other types of human relationships such as friendship, parenthood and other family relationships.



The teaching and learning of RSHE is underpinned by the school's ethos, vision and values by enabling each child to flourish and be ready to cherish their health and future relationships. What we envisage for our children is captured in this poem by Nicolette Sowder.

The Church of England Education Office believe Relationships and Health Education (RHE) and Sex Education (SE) are important subsets of PSHE. Together they are part of the wider desire to teach a broad curriculum and both are equally important to the flourishing of children and young people. As such they should both be offered as part of a broad and balanced education and both must be properly resourced and supported. Accordingly, there should be a specialist PSHE and RSHE (Relationships, Sex and Health Education) teacher/subject leader in every secondary and primary school. This will be necessary to ensure the quality of teaching and learning in these subjects.

### **Aims and Objectives**

RSHE contributes to the foundation of PSHE and Citizenship by ensuring all children are:

- Provided opportunities to learn about securing, developing and sustaining healthy relationships and knowing to deal with/recognise when and how relationships go wrong.
- Prepared for the opportunities, joys, challenges and responsibilities of being in relationships with other people.
- Provided the understanding, vocabulary and strategies needed to keep themselves safe and to thrive within good relationships of all kinds.
- Given accurate information to equip them for life in the modern world and make sure they are not harmed or negatively influenced by unrealistic or dangerous materials and expectations and are able to discuss moral questions
- Develop confidence in talking, listening and thinking about feelings and relationships
- Can name parts of the body and describe how their bodies work
- Can protect themselves and ask for help and support
- Are prepared for puberty and understand the physical development of their bodies as they grow into adults
- Know about the way humans reproduce
- Respect their own bodies as part of a committed, long-term, loving relationship
- Recognise the importance of family life
- Can discuss moral questions
- Learn about relationship issues including friendships, bullying and self-esteem
- Respect the views of other people
- Have knowledge about sexual abuse and what they should do if they are worried about any sexual matters
- Feel comfortable when talking about more sensitive issues

## **Principles**

- The objective of Relationship and Sex Education is to help and support young people through their physical, emotional and moral development and support them to be safe, healthy, happy and successful
- Effective Relationship and Sex Education will help young people learn to respect themselves and others and move with confidence from childhood through adolescence to adulthood
- Talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter.
- Draw attention to a range of contexts enabling pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security, helping them to recognise any less positive relationships when they encounter them.
- Create opportunities for pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.
- Effective RSHE is essential if young people are to make responsible and well-informed decisions about their lives.
- Sex education helps children to deal with difficult moral and social questions.
- Be delivered in a sensitive and well-judged way based on knowledge of pupils and their circumstances, when teaching about families, sex and relationships. Lessons will acknowledge that families of many forms provide a nurturing environment for children, so care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g., looked after children or young carers.
- Be taught in a graduated, age-appropriate programme of RSHE, as children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups.

## **Attitudes and values**

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making

## **Personal and social skills**

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others

- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Learning how to recognise and avoid exploitation and abuse

## **Organisation**

Within Tunstall C. of E. Primary School, we teach RSHE Education through different discrete aspects of the curriculum. While we carry out the main relationships and health education within our PSHE curriculum (The HeartSmart Programme and Growing up with Yasmine and Tom), we also teach some Sex Education through other subjects (e.g. Science, Worship, RE and PE, Computing – online safety) where we feel that they contribute significantly to a pupil's knowledge and understanding of their own body and how it is changing and developing.

Our RSHE reflects the DfE 'roadmap' expectations for RSHE content progression (2025) and ensures all children are taught about puberty before its onset, as well as the law regarding consent, marriage, family structures and online safety.

The PSHE (Personal, Social and Health Education) Programme we use across our school is called 'HeartSmart - a dynamic curriculum that builds resilience, school climate and healthy relationships.' Our offer of RSHE Education is taught alongside this, but also with specific elements that are not part of that curriculum offer. We use Growing up with Yasmine and Tom to support this. Growing up with Yasmine and Tom is an online resource designed by teachers, for teachers to support the delivery of high-quality relationships, sex and health education as part of a PSHE programme.

We teach about different parts of the body, how these parts work, and what will happen to pupils' bodies during puberty across the Science curriculum also. We encourage pupils to ask for help and advice if they need additional support with understanding these issues. We believe that children should use correct scientific names for parts of the body, and that these are done so from the earliest stage that is suitable and appropriate.

Our curriculum ensures that both boys and girls know about puberty and how a baby is born. All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes, where this is possible. Pupils will learn to appreciate the differences between people and how to respect each other. We also teach about life processes and the main stages of the human life cycle, in greater depth.

Teachers make every effort to answer pupils' questions with sensitivity, confidentiality and care, and to teach this important subject with due regard to the emotional development of the pupils. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women.

We communicate with all parents and carers of children to discuss this programme of

lessons, to explain what the issues are and how they are taught, and enable them to see the materials the school uses in its teaching. We also inform parents of the vocabulary that will be used when learning about the body.

### **Teaching and Learning methods used in RSHE**

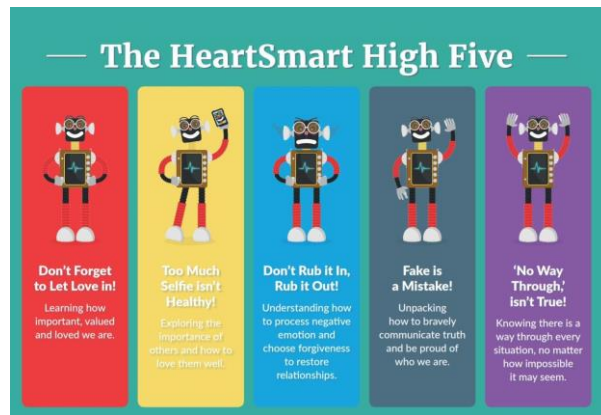
A variety of teaching and learning strategies are used to deliver RSHE which consider a pupil's age, development, understanding and needs. Pupils will need to work in a safe, secure climate to be able to explore their own and others' attitudes, values and skills. Due to its content and sensitive nature, the sex education curriculum will be taught by teaching staff only with an additional adult in the room to assist as appropriate.

Effective RSHE lessons will involve an elevated level of interaction where each pupil has planned opportunities for learning through: -

- The development of a trusting relationship between the teachers and the pupils, enabling the consideration of sensitive issues to take place.
- Collaborative work
- Opportunities for reflection
- Challenge within a safe environment
- Respect for each genuinely made contribution
- Negotiation
- Accommodating new information and skills
- Building on current experience and first – hand learning to achieve positive ends
- For pupils with specific SEND, reasonable adaptation will be made to the content and activities presented within a lesson.
- If additional lessons are required to pre-teach or post-teach the content, this will be facilitated by the class teacher and/or subject leader.

### **Tunstall C of E Primary RSHE Education Content**

The HeartSmart programme is divided into 5 key sections called the 'HeartSmart High Five'. We believe that language creates culture and that the features of an outstanding RHE curriculum are underpinned by the values of Christianity in order for every child to flourish. Each lesson has a clear Bible link and each child in the school receives a differentiated programme under the umbrella of the same five key sections:



Appendix A illustrates the elements of the Relationships and Health Education that are covered within each year group. The subject content is taught once per week with in its own discrete timetabled lesson. With the importance of mental health growing ever greater, additional lesson time throughout the week is set aside to mindfulness and reflection, enabling the children to grow spiritually and develop greater resilience. From September 2024 one lesson each term will be dedicated to sex education, one to e-safety and the other to emotional regulation.

Appendix B demonstrates how we implement a graduated approach to sex education across the school. There is a clear progression in content, yet teachers reflect on the suitability of the content to deliver it effectively to their specific class. The content is carefully selected from the learning objectives set out from the Association for PSHE teachers, leads and other practitioners. Children from all cultural backgrounds and educational needs, are entitled to receive the curriculum and where parents look to seek clarification over the content of our lesson, we will endeavour to clarify this.

Appendix C illustrates what RSHE vocabulary is introduced in which year group.

### **RSHE and statutory duties in school**

This policy reflects the DfE RSHE statutory guidance (2019, updated 2024 for implementation September 2025), ensuring puberty is taught prior to onset, that the law relating to relationships and consent is covered, and that online safety and harmful behaviours are addressed in line with Keeping Children Safe in Education (2025).

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary Education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. We have responsibilities for safeguarding and we have a legal duty to promote pupil well-being (Education and

Inspections Act 2006 Section 38).

Effective Sex and Relationships Education helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. We have responsibilities for safeguarding and we have a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

- RSHE is an important part of PSHE Education (DfE, 2014).
- When any school provides sex education, they must have regard to the Secretary of State's guidance; this is a statutory duty.
- It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g., the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

RSHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Equality Scheme and Statement of Equality Compliance
- Health and Safety Policy
- Online Safety Policy
- RE Policy
- Safeguarding Policy
- Ethos and Values, including SMSC and British Values
- Special Educational Needs Information Report

### **Confidentiality**

Teachers conduct RSHE lessons in a sensitive manner and with the need for confidentiality. Should issues of disclosure regarding inappropriate sexual behaviour/ activity be raised, then the teacher will take the matter seriously and deal with it as a matter of child protection. In such cases, safeguarding and other procedures as laid down in the appropriate school policy will be followed.

### **The role of parents / withdrawal from sex education lessons**

Joint responsibility should rest with parents for RSHE. Parents/carers have the right to withdraw their children from all or part of the sex education lessons provided at school except for those parts included in statutory National Curriculum Science. These are the following lessons:

|                  | Lesson 1                                                              | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
|------------------|-----------------------------------------------------------------------|----------|----------|----------|----------|----------|
| Term 3<br>Year 6 | Module 3<br>Lesson 10<br><br>Making babies –<br>sexual<br>intercourse |          |          |          |          |          |

|                  |                                                                                              |  |  |  |  |  |
|------------------|----------------------------------------------------------------------------------------------|--|--|--|--|--|
| Term 4<br>Year 6 | Module 3<br>Lesson 11<br><br>Making babies –<br>assisted fertility<br>and multiple<br>births |  |  |  |  |  |
|------------------|----------------------------------------------------------------------------------------------|--|--|--|--|--|

Those parents/carers wishing to exercise this right are invited in to see the Headteacher and/or subject co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the sex education programme until the request for withdrawal has been removed. The school always complies with the wishes of parents in this regard. It is important to note that all other lessons are compulsory and the children cannot be withdrawn from these lessons.

If a pupil is excused from Sex Education following parental request, the school will ensure that the pupils receive appropriate, purposeful education during the time of the withdrawal.

Parents/carers will be made aware that we, as a school, are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. At Tunstall C. of E. Primary School, we wish to work in conjunction with parents in enabling our children to flourish and hold ourselves jointly responsible for sex education.

### **The role of the Headteacher**

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively.

It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Headteacher ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

### **The role of the Governing Body**

As well as fulfilling our legal obligations, the governing body also ensures that:

- All pupils make progress in achieving the expected educational outcomes

- The subjects are well led, effectively managed and well planned
- The quality of provision is subject to regular and effective self-evaluation
- Teaching is delivered in ways that are accessible to all pupils with SEND
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

### **Monitoring and Review**

The governing body monitors our Sex Education policy on an annual basis. The Governors give serious consideration to any comments from parents about the RSHE programme, and makes a record of all such comments. Governors require the Headteacher to keep a written record, giving details of the content and delivery of the sex education programme that we teach in our school. Governors should scrutinise materials to check they are in accordance with the school's ethos. The Senior Leadership Team will monitor the curriculum and lesson content and evaluate its effectiveness along with the Wellbeing curriculum team.

### **Equalities**

In teaching Sex Education, Tunstall C. of E. Primary School will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. We will comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. We have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE, 2014b).

We have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

Our school will ensure that all of its teaching is sensitive and age appropriate in approach and content. At the point at which we consider it appropriate to teach our pupils about LGBT, our school will ensure that this content is fully integrated into our programme of study for this area of the curriculum rather than delivered as a stand- alone unit or lesson. We

wish for every child to flourish and therefore include LGBT content at timely points as part of this area of the curriculum.

The Church of England document “Valuing all God’s Children, 2017” states:

“All bullying, including homophobic, biphobic and transphobic bullying causes profound damage, leading to higher levels of mental health disorders, self-harm, depression and suicide. Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value”.

## Appendices

### Appendix A

#### RELATIONSHIPS & HEALTH EDUCATION

|     |                                                                                                                                                                                                                                             | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Yr 6 |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|------|------|------|------|
|     | <b>RELATIONSHIPS EDUCATION</b>                                                                                                                                                                                                              |      |      |      |      |      |      |
|     | <b>Families and people who care for me</b><br><i>Pupils should know...</i>                                                                                                                                                                  |      |      |      |      |      |      |
| F1  | that families are important for children growing up because they can give love, security and stability.                                                                                                                                     | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    |
| F2  | the characteristics of healthy family life, 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. | ✓    |      |      | ✓    | ✓    |      |
| F3  | that others' families, 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.  |      | ✓    |      | ✓    |      | ✓    |
| F4  | that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.                                                                          | ✓    |      |      | ✓    | ✓    |      |
| F5  | that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.                                                                                                           |      |      |      |      |      | ✓    |
| F6  | how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.                                                                                                      |      |      | ✓    |      | ✓    |      |
|     |                                                                                                                                                                                                                                             |      |      |      |      |      |      |
|     | <b>Caring Friendships</b><br><i>Pupils should know...</i>                                                                                                                                                                                   |      |      |      |      |      |      |
| CF1 | how important friendships are in making us feel happy and secure, and how people choose and make friends.                                                                                                                                   | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    |
| CF2 | the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.                            | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    |

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|     |                                                                                                                                                                                                                                           | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Yr 6 |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|------|------|------|------|
| CF3 | that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.                                                                                                                       | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    |
| CF4 | that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.                                              | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    |
| CF5 | how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. | ✓    |      | ✓    | ✓    | ✓    | ✓    |
|     |                                                                                                                                                                                                                                           |      |      |      |      |      |      |
|     | <b>Respectful Relationships</b><br><i>Pupils should know...</i>                                                                                                                                                                           |      |      |      |      |      |      |
| RR1 | the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.                 | ✓    | ✓    |      | ✓    | ✓    | ✓    |
| RR2 | practical steps they can take in a range of different contexts to improve or support respectful relationships.                                                                                                                            | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    |
| RR3 | the conventions of courtesy and manners.                                                                                                                                                                                                  |      | ✓    | ✓    | ✓    |      |      |
| RR4 | the importance of self-respect and how this links to their own happiness.                                                                                                                                                                 | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    |
| RR5 | that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.                                             |      | ✓    | ✓    | ✓    | ✓    | ✓    |
| RR6 | about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.                                                       | ✓    | ✓    |      | ✓    | ✓    | ✓    |
| RR7 | what a stereotype is, and how stereotypes can be unfair, negative or destructive.                                                                                                                                                         |      |      | ✓    |      |      |      |
| RR8 | the importance of permission-seeking and giving in relationships with friends, peers and adults.                                                                                                                                          |      |      |      | ✓    |      |      |



|     |                                                                                                                                                                                 | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Yr 6 |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|------|------|------|------|
|     | <b>Online Relationships</b><br><i>Pupils should know...</i>                                                                                                                     |      |      |      |      |      |      |
| OR1 | that people sometimes behave differently online, including by pretending to be someone they are not.                                                                            |      |      | ✓    |      | ✓    | ✓    |
| OR2 | 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. | ✓    | ✓    |      |      |      |      |
| OR3 | the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.                                                  | ✓    | ✓    | ✓    |      |      |      |
| OR4 | how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.                     |      |      |      |      | ✓    |      |
| OR5 | how information and data is shared and used online.                                                                                                                             |      | ✓    | ✓    |      |      |      |
|     | <b>Being Safe</b><br><i>Pupils should know...</i>                                                                                                                               |      |      |      |      |      |      |
| BS1 | what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).                                                                 |      |      |      | ✓    | ✓    | ✓    |
| BS2 | about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.       |      |      |      |      |      | ✓    |
| BS3 | that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.                                      | ✓    |      | ✓    |      |      |      |
| BS4 | how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.                                                 | ✓    |      |      |      | ✓    |      |
| BS5 | how to recognise and report feelings of being unsafe or feeling bad about any adult.                                                                                            | ✓    |      | ✓    | ✓    | ✓    | ✓    |



|     |                                                                                                  | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Yr 6 |
|-----|--------------------------------------------------------------------------------------------------|------|------|------|------|------|------|
| BS6 | how to ask for advice or help for themselves or others, and to keep trying until they are heard. | ✓    |      |      |      | ✓    |      |
| BS7 | how to report concerns or abuse, and the vocabulary and confidence needed to do so.              | ✓    | ✓    |      |      | ✓    |      |
| BS8 | where to get advice e.g. family, school and/or other sources.                                    | ✓    | ✓    |      | ✓    | ✓    |      |

|     |                                                                                                                                                                                                              | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Yr 6 |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|------|------|------|------|
|     | <b>HEALTH EDUCATION</b>                                                                                                                                                                                      |      |      |      |      |      |      |
|     | <b>Mental Wellbeing</b><br><i>Pupils should know...</i>                                                                                                                                                      |      |      |      |      |      |      |
| MW1 | that mental wellbeing is a normal part of daily life, in the same way as physical health.                                                                                                                    | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    |
| MW2 | that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    |
| MW3 | how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.                                                      | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    |
| MW4 | how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.                                                                                                       | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    |
| MW5 | the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.                                                           |      |      |      | ✓    |      |      |
| MW6 | simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.                                                                 | ✓    | ✓    |      |      |      | ✓    |
| MW7 | isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.                                                            |      | ✓    | ✓    |      | ✓    |      |



|      |                                                                                                                                                                                                                                                                                      | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Yr 6 |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|------|------|------|------|
| MW8  | that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.                                                                                                                                                                                 | ✓    | ✓    |      | ✓    | ✓    | ✓    |
| MW9  | where and how to seek support (including recognising the triggers for seeking support), including whom 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). | ✓    | ✓    |      | ✓    |      |      |
| MW10 | it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.                                                                                           |      |      |      | ✓    |      |      |
|      |                                                                                                                                                                                                                                                                                      |      |      |      |      |      |      |
|      | <b>Internet Safety and Harms</b><br><i>Pupils should know...</i>                                                                                                                                                                                                                     |      |      |      |      |      |      |
| ISH1 | that for most people the internet is an integral part of life and has many benefits.                                                                                                                                                                                                 | ✓    |      |      | ✓    |      |      |
| ISH2 | about the benefits of rationing 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.                                                            |      |      |      | ✓    | ✓    | ✓    |
| ISH3 | how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.                                                                                           |      |      |      |      | ✓    | ✓    |
| ISH4 | why social media, some computer games and online gaming, for example, are age restricted.                                                                                                                                                                                            |      |      |      |      | ✓    | ✓    |
| ISH5 | that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.                                                                                                              |      |      |      | ✓    |      |      |
| ISH6 | how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.                                                                                                                |      |      | ✓    |      | ✓    | ✓    |
| ISH7 | where and how to report concerns and get support with issues online.                                                                                                                                                                                                                 |      | ✓    |      | ✓    |      |      |



|     |                                                                                                                                                                                                                 | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Yr 6 |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|------|------|------|------|
|     |                                                                                                                                                                                                                 |      |      |      |      |      |      |
|     | <b>Physical Health and Fitness</b><br><i>Pupils should know...</i>                                                                                                                                              |      |      |      |      |      |      |
| PH1 | the characteristics and mental and physical benefits of an active lifestyle.                                                                                                                                    | ✓    | ✓    | ✓    |      |      |      |
| PH2 | the importance of building regular exercise 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, vigorous exercise. |      | ✓    |      |      |      |      |
| PH3 | the risks associated with an inactive lifestyle (including obesity).                                                                                                                                            |      | ✓    | ✓    |      |      |      |
| PH4 | how and when to seek support including which adults to speak to in school if they are worried about their health.                                                                                               |      |      | ✓    |      |      |      |
|     |                                                                                                                                                                                                                 |      |      |      |      |      |      |
|     | <b>Healthy Eating</b><br><i>Pupils should know...</i>                                                                                                                                                           |      |      |      |      |      |      |
| HE1 | what constitutes a healthy diet (including understanding calories and other nutritional content).                                                                                                               |      |      | ✓    |      |      |      |
| HE2 | the principles of planning and preparing a range of healthy meals.                                                                                                                                              |      | ✓    | ✓    |      |      | ✓    |
| HE3 | 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).            |      | ✓    |      |      |      |      |
|     |                                                                                                                                                                                                                 |      |      |      |      |      |      |
|     | <b>Drugs, alcohol and tobacco</b><br><i>Pupils should know...</i>                                                                                                                                               |      |      |      |      |      |      |



## Appendix B

| Year Group | PSHE Association objectives<br>The children will learn...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Learning outcomes for children                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1          | <ul style="list-style-type: none"> <li>• about the process of growing from young to old and how people's needs change</li> <li>• about growing and changing and new opportunities and responsibilities that increasing independence may bring</li> <li>• about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</li> <li>• the importance of, and how to, maintain personal hygiene</li> <li>• to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</li> </ul>                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• I can identify some of the differences between babies and children.</li> <li>• I can talk about some of the people who have helped them to grow.</li> <li>• I can explain how to keep clean and why I need to keep clean</li> <li>• I can explain that parts of my body are private and I should not show them to other people.</li> <li>• I know who to ask if I am feeling unsafe.</li> </ul>                                                                                                                                                                                          |
| 2          | <ul style="list-style-type: none"> <li>• what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy</li> <li>• about the process of growing from young to old and how people's needs change</li> <li>• about growing and changing and new opportunities and responsibilities that increasing independence may bring</li> <li>• the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls</li> <li>• to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</li> <li>• about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</li> </ul> | <ul style="list-style-type: none"> <li>• I can identify some of the things I can do now, that I could not do when I was 1/2/3/4/5.</li> <li>• I can talk positively about my achievements.</li> <li>• I can explain how people's needs change at different stages of the human lifecycle.</li> <li>• I can name external body parts.</li> <li>• I can name some internal body parts.</li> <li>• I know when I am starting to feel angry.</li> <li>• I know what happens on the inside and the outside of my body when I start to get angry.</li> <li>• I know some ways to calm down when I am starting to feel angry.</li> </ul> |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 | <ul style="list-style-type: none"> <li>• to recognise and respond appropriately to a wider range of feelings in others</li> <li>• to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</li> <li>• to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</li> <li>• to recognise different types of relationship, including those between acquaintances, friends, relatives and families</li> <li>• that bacteria and viruses can affect health and that following simple routines can reduce their spread</li> </ul>                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• I can explain feelings I have</li> <li>• I can explain how to make another person feel better.</li> <li>• I have strategies for managing feelings relating to growing and changing.</li> <li>• I can identify some of the ways in which I have grown and changed since birth.</li> <li>• I know how to keep clean</li> <li>• I can explain how the foetus grows into a baby</li> </ul>                                                                                                                                         |
| 4 | <ul style="list-style-type: none"> <li>• how their body will, and their emotions may, change as they approach and move through puberty</li> <li>• how their body will, and their emotions may, change as they approach and move through puberty</li> <li>• about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers</li> <li>• to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</li> <li>• about taking care of their body.</li> </ul> | <ul style="list-style-type: none"> <li>• I can identify the stages of life from pregnancy to old age.</li> <li>• I can share my perceptions of what I think it means to be 'grown up.'</li> <li>• I can explain what I know about puberty</li> <li>• I can use the name penis and vagina.</li> <li>• I can begin to explain some changes during puberty.</li> <li>• I can explain what happens in a period and why.</li> <li>• I can express what makes and good relationship work.</li> <li>• I can explain what I now know about puberty and body changes.</li> </ul> |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5 | <ul style="list-style-type: none"> <li>• how their body will, and their emotions may, change as they approach and move through puberty</li> <li>• that bacteria and viruses can affect health and that following simple routines can reduce their spread</li> <li>• to recognise and respond appropriately to a wider range of feelings in others</li> <li>• to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</li> <li>• to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</li> <li>• to recognise different types of relationship, including those between acquaintances, friends, relatives and families</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• I can describe the main physical and emotional changes in puberty for both boys and girls.</li> <li>• I know why changes at puberty occur at different rates.</li> <li>• I have strategies for managing changes at puberty.</li> <li>• I can explain what happens in a woman's body during her cycle.</li> <li>• I know that touching is a sign of affection and that we oversee our own bodies, to trust our instincts.</li> <li>• I know the signs of puberty and how this will affect the hygiene routine.</li> </ul>                                                                                                   |
| 6 | <ul style="list-style-type: none"> <li>• how their body will, and their emotions may, change as they approach and move through puberty</li> <li>• that bacteria and viruses can affect health and that following simple routines can reduce their spread about human reproduction</li> <li>• about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers</li> <li>• how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</li> <li>• to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</li> <li>• to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>• how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</li> </ul> | <ul style="list-style-type: none"> <li>• I can assess my overall knowledge of puberty and their bodies.</li> <li>• I can explain how a baby is made.</li> <li>• I can explain how a baby is born.</li> <li>• I can explain the emotional as well as the physical changes during puberty.</li> <li>• I can identify ways in which I have changed in appearance personality and relationships as I have grown up and ways in which I have stayed the same.</li> <li>• I have a vocabulary of feelings associated with change.</li> <li>• I can explain qualities of a good relationship I can recall all known facts relating to puberty and relationships</li> </ul> |

## Appendix C

### RSHE Vocabulary progression

|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>EYFS</b>   | n/a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Year 1</b> | Main body parts: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Year 2</b> | <p>Main body parts: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth</p> <p>External body parts: penis, testicles, vulva, vagina, urethral opening, bottom, ankles, neck, shoulders, chest, spine, nostrils, shins, chin, knees, toes, lips, elbows, fingers, eyebrows, thighs, breasts</p> <p>Internal body parts: brain, kidneys, skin, heart, large intestine, small intestine, liver, lungs, stomach, bladder</p>                                                                                       |
| <b>Year 3</b> | <p>Main body parts: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth</p> <p>External body parts: penis, testicles, vulva, vagina, urethral opening, bottom, ankles, neck, shoulders, chest, spine, nostrils, shins, chin, knees, toes, lips, elbows, fingers, eyebrows, thighs, breasts</p> <p>Internal body parts: brain, kidneys, skin, heart, large intestine, small intestine, liver, lungs, stomach, bladder</p>                                                                                       |
| <b>Year 4</b> | <p>Main body parts: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth</p> <p>External body parts: penis, testicles, vulva, vagina, urethral opening, bottom, ankles, neck, shoulders, chest, spine, nostrils, shins, chin, knees, toes, lips, elbows, fingers, eyebrows, thighs, breasts</p> <p>Internal body parts: brain, kidneys, skin, heart, large intestine, small intestine, liver, lungs, stomach, bladder</p> <p>Puberty: period, sanitary products, deodorant, relationships, hormones, tampon</p> |
| <b>Year 5</b> | <p>Main body parts: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth</p> <p>External body parts: penis, testicles, vulva, vagina, urethral opening, bottom, ankles, neck, shoulders, chest, spine, nostrils, shins, chin, knees, toes, lips, elbows, fingers, eyebrows, thighs, breasts</p> <p>Internal body parts: brain, kidneys, skin, heart, large intestine, small intestine, liver, lungs, stomach, bladder</p> <p>Puberty: period, sanitary products, deodorant, relationships, hormones, tampon</p> |

|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Year 6</b></p> | <p>Main body parts: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth</p> <p>External body parts: penis, testicles, vulva, vagina, urethral opening, bottom, ankles, neck, shoulders, chest, spine, nostrils, shins, chin, knees, toes, lips, elbows, fingers, eyebrows, thighs, breasts</p> <p>Internal body parts: brain, kidneys, skin, heart, large intestine, small intestine, liver, lungs, stomach, bladder</p> <p>Puberty: period, sanitary products, deodorant, relationships, hormones, tampon</p> <p>Pregnancy, birth and how babies are made: pregnancy, gestation, sex, sexual intercourse, consent, fertilization, ovary, ejaculate, sperm, fallopian tube, ovulation, egg, womb, uterus, IVF, fertility, trimester, surrogacy, fostering, adoption, contraception, pill, condom</p> <p>Identity: sexual orientation, gender identity, same-sex parents, gay, lesbian, bisexual, trans person, sexual orientation, gender identity</p> |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|