



Relationships and Sex Education (RSE) Policy

January 2026

Approved by:	Governing Body	Date: 22 nd January 2026
Last reviewed:		
Next review due by:		

Contents

1. Aims	2
2. Statutory requirements	2
3. Policy development	2
4. Definition	2
5. Curriculum	3
6. Delivery of RSE	5
7. Use of external organisations and materials.....	7
8. Roles and responsibilities	8
9. Parents' right to withdraw	9
10. Training.....	9
11. Monitoring arrangements.....	10
Appendix 2: By the end of primary school pupils should know	26
Appendix 3: Parent form: withdrawal from sex education within RSE.....	29

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

The teaching of Relationships and Sex Education at Walnut Tree Walk Primary is an important aspect of pupils' education and is concerned with informing children honestly and appropriately so that they make safe choices later in life. RSE includes planned opportunities to support the development of their self-confidence and relationships, enabling pupils to participate happily in the wider community. It promotes an understanding of the range of family groups and other people who contribute to providing children with the care, love and support they need to grow.

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

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

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

At Walnut Tree Walk we teach RSE as set out in this policy.

3. Policy development

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

1. Review – members of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the draft policy.
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

Our school uses the **Life Lessons** curriculum. Further information can be found here:

<https://lifelessons.co.uk/rshe-guidance-for-parents/>

This curriculum provides coverage for all statutory content, as laid out by the 2025 Relationship and Sex Education and Health Education guidance, through an evidence based, peer-led and relational approach.

The Life Lessons resources are designed to improve behaviour and attitudes amongst pupils, helping them to build and maintain healthy relationships and be kind to the people around them. They are taught to understand their feelings, regulate their emotions and make healthy choices that allow them to stay safe, well and happy. There are lessons on respecting diversity, navigating the online world, managing their money and having high aspirations for their futures.

The Life Lesson’s curriculum is organised in the following structure:

Understanding myself			Self with others	Self within the world		
<ul style="list-style-type: none"> Physical wellbeing Mental health Understanding our emotions The way we grow and change during puberty Making choices to stay safe and well Drugs, alcohol and tobacco Optional sex education* 			<ul style="list-style-type: none"> Families Friendships Reducing hurtful behaviour and bullying Identifying safe and unsafe relationships Respecting self and others Having healthy boundaries 	<ul style="list-style-type: none"> Responsibilities and power Understanding other people: how we are the same and how we are different Media and the online world Economic wellbeing: Money Aspirations, work, career and volunteering 		
Wellbeing	My body & Me	Healthy choices	Healthy Relationships	Identity & Community	Digital Lives	Aspiration & money

* Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Skills and knowledge

The Life Lesson’s curriculum provides resources to support both the acquisition of knowledge and the development of skills. Each lesson has a “Life Lesson” objective, designed as a tangible way of practising PSHE skills within an appropriate topic. This is achieved through activities, which give the students practical ways to apply and rehearse what they’ve learned.

Inclusive

The Life Lessons resources are designed to be inclusive in a number of different ways. Some examples of the way Life Lessons make their resources more inclusive include:

- Dual coding is used to provide pictorial support for learners for whom text can be intimidating or harder to read
- ‘Scaffolding’ activities, so that tasks are broken down into small, manageable chunks
- Tips, word banks and sentence starters to help young people come up with their own ideas, without having to start from a blank page
- Key words to support learning new vocabulary
- Emotions characters, to support young people’s understanding of their feelings

Relevant and representative

It is vital that PSHE lessons feel relevant to young people. The Life Lessons curriculum ensures this in a number of different ways:

- Using realistic and diverse characters and scenarios, representing real-life situations that allow young people to safely explore concepts and issues.
- Videos of young people discussing relevant topics, where we get to watch young people from a range of backgrounds share their thoughts and feelings.

Student-centred

According to the 2025 RSHE guidance, learning should be student-focussed and allow young people to be active participants in lessons. The Life Lessons resources do this in a number of ways:

- Use scenarios that allow students to engage with the topic emotionally, whilst keeping a safe distance from sensitive issues
- Use narratives to help students relate to the issue at hand, and present concepts in a tangible way (avoiding using only abstract ideas, that some pupils will struggle to process).
- Frequent opportunities for personal reflections and peer discussion, allowing young people to explore their own opinions and feelings about a range of topics.

Sex education

The Life Lessons curriculum also includes resources to teach sex education, in line with government guidance. Parents have the right to withdraw their children from these lessons if they wish.

These lessons focus on the basics of human intercourse and reproduction, including age-appropriate information about how sexual intercourse and fertilisation happens. The resources use a factual scientific approach, and do not discuss the details of intimate sexual relationships, beyond the biology of intercourse, the basics of sexual consent and the law.

We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don’t seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

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

The school will make sure that:

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

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

Sex education is taught in Year 6 (see our curriculum overview), in line with content about conception and birth in the science curriculum, but it is not compulsory. Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Throughout each year group we will use appropriate material to assist learning, such as diagrams, videos, books, games, discussions and practical activities.

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils. The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved. The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

All resources used for the Year 6 Sex Education lessons have been carefully produced by Life Lessons and checked by Senior Leaders for their suitability and age appropriateness.

For more information about our RSE curriculum, see Appendices 1 and 2.

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

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include

single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

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

Children are taught Relationships Education by their own class teachers, school support staff, or by invited external agencies such as school nurses. All staff are committed to delivering the programme.

Teaching is normally in mixed gender classes as it is helpful for boys and girls to discuss feelings about growing up and developing an awareness of the development of both sexes, whilst promoting a positive attitude to equal opportunities, anti-sexism and gender issues, but provision is made available for single sex groups as appropriate, relevant or requested. There will be sensitivity to individual's special needs, ensuring that resources used will enable equal access to all.

Some elements of RSE are taught as part of the statutory National Curriculum for Science as outlined below:

Pupils should be taught to:

Key Stage 1

- learn names of main body parts and senses
 - notice that animals, including humans, have offspring which grow into adults
 - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
- Key Stage 2
- describe the changes as humans develop to old age
 - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Key Stage 2

- describe the changes as humans develop to old age
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Children are also taught through explicit RSE lessons that cover the key areas of the curriculum. For more information about our RSE curriculum, see Appendices 1 and 2.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages

We will also:

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

6.2 Use of resources

We will consider whether any resources we plan to use:

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

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use. Resources used in lessons can be shared with parents on request.

7. Use of external organisations and materials

We plan to deliver the RSE teaching by members of school teaching staff. However, if we ever use any external agencies to complement or support our delivery, we will make sure that any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy

- The [Teachers' Standards](#)
- The [Equality Act 2010](#)
- The [Human Rights Act 1998](#)
- The [Education Act 1996](#)

- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

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

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

8. Roles and responsibilities

8.1 The governing board

The governing board has delegated the approval of this policy to the Curriculum, Standards and Inclusion Committee and Andrew Chaplin.

8.2 The headteacher

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

8.3 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group, using the scheme and lesson resources approved by the school
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL)

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

8.4 Pupils

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

9. Parents' right to withdraw

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

Parents/carers have the right to withdraw their child from the non-statutory/non-science components of sex education within RSE (which are taught in Year 6).

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

10. Training

Staff are trained and supported on the delivery of RSE and it is included in our continuing professional development.

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

11. Monitoring arrangements

The delivery of RSE is monitored by headteacher Andrew Chaplin and the PSHE subject leader Peter Baldwin through:

- Discussions with class teachers
- Learning walks
- Staff meetings and training days
- Pupil Focus Groups

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

This policy will be reviewed by Peter Baldwin and Andrew Chaplin every two years. At every review, the policy will be approved by the governor Curriculum, Standards and Inclusion committee.

RSE in the Early Years Foundation Stage (EYFS)

In the EYFS, Relationships Education is embedded within the Personal, Social and Emotional Development (PSED) area of learning. The focus is on helping children build secure, positive relationships and develop social and emotional skills that form the foundation for later learning. Key aspects include:

- **Understanding relationships:** Recognising family members, friends, and trusted adults who help and care for them.
- **Friendship and respect:** Learning to share, take turns, show kindness, and resolve simple conflicts.
- **Personal boundaries and safety:** Beginning to understand privacy, personal space, and that their body belongs to them.
- **Emotional literacy:** Naming feelings and learning strategies to manage them appropriately.
- **Diversity and inclusion:** Valuing different family structures and respecting others.

These principles are taught through play, stories, role-play, and everyday interactions, ensuring age-appropriate, sensitive delivery that supports children's wellbeing and readiness for later RSE content.

Year 1 PSHE curriculum



Unit title		Lesson title	Key knowledge	Life Lesson
Wellbeing	1	Meet your emotions	I can name the range of core emotions	I can notice feelings in my body, so I can name my emotions.
	2	My healthy mind tool kit	There are lots of things we can do to manage our emotions	I can take action when I feel upset, angry or worried.
	3	All experiences are important	Everybody experiences the world differently	I can think about what we can do to make someone else feel better.
	4	Taking care of my body	Looking after my body helps me look after my mind	I can sleep, exercise and eat to stay healthy.
My Body & Me	1	Sensitive and special parts of our bodies (Include naming genitals)	Some parts of our bodies are more sensitive, and these should be treated with extra care.	I can keep my private parts safe and respect other people's bodies.
Healthy choices	1	How can we walk to fun places safely?	I can be safe near roads by paying attention and being calm	I can spot risks so that I can cross the road safely.
	2	How can we stay safe and have fun at home?	There are objects and places around my home where I need to be careful	I can spot risks in my home so that I can make safe choices.
	3	How can we stay safe whilst out and about?	There are places where I need to be extra careful.	I can spot risks in lots of different places so that I can make safe choices.
	4	Being safe everywhere	We can be safe everywhere if we are careful and make a good plan.	I can make a plan to stay safe in many different places
Healthy relationships	1	How do families look after each other?	Families look after each other in different ways, but it is important that everyone feels safe and loved.	I can describe how my family look after me and what I can do to help them.
	2	How do I feel when I am safe?	Feeling calm and happy are signs that we are safe.	I can spot when I feel safe with different people.
	3	How can I be kind and respectful to friends and family?	We can share how we feel kindly and respectfully.	I can be kind to friends and family and listen to other people carefully.
	4	What makes a great friend?	Friends should be kind, respectful, listen to us and help us be our true selves.	I can spot good friends and be a good friend myself.

Year 1 PSHE curriculum continued

Unit title		Lesson title	Key knowledge	Life Lesson
Identity & Community	1	Celebrating ourselves	We are important because we are special, and different from each other.	I can celebrate the things that make me special so I can understand why I am important.
	2	Celebrating our similarities and differences	Everyone should be treated equally.	I can celebrate the things that make us different.
	3	How can we help everyone to feel included at our school?	Feeling included is important for everyone.	I can help people feel included and value making friends who are different to me.
Digital Lives	1	Enjoying the online world	There are lots of things to do on devices	I can choose carefully what to do online
	2	Being safe online	I should feel safe online	I can take action if I do not feel safe online.
	3	Getting help when we are online	Not everything online is fun and safe	I can talk to an adult when I am worried about something that happens while I am using technology
	4	Making good choices online	We should be very careful when sharing things online.	I can stay safe online by not sharing photos and videos with strangers.
	5	Finding a balance online	It is important to spend time both online and offline	I can decide when I need to turn my device off
Aspiration & Money	1	Will I be good at something straight away?	We are never good at something straight away - we have to practice to get better.	I can keep going, even when I find something hard.
	2	What is money and where does it come from?	Money lets us buy things that we want and need.	I can keep money safe, so I don't lose it.
	3	Can we buy everything we want?	We cannot buy everything, so we have to choose carefully when to spend our money.	I can choose what to buy and what not to buy, so I get the things I want the most.

Year 2 PSHE curriculum



Unit title		Lesson title	Key knowledge	Life Lesson
Wellbeing	1	How many emotions are there?	There are lots of emotions and they all help us understand the world	I can talk about my emotions and make plans for how to manage them
	2	Change and loss are part of life	Change and loss happen to everyone	I can decide what to do when something in my life changes.
	3	Delicious food fuels my body!	Our bodies need healthy food to stay healthy	I can choose healthy foods that look after my body and mind.
	4	Do we all need the same things to stay healthy	We all need different things to stay healthy	I can think about what other people need to stay healthy.
	5	The right way to get things wrong	Getting things wrong is an important way that we learn	I can be resilient when I make a mistake or get something wrong
My body & me	1	How do our bodies change as we get older?	Our bodies change and grow as we get older.	I can talk to people about my body, so I can tell people if something is not right.
Healthy choices	1	Medicines and chemicals	Keeping clean is important for good health.	I can clean my body to stay healthy.
	2	Keeping clean and healthy	Medicines and chemicals help people when they are used properly	I can ask questions to understand what is safe.
	3	Doctors and emergencies	There are people who can help us in an emergency.	I can follow a plan during an emergency so I can keep myself and others safe.
	4	Looking after my teeth	Looking after our teeth is important for our health.	I can look after my teeth to keep them healthy.
Healthy relationships	1	Fun surprises, uncomfortable secrets	We should not keep secrets that will never be shared, especially when they make us feel uncomfortable.	I can listen to my body to help me make choices, so I know when to get help.
	2	Making decisions that feel good for me	You always have a right to say yes or no when someone asks you something.	I can decide what I want, so I can say yes or no.
	3	How can we make our school a happy place for everyone? (inclusion and anti-bullying)	We all should make sure our school is a safe place for everyone.	I can spot bullying and do something, so it stops.
	4	How can we tell if someone is a friend or a stranger?	It is important to know the difference between a friend and a stranger.	I can spot if someone is a friend or a stranger.

Year 2 PSHE curriculum continued

Unit title		Lesson title	Key knowledge	Life Lesson
Identity & Community	1	Every family is special!	Each family is special and should be celebrated.	I can celebrate everyone's differences so that everyone knows that they belong.
	2	What helps us to be ourselves? (challenging stereotypes)	Stereotypes can stop people from being themselves, and we should challenge them.	I can recognise stereotypes and know how to challenge them.
	3	Rules help to keep us safe, and keep things fair [Contextual]	Rules should help everyone to be safe and make things fairer.	I can respect school rules, so it is a fair place for everyone.
Digital Lives	1	Choosing what we do online	I have the power to choose what I do online.	I can decide whether something makes me feel safe or worried, so I can make healthy choices online.
	2	How can I talk to people safely and kindly online?	It is just as important to be kind online as in the offline world.	I am able to talk to others safely and kindly online.
	3	Sharing photos and videos	Sharing things online can be risky	I can decide if it is safe to share something online, so that I don't send pictures to a stranger.
	4	Spotting lies and what to do about it	Not everything that we see online is true	I can ask questions when I'm not sure that something is true online. This will help me spot fakes.
	5	How to be a great web searcher	The internet is an important place to find information	I am able to search for the answer to a question using the internet
	6	Staying safe online [Recap]	We can remember tips for how to stay safe online.	I can decide when to get support because of an online worry, so I can keep myself safe.
Aspiration & Money	1	What are we good at?	We are all good at many different things.	I can spot what I am good at, and practice hard so I get even better.
	2	What skills might I have in the future? [Greater depth]	There are so many things that we could use our skills for.	I can describe some of my dreams for the future.
	3	What makes someone good at a job?	We all have different strengths, and we need to practice to get better.	I can keep going, even when I don't find something easy.
	4	Why do people have jobs?	Different jobs are important for different reasons.	I can notice how people's jobs are helpful for the community.

Year 3 PSHE curriculum



Unit title	Lesson title	Key knowledge	Life Lesson
Wellbeing	1 We all have powerful emotions	Sometimes we can feel our emotions powerfully	I can spot the difference between strong emotions and poor mental health.
	2 How many ways are there to exercise?	Exercise is a really important part of keeping my body and mind healthy	I can make an exercise plan, to look after my body.
	3 A healthy and mindful week	Being healthy can look different every day	I can choose things that are right for me to keep my body and mind healthy.
	4 I am wonderful!	We are all different and all important	I have the confidence to be myself as I know I am important.
Healthy choices	1 Can I remember how to stay healthy?	It is important to keep our body healthy and safe.	I can keep clean and spot dangers, to stay healthy and keep myself and others safe.
	2 How can I enjoy a walk or a cycle near roads and railways?	Roads and railways can be dangerous.	I can spot the risks around transport, so that I know how to keep myself safe.
	3 How can I prepare for an adventure in all weathers and places?	Some places are particularly dangerous.	I can make a plan to reduce the risk in all weathers and places.
	4 How can I face challenges to have fun and achieve my dreams?	Taking risks is how we learn and challenge ourselves.	I can have a go at new things, even if I find them hard.
Healthy relationships	1 What can people do to help their families?	Healthy families support each other to be themselves, be safe and be happy.	I can be helpful and kind at home, to support my family.
	2 Our bodies belong to us!	Our bodies belong to us and we should decide what happens to them.	I can say no when I feel uncomfortable, so I can keep my body safe.
	3 Do friends always want the same things?	We do not have to agree with our friends all the time. We can learn from other people when they think differently to us.	I can respectfully share my opinion and listen to others, even if we disagree.
	4 Should we behave the same way with everyone we meet?	We should behave differently, based on where we are and who we are with.	I can choose how to behave, depending on where I am and who I'm talking to.

Year 3 PSHE curriculum continued

Identity & Community	1	The amazing cultures in our class and community.	There are many different cultures in our communities that we can learn from and celebrate.	I can tell people about my own culture, and be curious about theirs.
	2	How do we treat everyone kindly and with respect?	When we are treated with kindness and respect, we can thrive and be our true selves.	I can treat people kindly and challenge discrimination, so everyone can feel safe to be their true selves.
	3	How can we include everyone?	We sometimes need to make changes to include everyone.	I can make changes to include everyone, so no-one feels left out.
	4	How can we care for our world?	People can make a difference to the world, especially in our own neighbourhoods.	I can treat my neighbourhood with respect, and make good choices that help look after the planet.
Digital Lives	1	Healthy online friendships	We must be careful about who we talk to online.	I can describe the rules for online friendship.
	2	Feeling uncomfortable online	We should feel comfortable online but, unfortunately, some things might make us feel uncomfortable.	I can notice when something is inappropriate and do the right thing, such as report, block, take a screenshot and tell a trusted adult.
	3	Wellbeing in an online world	To have good wellbeing, we need to have a balance of different activities every day.	I can plan my day, so it has a balance of things that keep me healthy.
	4	Choosing what to do and what to share	Not everything on the internet is designed for children	I can explain how to use the internet safely without putting my personal information at risk.
	5	Deciding who to trust online	We cannot trust people online that we do not know offline.	I can choose who to trust online, so I do not talk to people who could hurt or upset me.
	6	What would a perfect online world be like?	The internet is not a perfect place, although it can be useful and fun.	I can explain everything I need to do to thrive online, so I can stay happy, safe and well.
Aspiration & Money	1	How do we decide when to spend and when to save?	We should think carefully before we spend money.	I can make good choices with my money, so I can get what I most want.
	2	Does money change how happy we are?	Money is important, but it can't make us happy.	I can understand when money is and is not important, so I can be happy with what I have.
	3	What are my hopes and dreams for the future?	If we think about the future, we can make a plan to achieve our hopes and dreams.	I can talk about how I will achieve my hopes and d

Year 4 PSHE curriculum



Unit title		Lesson title	Key knowledge	Life Lesson
Wellbeing	1	Charging our batteries (the importance of sleep)	Sleep is important for keeping our body and mind healthy	I can make choices that help me have healthy sleeping habits.
	2	My strong emotion toolkit	There are things we can do to manage when we feel powerful emotions	I can choose a strategy to regulate, when I'm experiencing strong emotions.
	3	Celebrating healthy and delicious food from across the world	Different people enjoy different foods	I can explore different foods so I get to appreciate and enjoy many different cultures.
	4	What makes life so amazing?	Everyone's life is different with high points and challenges.	I can find the positives in life, so I feel grateful.
	5	Making marvellous mistakes [Greater depth]	Celebrating mistakes is important for us to grow and get better	I can make a plan to move on from my mistakes and help others do the same.
Healthy choices	1	How can I take control of my wellbeing?	The way we behave impacts our physical and mental health	I can make good choices to look after my physical and mental wellbeing.
	2	What are germs and how can I keep them out of my body?	Everyone gets poorly, but we can avoid spreading illnesses in several ways	I can look after myself in order to prevent the spread of illness.
	3	How can I explore natural places safely?	Sometimes, people can have reactions to things like the sun, foods, medicines and insect stings.	I can follow a plan to keep myself and others safe in various situations.
Healthy relationships	1	How can friends help us to be our true selves?	Good friends help us to grow and be ourselves, by listening to us, celebrating us and supporting us.	I can support my friends to be their true selves and be happy.
	2	How can I tell people what I want and need kindly?	It is important to listen when other people say no to us, and respect what they want.	I can say no to my friends in a respectful way so that I feel safe.
	3	What do we need when we lose a loved one?	When we lose people and animals that matter to us, we have big feelings and need support.	I can get support and do things that help if I lose someone I love.
	4	How do the people around us influence us?	Nearly everything we do or think has been influenced by someone else. Our influences are important.	I can notice when I'm being influenced by other people.
	5	Challenging negative influence	We can feel pressured to do things that make us feel uncomfortable.	I can identify when I may be being tricked or manipulated and can react appropriately and safely.

Year 4 PSHE curriculum continued

Unit title		Lesson title	Key knowledge	Life Lesson
Identity & Community	1	How does the Equality Act allow us to live our best lives?	The Equality Act protects everyone from discrimination.	I can identify and safely challenge discrimination so that everyone is treated fairly.
	2	How can we keep a positive view of other people? (Challenging stereotypes)	A world without stereotypes is happier and fairer.	I can help others to be their true selves by celebrating their unique features and challenging stereotypes when I see them.
	3	How can everyone achieve their potential?	When we are our true selves, we can be happier.	I can celebrate myself for who I am and not what I am expected to be.
	4	How do our values shape our identity?	We can use our value system to help decide if something is right or wrong.	I can live in line with my personal values, so I can make decisions that feel true to myself.
	5	Do we all have the same values? (British Values)	Knowing that we share values with the people around us helps us to feel safe and like we belong.	I can use the British Values to think about things and decide how I feel about them.
	6	Why are communities important? [Contextual lesson]	Our communities are full of people, who share both similarities and differences.	I can celebrate the different people in my community, so everyone feels appreciated.
Digital Lives	1	Who uses the internet?	Most people online are strangers that we do not know.	I can identify an online stranger, so I can avoid talking to people who might upset or hurt me.
	2	Using social media safely	Social media is powerful and we have to make careful choices online.	I can choose what to share and say online, so I can stay safe and make sure that I am always kind.
	3	Connecting to trusted people online	People we do not know offline are online strangers.	I can explain how to decide if I can trust someone online, so I do not get tricked.
	4	Is the internet a fair place?	People are biased and the things we see on the internet can be biased too.	I can identify bias and the motivations of people online.
	5	Too good to be true? Spotting online fakes	Being tricked by fake news can have serious consequences.	I can question what I see online to make sure that I do not get tricked by fake news.
	6	Can we know what is real online?	It is very difficult to spot fake information online.	I can identify fake news so I can avoid getting tricked online.
Aspiration & Money	1	How can we keep our money safe?	Money is valuable, and if we have any we should try to keep it safe.	I can make choices that keep my money safe.
	2	What jobs are there in our community?	We need people to do many different things in our community, so we can be safe and happy.	I can imagine how I might help my community as I grow up.

Year 5 PSHE curriculum



Unit title		Lesson title	Key knowledge	Life Lesson
Wellbeing	1	How do we look after our mental health?	I know the difference between powerful emotions and poor mental health	I can respond to my emotions to look after my mental health.
	2	How can I share what's in my head and heart?	There is a range of ways that we can share how we feel	I can chose the best method and time for me to share how I feel
	3	What is special about me? [Greater depth]	If we accept and love ourselves, we will be able to thrive.	I can talk about myself positively to boost my self-worth.
My body & me	1	What is puberty?	During puberty, we turn from children into adults: our bodies and emotions change.	I am prepared for changes that happen during puberty, so I feel more confident.
	2	What is menstruation?	Menstruation happens in females, once they begin puberty.	I can support menstruators, so they can be more comfortable during their periods.
	3	Why do we need to clean more during puberty?	We need to clean more during puberty, to stay healthy and happy.	I can clean my body, so I can stay healthy and happy during puberty.
Healthy choices	1	How can I make good choices about smoking and vaping?	The substances in cigarettes and vapes are harmful.	I can take into account the consequences of smoking and vaping to help me make healthy choices.
	2	How do people become addicted?	People can become addicted to certain substances and addiction is an illness.	I can recognise the signs of addiction, so I can empathise with those who suffer from it and avoid becoming addicted in the future.
	3	How can we stay safe around fire?	There are different warning signs for hazards around me.	I can navigate hazards so I can protect myself and get help quickly in an emergency.
	4	How can I respond quickly to emergencies?	There are different emergency services that can help people if they are in danger.	I can follow the steps to quickly report an incident to the correct emergency service.
	5	Staying safe on adventures [Recap lesson]	There are lots of ways I can stay safe and still have fun and challenge myself	I can make a plan to manage risks whilst on adventures and facing challenges.
Healthy relationships	1	What does a healthy friendship feel like?	Good friends are kind, treat us with respect and deeply listen to us.	I can recognise the signs of a healthy and unhealthy friendship, so I feel safe and happy with my friends.
	2	How does it feel when relationships change?	When relationships change, we experience powerful emotions.	I can manage my feelings when relationships change and seek the support that I need.
	3	How can friends understand each other better?	When we understand each other better, we can have better friendships.	I can notice the reasons why I have a problem with a friendship, so I can make the relationship better.
	4	How do we fix a friendship that has gone wrong? (Conflict resolution)	We can fix friendships while being true to ourselves and what we need.	I can fix friendships when things go wrong, while respecting everyone's needs.
	5	Saying what we want (Consent and boundaries)	Personal boundaries are important for us to stay safe and happy.	I can decide and share my own boundaries to tell people what I want and need.

Year 5 PSHE curriculum continued

Unit title		Lesson title	Key knowledge	Life Lesson
Identity & Community	1	Considering all of our needs (Supporting neurodiversity)	We all need different things to thrive.	I can make changes to support everyone to thrive.
	2	What does the path to equality look like?	People have not always been treated fairly, and that still affects us today.	I can make links between the way things were in the past and how they are now.
	3	How can we listen to other people's experiences better?	People find it hard to listen to other people if they don't feel listened to.	I can listen deeply to other people, so I can understand their experience better.
	4	How can we be our true selves? (exploring stereotypes)	We can be our true selves when there are fewer expectations around how we should be or act.	I can reduce the pressure on myself and others to act in a certain way, so we can all be free to be our true selves.
	5	Being an amazing ally	We have a responsibility to support people who face discrimination, as long as it is safe to do so.	I can offer support and empathy to people facing discrimination.
	6	What environments do we need to thrive? (The social model of disability)	We all need our environment to be adapted to our needs.	I can notice barriers for people, and make changes to include everyone.
	7	What gives us value?	Some people have more money than others, but our value is not based on how much wealth we have.	We can find activities that include all our friends and make them feel valuable.
Digital Lives	1	Red flags online	There are red flags of unhealthy behaviour online.	I can identify red flags in the online space so I can get better at avoiding upsetting and dangerous situations.
	2	Deciding what to share online	There are some things which are dangerous to share, such as picture and videos of ourselves as well as our personal information.	I can decide what is safe and not safe to share online, and when to get help from a trusted adult if things go wrong.
	3	Comparing ourselves to others on social media	Social media content is not always realistic and can make us feel anxious and insecure.	I can notice when the content I see is making me feel insecure or anxious, so I have better mental wellbeing.
	4	How social media companies use our data	I can describe how social media companies use our personal data to monitor our habits and target adverts and content at us.	I can notice when I'm seeing content that is aimed at me and understand that this is a sign that my data is being used to target me and that I'm being tracked online.
	5	Influence and Power online	Our actions online have powerful consequences.	I can make choices about how to use my power online.
	6	Staying safe in group chats	Group chats can be fun, but they can go wrong if people are not thoughtful and kind or if we are added by someone we do not trust.	I can make healthy choices about group chats, so I can stay happy and avoid hurting other people's feelings.
	7	How can I thrive online?	People's actions online can have powerful consequences.	I can make healthy choices so I can thrive online.
Aspiration & Money	1	How do people choose when to buy something?	It is important to prioritise what we spend our money on.	I can make good choices with my money, so I can prioritise the most important things.
	2	How can we be responsible shoppers? [Greater depth]	The products we buy have an impact on the environment because of their price, as well as how they are made, used and disposed of.	I can make good choices about what to buy and what to not buy.
	3	How can we help our communities other than by working?	Many jobs are not paid, but are still important to our communities.	I can contribute to my community, so I can make it better and feel like I belong.
	4	How can I match my skills with a job that I love?	If we do jobs that suit our skills, we will enjoy our work more and thrive.	I can understand how my skills might be good for certain jobs.

Year 6 PSHE curriculum



Unit title		Lesson title	Key knowledge	Life Lesson
Wellbeing	1	Change is important	Change happens all the time and makes us feel a range of emotions	I can use strategies to cope with change and overcome challenges.
	2	How can I stay as healthy as possible for my whole life?	The ways we stay healthy change as we get older	I can use a range of strategies to stay as healthy as possible.
	3	Staying regulated [Greater depth]		I can stay regulated, even when I am activated.
	1	How are our emotions affected by puberty?	Puberty affects our emotions in a number of different ways.	I am prepared for emotional changes that happen during puberty, so I feel more confident.
	2	How do our bodies change during puberty?	During puberty, we all go through similar changes, although each person has their own unique experience.	I am prepared for physical changes that happen during puberty, so I feel more confident.
	3	How do males and females change during puberty?	Males and females go through changes linked to their biological sex, although each person experiences this in their own unique way.	I am prepared for changes that will happen to me during puberty, so I feel more confident.
	4	Do you ever feel pressure to look a certain way?	Our bodies are all different and wonderful	I can resist pressure to look a certain way and appreciate the wonderful variety of bodies that exist.
	5	Sexual reproduction (Optional - parents can withdraw their children from this lesson)	Starting a family can be an exciting part of a loving, adult relationship and it is a big commitment.	I can understand what sexual reproduction is, so that I am better prepared for adulthood.
Healthy choices	1	Why do some people drink alcohol?	Alcohol can be addictive and can affect people's health.	I can take into account the consequences of drinking alcohol, so I can make and articulate my healthy choices.
	2	What are the facts about drugs?	Some drugs are legal and are prescribed by a doctor. Other drugs are illegal and can have harmful effects.	I can make healthy choices and resist peer pressure to take drugs.
	3	Why are vaccines so important?	Vaccines are important to keep ourselves and others safe from diseases and viruses.	I can evaluate the evidence around vaccines, so I can explain why they are important in saving lives.
	4	How can I perform basic first aid?	First aid is a set of skills to help someone who needs medical help	I can follow basic first aid instructions to look after people in an emergency.

Year 6 PSHE curriculum continued

Unit title		Lesson title	Key knowledge	Life Lesson
Healthy relationships	1	What does a healthy romantic relationship feel like?	Healthy romantic relationships have similar features to all other healthy relationships.	I can recognise the signs of a healthy romantic relationship.
	2	What skills do people need to stay in a healthy relationship for a long time?	We need to work to maintain healthy relationships, which are built on trust, love, understanding and respect.	I can use these skills to maintain healthy relationships with my friends and family.
	3	Communicating boundaries and needs clearly (Consent)	Clear communication is essential, so other people understand our boundaries and we understand theirs.	I can tell people what my boundaries are, and listen to theirs, so I can treat people kindly and respectfully.
	4	How do we surround ourselves with people who respect and care about us?	We should put our energy into healthy relationships that make us feel safe, happy, respected and our true selves.	I can put work into healthy relationships and not into unhealthy ones, so I can stay safe and happy.
	5	How can we help each other to grow and be our true selves? [Greater depth]	Our words, attitudes and actions impact the people around us.	I can value, respect, celebrate my friends, so they can be comfortable to be their true selves.
	6	How can we stay true to ourselves, whilst learning from other people? [Greater depth]	We need to balance our own thoughts with other people's advice.	I can decide when to make a decision myself, and when to ask for support.

Unit title		Lesson title	Key knowledge	Life Lesson
Identity & Community	1	How can we appreciate and respect people without judgement? (Challenging unconscious bias)	When we see people for who they truly are without judgement, we help them to be happy and safe.	I can recognise when I'm being judgemental, so I can see people for who they really are.
	2	Why is our heritage important?	Many people have been discriminated against in British history, and some still are.	I can have curiosity when learning about other people's history, so my mind remains open to many different experiences and histories.
	3	What do we need to feel like we belong? (Challenging racism and anti-religious hate)	To feel like we belong, we need people to treat us with kindness and respect.	I can treat people with respect, and challenge racism, so we can all feel like we belong.
	4	Why is it important to love authentically?	Gay people have always lived in Britain, and they have found support within their community and with allies.	I can identify and challenge homophobia, to help everyone be themselves.
	5	How do we express our identity?	There are many ways that people express and describe themselves.	I can accept other people's identities, so they are happy to be themselves.
	6	How can we talk about gender and identity?	Our gender can have a significant impact on our lives, and understanding it can help us understand ourselves and others.	I can talk with care about my own and other people's gender.
	7	How can we build healthy communities?	Healthy communities support us to feel safe, belong and to be our true selves.	I can contribute to my community, so I can help everyone to thrive.
	8	What does identity mean to me?		

Year 6 PSHE curriculum continued

Unit title		Lesson title	Key knowledge	Life Lesson
Digital Lives	1	Power and friendship online	People have power over each other in the online space.	I can resist unhealthy peer pressure and know when to make independent healthy choices for myself online.
	2	Discrimination online	Discrimination exists online and it is not acceptable.	I can act appropriately if I experience or witness discrimination online, so I can protect myself and other people.
	3	Motivation and manipulation online	Content creators have different motivations and biases. This affects what they post about.	I can identify a range of motivations and biases, so I am better at understanding why people post things online.
	4	Do I live in an echo chamber?	An echo chamber can create incorrect opinions of others and make us biased.	I can identify the dangers of being in an echo chamber and can understand how to appreciate a range of other views.
	5	Can I spot an online fake?	Fake news is common and many people are tricked by it.	We can learn to verify information, so we know what is real and what is fake.
	6	What are the dangers of misinformation?	Sometimes the things people read online are not true.	I can verify whether something is true or not, so I do not get tricked online and believe things that are not true.
Aspiration & Money	1	What are my dreams for my future, and how do I get there?	Having a dream for the future can help us have a life that we enjoy.	I can make a plan for how I will achieve my dreams.
	2	What skills do I need to do the things I want to do?	We need to build up skills over time to do exciting things that we love.	I can identify the skills needed for certain jobs, roles and hobbies.
	3	How much money is enough to have a good life?	Money is useful, but there are other things in life that are more important.	I can appreciate the things that I have that do not cost any money.
	4	How can we protect our money?	It is easy to lose our money, particularly online.	I can protect any money that I have, so I can spend it on things I really want and need.
	5	How do I manage my money day-to-day?	If we know how to be careful with money, we can prioritise buying the things we need the most.	I can decide when to spend my money and how to look after it safely.
Transition	1	Reflections: How does it feel to finish primary school?	Our time in primary school is really important, and we will have many feelings as we look back on that time, as well as how we feel to leave.	I understand my feelings about leaving primary school.
	2	Change: What will change, when we go to secondary school?	Change brings a mixture of excitement for new opportunities, and grief for what we have left behind. We can learn strategies to talk about these feelings, and regulate when we experience powerful emotions.	I have strategies to help me handle a big change.
	3	Readiness: How do I prepare myself for secondary school?	Expectations in secondary school might be different. Preparing ourselves for this change will mean we can enjoy our transition to secondary school and make a good first impression on our classmates and school staff.	I can make a plan to be ready to start my new school.
	4	Independence: How do I take responsibility for my wellbeing?	As we grow older, we will start to look after ourselves more, and have more opportunity to make our own choices.	I can make independent plans and choices to support my wellbeing.

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of safe and happy family life, such as: commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	<ul style="list-style-type: none"> • The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met • How information and data is shared and used online, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online
Being safe	<ul style="list-style-type: none"> • 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 for example • About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so • Where to get advice, for example from their family, school and/or other sources

Appendix 3: Parent form: withdrawal from sex education within RSE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	