



HOLY TRINITY CE PRIMARY SCHOOL

*Strength for today,  
Bright hope for tomorrow*

## **Policy: RSHE and PSHE**

**Previous Review: July 2025**

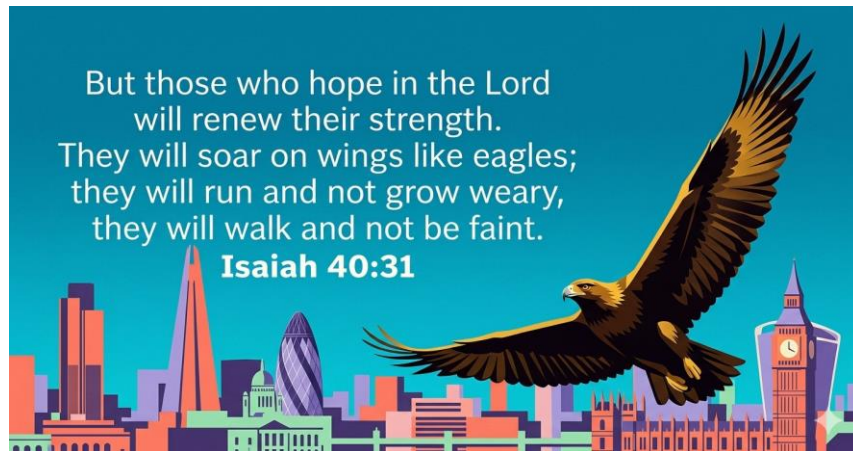
**This Review: July 2026**

**Next Review: July 2027**

**Frequency of Review: Annually**

**Responsible Committee: Full Governing Body**

## Our Vision



Our hope in God leads us to have high aspirations for our learning community. We value the uniqueness of each child, made in the image of God, and seek to provide a holistic, enriched curriculum and pastoral care, empowering everyone with the strength, knowledge and wisdom to succeed and flourish.



### How our Vision Inspires this Policy

The Holy Trinity expresses the relationships that are at the very heart of the nature of God. God wants us to have a relationship with Him. As we are made in His image, we are made for relationship. Healthy relationships with others begin with a healthy relationship with ourselves, therefore it is important that pupils understand the body God gave them and how they relate to others. Relationship and Sex Education (RSHE) are an important part of our curriculum.

As a Church of England school, our distinctive Christian vision is rooted in the promise of **Isaiah 40:31**: "*But those who hope in the Lord will renew their strength. They will soar on wings like eagles...*" This vision inspires our approach to Relationships, Sex and Health Education (RSHE), encouraging every member of our school community to grow in hope, resilience and wisdom. We believe that every person is created in the image of God and is uniquely valued, with inherent dignity and worth. Through our RSHE curriculum, we nurture pupils to build healthy, respectful relationships, make informed and responsible choices, and flourish emotionally, spiritually, physically and socially. Guided by the Church of England's vision for education and *Valuing All God's Children*, we foster an inclusive environment where all are welcomed, respected and encouraged to fulfil their God-given potential. Working in partnership with parents, carers and our Church, we deliver RSHE in a way that is age-appropriate, compassionate and rooted in Christian values.

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This policy is available to all staff and governors on the shared drive or on request.

A copy of the policy is located on the shared drive and school website.

### 2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

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

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

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Holy Trinity, we teach RSHE as set out in this policy.

### 3. Policy development

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

1. Review – a member of staff or working group 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/carers and any interested parties were invited to attend a meeting about

#### **4. Definition**

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

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

RSHE is not about the promotion of sexual activity.

the policy

4. Pupil consultation – we investigated what exactly pupils want from their RSHE

5. Ratification – once amendments were made, the policy was shared with governors and ratified

#### **5. Curriculum**

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

We have developed the curriculum in consultation with parents/carers, pupils and staff, and considering the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

Our Relationships, Sex and Health Education (RSHE) curriculum is planned and delivered in line with the **Department for Education's revised statutory guidance (2025)**. The curriculum ensures that all statutory content is taught in an age-appropriate, inclusive and progressive way, enabling pupils to develop the knowledge, skills and understanding they need to stay safe, healthy and prepared for life.

For **Relationships Education**, the curriculum covers the statutory areas of:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

By the end of primary school, pupils are expected to have achieved the statutory learning outcomes identified within each of these areas.

For **Health Education**, pupils are taught the statutory content under the following themes:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Our primary resource for delivering RSHE is Kapow Primary, which provides a comprehensive, progressive scheme of work that aligns with the statutory requirements. However, we recognise that no single resource can fully meet the needs of every cohort. Therefore, teachers use professional judgement to adapt and supplement Kapow materials where appropriate. Additional high-quality, evidence-informed resources are selected to ensure learning is relevant, inclusive, responsive to the needs of our pupils and reflective of our school's context and values, while continuing to meet the requirements of the statutory guidance.

All adaptations are made to ensure that the curriculum remains accurate, age-appropriate and consistent with the aims of the Department for Education's statutory guidance.

Primary sex education will focus on:

Preparing boys and girls for the changes that adolescence brings

How a baby is conceived and born (Year 6)

Specific teaching on Human Reproduction has taken place at Holy Trinity School for several years in Year 6. We believe that broached sensibly and sensitively sex education itself is appropriate and relevant for our Year 6 children. We feel it has been of great benefit to our young people, informing them, helping them to sensibly question and prepare them for both their present and their future in a society where issues of health, sex, gender stereotyping and sexuality are very prevalent.

The purpose of sex education is to provide knowledge about the processes of human reproduction and the nature of sexuality and relationships. At the same time, it should lead to the acquisition of skills and attitudes which prepare children to manage their relationships in a responsible and healthy manner. It also provides a very important forum for children for discussion, clarifying issues, gaining correct information and reaching balanced views that may help them to avoid potential difficulties in the future.

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

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum.

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

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

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

## **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

Consider the level of differentiation needed

As a Church Of England School, we also aim to teach the curriculum in line with our Christian vision:

'A Church school's vision will be a Christian and inclusive vision, where all members of the school community are afforded a sense of their own dignity and worth and the innate dignity of humankind is cherished. Inclusivity and hospitality will be hallmarks of church schools, where everyone is revered and respected as a member of a community where all are known and loved by God.' (Valuing all Gods Children, 2014)

## **6.2 Use of resources**

We will consider whether any resources we plan to use:

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

## **7. Use of external organisations and materials**

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality. The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:

- o Are age-appropriate
- o Are in line with pupils' developmental stage
- o 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:

- o What they're going to say
- o 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

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

## **8. Roles and responsibilities**

### **8.1 The governing board**

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

### **8.2 The Headteacher**

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from components of RSHE (see section 9).

### **8.3 Staff**

Staff are responsible for:

Delivering RSHE in a sensitive way

Modelling positive attitudes to RSHE

Monitoring progress

Responding to the needs of individual pupils

Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSHE

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

The following staff are responsible for teaching RSHE in this school:

Class teachers

Ms Dale, Ms Hannam, Ms Wilson, Ms Walker, Ms Styllis, Ms McQueen, Mr Wickings, Mr Pastore

### **8.4 Pupils**

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

## **9. Parents' right to withdraw**

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

Parents/carers have the right to withdraw their child from the non-science components of sex education within RSHE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. Alternative school work will be given to pupils who are withdrawn from sex education.

Whilst we at Holy Trinity are aware that parents have the right to withdraw their children from sex education provided at school, except for those parts included in the statutory National Curriculum for Science, we would encourage any parent wishing to withdraw their child to discuss the situation with the class teacher in the first instance.

## **10. Training**

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

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 RSHE.

## **11. Monitoring arrangements**

The delivery of RSHE is monitored by Alice Walker (PSHE lead) and Keeley McCleave (Head of School) through: Learning walks, book looks, pupil voice and correspondence with class teachers.

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

This policy will be reviewed by the Full Governing Body on an annual basis. At every review, the policy will be approved by the full governing body.

Links with other policies

This policy should be read in conjunction with the following policies:

*PSHE and Citizenship*

*Drugs and alcohol*

*Science*

*Safeguarding & Child Protection SEN*

## Appendix 1: Curriculum map

Strength for today. Bright hope for tomorrow.



### Holy Trinity CE Primary school- RSHE and PSHE Curriculum Overview

| Collective worship strand | EYFS                                                                                 | Year 1                                                                                                                                                                     | Year 2                                                                                                                                                                                             | Year 3                                                                                                                                                                                   | Year 4                                                                                                                                                                               | Year 5                                                                                                                                                                                                               | Year 6                                                                                                                                                                                                                                                       |
|---------------------------|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (Autumn 1)                | British Values (See British Values progression map)<br>Self regulation – My Feelings | British Values<br>Develop an understanding of British Values<br>Be able to explain democracy                                                                               | British Values<br>Understand the purpose of Parliament<br>Understand Rule Of Law                                                                                                                   | British Values<br>Case study of Chris Packham<br>Recognise what Autism is and why it is a protected characteristic<br>(spiritual development: others)                                    | British Values<br>Case study of Malala Yousafzai<br>Understand the role of Suffragettes<br>Look at rights for Women<br>(spiritual development: others)                               | British Values<br>Case study of Stephen Lawrence<br>Look at discrimination<br>Why we should have equal opportunity<br>(spiritual development: others)                                                                | British Values<br>Case Study of Alan Turing<br>Democracy to dictatorship<br>The impact of Alan Turing<br>(spiritual development: others)                                                                                                                     |
| Autumn 2                  | Building relationships: Special relationships                                        | My healthy self: How can we look after our emotions?<br><br>Recognising and naming a range of emotions, pupils learn to identify facial and body clues linked to feelings. | My healthy self: How can we look after our bodies?<br><br>Understanding how everyday choices support health and wellbeing by exploring the effects of movement, sleep, food and drink on the body. | My healthy self: How can I take care of my mind and body?<br><br>Examining the connection between the mind and body by recognising and describing a wide range of emotions and feelings. | My healthy self: How can I make healthy choices?<br><br>Understanding how healthy choices support both physical and mental wellbeing by exploring exercise, nutrition and hydration. | My healthy self: How can I support my mind and body as I grow?<br><br>Understanding how everyday choices can support physical and emotional wellbeing by exploring nutrition, physical activity and self-regulation. | My healthy self: How do my choices today shape my future wellbeing?<br><br>Developing knowledge of how making informed choices now can support future wellbeing by exploring the effects of mindset, behaviour, dental hygiene and care for others and self. |

|            |                                                       |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                  |                                                                                                                                                                                                      |                                                                                                                                                                                                                                 |
|------------|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (Spring 1) | Managing self: Taking on challenges                   | Connecting with others: How can I help myself and others feel happy and safe?<br>Identifying what makes them and others special, pupils learn how friends, family and classmates can help and support each other.                                                                   | Connecting with others: How can I build safe, kind and caring relationships with others?<br>Recognising how families and communities can be similar and different, pupils learn about kindness, respect and positive relationships.                                                                                                    | Connecting with others: What helps us feel safe and included?<br><br>Recognising their own strengths, qualities and boundaries, pupils develop self-worth and confidence in expressing themselves respectfully.                 | Connecting with others: How can we respect each other?<br>Examining respectful and disrespectful behaviour by considering how actions and expectations can vary in different settings.                           | Connecting with others: Why are healthy relationships important?<br>Investigating identity, values and relationships by considering how experiences and beliefs can influence choices and behaviour. | Connecting with others: What does it mean to stand up for myself and others?<br>Developing self-respect and resilience by setting personal goals and practising respectful behaviour in different situations, including online. |
| (Spring 2) | Self-regulation: Listening and following instructions | The online world: How do we spend time online?<br><br>Understanding how to stay safe and respectful online and recognising the different ways people use the internet in everyday life.                                                                                             | The online world: How are things shared online?<br><br>Developing awareness of online content, recognising that not everything is suitable or trustworthy, and learning how to respond when something online makes them feel worried or uncomfortable.                                                                                 | The online world: How should we communicate online?<br><br>Exploring ways people communicate online and understanding the importance of safe and respectful online behaviours.                                                  | The online world: How can I evaluate what I see online?<br><br>Developing critical thinking skills through exploring how information is found, shared and presented online.                                      | The online world: How am I influenced by what I see online?<br><br>Considering how online content can influence choices by examining advertising, influencers and persuasive techniques used online. | The online world: How do I feel about being online?                                                                                                                                                                             |
| (Summer 1) | Building relationships: My family and friends         | Health protection: How can I protect myself and others in daily life?<br><br>Growing up: How can we look after and respect our bodies as we grow?<br>Recognising how people grow and change over time through learning about physical development, privacy and personal boundaries. | Healthy protection: How can we prevent illness and injury and respond if they happen?<br><br>Growing up: How will my body and emotions change as I grow up?<br>Learning about the physical and emotional changes that occur during puberty, pupils recognise that these changes are normal and happen at different times for everyone. | Growing up: How can I manage the changes to my body and emotions as I grow up?<br>Understanding the physical and emotional changes that happen during puberty, including their impact on feelings, behaviour and relationships. | Sex education: How do people become parents and carers?<br><br>Learning the correct terminology for body parts, pupils develop an understanding of how babies are conceived, grow during pregnancy and are born. |                                                                                                                                                                                                      |                                                                                                                                                                                                                                 |

|            |                             |                                                                                                                                                                                                                                                               |                                                                                                                                                          |                                                                                                                                        |                                                                                                                                                                                                                                                                                           |                                                                                                                                                       |                                                                                                                                                                                                                                                                            |
|------------|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (Summer 2) | Managing self: My wellbeing | Staying safe: How can I stay safe?<br><br>Recognising how rules help to keep people safe by identifying everyday hazards and understanding situations that could cause harm.<br><br>Citizenship: How can I help others and the environment? (Citizenship day) | Staying safe: How can I make safe choices in different places?<br><br>Citizenship: How do people belong to a community and earn money? (Citizenship day) | Citizenship: What careers do people choose and why? (Citizenship day)<br><br>Citizenship: What rights and responsibilities do we have? | Staying safe: What signs help me recognise what is safe or unsafe?<br><br>Developing personal safety skills by recognising warning signs, responding to uncomfortable situations and seeking help in an emergency.<br><br>Citizenship: How can I spend my money wisely? (Citizenship day) | Citizenship: How can we be in control of our money?<br><br>Citizenship: How can we make a difference in our communities and beyond? (Citizenship day) | Staying safe: How can I stay safe as I grow up?<br><br>Understand some of the reasons adults decide to drink or not drink alcohol.<br>Understand some ways to check that a news story is real.<br><br>Citizenship: How can we protect everyone's rights? (Citizenship day) |
|------------|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



## RSHE and PSHE Progression Map:

### Year Group Outcomes

#### Autumn 1:

| EYFS | British Values                            |
|------|-------------------------------------------|
| 1    | Understand everyone's views are important |
| 2    | Express a view by voting                  |
| 3    | Know why rules are there                  |
| 4    | Know the rules in the classroom           |
| 5    | People can be different in different ways |
| 6    | Be friends with people who are different  |

| Year 1 | British Values                                                |
|--------|---------------------------------------------------------------|
| 1      | Can I say what British values are and why they are important? |
| 2      | Can I say what democracy is?                                  |
| 3      | Can I say where are democratic decisions made in the UK?      |
| 4      | Can I say what laws are?                                      |
| 5      | Can I say what Individual Liberty is?                         |
| 6      | Can I say what is meant by mutual respect and tolerance?      |

| Year 2 | British Values                                                                |
|--------|-------------------------------------------------------------------------------|
| 1      | What does the House of Commons do?                                            |
| 2      | What does the House of Lords do?                                              |
| 3      | How must the Rule of Law be applied and why?                                  |
| 4      | How does the law help individuals to live freely?                             |
| 5      | How can we show respect and tolerance towards people who are different to us? |
| 6      | How do I show respect to speakers?                                            |

| Year 3 | British Values                                                                                                                         |
|--------|----------------------------------------------------------------------------------------------------------------------------------------|
| 1      | Can I research a significant individual?                                                                                               |
| 2      | Can I say what autism is and why disabilities like it are protected characteristics?                                                   |
| 3      | Can I empathise with an autistic pupil?                                                                                                |
| 4      | Can I identify reasonable adjustments the school has made to meet the needs of pupils with special educational needs and disabilities? |
| 5      | Can I debate whether an adaptation is reasonable or not?                                                                               |

|   |                                                    |
|---|----------------------------------------------------|
| 6 | Can I take part respectfully in a democratic vote? |
|---|----------------------------------------------------|

| Year 4 | British Values                                                                              |
|--------|---------------------------------------------------------------------------------------------|
| 1      | Can I say what a suffragette was?                                                           |
| 2      | Can I empathise with a suffragette?                                                         |
| 3      | How has the representation in Parliament changed since women were given the vote?           |
| 4      | What happens when there is no mutual respect or tolerance for those with different beliefs? |
| 5      | Can I compare Malala's campaigning with the suffragettes'?                                  |
| 6      | What is asylum and how did it help Malala?                                                  |

| Year 5 | British Values                                                                 |
|--------|--------------------------------------------------------------------------------|
| 1      | Can I understand the rule of law?                                              |
| 2      | Can I understand what the word discrimination means and its impact on Britain? |
| 3      | Can I understand what happens when the rule of law is not followed?            |
| 4      | Can I understand how Stephen Lawrence's individual liberty was denied?         |
| 5      | How has the law changed since the death of Stephen Lawrence?                   |
| 6      | Why should we all have equal opportunity?                                      |

#### Autumn 2:

| EYFS | Learning intentions -Building relationships- special relationships |
|------|--------------------------------------------------------------------|
| 1    | My Family                                                          |
| 2    | Special people                                                     |
| 3    | Sharing                                                            |
| 4    | I am unique                                                        |
| 5    | My interests                                                       |
| 6    | Similarities and differences                                       |

| Year 1 | Learning intentions - My healthy self: How can we look after our emotions? |
|--------|----------------------------------------------------------------------------|
| 1      | What emotions can we recognise?                                            |
| 2      | When and why do people show different emotions?                            |
| 3      | How can emotions change?                                                   |
| 4      | What helps us to feel calm and excited?                                    |
| 5      | What might make us feel worried, annoyed or upset?                         |
| 6      | What can we do when our feelings get tricky?                               |

| <b>Year 2</b> | <b>Learning intentions - My healthy self: How can we look after our bodies?</b> |
|---------------|---------------------------------------------------------------------------------|
| <b>1</b>      | How does moving my body make me feel?                                           |
| <b>2</b>      | Why is sleep important?                                                         |
| <b>3</b>      | What foods can keep me stay healthy?                                            |
| <b>4</b>      | How can I make some healthy food and drink choices?                             |
| <b>5</b>      | What can I do to keep my teeth clean and healthy?                               |
| <b>6</b>      | How can I make healthy choices everyday?                                        |

| <b>Year 3</b> | <b>Learning intentions- My healthy self: How can I take care of my mind and body?</b> |
|---------------|---------------------------------------------------------------------------------------|
| <b>1</b>      | How do emotions affect my body?                                                       |
| <b>2</b>      | How might I tell how someone else might be feeling?                                   |
| <b>3</b>      | How are my mind and body connected?                                                   |
| <b>4</b>      | How does sleep help my mind and body?                                                 |
| <b>5</b>      | What can I do when I experience strong emotions?                                      |
| <b>6</b>      | When should I ask for emotional support?                                              |

| <b>Year 4</b> | <b>Learning intentions- My healthy self: How can I make healthy choices?</b> |
|---------------|------------------------------------------------------------------------------|
| <b>1</b>      | What is a balanced diet and why does having one matter?                      |
| <b>2</b>      | How can being active help my mind and body?                                  |
| <b>3</b>      | How can I keep my energy up throughout the day?                              |
| <b>4</b>      | How can I get support for myself and others?                                 |
| <b>5</b>      | How can I respond when things feel hard?                                     |
| <b>6</b>      | Why is helping others good for me?                                           |

| <b>Year 5</b> | <b>Learning intentions-My healthy self: How can I support my mind and body as I grow?</b> |
|---------------|-------------------------------------------------------------------------------------------|
| <b>1</b>      | What do food labels really tell us?                                                       |
| <b>2</b>      | How active am I and how can I move more?                                                  |
| <b>3</b>      | What are the different types of physical activity and how can I move more?                |
| <b>4</b>      | How can I recognise complex feelings?                                                     |
| <b>5</b>      | How can I respond to strong and complex feelings?                                         |
| <b>6</b>      | How can we tell when someone might need support with their mental health?                 |

|               |                                                                                                 |
|---------------|-------------------------------------------------------------------------------------------------|
| <b>Year 6</b> | <b>Learning intentions -My healthy self: How do my choices today shape my future wellbeing?</b> |
| <b>1</b>      | Why do healthy teeth matter for the future?                                                     |
| <b>2</b>      | How can I eat for a healthier future?                                                           |
| <b>3</b>      | What habits might support my future health?                                                     |
| <b>4</b>      | How can I recognise and regulate complex feelings?                                              |
| <b>5</b>      | How does my mindset affect my personal growth?                                                  |
| <b>6</b>      | How can I support my self -esteem for myself and others?                                        |

### Spring 1

|             |                                                                  |
|-------------|------------------------------------------------------------------|
| <b>EYFS</b> | <b>Learning intentions - Managing self: Taking on challenges</b> |
| <b>1</b>    | Why do we have rules?                                            |
| <b>2</b>    | Building towers                                                  |
| <b>3</b>    | Team den building                                                |
| <b>4</b>    | Grounding                                                        |
| <b>5</b>    | Team races                                                       |
| <b>6</b>    | Circus skills                                                    |

|               |                                                                                                           |
|---------------|-----------------------------------------------------------------------------------------------------------|
| <b>Year 1</b> | <b>Learning intentions - Connecting with others: How can I help myself and others feel happy and safe</b> |
| <b>1</b>      | What makes me special?                                                                                    |
| <b>2</b>      | How do families show love and care for each other?                                                        |
| <b>3</b>      | What makes me feel safe and cared for?                                                                    |
| <b>4</b>      | What is a friend?                                                                                         |
| <b>5</b>      | How can we have a kind and friendly class?                                                                |
| <b>6</b>      | How should people behave towards others?                                                                  |

|               |                                                                                                                      |
|---------------|----------------------------------------------------------------------------------------------------------------------|
| <b>Year 2</b> | <b>Learning intentions -Connecting with others: How can I build safe, kind and caring relationships with others?</b> |
| <b>1</b>      | How are we all different and the same?                                                                               |
| <b>2</b>      | How are the families different and the same?                                                                         |
| <b>3</b>      | How can I show my feelings kindly and calmly?                                                                        |
| <b>4</b>      | How can I let others know what is ok and not ok for me?                                                              |
| <b>5</b>      | Who can I talk to if something does not feel right?                                                                  |
| <b>6</b>      | What should I do if someone is being unkind again and again?                                                         |

| <b>Year 3</b> | <b>Learning intentions -Connecting with others: What helps us feel safe and included?</b> |
|---------------|-------------------------------------------------------------------------------------------|
| <b>1</b>      | How can I respect myself?                                                                 |
| <b>2</b>      | What are personal boundaries?                                                             |
| <b>3</b>      | What makes a family?                                                                      |
| <b>4</b>      | How can I be a good friend?                                                               |
| <b>5</b>      | How can we repair a relationship after falling out?                                       |
| <b>6</b>      | What are the different types of bullying?                                                 |

| <b>Year 4</b> | <b>Learning intentions -Connecting with others: How can we respect each other?</b> |
|---------------|------------------------------------------------------------------------------------|
| <b>1</b>      | How can I respect myself?                                                          |
| <b>2</b>      | What are personal boundaries?                                                      |
| <b>3</b>      | What makes a family?                                                               |
| <b>4</b>      | How can I be a good friend?                                                        |
| <b>5</b>      | How can we repair a relationship after falling out?                                |
| <b>6</b>      | What are the different types of bullying?                                          |

| <b>Year 5</b> | <b>Learning intentions -Connecting with others: Why are healthy relationships important?</b> |
|---------------|----------------------------------------------------------------------------------------------|
| <b>1</b>      | How will my body grow during puberty?                                                        |
| <b>2</b>      | How can I keep myself clean and hygienic?                                                    |
| <b>3</b>      | How can we treat others with kindness during puberty?                                        |
| <b>4</b>      | How can I manage my emotions and feelings during puberty?                                    |
| <b>5</b>      | What is a period?                                                                            |
| <b>6</b>      | How can I challenge behaviour which crosses personal boundaries?                             |

| <b>Year 6</b> | <b>Learning intentions -Connecting with others: What does it mean to stand up for myself and others?</b> |
|---------------|----------------------------------------------------------------------------------------------------------|
| <b>1</b>      | How does self-esteem help me?                                                                            |
| <b>2</b>      | How can I be respectful in different situations?                                                         |
| <b>3</b>      | How can I set and respect boundaries?                                                                    |
| <b>4</b>      | How can we challenge unfairness?                                                                         |
| <b>5</b>      | How can we work together to stop bullying?                                                               |
| <b>6</b>      | When and how should I seek help?                                                                         |

## Spring 2

| EYFS | Learning intentions  |
|------|----------------------|
| 1    | Simon Says           |
| 2    | Listening to a story |
| 3    | Pass the whisper     |
| 4    | Obstacle races       |
| 5    | Blindfold walk       |
| 6    | Treasure hunt        |

| Year 1 | Learning intentions - The online world: How do we spend time online? |
|--------|----------------------------------------------------------------------|
| 1      | When am I online?                                                    |
| 2      | When can I do online and what can I do in person?                    |
| 3      | How should I behave when I use a device?                             |
| 4      | How can I balance screen time with in-person activities?             |
| 5      | What should I do if I see something online that worries me?          |
| 6      | How can I stay safe online?                                          |

| Year 2 | Learning intentions- The online world: How are things shared online? |
|--------|----------------------------------------------------------------------|
| 1      | What can we do online and how can we do it safely?                   |
| 2      | Who can see information shared online?                               |
| 3      | What is private information?                                         |
| 4      | How do I know if private information should be shared online?        |
| 5      | Is everything we see online real?                                    |
| 6      | What should I do if something online worries me?                     |

| Year 3 | Learning intentions- The online world: How should we communicate online? |
|--------|--------------------------------------------------------------------------|
| 1      | How do we communicate online?                                            |
| 2      | How can we be respectful when we communicate online?                     |
| 3      | How can communication online sometimes be misunderstood?                 |
| 4      | How should I respond to online bullying?                                 |
| 5      | Why do we need to be careful communicating online?                       |
| 6      | How can I keep myself online?                                            |

| <b>Year 4</b> | <b>Learning intentions- The online world: How can I evaluate what I see online?</b> |
|---------------|-------------------------------------------------------------------------------------|
| <b>1</b>      | How can the internet be helpful and challenging?                                    |
| <b>2</b>      | Is all online content appropriate for me?                                           |
| <b>3</b>      | Why should we be careful what we trust online?                                      |
| <b>4</b>      | How can we check if online information is reliable?                                 |
| <b>5</b>      | How can we use multiple sources to check online information?                        |
| <b>6</b>      | Why should we question what we see online?                                          |

| <b>Year 5</b> | <b>Learning intentions- The online world: How am I influenced by what I see online?</b> |
|---------------|-----------------------------------------------------------------------------------------|
| <b>1</b>      | How can the internet be helpful and challenging?                                        |
| <b>2</b>      | Is all online content appropriate for me?                                               |
| <b>3</b>      | Why should we be careful what we trust online?                                          |
| <b>4</b>      | How can we check if online information is reliable?                                     |
| <b>5</b>      | How can we use multiple sources to check online information?                            |
| <b>6</b>      | Why should we question what we see online?                                              |

| <b>Year 6</b> | <b>Learning intentions- The online world: How do I feel about being online?</b> |
|---------------|---------------------------------------------------------------------------------|
| <b>1</b>      | How do online platforms keep users engaged?                                     |
| <b>2</b>      | How can I make safe choices if I am gaming online?                              |
| <b>3</b>      | Is online content always realistic?                                             |
| <b>4</b>      | What is harmful online behaviour?                                               |
| <b>5</b>      | Does what we post online matter?                                                |
| <b>6</b>      | How does being online make me feel?                                             |

### **Summer 1:**

| <b>EYFS</b> |                           |
|-------------|---------------------------|
| <b>1</b>    | Festivals                 |
| <b>2</b>    | Sharing                   |
| <b>3</b>    | What makes a good friend? |
| <b>4</b>    | Being a good friend       |
| <b>5</b>    | Teamwork                  |
| <b>6</b>    | Celebrating friendship    |

|               |                                                                              |
|---------------|------------------------------------------------------------------------------|
| <b>Year 1</b> | <b>Health protection: How can I protect myself and others in daily life?</b> |
| <b>1</b>      | How and why do we wash hands?                                                |
| <b>2</b>      | How can I protect myself in any weather?                                     |
| <b>3</b>      | Who helps us stay healthy?                                                   |
| <b>4</b>      | What should I do if I feel unwell?                                           |
| <b>5</b>      | How serious are different injuries?                                          |
| <b>6</b>      | How can we get help for serious illnesses or injuries?                       |

|               |                                                                             |
|---------------|-----------------------------------------------------------------------------|
| <b>Year 2</b> | <b>Growing up: How can we look after and respect our bodies as we grow?</b> |
| <b>1</b>      | How do we grow and change?                                                  |
| <b>2</b>      | How will I change as I grow up?                                             |
| <b>3</b>      | Do I make the rules about my own body?                                      |
| <b>4</b>      | How can I talk about my own body?                                           |
| <b>5</b>      | How can we show respect for each other's bodies?                            |
| <b>6</b>      | Who can I talk to if I do not feel safe?                                    |

|               |                                                                                                               |
|---------------|---------------------------------------------------------------------------------------------------------------|
| <b>Year 3</b> | <b>Healthy protection: How can we prevent illness and injury and respond if they happen?-<br/>Coming soon</b> |
| <b>1</b>      |                                                                                                               |
| <b>2</b>      |                                                                                                               |
| <b>3</b>      |                                                                                                               |
| <b>4</b>      |                                                                                                               |
| <b>5</b>      |                                                                                                               |
| <b>6</b>      |                                                                                                               |

|               |                                                                       |
|---------------|-----------------------------------------------------------------------|
| <b>Year 4</b> | <b>Growing up: How will my body and emotions change as I grow up?</b> |
| <b>1</b>      | What are body boundaries?                                             |
| <b>2</b>      | How will I grow and change during puberty?                            |
| <b>3</b>      | Which emotional changes could I experience when growing up?           |
| <b>4</b>      | What is a period?                                                     |
| <b>5</b>      | How can we show kindness and understanding as                         |
| <b>6</b>      | Who can I talk to about growing up and changes?                       |

|               |                                                                       |
|---------------|-----------------------------------------------------------------------|
| <b>Year 5</b> | <b>Growing up: How will my body and emotions change as I grow up?</b> |
| <b>1</b>      | What are body boundaries?                                             |
| <b>2</b>      | How will I grow and change during puberty?                            |
| <b>3</b>      | Which emotional changes could I experience when growing up?           |
| <b>4</b>      | What is a period?                                                     |
| <b>5</b>      | How can we show kindness and understanding as                         |
| <b>6</b>      | Who can I talk to about growing up and changes?                       |

|               |                                                            |
|---------------|------------------------------------------------------------|
| <b>Year 6</b> | <b>Sex Education – Non-Statutory</b>                       |
| <b>1</b>      | Which words can we use to describe our private body parts? |
| <b>2</b>      | How are babies made?                                       |
| <b>3</b>      | What happens in pregnancy and how are babies born?         |
| <b>4</b>      | How are families formed?                                   |
| <b>5</b>      | How does your life change when you have a baby?            |
| <b>6</b>      | What is consent?                                           |

### **Summer 2:**

|             |                                     |
|-------------|-------------------------------------|
| <b>EYFS</b> | <b>Managing self- My Well-being</b> |
| <b>1</b>    | What is exercise?                   |
| <b>2</b>    | Yoga and relaxation                 |
| <b>3</b>    | Looking after ourselves             |
| <b>4</b>    | Being a safe pedestrian             |
| <b>5</b>    | Eating healthily                    |
| <b>6</b>    | A rainbow of food                   |

|               |                                                 |
|---------------|-------------------------------------------------|
| <b>Year 1</b> | <b>Staying safe: How can I stay safe?</b>       |
| <b>1</b>      | How can I stay safe at home?                    |
| <b>2</b>      | What is safe for our bodies?                    |
| <b>3</b>      | What rules can keep me safe?                    |
| <b>4</b>      | How can I stay safe near roads                  |
| <b>5</b>      | How might my body feel when something is unsafe |
| <b>6</b>      | Who can keep me safe?                           |

|               |                                                                                    |
|---------------|------------------------------------------------------------------------------------|
| <b>Year 2</b> | <b>Staying safe: How can I make safe choices in different places?- Coming soon</b> |
| <b>1</b>      |                                                                                    |
| <b>2</b>      |                                                                                    |
| <b>3</b>      |                                                                                    |
| <b>4</b>      |                                                                                    |
| <b>5</b>      |                                                                                    |
| <b>6</b>      |                                                                                    |

|               |                                                                                |
|---------------|--------------------------------------------------------------------------------|
| <b>Year 3</b> | <b>Citizenship: What rights and responsibilities do we have? - Coming soon</b> |
| <b>1</b>      |                                                                                |
| <b>2</b>      |                                                                                |
| <b>3</b>      |                                                                                |
| <b>4</b>      |                                                                                |
| <b>5</b>      |                                                                                |
| <b>6</b>      |                                                                                |

|               |                                                                           |
|---------------|---------------------------------------------------------------------------|
| <b>Year 4</b> | <b>Staying safe: What signs help me recognise what is safe or unsafe?</b> |
| <b>1</b>      | How can I tell if a situation is unsafe?                                  |
| <b>2</b>      | What do I do if a situation feels unsafe?                                 |
| <b>3</b>      | How can I stay safe around traffic?                                       |
| <b>4</b>      | Why can water be dangerous?                                               |
| <b>5</b>      | What drugs are safe or unsafe?                                            |
| <b>6</b>      | How can I prevent accidents?                                              |

|               |                                                                         |
|---------------|-------------------------------------------------------------------------|
| <b>Year 5</b> | <b>Citizenship: How can we be in control of our money?- Coming soon</b> |
| <b>1</b>      |                                                                         |
| <b>2</b>      |                                                                         |
| <b>3</b>      |                                                                         |
| <b>4</b>      |                                                                         |

|   |  |
|---|--|
| 5 |  |
| 6 |  |

|               |                                                        |
|---------------|--------------------------------------------------------|
| <b>Year 6</b> | <b>Staying safe: How can I stay safe as I grow up?</b> |
| <b>1</b>      | How can I stay safe at home on my own?                 |
| <b>2</b>      | How can I stay safe outside on my own?                 |
| <b>3</b>      | How can I travel safely on my own?                     |
| <b>4</b>      | How can I stay safe in, on or around water?            |
| <b>5</b>      | How can I stay safe when I feel peer pressure?         |
| <b>6</b>      | How can I stay safe around drugs?                      |



## Appendix 2: Parent/carers form: withdrawal from sex education within RSHE

| TO BE COMPLETED BY PARENTS/CARERS                                                |  |       |  |
|----------------------------------------------------------------------------------|--|-------|--|
| Name of child                                                                    |  | Class |  |
| Name of parent/carers                                                            |  | 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/carers |  |
|                                                    |  |