ST LUKE'S CE FIRST SCHOOL

Draft

Personal, Social and Health Education (PSHE)

and Relationships Sex Education (RSE)

Policy

Designated Safeguarding Lead (DSL): Sally Baker
Designated Deputy Safeguarding Lead (DDSL): Helen Broughton

Approved by Governors:
Next review November 2027

This policy is closely linked with our Behaviour Policy, Safeguarding and Child Protection Policy, SEND Policy, Equal Opportunities Policy, E-Safety Policy, Anti-Bullying Policy and the School's Vision and Values.

Contents

Vision Statement

Statement of Intent

1. Legal Framework

2. Roles and responsibilities

3. Organisation of the curriculum

4. Consultations with parents

5. Relationships education overview

6. Health education overview

7. Sex education

8. Delivery of the PSHE/RSE curriculum

9. Equality and accessibility

10. Curriculum Links

11. Withdrawing from these subjects

12. Behaviour

13. Staff training

14. Confidentiality

15. Monitoring quality

16. Monitoring and review

Our School Vision

In our St Luke's family, we recognise we are all God's children and through our caring and nurturing environment, we follow His word. We trust and rely on God's teaching so that we can encourage each other, develop our relationship with one another and the world, and flourish in all that we do.

God's word is a lamp to my feet and a light to my path. (Psalm 119 v.105)

Biblical theology:

We are all God's family and we know that God wants us to succeed in all that we do. It is through his strength that we can do these things and we encourage each other to see that they can be anything they want to be and do anything they want to do.

Please refer to our vision statement and core values (school website; vision and values)

PSHE (including Relationships, Health and Sex Education) Policy

Vision Statement

At St Luke's, our PSHE and RSE curriculum reflects our belief that every child is a unique and valued member of God's family. Through a caring and nurturing environment, we equip pupils with the knowledge, skills, and values to make informed, respectful, and responsible choices. Guided by God's word, we foster trust, empathy, and resilience so that children can develop healthy relationships, understand themselves and others, and flourish in all aspects of life.

Our approach promotes spiritual, moral, social, and cultural growth, enabling pupils to engage positively with the world around them and contribute to society with kindness and integrity. In partnership with families and the wider community, we ensure that PSHE and RSE are taught in a way that upholds dignity, celebrates diversity, and prepares pupils for life in modern Britain.

Statement of intent

At St Luke's CE First School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Our main focus is teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Primary schools also have the option to decide whether pupils are taught sex education. At our school, we do **not** teach pupils sex education beyond what is required of the science curriculum.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing. The Heart Smart programme is the key resource used in the delivery of these skills.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

1. Legal framework

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010

- DfE (2025) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' Statutory Guidance
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- E-safety Policy

2. Roles and responsibilities

The governing body is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring the religious ethos of the school is maintained and developed through the subjects.

The head teacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing body on the effectiveness of this policy.
- Reviewing this policy on a two-year basis.

The PSHE & RSE subject leader is responsible for:

- Overseeing the delivery of the subject.
- Ensuring the subject is age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.

- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the head teacher.

The appropriate class teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
  Modelling positive attitudes to relationships, sex and health education.
  Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
  Acting in accordance with planning, monitoring and assessment requirements for the subject.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the PSHE subject leader to evaluate the quality of provision.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

3. Organisation of the curriculum

Every primary school is required to deliver statutory relationships education and health education.

For the purpose of this policy, "relationships and sex education" is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

For the purpose of this policy, "health education" is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

The delivery of the relationships and sex education and health education coincide with one another and will be delivered as part of the school's PSHE curriculum.

The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2025) Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance.

We are dedicated to ensuring our curriculum meets the needs of the whole-school community.

The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.

We consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys
- Staff Meetings
- Training sessions
- Newsletters and letters

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with the head teacher.
- Emailing admin@slf.endeavourschools.org
- Submitting written feedback

The school provides a curriculum that is age-appropriate for pupils within each year group.

When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

4. Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health.

Parents are provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group

Parents may request to view curriculum materials, lesson resources and supporting documentation at any time by contacting the school. Materials may be shared through parent information sessions, presentations, or by appointment with the PSHE/RSE subject leader.

The school aims to build positive relationships with parents by sharing with them what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

Parents are encouraged to provide their views with the school at any time.

5. Relationships education overview

Families and people who care for me

By the end of first school, pupils will know:

- That families are important for them growing up because they can give love, security and stability.

- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- 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

By the end of first school, pupils will know:

How important friendships are in making us feel happy and secure, and how people choose and make friends.
The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.

- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful relationships

By the end of first school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.

- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

By the end of first school, pupils will know:

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- The risks associated with people they have never met.
- How information and data is shared and used online.
- That social media platforms have age restrictions and why these are in place to help keep children safe online.
- The importance of keeping personal information private online, including understanding and using privacy settings appropriately.

Being safe

By the end of first school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- That it is 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) who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

6. Health education overview

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

Mental wellbeing

By the end of first school pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.

- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.

- How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

By the end of first school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to critically evaluate information found online, including understanding that information from websites, apps and search engines may be ranked, selected and targeted, and that not all information online is accurate or trustworthy.
- Where and how to report concerns and get support with issues online.
- The risks associated with online gaming, including contact with strangers, spending money online and excessive screen time.
- Awareness of online scams, fraud and misleading content, and what to do if something online causes concern.

Physical health and fitness

By the end of first school, pupils will know:

- The characteristics and mental and physical benefits of an active lifestyle.

- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school if they are worried about their health.

Healthy eating

By the end of first school, pupils will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- Understand the importance of having a healthy relationship with food and recognise how positive eating habits can support overall health and wellbeing.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

Drugs alcohol and tobacco

By the end of first school, pupils will know:

- The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, nicotine products, alcohol use and drug-taking.

Health and prevention

By the end of first school, pupils will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, the recommended amount of sleep for their age, practical steps to support healthy sleep habits, including limiting screen use before bedtime, and how a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and attending regular dental check-ups.
- About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

Basic first aid

By the end of first school, pupils will know:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Developing bodies

By the end of first school, pupils will know:

- Key facts about growth, puberty and the changing adolescent body, including the physical and emotional changes that occur during this stage of development.
- The correct names for external body parts, including penis, vulva, vagina, testicles, scrotum and nipples, and understand that these parts of the body are private.
- That their body belongs to them and how to understand, communicate and respect personal boundaries.

7. Sex education

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum.

At our school, we do **not** teach pupils sex education beyond what is required of the science curriculum. As such there is no parental right to withdraw pupils from these lessons or any other PSHE/RSE lesson.

8. Delivery of the PSHE and RSE curriculum

Our PSHE and relationship scheme of work is centred around the HeartSmart scheme which is taught in six thematic units, each unit consists of six lessons each with supporting materials (Appendix A).

The thematic units are taught to each year group each year; this enables children to recall and build upon previous learning, exploring the underlying principles of PSHE and relationship regularly.

HeartSmart units are designed to be delivered in a creative manner, using many approaches such as role play, discussion and games with groups of various sizes. These activities enable children to build confidence and resilience.

As a school, we also supplement our PSHE/RSE curriculum with the following:

Weekly

Picture News

Citizenship and British Values are taught through a weekly whole school Collective Worship based around the Picture News resources.

Yearly

Autumn Term

World Mental Health Day – Wear Yellow

On World Mental Health Day, which is celebrated on October 10, all staff and pupils at St Luke's wear yellow as a symbol of support for mental health awareness. The initiative, known as Hello Yellow, encourages people to wear yellow to show that they care about mental health. The day aims to create a sense of community and solidarity among individuals affected by mental health issues, highlighting that no one is alone in their struggles.

Anti-Bullying Alliance – Anti- Bullying Week – Odd Sock Day

Anti-Bullying Week focus on raising awareness, promoting kindness and inclusivity and supporting victims. Anti-Bullying Week serves as a crucial reminder of the importance of addressing bullying in all its forms. By raising awareness and promoting positive actions, the campaign aims to create safer environments where everyone can thrive without fear of bullying. At St Luke's we raise awareness of this by wearing odd socks for the day and complete each class complete activities related to the focuses.

Anti NSPCC Schools resources - Pants Programme

The NSPCC Talk PANTS campaign has been developed in consultation with children, parents, carers and teachers. The programme for schools includes lessons that help tackle abuse by teaching children that their body belongs to them, how to identify parts of the body that are private, the importance of consent, and building confidence to speak out and get help.

Spring Term

NSPCC School Resources - Speak Out Stay Safe Programme

Assemblies and workshops for Key Stages 1 and 2 that aim to equip pupils with the knowledge and skills they need to stay safe from abuse and neglect.

Safer Internet Day

Safer Internet Day is a global event celebrated in the second week of February each year, aimed at promoting safer and more responsible internet use, especially among children and young people. At St Luke's we recognise this day by completing activities linked to online safety and promoting positive digital habits.

Summer Term

Elastoplast

Pupils in Reception, Year 1 and Year 2 complete the Elastoplast First Aid programme. The Elastoplast Kids First Aid Programme aims to provide students with basic first aid knowledge to build confidence and strengthen key first aid knowledge early on.

Stepping Out (Year 4 pupils only)

Year 4 pupils complete the Stepping Out pedestrian project. The project develops pupil's basic pedestrian skills through a teacher led classroom-based activity as well as two practical activities on the roads near the school. This project takes place in the Summer term.

Bikeability (Year 4 pupils only)

Year 4 pupils have the option to complete the Bikeability cycle training programme which equips children with vital life skills. Pupils not only learn to cycle, they gain independence, social skills and a sense of wellbeing. After Bikeability, children are better at responding to risk and report increased confidence. As a result, more children cycle to school which in turn improves mental health and wellbeing. This allows children to get more out of the classroom, improving their attention span and engagement. Healthier habits lead to increased attendance and improved academic results. Bikeability goes beyond a training course; it impacts children's lives.

Staff will create a safe and supportive classroom environment in which pupils feel able to ask questions. Questions will be answered in an age-appropriate, factual and consistent manner, taking account of pupils' maturity and understanding. Where questions fall outside the planned curriculum, relate to content not taught in primary school, or are not appropriate for the age of the pupils, staff will use professional judgement when responding. Pupils may be encouraged to discuss such questions further with their parents/carers or another trusted adult. Staff will always act in accordance with the school's safeguarding procedures where any concern or disclosure arises.

9. Equality and accessibility

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

10. Curriculum links

The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning.

Relationships, sex and health education will be linked to the following subjects in particular:

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- Computing and ICT – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- Citizenship – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- PSHE – pupils learn about respect and difference, values and characteristics of individuals.

11. Withdrawing from the subjects

Relationships and health education are statutory at primary and parents do not have the right to withdraw their child from the subjects.

As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents have the right to request to withdraw their child from all or part of the sex education curriculum. As we are not teaching any sex education, other than what must be taught as part of the science curriculum, no withdrawal of pupils should be necessary.

12. Behaviour

The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.

Any bullying incidents caused as a result of the relationships, sex and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.

These incidents will be dealt with following the processes in our Behaviour Policy and Antibullying Policy.

School may need to notify police or safeguarding team if they have concerns regarding a child's behaviour.

13. Staff training

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

14. Confidentiality

Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

Teachers will, however, alert the DSL/DDSL about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.

Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

15. Monitoring quality

The PSHE subject leader is responsible for monitoring the quality of teaching and learning for the subjects.

The PSHE subject leader will conduct subject assessments during the year, which may include a mixture of the following:

- Lesson observations
- Pupil voice
- Learning walks
- Work scrutiny

16. Monitoring and review

This policy will be reviewed on a two-year basis by the PSHE subject leader. The next scheduled review date for this policy is October 2027.

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The PSHE/RSE curriculum will be reviewed regularly to ensure it reflects emerging technologies, current online risks and safeguarding issues relevant to pupils.

The governing body is responsible for approving this policy.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Appendix A

HeartSmart — UK Statutory Standards 2026

Relationship and Health Education: Full Delivery Grid

RELATIONSHIPS EDUCATION — Families and People Who Care for Me					
Code	**Pupils should know…**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**
F1	That families are important for children growing up safe and happy because they can provide love, security and stability.	✔	✔	✔	✔
F2	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.	✔	✔	✔	✔
F3	That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	✔	✔	✔	✔
F4	That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	✔	✔	✔	✔
F5	That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.				
F6	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.			✔	✔
RELATIONSHIPS EDUCATION — Caring Friendships					
Code	**Pupils should know…**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**
CF1	How important friendships are in making us feel happy and secure, and how people choose and make friends.	✔	✔	✔	✔
CF2	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.	✔	✔	✔	✔
CF3	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.	✔	✔	✔	✔
CF4	The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.	✔	✔	✔	✔
CF5	That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.	✔	✔	✔	✔
CF6	How to manage conflict, and that resorting to violence is never right.	✔	✔	✔	✔
CF7	How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	✔	✔	✔	✔
RELATIONSHIPS EDUCATION — Respectful, Kind Relationships					
Code	**Pupils should know…**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**
RR1	How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	✔	✔	✔	✔
RR2	The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	✔	✔	✔	✔

HeartSmart — UK Statutory Standards 2026

RR3	How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.	✔	✔	✔	✔
RR4	Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.	✔	✔	✔	✔
RR5	That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.	✔	✔	✔	✔
RR6	Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	✔	✔	✔	✔
RR7	The conventions of courtesy and manners.	✔	✔	✔	✔
RR8	The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.	✔	✔	✔	✔
RR9	The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.	✔	✔	✔	✔
RR10	What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.		✔	✔	✔
RR11	How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.		✔	✔	✔
RELATIONSHIPS EDUCATION — Online Safety and Awareness					
Code	**Pupils should know…**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**
OS1	That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.	✔	✔	✔	✔
OS2	How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.			✔	✔
OS3	That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.				
OS4	The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.			✔	✔
OS5	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.				✔
OS6	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.		✔	✔	✔
RELATIONSHIPS EDUCATION — Being Safe					
Code	**Pupils should know…**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**

BS1	What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	✔	✔	✔	✔
BS2	The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	✔	✔	✔	✔
BS3	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	✔	✔	✔	✔
BS4	How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.	✔	✔		✔
BS5	How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	✔	✔	✔	✔
BS6	How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.	✔	✔		✔
BS7	How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	✔	✔	✔	✔

HEALTH EDUCATION — Health and Wellbeing (General Wellbeing)

Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4
GW1	The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	✔	✔	✔	✔
GW2	The importance of promoting general wellbeing and physical health.	✔	✔	✔	✔
GW3	The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	✔	✔	✔	✔
GW4	How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	✔	✔	✔	✔
GW5	How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	✔	✔	✔	✔
GW6	That isolation and loneliness can affect children, and the benefits of seeking support.		✔	✔	✔
GW7	That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	✔	✔	✔	✔
GW8	That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.	✔	✔	✔	✔
GW9	Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	✔	✔	✔	✔
GW10	That it is common to experience mental health problems, and early support can help.			✔	✔

HEALTH EDUCATION — Wellbeing Online

HeartSmart — UK Statutory Standards 2026

Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4
WO1	That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.	✔	✔	✔	✔
WO2	Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.				
WO3	The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.		✔	✔	✔
WO4	How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.			✔	✔
WO5	Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.			✔	✔
WO6	The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.				✔
WO7	How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.			✔	✔
WO8	That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.		✔	✔	✔
WO9	How to understand the information they find online, including from search engines, and know how information is selected and targeted.			✔	✔
WO10	That they have rights in relation to sharing personal data, privacy and consent.		✔	✔	✔
WO11	Where and how to report concerns and get support with issues online.		✔	✔	✔

HEALTH EDUCATION — Physical Health and Fitness

Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4
PH1	The characteristics and mental and physical benefits of an active lifestyle.	✔	✔	✔	✔
PH2	The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.		✔		
PH3	The risks associated with an inactive lifestyle, including obesity.		✔	✔	✔
PH4	How and when to seek support including which adults to speak to in school if they are worried about their health.			✔	

HEALTH EDUCATION — Healthy Eating

Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4
HE1	What constitutes a healthy diet (including understanding calories and other nutritional content).			✔	✔
HE2	Understanding the importance of a healthy relationship with food.				✔

HE3	The principles of planning and preparing a range of healthy meals.		✔	✔	✔
HE4	The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).		✔		✔
HEALTH EDUCATION — Drugs, Alcohol, Tobacco and Vaping					
Code	**Pupils should know…**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**
DAT1	The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.				✔
HEALTH EDUCATION — Health Protection and Prevention					
Code	**Pupils should know…**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**
HP1	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.			✔	✔
HP2	About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	✔	✔	✔	
HP3	The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.			✔	✔
HP4	About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.	✔	✔	✔	✔
HP5	About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	✔	✔	✔	✔
HP6	The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.			✔	
HEALTH EDUCATION — Personal Safety					
Code	**Pupils should know…**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**
PS1	About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	✔	✔	✔	
PS2	How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	✔	✔	✔	
HEALTH EDUCATION — Basic First Aid					
Code	**Pupils should know…**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**
BF1	How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.			✔	
BF2	Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.			✔	
HEALTH EDUCATION — Developing Bodies					
Code	**Pupils should know…**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**

HeartSmart — UK Statutory Standards 2026

DB1	About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.			✔	✔
DB2	The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.	✔	✔	✔	✔
DB3	The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.				✔

RHE Standards Grid

Statutory RHE standards — each category's year summary

	Key Stage 1			Key S
STANDARD	**Y1** FOUNDATION	**Y2** DEVELOP	**Y3** APPLY	**Y4** DEEPEN
Relationships Education — Families and People Who Care for Me F1 - F6	Children begin to understand that families and the people who care for them provide love, care, security and support. They begin to recognise that families can look different and that relationships within families matter.	Children recognise that families can be different while still being characterised by love and care. They begin to think about the people who care for them and the importance of supportive relationships.	Children apply their understanding of caring relationships to different family situations and recognise that relationships can experience difficulties as well as positive experiences.	Children explore the characteristics of safe and caring family relationships, including commitment, care, trust and support.
Relationships Education — Caring Friendships CF1 - CF7	Children learn what makes a good friend: kindness, listening, sharing, inclusion and helping others. They begin to recognise how their actions affect other people.	Children develop skills for making and maintaining friendships and begin to recognise that friendships can have difficulties and need care.	Children apply friendship skills to situations involving disagreement, loneliness, conflict and supporting others.	Children explore what makes friendships healthy and secure, including trust, respect, honesty, kindness and repairing relationships when things go wrong.
Relationships Education — Respectful, Kind Relationships RR1 - RR11, RR1-RR11	Children begin to understand kindness, respect, listening, sharing and noticing the needs of others.	Children develop their ability to communicate respectfully, manage disagreements and recognise how their behaviour affects relationships.	Children apply respectful communication and boundary-setting to friendship and relationship situations, including disappointment and conflict.	Children explore healthy boundaries, assertiveness, respect, identity, stereotypes and the difference between healthy and unhealthy behaviour.
Relationships Education — Online Safety and Awareness OS1 - OS6	Children begin to understand that the same values of kindness and respect apply when using technology and interacting online.	Children begin to recognise that people and information online may not always be what they appear to be and learn simple strategies for staying safe.	Children apply online safety principles to situations involving identity, privacy, strangers, information and harmful content.	Children develop their ability to recognise online risks and think critically about online relationships and information.
Relationships Education — Being Safe BS1 - BS7	Children begin to recognise safe and unsafe situations and identify trusted adults who can help them.	Children develop their ability to recognise situations that may not feel right and practise ways of responding and getting help.	Children apply safety strategies to different situations and develop confidence in saying no, seeking help and supporting others.	Children explore more complex situations involving boundaries, relationships, online behaviour and personal safety.
Health Education — Health and Wellbeing GW1 - GW10, GW - GW	Children learn to recognise emotions, identify things that make them feel good and begin to understand that they can choose how they respond to difficulties.	Children develop emotional vocabulary and begin to explore strategies for managing feelings, building self-esteem and responding positively to challenges.	Children apply strategies for managing emotions, disappointment, stress and difficult situations. They begin to recognise when they or others may need support.	Children explore stress, mental wellbeing, resilience, self-awareness and the ways that thoughts, feelings and behaviour are connected.
Health Education — Wellbeing Online WO1 - WO11, WO1- WO11	Children begin to understand that technology should be used safely and respectfully.	Children begin to recognise that online content and interactions can affect how people feel and behave.	Children apply simple strategies for protecting themselves online and recognising trustworthy and untrustworthy information.	Children develop their understanding of online identity, privacy, information, relationships and responsible choices.
Health Education — Physical Health and Fitness PH1 - PH4	Children begin to understand that their bodies need healthy food, movement, rest and care.	Children develop an understanding of healthy choices and begin to recognise how everyday habits affect health.	Children apply healthy choices to different situations and consider how physical health connects with emotional wellbeing.	Children develop greater understanding of physical and emotional health, including stress, sleep and healthy routines.
Health Education — Healthy Eating HE1 - HE4	Begin to recognise foods that help us stay healthy and understand that food gives our bodies energy. Begin to develop positive attitudes towards food.	Develop understanding of a healthy, balanced diet and the importance of making healthy food choices.	Explain why a varied diet is important and begin to understand nutritional content and the effect of food choices on health.	Understand how healthy eating supports physical health and wellbeing and begin to recognise the risks associated with an unhealthy diet.
Health Education — Drugs, Alcohol, Tobacco and Vaping DAT1	—	—	—	—
Health Education — Health Protection and Prevention HP1 - HP6	Develop basic habits for personal hygiene, dental care, sleep and protection from the sun. Begin to understand that these habits help keep our bodies healthy.	Develop consistent healthy routines including hygiene, dental care, sleep and sun safety. Recognise simple signs that something may be wrong with our health	Apply knowledge of hygiene, sleep, sun safety and dental care to everyday situations. Begin to understand how illness and germs can spread.	Deepen understanding of how lifestyle and protective behaviours affect health, including sleep, sun exposure, oral health and hygiene.
Health Education — Personal Safety & Basic First Aid PS1 - PS2, BF1 - BF2, PS1 - PS2, BF1 - BF2	Begin to recognise everyday hazards and understand simple ways to keep safe around roads, water and other potentially dangerous situations.	Develop awareness of different risks and how to reduce them. Know how to seek help when someone is hurt or unsafe.	Apply safety rules to different situations and recognise when emergency help may be needed.	Develop confidence in assessing risk and responding appropriately to accidents and injuries.
Health Education — Developing Bodies DB1 - DB3	Begin to understand that people grow and change throughout their lives and that bodies are different. Begin to use appropriate language for body parts and understand that some parts are private.	Develop understanding of human growth and the lifecycle. Reinforce correct names for body parts and the idea of bodily privacy and personal boundaries.	Understand that puberty is a natural stage of development and that bodies change as people grow. Develop confidence in talking about bodies appropriately.	Develop understanding of puberty and the physical and emotional changes that happen during adolescence. Introduce menstruation and what to expect.