

Policy Name: Relationships Education, Relationships and Sex Education and Health Education (RSHE) Policy
(Junior School)
Policy Number: 7.3b
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1. Introduction & Scope

1.1 This policy covers the Junior School's approach to Relationships Education, Relationships and Sex Education (Year 6 only) and Health Education, referred to as RHE throughout this policy. It has taken into account the revised DfE's Statutory Relationships Education, Relationships and Sex Education and Health Education guidance (July 2025), which became compulsory from September 2026.

1.2 It was written using the Senior School's Relationships Education, Relationships and Sex Education and Health Education Policy (Policy Number 7.3) as a reference and guide, and then amended and changed to reflect the Junior School's aims, objectives, intended outcomes and provision.

1.3 It was produced by the Junior School Assistant Head Pastoral / PSHE / Relationships and Health Education Subject Leader in consultation with the Junior School Head; and in consultation with the Governing Body who retain responsibility for safeguarding and welfare throughout this policy and ensuring that the children's spiritual, moral, social and cultural needs are met. This policy also covers the Early Years Foundation Stage.

1.4 Parents and carers will be able to access this policy on My School Portal (MSP), the main School's website or in hard copy form free of charge. This policy may be made available in accessible formats when requested.

1.5 The School's RHE provision is intrinsically linked with the School's PSHE provision. It also dovetails into the children's Science, Computing and PE curriculums and compliments the children's learning and way of life within the School community.

1.6 The teaching of Relationships Education and Health Education became compulsory for all pupils receiving primary education in September 2020.

1.7 The teaching of Relationships and Sex Education is not compulsory for pupils receiving primary education. However, Paragraph 67 of the 2019 DfE guidelines on teaching Relationships Education and Health Education states: *"It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department of Education continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born."* As a consequence, Relationships and Sex Education will be taught in Year 6. This learning will build on content children have learnt in previous years about relationships, puberty changes and reproduction. Lessons are factual, age-appropriate and taught with care and sensitivity.

2. Whole School Values

2.1 This policy has been informed by the Quaker Testimonies and our School's overarching vision to be a world-class centre of excellence and inspirational education that is as much about nurturing the spirit as it is about outstanding academic success.

2.2 The values which underpin our vision and this policy are: **S**implicity; **T**ruth and Integrity; **E**quality and Community; **P**eace; and **S**ustainability (**STEPS**). These values will be actively embraced and promoted through our RHE programme.

2.3 The RHE programme also promotes and explicitly teaches the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

3. Creating a Safe and Supportive Environment

3.1 In order to deliver an RHE programme which works within children's real-life experiences, we create a safe and supportive learning environment by explicitly establishing agreed ground rules of respect, openness, confidence (to share) and kindness whereby the teachers who lead the sessions facilitate a safe and supportive environment for learning. Many teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using 'Wonder boxes' to allow children to raise issues anonymously.

3.2 Teachers will answer any questions from pupils in an age-appropriate and factual way, without personal bias or judgement. Questions will be answered in one of the following ways: by providing an answer to the whole class; by giving an individual answer to a pupil, or, on rare occasions, by contacting parents/carers if we feel the question would be better handled in the home setting. Any questions that give rise to concerns of a safeguarding nature will be handled in line with our Safeguarding Policy (Policy 2.1).

3.3 Where we believe that children may be vulnerable and at risk of significant harm or present a risk of significant harm to others, staff will adhere to the School's Safeguarding Policy and procedure. Vulnerable children are closely monitored, and are risk assessed in accordance with the vulnerable children's register and Risk Assessment Policy (Policy 8.8).

4. Equality and Diversity

4.1 The School is committed to safeguarding and promoting the welfare of children, welcoming children from all ethnic groups, backgrounds and creeds whilst balancing human rights and freedoms with the lawful needs and rules of the School community and the rights and freedoms of others.

4.2 The School is active in its responsibilities under the Equality Act 2010 and has an Equal Opportunities Policy - Children (2.11) in place. The school is aware of the sensitivities around teaching children with special educational needs and disabilities, and tailors the contents of the lessons to meet the needs of all children who may be at differing developmental levels.

4.3 We promote the needs and interests of all children, irrespective of their race, colour, religion or belief, national, ethnic or social origin, sex, sex reassignment, pregnancy or maternity, sexual orientation, disability or special educational needs by actively exploring and celebrating peoples' differences, and ensuring the PSHE/RHE programme is in line with the School's Equality and Diversity Policy. The delivery of the programme will take into account the ability, age, readiness, and cultural background of our children and those with English as a second language to ensure that all can fully

access it. We promote social learning and expect our children to show a high regard for others. We use our PSHE/RHE programme as a vehicle to address diversity issues and to ensure equality for all.

5. Aims and Objectives

Our RHE and PSHE provision is a values driven programme aiming to provide children with the knowledge, values and skills they need for spiritual, moral, social, emotional and cultural development. This links to our wider curriculum (Sidcot Learning Wheel) and our whole school Quaker values (**STEPS**).

6. Intended Outcomes

6.1 **Relationships Education**

Through our Relationships Education curriculum, we aim to equip children with the knowledge, understanding and skills that form the foundation of positive, healthy and respectful relationships. We want children to develop into kind, caring and responsible individuals who respect themselves and others, value diversity and understand the importance of empathy, inclusion and mutual respect.

Children will learn the skills needed to build and maintain healthy friendships, manage difficult emotions appropriately, resolve conflicts positively and communicate effectively. By developing these skills throughout their primary education, children will be prepared for the increasingly complex relationships and social situations they will encounter as they grow older.

Our curriculum reflects and celebrates the diversity of families and relationships within our school and wider community. Children will develop an understanding that families come in many different forms and that all families should be treated with care, respect and without judgement. Teaching will ensure that no child feels disadvantaged or stigmatised because of their family circumstances.

A key intended outcome is that children understand how to keep themselves and others safe. Children will learn about healthy boundaries, privacy, personal space and their rights over their own bodies and personal information. They will develop the confidence to recognise situations that feel unsafe or inappropriate and understand that all forms of abuse, including emotional, physical and sexual abuse, are unacceptable. Children will also learn about bullying, including discriminatory bullying related to race, sex, disability or sexual orientation, and understand the impact such behaviour can have on others.

We aim for all children to know how and where to seek help, advice and support if they have concerns about themselves or others. They will understand the importance of speaking to a trusted adult and will know that experiencing abuse or harm is never the fault of the victim. Teaching about safeguarding, including online safety, will be delivered in an age-appropriate and sensitive manner, helping children to develop protective behaviours without causing unnecessary fear or anxiety.

6.2 **Health and Wellbeing Education**

Through our Health and Wellbeing Education curriculum, we aim to enable children to make informed and positive decisions about their physical, emotional and mental wellbeing. Children will develop an understanding of how healthy lifestyle choices contribute to overall wellbeing and how physical health and mental health are closely connected.

Children will learn the importance of regular physical activity, healthy eating, personal hygiene and sufficient sleep in maintaining a healthy lifestyle. They will understand the benefits of spending time outdoors and recognise the positive impact that exercise and healthy habits can have on both the body and mind.

We aim to support children in developing emotional literacy, self-awareness and resilience. Children will learn to recognise and talk about a range of emotions, understand that all feelings are valid and develop strategies for self-regulation. They will be encouraged to show perseverance, determination and confidence when facing challenges, setbacks and change.

Children will develop the knowledge and skills needed to recognise when something may not be right with their own health and wellbeing or that of others. They will understand the importance of seeking support when needed and know how to access appropriate help from trusted adults and support services.

By the end of Year 6, children will have developed a positive attitude towards their health and wellbeing, an awareness of the factors that contribute to a healthy and balanced life, and the confidence and skills needed to support their own wellbeing as they move into the next stage of their education.

6.3 The revised Statutory **Relationships Education** covers:
Families and people who care for me
Caring friendships
Respectful, kind relationships
Online safety and awareness
Being safe

6.4 The revised Statutory **Health and Wellbeing Education** covers:
General wellbeing
Wellbeing online
Physical health and fitness
Healthy eating
Drugs, alcohol, tobacco and vaping
Health protection and prevention
Personal safety
Basic first aid
Developing bodies, including puberty

6.5 Full details of the learning outcomes and curriculum content for each of the above areas can be found in **Appendix 1.**

6.6 Our revised non-statutory **Sex Education** covers:
Human reproduction, including how a baby is conceived
How a baby develops during pregnancy and birth

Consent, boundaries and healthy relationships
The responsibilities of becoming a parent
The significance of making the decision to start a family
How life-changing having a baby can be
The importance of being ready to start a family in the future
How different families are formed, including IVF, adoption, egg donation, blended families and surrogacy

7. Key Principles and Teaching Methodology

7.1 The School's RHE provision is intrinsically linked with the School's PSHE provision. Together these make a substantial contribution to safeguarding and help to teach pupils to keep themselves safe, healthy and prepared for life.

7.2 In line with the Senior School, the three core themes covered in our PSHE and RHE provision are Health and Wellbeing, Relationships and Living in the Wider World. These themes are broken down into seven key areas and four strands to ensure a broad and balanced curriculum.

(See **Appendix 2** for an overview of our PSHE/RHE Curriculum Coverage)

Key areas:
My healthy self, connecting with others, the online world, citizenship, health protection, staying safe and growing up.
Some key areas are revisited each year, while others are revisited less frequently to reflect the volume of content in the statutory guidance and ensure learning is age-appropriate.

Strands:
Self-regulation, Managing self, Building relationships and Critical thinking.
The strands show how children's personal and social skills develop over time. The first three strands are drawn from the EYFS Framework and extended through KS1 and KS2 to ensure continuity in children's social and emotional development. The fourth strand, Critical thinking, reflects the growing need for children to question what they see and hear, in real life and online. They run through every key area, helping children learn to regulate their emotions, manage themselves, build positive relationships and think critically. This allows them to make thoughtful, informed choices and to thrive in school and beyond as they grow.

7.3 The PSHE and RHE programme has been aligned so that the whole Junior School delivers the same units at specific times throughout the year. This enables us to focus on particular aspects of learning as part of a whole-school approach, and to emphasise specific behaviours, values and vocabulary across the school. Each unit focuses primarily on one of the key areas of learning, helping to ensure clear structure and full coverage of the statutory guidance.

7.4 The PSHE and RHE programme is built around a spiral curriculum model. The key areas of the curriculum are revisited regularly, ensuring that children return to important themes such as relationships, health, safety, online life and growing up throughout their primary education. By revisiting these key areas over time, children build on prior learning in a way that reflects their

increasing maturity, understanding and lived experience. This supports secure knowledge development and helps children apply learning to real-life situations as they arise.

7.5 In the Junior School, PSHE/RHE is delivered in a discrete lesson on a weekly basis through a range of teaching methods. Lessons typically start with a recap activity to build on prior learning. Teachers then clarify the lesson's focus, so children understand what they are learning and why. New ideas are often introduced via short videos (animated or featuring carefully selected footage) to enhance understanding, with teachers guiding discussion and reinforcing key points. Children then engage in a range of activities such as scenarios, discussions, collaborative group work, paired activities and independent tasks to practise and explore the learning in depth. Lessons conclude with reflection and a check of understanding to consolidate the learning.

7.6 The PSHE/RHE programme reflects the diversity of modern society, ensuring all children feel respected and represented. Lessons include scenarios featuring a wide range of characters and perspectives, allowing children to encounter different cultures, family structures, household situations, neurotypes and economic backgrounds. This approach helps children recognise that everyone's circumstances are different and encourages them to treat others with understanding and respect. Across the programme, care has been taken to avoid stereotypes and ensure that resources portray people and communities in a respectful and accurate manner. When distancing techniques are used, children follow a consistent set of diverse characters who grow older alongside them, helping children develop familiarity and empathy as they explore situations together.

7.7 As well as weekly discrete lessons, our approach to PSHE/RHE is integrated and reinforced at other points during the week as and when appropriate e.g. Meeting for Worship, QPGS Lessons, Circle Time, Assemblies. Teachers will naturally revisit and apply learning in response to real life situations that arise, such as issues on the playground, in the classroom or during discussions, helping children make meaningful links between taught content and real experiences.

7.8 Relationships Education, Relationships and Sex and Health Education complement other national curriculum subjects including Science, Computing and PE. We draw links between these subjects and integrate teaching where appropriate:

Science
The national curriculum for Science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty. Pupils are taught to describe the life process of reproduction in some plants and animals, and sexual reproduction in animals. The impact of diet, exercise, drugs and lifestyle on the way bodies function is also covered.

Computing
The national curriculum for Computing plays a key role in preparing children to navigate the online world safely and responsibly. It provides children with the knowledge and skills to use digital technologies respectfully and securely, protect their personal information, critically evaluate online content, recognise potential risks and access appropriate support when needed. Through this learning, children develop the understanding, confidence and resilience required to engage positively and safely in an increasingly digital world.

PE

The national curriculum for PE aims to ensure that pupils are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

8. Responsibility for Teaching Relationships, Relationships and Sex and Health Education

8.1 The Junior School Assistant Head Pastoral / PSHE / Relationships and Health Education Subject Leader and the Junior School Head has responsibility for ensuring the programme is suitable for the age and stage of the children.

8.2 Class teachers, supported by teaching assistants, deliver Relationships and Health Education as part of the wider PSHE curriculum in weekly lessons.

8.3 Our on-site Health Centre staff (qualified and practising nurses) may also contribute to the delivery of our Relationships and Health Education by offering their support and guidance to class teachers. The Health Centre Staff are fully trained in child protection issues.

8.4 Our Year 6 class teachers, supported by our Health Centre staff, deliver Relationships and Sex Education.

9. How we Assess Learning and Progress

We assess children's learning and progression through a range of assessment for/of learning techniques. Lessons include ongoing assessment opportunities, such as questioning, retrieval practice and interactive activities. These tools allow teachers to assess understanding in real-time and adjust their teaching accordingly. Each unit includes a 'Knowledge Catcher' that can be used at the start of the unit and revisited at the end to check children's progress over time. This allows children to show what they already know before learning begins and to demonstrate how their knowledge and understanding have developed by the end of the unit. Other end of topic summative assessments may include the production of posters, mind maps, role play scenarios, hot seating, in-class presentations and child led assemblies.

10. How Parents and Carers are involved

10.1 We are committed to working with parents and carers and we are clear that they are the prime educators for children on many of the issues related to Relationships, Relationships and Sex and Health Education. It is our intention that what we teach in school complements, reinforces and builds on the learning that takes place at home.

10.2 At the beginning of each Autumn term, we invite parents into school for year group specific Curriculum Information Meetings which will include information about our PSHE and Relationships, Relationships and Sex and Health Education content. We also share information about the Smartphone Free Childhood initiative and encourage families to explore this further and consider signing the Parent Pact to support a collective approach to children's smartphone use. Following the meeting, parents and carers are invited to review our updated PSHE and RSHE Policies and share their feedback through a link provided in the Parent Planner, as part of our annual consultation process.

10.3 In the Summer Term, we send information letters home to parents and carers of our Year 2, 4, 5 and 6 children communicating upcoming RSHE learning prior to teaching units of a more sensitive nature. Parents and carers of Year 2 children are informed in more detail about the content and delivery of lessons about growing up, their bodies (including private body parts) and personal boundaries. Parents and carers of Year 4 children are informed in more detail about the content and delivery of lessons about growing up and puberty, which includes learning about periods, emotional and physical changes and personal boundaries. Parents and carers of our Year 5 children are informed in more detail about the content and delivery of lessons about growing up and puberty, which includes consolidating learning about periods and personal boundaries, private body parts and personal hygiene. Parents and carers of our Year 6 children are informed in more detail about the content and delivery of the school's Sex Education lessons.

10.4 Parents and carers may request to view the resources and teaching materials used within the RSHE curriculum, and are encouraged to discuss any questions, concerns or issues with their child's class teacher where appropriate.

10.5 There is no right for parents and carers to withdraw children from statutory Relationships Education or Health Education.

10.6 Parents and carers have the right to request that their child be withdrawn from some or all Sex Education lessons beyond the national curriculum for science. Any such requests must be made in writing to the head teacher **(Appendix 3).** A meeting will be held to discuss the parents'/carers' wishes and will clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent/carer the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. The head teacher will keep a record of the discussion between themselves and the parent/carer and the agreed outcome. If a child is withdrawn from Sex Education, the school will be responsible to ensure the child receives purposeful education during the period of withdrawal.

11. Guest Speakers

Teachers may organise guest speakers to deliver a talk, presentation or workshop session as part of their PSHE/RSHE programme to enhance its delivery. Staff who organise guest speakers must complete a risk assessment for visiting speakers and follow the School's Safeguarding and Child Protection procedure for visitors (Policies 2.1 and 3.5)

12. Monitoring and Evaluation of PSHE/RHE

The effectiveness of the PSHE/RHE programme will be monitored through learning walks and work scrutinies undertaken by the PSHE/RSHE Subject Leader. Feedback will also be gathered from pupils through a Pupil Voice session and from parents and carers as part of the annual consultation process. In addition, the PSHE/RHE curriculum will be reviewed annually to ensure it remains relevant, engaging, responsive to emerging issues, and fully aligned with current statutory guidance and best practice.

13. Legal Framework

This policy has been written taking into account the following statutory (mandatory), and non-statutory guidance:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE 2025
- Equality Act 2010
- The Independent Schools Standards Regulations (2026)
- The ISI Regulatory handbook (September 2020)
- National minimum standards for Boarding Schools (2022)
- SMSC development of pupils in independent schools – departmental advice November 2014
- Keeping Children Safe in Education, DfE 2026
- Working together to Safeguard Children, DfE 2026
- What to do if you're worried a child is being abused, DfE.
- Counter – Terrorism and Security Act 2015 (sections 26 and 29).
- The Prevent Duty Guidance for England and Wales and the Prevent Duty Guidance departmental advice for schools and childminders.
- The use of social media for on-line radicalisation.
- Equality Act 2010.
- Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE 2020
- Healthy School Standard: Sex and relationships education, DofH and DfE 2000
- Sexual violence and sexual harassment between children in schools and colleges DfE December 2017
- Children and Social Work Act 2017
- Teaching Online Safety in Schools January 2023
- Education for a Connected World 2020, UK Council for Internet Safety
- Citizenship Programmes of Study, DfE 2015

14. Links to Other School Policies

This policy supports/compliments the following policies:

2.1 Safeguarding and Child Protection
2.11 Equal Opportunities - Children
3.5 Procedure for Visitors
4.1 Medical Policy
4.2 Supporting Students with Medical Conditions, Disability and SEN
4.4 Mental Health and Wellbeing
5.1 Behaviour and Discipline
5.4 Anti-bullying
5.6 Smoking, Drugs & Alcohol
7.1 Personal, Social, Health and Economics Education (PSHE) – Senior School
7.1b Personal, Social, Health and Economics Education (PSHE) – Junior School

7.3 Relationships Education, Relationships and Sex Education and Health Education – Senior School
8.1a Health and Safety
8.8 Risk Assessment Policy
12.1 Digital Safety

15. Review

This policy will be reviewed every year by the Junior School Assistant Head Pastoral / PSHE / Relationships and Health Education Subject Leader, the Junior School Head and the Senior School Deputy Head (Pastoral).

16. Document Change History

Date of change	Detail significant changes and any new legislation / guidance taken into account.
1 September 2024	Policy reviewed, minor edits made.
1 September 2025	Policy reviewed, minor edits made.
1 September 2026	Policy reviewed and updated to reflect the DfE's revised RSHE guidance and associated statutory requirements and KCSIE 2026. Reference to revised Primary Relationships Education, Relationships and Sex Education and Health Education (July 2025) guidance added to 1.5. Reference to My School Portal (MSP) and School website added to 1.4. Additional detail added to 1.7 regarding teaching of sex education. Updated 'Wonder boxes' in 3.1 Removed reference to Take Ten and Talking Sticks in 3.4. Additional details added to 4.2 for SEND children. Significant revisions made to Paragraphs 6 and 7 to incorporate updated curriculum content and the implementation of new PSHE/RSHE resources and provider from September 2026. Paragraph 9 updated to reflect additional assessment methods introduced through the adoption of new PSHE/RSHE resources and curriculum provider. Reference to Smartphone Free Childhood Initiative added to 10.2. Additional details added to 10.3 regarding communicating with parents in the Summer Term prior to teaching units of a more sensitive nature. Reference to viewing resources and teaching materials added to 10.4.

	Additional detail added to 10.6 regarding requesting to withdraw children from sex education. Paragraph 12 inserted – Monitoring and Evaluation of PSHE/RHE. Additional statutory and non-statutory guidance added to Paragraph 13. Appendix 1 – removed old 2019 Relationships and Health Education Content and replaced it with the new 2025 Relationships and Health and Wellbeing Learning Outcomes and Curriculum Content. Appendix 2 – removed old 2019 PSHE/RHE Curriculum Overview and replaced it with new one to reflect updated curriculum content.
October 2026	The word 'Gender' replaced by the word 'sex'. In accordance with the FWS ruling in the Supreme Court in paragraph 4.3

Appendix 1: Learning Outcomes and Curriculum Content

Relationships Education: content to be covered by the end of primary

Families and people who care for me Curriculum content: 1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships Curriculum content: 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. 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. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.

4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

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

Online safety and awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for
resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous
situations. How to recognise harmful content or harmful contact, and how to report this.

3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

Curriculum content:

1. 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.
2. 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.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online 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.
7. 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.

Primary Health and Wellbeing: content to be covered by the end of primary

General wellbeing

Curriculum content:

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.

8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. 9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 10.That it is common to experience mental health problems, and early support can help.
Wellbeing online Curriculum content: 1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. 3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. 6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. 8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 9. How to understand the information they find online, including from search engines, and know how information is selected and targeted. 10.That they have rights in relation to sharing personal data, privacy and consent. 11.Where and how to report concerns and get support with issues online.
Physical health and fitness Curriculum content: 1. The characteristics and mental and physical benefits of an active lifestyle. 2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. 3. The risks associated with an inactive lifestyle, including obesity. 4. How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating Curriculum content: 1. What constitutes a healthy diet (including understanding calories and other nutritional content). 2. Understanding the importance of a healthy relationship with food. 3. The principles of planning and preparing a range of healthy meals. 4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol, tobacco and vaping

Curriculum content: 1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.
Health protection and prevention Curriculum content: 1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. 4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist. 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
Personal safety Curriculum content: 1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. 2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic first aid Curriculum content: 1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. 2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing bodies Curriculum content: 1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. 2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. 3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of 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.

Source: Department for Education, Relationships Education, Relationships and Sex Education (RSE) and Health Education - Updated July 2025, for statutory implementation from September 2026.

Appendix 2 Sidcot Junior School PSHE/RHE Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	My healthy self: How can we look after our emotions?	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?
Year 2	My healthy self: How can we look after our bodies?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online?	Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?
Year 3	My healthy self: How can I take care of my mind and body?	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond if they happen?	Citizenship: What careers do people choose and why?
Year 4	My healthy self: How can I make healthy choices?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?	Citizenship: How can I spend money wisely?	Growing up: How will my body and emotions change as I grow up?	Staying safe: What signs help me recognise what is safe or unsafe?
Year 5	My healthy self: How can I support my mind and body as I grow?	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	Citizenship: How can we be in control of our money?

Year 6	My healthy self: How do my choices today shape my future health?	Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about the things I see online?	Citizenship: How can we protect everyone's rights?	Sex education: How do people become parents and carers?	Staying safe: How can I stay safe as I grow up?

Appendix 3: Parent form: withdrawal from Sex Education within Relationship and Sex Education

TO BE COMPLETED BY PARENTS			
Name of child		**Class**	
Name of parent		**Date**	
Reason for withdrawing from Sex Education within Relationships and Sex Education			
Any other information you would like the school to consider			
Parent signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents			