

Relationships, Sex and Health Education (RSHE) policy



Cam Everlands Primary School

"We believe, achieve and celebrate"

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1. Aims

The aims of relationships, sex and health education (RSHE) at our school are to:

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

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#). We must also teach health education.

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

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

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996

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

At Cam Everlands Primary School we teach RSHE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy.
4. Pupil consultation – we investigated what exactly pupils want from their RSHE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

For the purpose of this policy:

Relationships and health education will:

- Teach the skills and knowledge that form the building blocks of all positive relationships
- Support children from the start of their education to grow into kind, caring adults who:
 - Have respect for others
 - Know how to keep themselves safe
 - Have emotional awareness
- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health

5. Curriculum

Our RSHE curriculum is built around the five modules of the myHappyMind programme:

- **Meet Your Brain:** how our brains work, and regulation strategies such as Happy Breathing.

- **Celebrate:** building self-esteem through recognising and celebrating Character Strengths.
- **Appreciate:** developing an Attitude of Gratitude by thinking about and sharing what we are grateful for.
- **Relate:** relationship-building skills such as Active Listening.
- **Engage:** Goal Setting, so children aspire, dream and learn to persevere.

myHappymind PSHE, our whole-school programme, extends this through further strands:

- **myHappybody:** RSHE, covering physical wellbeing and keeping safe.
- **myHappyrelationships:** RSHE, covering families and close positive relationships, bullying, and respecting ourselves and others.
- **myHappyworld:** economic wellbeing and careers education, covering media literacy, economic wellbeing and career education.

British Values are woven through assemblies, classroom activities and interactive sessions:

- Democracy;
- Rule of Law;
- Individual Liberty;
- Mutual Respect, including respecting the protected characteristics of others;
- Tolerance of Different Faiths and Beliefs.

6. Delivery of RSHE

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

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations
- "Over blocking" by the school's filtering and monitoring system doesn't lead to unreasonable restrictions as to what children can be taught

Relationships education focuses on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe, including:

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

Health education will:

- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing

The statutory [guidance](#) recommends that primary schools teach sex education in year 5 and year 6, in line with content about conception and birth in the science curriculum, but it is not compulsory. It is up to your school to determine whether you need to cover any additional content on sex education to meet the needs of your pupils. Add brief information about any sex education you provide in addition to what's covered in the science curriculum.

Primary sex education taught in year 5 and year 6 will be taught in line with the National Curriculum for science, and focus on:

- The main external body parts
- The human body as it grows from birth to old age (including puberty)
- Reproduction in some plants and animals
- How a baby is conceived (in line with the factual curriculum of conception set out in the science curriculum)

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

Pupils will be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

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

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

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

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

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is accessible to pupils with SEND
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

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

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress
- We will make sure that when we consult parents/carers we provide a representative sample of the resources that the school plans to use.
- We will ensure that parents/carers are able to view all curriculum materials used to teach RSHE on request.

Parents/carers are not able to veto curriculum content.

We will comply with any applicable copyright laws when sharing resources with parents or carers, and will include a statement that parents agree to as a condition of access that the content should not be copied or shared further except as authorised under copyright law.

6.3 RSHE and Pupils with SEND

RSHE at Cam Everlands Primary School is planned so that pupils with SEND can take part fully, using the graduated approach set out in the SEND Code of Practice. Adaptations include pre-teaching key vocabulary, visual supports, breaking learning into smaller steps, repetition and revisiting, and small-group teaching where appropriate. These adaptations are planned by class teachers and monitored by our SENCo, Sally Latuszka.

We recognise DfE guidance that some content may need to be tailored and made more explicit for some pupils with SEND because of their greater vulnerability to exploitation. Teaching of accurate vocabulary, personal boundaries and safe and unsafe touch is prioritised for these pupils.

Progress is recognised in smaller steps where pupils are working below year-group expectations. Reasonable adjustments are made in line with the Equality Act 2010, and RSHE learning is considered when preparing for annual reviews for pupils with an EHCP.

6.4 Protected characteristics and sensitive topics

Pupils at Cam Everlands Primary School learn to respect the protected characteristics set out in the Equality Act 2010, taught in an age-appropriate way through the themes of family, friendship, kindness and respect for difference. Families of many forms, including single-parent families, blended families, foster and adoptive families and families with same-sex parents, are represented respectfully.

Sensitive topics are taught within a planned, age-appropriate curriculum: personal boundaries, unsafe touch, consent, online safety and harmful behaviours.

6.5 Managing difficult questions

Pupils may ask questions that go beyond the planned curriculum. Staff at Cam Everlands Primary School respond sensitively and in an age-appropriate way, which may include encouraging the pupil to speak with a parent, carer or another trusted adult, or signposting to appropriate support. Where a question or response raises a possible safeguarding concern, staff follow the school's safeguarding procedures and inform the Designated Safeguarding Lead rather than redirecting the pupil home.

RSHE lessons are taught within agreed class ground rules, so pupils know how discussion will be handled. Teachers use distancing techniques, talking about characters and scenarios rather than pupils' personal experiences, and an anonymous question box allows pupils to raise questions privately. Where a question needs preparation or checking, staff may tell the pupil that they will find out and come back to it, rather than answering unprepared.

Questions are handled thoughtfully and safely rather than avoided, because unanswered questions may lead children to seek answers from unreliable or inappropriate sources, often online.

7. Roles and responsibilities

7.1 The governing body

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

The governing board will ensure that:

- All pupils make progress in achieving the expected educational outcomes
- Teaching is accessible to all pupils with SEND
- Curriculum content and teaching materials are aligned with the guidance

- Clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education

7.2 The headteacher

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

7.3 Staff

Staff are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSHE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour and stereotypes
- Where misogynistic ideas are expressed at school, challenging the ideas, rather than the person expressing them
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL), Dominic Knill (Headteacher).

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

The RSHE curriculum is delivered by the class teachers.

7.4 Pupils

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

8. Parents' right to withdraw

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

Parents/carers have the right to withdraw their child from the non-statutory components of sex education within RSHE – the headteacher will grant all requests to withdraw a pupil from the non-statutory parts of sex education.

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

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

9. Training

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

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

10. Safeguarding

Safeguarding principles are embedded throughout the RSHE curriculum, including online safety, healthy relationships, consent, personal boundaries, recognising safe and unsafe situations and emotional wellbeing. Lessons are delivered in a safe, age-appropriate and supportive manner.

Staff are alert to concerns arising during lessons and know how to respond in line with Cam Everlands Primary School's safeguarding procedures, including sharing information with the Designated Safeguarding Lead, Dominic Knill, where appropriate. Pupils are clearly signposted so they know who to talk to if they are worried.

Staff can refer to the myHappymind guidance on using journals to help ensure potential safeguarding disclosures are recognised and responded to appropriately.

11. Monitoring arrangements

The delivery of RSHE is monitored by Elaine Cook (RSHE Lead) through:

- Learning walks
- Planning scrutinies
- Pupil voice

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

This policy will be reviewed by Elaine Cook (RSHE Lead) every 2 years. At every review, the policy will be approved by governing body.

Appendix 1: Curriculum map

Relationships, sex and health education curriculum map

TOPIC	YEAR GROUP	CHILDREN WILL LEARN ABOUT
myHappybody	Reception	• Managing their own personal hygiene needs. • Knowing and talking about the different factors that support their overall health and well-being: ○ regular physical activity healthy eating ○ teeth brushing ○ sensible amounts of 'screen time' ○ having a good sleep routine ○ being a safe pedestrian

	Years 1 and 2	Mental health and wellbeing: • About things that can help people feel good (e.g. playing outside, being in nature, physical activity, doing things they enjoy, spending time with family and friends, getting enough sleep). Keeping healthy and well: • People who help us stay healthy and who can help if feeling unwell or hurt. • How to brush teeth correctly; about visiting the dentist and how food and drink choices affect dental health. • Why sleep is important; bedtime routines and ways to rest and relax. • Simple hygiene routines that can stop germs from spreading. Physical activity and nutrition: • What being healthy means and how physical activity helps people to stay healthy. • Ways to be physically active every day. • That what someone eats and drinks can affect their health; about food and drink that support good health, the importance of eating a range of foods, the effects of consuming too much sugar; who to talk to if worried about what they eat and drink. Personal safety and first aid: • What rules are, some basic safety rules and how different rules can help to keep people safe in different situations. • How to recognise potentially harmful or hazardous situations in everyday life, including at home. • Ways to keep safe when out and about, e.g. near railways, on the street and in busy places. • How to cross the road safely with adult support. • How to keep safe around water, using the water safety code. • About the people whose job it is to help keep children safe and how to get help from an adult if there is an accident or emergency. • How to dial 999 in an emergency (including from a locked mobile phone), and what to say. Online life and safety: • Basic rules to keep safe online, including which personal details should be kept private online; that anything shared online can be used or shared by other people.
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TOPIC	YEAR GROUP	CHILDREN WILL LEARN ABOUT
		Drug education: • That some things that go into or onto bodies can be harmful and how we might know if something is harmful. • That medicines can help people to stay healthy or feel better if they are unwell. Changing and Growing Lesson Changing and growing up: • About growing and changing from young to old and how people's needs change. Grief Lesson Mental health and wellbeing: • About different kinds of change and loss (including death); how change and loss can affect people and who can help. My Amazing Body Lesson Consent, boundaries and trust: • That some parts of the body are private; to be able to name these private parts of the body (e.g. penis, testicles, scrotum, nipples, vulva, vagina). • That everyone's body belongs to them; simple rules to protect privacy, recognise safe and unsafe touch, assert boundaries, and who to tell if concerned e.g. Talk PANTS rule from NSPCC. Transition Lesson Mental health and wellbeing: • About preparing to move to a new class or year group and how to manage feelings during times of change.

	Year 3 and 4	Mental Health and wellbeing: • About everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends). Keeping healthy and well: • How sleep quality and quantity support a healthy lifestyle; the effects of lack of sleep on the body, feelings, behaviour, and ability to learn, and routines for good quality sleep. Physical activity and nutrition: • What good physical health means; the characteristics of a balanced, healthy lifestyle. • The benefits of regular physical activity for mental and physical health; how to build moderate and vigorous exercise into daily/weekly routines. • About choices that support a healthy lifestyle and what might influence these; risks associated with an inactive lifestyle, such as unhealthy weight gain. • The elements of a healthy, balanced diet; foods that should be eaten often or less often, and the benefits of eating a variety of nutritionally rich foods for health and wellbeing. • About the effects of different food and drink on the body and the effects of eating a less healthy diet, including ultra-processed foods. • How and when to speak to adults (including in school) if they are worried about their health. Personal safety and first aid: • About hazards that may cause harm or injury in the home e.g. fire risks; how to help keep themselves safe, including around electrical appliances. • How to predict, assess and manage risk in different situations. • Strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (e.g. rail, water, road, cycle and firework safety). • What is meant by first aid; basic techniques for dealing with common injuries (e.g. bruises, scalds, burns, bleeds). • When and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them Our Bodies Growing Up Lesson
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TOPIC	YEAR GROUP	CHILDREN WILL LEARN ABOUT
		Changing and growing up: • The external genitalia and internal reproductive organs in males and females. • About parts of the body that are private; that other people's bodies belong to them and should be respected; how to express boundaries about these body parts. • How to identify acceptable/appropriate physical contact, and how to tell if physical contact is inappropriate (e.g. contact or touch that makes them feel uncomfortable, worried, confused, embarrassed, hurt or unsafe); how to respond to inappropriate or unwanted physical contact, including who to tell. Grief Lesson Families: • That families can go through changes (e.g. new siblings, moving home) and experience difficult times, and can support each other through these. Periods Lesson Changing and growing up: • The emotional and physical changes that occur during puberty in both males and females (e.g. mood swings, wet dreams, periods, body hair); strategies to prepare for and manage these changes. • The facts about the menstrual cycle and menstrual wellbeing, including what period products are available; where to get help and advice for menstrual wellbeing. Transition Lesson Mental Health and wellbeing: • About preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition.

	Years 5 and 6	Keeping healthy and well: • How to maintain good oral hygiene (including correct brushing and cleaning between teeth); why regular visits to the dentist are essential; the impact of lifestyle choices on dental health. • Why and how to maintain personal hygiene; about bacteria and viruses and ways to limit the spread of infection (e.g. hygiene routines, vaccination, immunisation). • The role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health. Physical activity and nutrition: • What good physical health means; the characteristics of a balanced, healthy lifestyle. • About choices that support a healthy lifestyle and what might influence these; risks associated with an inactive lifestyle, such as unhealthy weight gain. • How and when to speak to adults (including in school) if they are worried about their health. Drug Education: • How medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies and asthma. • The facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines). • To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others. • What can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break. • That there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know. Personal safety and first aid: • What is meant by first aid; basic techniques for dealing with common injuries (e.g. bruises, scalds, burns, bleeds). • When and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them. Grief Lesson
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		Families: • That families can go through changes (e.g. new siblings, moving home) and experience difficult times, and can support each other through these. Mental Health and wellbeing: • About change, loss and grief, including bereavement; that people feel, express, and manage grief in different ways; strategies that can help with change, loss and grief. The Big Change Lesson Changing and growing up: • The emotional and physical changes that occur during puberty in both males and females (e.g. mood swings, wet dreams, periods, body hair); strategies to prepare for and manage these changes. • The facts about the menstrual cycle and menstrual wellbeing, including what period products are available; where to get help and advice for menstrual wellbeing. Transition Lesson Mental Health and wellbeing: • About preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transitions The objectives shown below constitute the sex education content How Life Begins Changing and growing up: • Sex education: about the processes of reproduction and birth as part of the human lifecycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for. • The external genitalia and internal reproductive organs in males and females. Safe relationships: consent, boundaries and trust: • About seeking and giving/not giving permission (consent) in different situations with friends, peers and adults.
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TOPIC	YEAR GROUP	CHILDREN WILL LEARN ABOUT
		Caring for Babies and Making Choices Changing and growing up: • Sex education: about the processes of reproduction and birth as part of the human lifecycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.

TOPIC	YEAR GROUP	CHILDREN WILL LEARN ABOUT
myHappyrelationships	Reception	• Building constructive and respectful relationships • Continuing to develop positive attitudes about the differences between people. • Expressing their feelings and consider the feelings of others. • Showing resilience and perseverance in the face of challenges. • Identifying and moderate their own feelings socially and emotionally. • Thinking about the perspectives of others.

	Year 1 and 2	Families: • What a family is and who is in our family. • That there are different types of family, and that everyone's family is unique and special. • How families show love and care, and different ways they can spend time together and share each other's lives. • What to do if anything about family life is upsetting or concerning. Respecting self and others: • How to identify people they can tell, and get help from, if they are worried, upset, uncomfortable or unsure about relationships or someone's behaviour, and why it is important to do so. Safe relationships: • What is meant by a 'trusted adult' and how to ask for help, (i.e., someone they know who makes them feel safe, listened to and cared for); how to ask for help from a trusted adult. • To distinguish between trusted adults and adults they don't know, adults they recognise in the community, and adults they don't know. • What to do if they feel unsafe or worried, who and how to ask for help; the importance of keeping trying until they are heard. Respecting self and others: • How to recognise bullying; how people may feel if they experience hurtful behaviour or bullying; the importance of telling an adult if they experience or witness bullying. Online life and safety: • That it is important to be kind online; that people's feelings can be hurt by unkindness online. Friendships: • What friendship is and what makes a good friend. • How people make friends and how to be kind and caring in friendships. • That friends can argue, and they can also make up. • Simple ways to resolve arguments between friends positively; that physically hurting someone is never the right way to solve an argument. • How to ask for help if a friendship is making them feel unhappy.
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		Respecting self and others: • What makes them unique and special; how they are the same as, and different to, others; about the different groups they are part of, and how this can contribute to a sense of belonging. • How to respectfully express their likes, dislikes and needs, and listen to other people. • Ways to show politeness and respect. • How to play cooperatively; what they can do if they feel upset or angry with someone. • How to share, take turns and include others. • About kind and unkind behaviour; that someone's actions and words can be hurtful. Safe relationships: • When to ask for permission and when others should ask for theirs, e.g. during play or when negotiating shared space, toys and resources; how to give or not give permission clearly and respectfully. • About the importance of not keeping adults' secrets, (only happy surprises), and of telling a trusted adult about any secrets that make them feel uncomfortable, worried, embarrassed, or unsafe. • Basic strategies for resisting pressure to do something they don't want to do, that makes them uncomfortable, or that might be unsafe.
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	Year 3 and 4	Friendships: • About the importance of friendships; that positive friendships support wellbeing. • What constitutes a positive, healthy friendship (e.g. mutual respect, trust, kindness, generosity, sharing interests, enjoying being together, and support with problems and difficulties); that truthfulness and loyalty are also part of this, but when these might be less appropriate. • That healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the importance of seeking support if feeling lonely or excluded. • Strategies for recognising and managing peer influence and the desire for peer approval in friendships. • That friendships have ups and downs and can change over time; that working through differences can sometimes strengthen friendships. Respecting self and others: • Ways to reconcile differences and conflict positively and safely, including avoiding physical aggression and finding a compromise. • How to respond to situations where they experience disappointment or frustration with others. • How courtesy and manners can be used to show respect; that different cultures can use different customs and behaviours to show courtesy; to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own. • About diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect. • About different types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all involved (including on wellbeing) and how to report and seek help for themselves or others. Families: • How and why families differ (e.g. with or without children, single parents, LGBT+ parents, blended families, adoption and fostering), and that all families should be respected. • That families should provide love, care, protection, and safety for children as they grow up. • What to do and who to talk to if someone is worried about their family or feels unsafe.
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		Safe relationships: consent, boundaries and trust: • About seeking and giving/not giving permission (consent) in different situations with friends, peers and adults. • What is meant by boundaries; how to set and communicate appropriate boundaries in friendships and other relationships; the importance of respecting others' boundaries. • How to identify acceptable/appropriate physical contact, and how to tell if physical contact is inappropriate (e.g. contact or touch that makes them feel uncomfortable, worried, confused, embarrassed, hurt or unsafe); how to respond to inappropriate or unwanted physical contact, including who to tell. • How to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing that.
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	Year 5 and 6	Friendships: • About the importance of friendships; that positive friendships support wellbeing. • What constitutes a positive, healthy friendship (e.g. mutual respect, trust, kindness, generosity, sharing interests, enjoying being together, and support with problems and difficulties); that truthfulness and loyalty are also part of this, but when these might be less appropriate. • Strategies for recognising and managing peer influence and the desire for peer approval in friendships. • That friendships have ups and downs and can change over time; that working through differences can sometimes strengthen friendships. • How to recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; how to manage this and ask for help if necessary. Online life and safety - safe and respectful behaviour online: • Similarities and differences between communicating with • someone online and offline; the importance of meaningful in person relationships; that while online communication might enhance some relationships, purely online relationships may be less fulfilling. Respecting self and others: • About different types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all involved (including on wellbeing) and how to report and seek help for themselves or others. Families: • How and why families differ (e.g. with or without children, single parents, LGBT+ parents, blended families, adoption and fostering), and that all families should be respected. • That families should provide love, care, protection, and safety for children as they grow up. • That there are different types of relationships (e.g. friendships, family and romantic relationships); about committed, stable relationships, including marriage and civil partnerships. • What to do and who to talk to if someone is worried about their family or feels unsafe. Safe relationships: consent, boundaries and trust: • The difference between public and private; why something might be private, and when children and adults have a right to privacy.
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		• What is meant by boundaries; how to set and communicate appropriate boundaries in friendships and other relationships; the importance of respecting others' boundaries. • How to identify acceptable/appropriate physical contact, and how to tell if physical contact is inappropriate (e.g. contact or touch that makes them feel uncomfortable, worried, confused, embarrassed, hurt or unsafe); how to respond to inappropriate or unwanted physical contact, including who to tell. • How to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing that. • About keeping something confidential or secret, when this should not be agreed to, and when it is right to break a confidence or share a secret; who and how to tell about secrets that make them feel uncomfortable, worried or unsafe. • Different ways to respond safely and appropriately to adults who are known or unknown to them, in a range of contexts; who to talk to if feeling uneasy about, or unsafe around, any adult. • That some relationships can be harmful, dangerous or abusive; how to recognise signs that a relationship may be harmful, dangerous or abusive, and how to report abuse. • How to identify trusted adults, and other sources of support and advice, in different contexts; the vocabulary and skills needed to seek help if they are concerned about their own or others' safety or if they feel worried, upset or frightened about something, including violence or harm; how to keep trying until they are heard. All kinds of Love: Changing and growing up: • That people can develop crushes and be attracted to others romantically; that people may be attracted to someone of the same sex or different sex to them.
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TOPIC	YEAR GROUP	CHILDREN WILL LEARN ABOUT
myHappyworld	Reception	• Name and describe people who are familiar to them. • See themselves as a valuable individual.

	Year 1 and 2	Online life and safety: • Different ways people use the internet. • That not everything on the internet is true or real. • How the internet and digital devices can be used to safely and respectfully communicate with others. • That sometimes people may behave differently online, including by pretending to be someone they're not or saying things that aren't true. • How rules and age restrictions help protect children's wellbeing online; why it's important to limit time on, and take breaks from, digital devices. • Some benefits and risks of watching videos or playing games online. Economic wellbeing: • What money is, how people get money, and what it is used for. • That money needs to be looked after; different ways of doing this, including keeping money in an account. • Different ways of paying for things. • That money can be saved or spent; that people make different choices about saving and spending money. • The difference between needs and wants; that people may not always be able to have the things they want. Careers: • That everyone has different strengths and interests; to identify what they enjoy, are good at or feel proud of. • That people can earn money to pay for things by having a job. • Different jobs that people do, including roles and responsibilities people have in their community. • Some of the strengths and interests someone might need to do different jobs.
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	Year 3 and 4	Respecting self and others: • The shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others. • About diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect. Online life and safety - safe and respectful behaviour online: • How to decide what is appropriate to share online and what should not be shared. Economic wellbeing: • That people have different attitudes towards saving and spending money. • What influences people's decisions about saving and spending, including individual priorities, needs and wants. • That what people do with their money can affect others and the environment (e.g. giving to charity, buying fair trade, buying single-use plastics). • Different ways to keep track of money; how to keep money safe at home, outside the home or in a bank account • Advantages and disadvantages of different ways of paying for things. Careers education: aspirations, learning and work: • To recognise their achievements and personal strengths; how to set targets to help achieve their goals. • To identify and build skills that might help them in their future careers e.g. teamwork, communication, negotiation, critical thinking and digital literacy. • That there is a broad range of different jobs that people can have; that people often have more than one type of job during their career. • How different factors (e.g. personal interests, values and aspirations, family connections to certain trades or businesses, strengths and qualities, stereotypical assumptions) might influence people's decisions about a job or career. • That people doing different jobs are paid different salaries and money is one factor that may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.
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		• About the kind of job that they might like to do when they are older, whilst recognising that they may do a job that does not yet exist, due to societal, environmental and technological changes.
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	Year 5 and 6	Economic wellbeing: • That people have different attitudes towards saving and spending money. • What influences people's decisions about saving and spending, including individual priorities, needs and wants. • How money can affect someone's emotions and wellbeing; how to manage feelings about money, including who to talk to. • Advantages and disadvantages of different ways of paying for things. Economic wellbeing: • That people have different attitudes towards saving and spending money. • What influences people's decisions about saving and spending, including individual priorities, needs and wants. • How money can affect someone's emotions and wellbeing; how to manage feelings about money, including who to talk to. • Advantages and disadvantages of different ways of paying for things. Careers education: aspirations, learning and work: • To identify and build skills that might help them in their future careers e.g. teamwork, communication, negotiation, critical thinking and digital literacy. • That there is a broad range of different jobs that people can have; that people often have more than one type of job during their career. • That a person's career aspirations should not be limited by stereotypes about particular jobs or career pathways. • How different factors (e.g. personal interests, values and aspirations, family connections to certain trades or businesses, strengths and qualities, stereotypical assumptions) might influence people's decisions about a job or career. • That people doing different jobs are paid different salaries and money is one factor that may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid. • That there are different routes into careers (e.g. college, apprenticeship, university). • About the kind of job that they might like to do when they are older, whilst recognising that they may do a job that does not yet exist, due to societal, environmental and technological changes.
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		Respecting self and others: • The shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others. • About diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect. • What stereotypes are and how they can be unfair; how stereotypes can negatively influence behaviours and attitudes towards others, including leading to bullying; strategies for challenging stereotypes. • About prejudice and discrimination; to recognise behaviours that discriminate against others; ways of responding to discrimination, including when and how to seek help. Personal safety and first aid: • About the role of rules and laws in keeping people safe. Online life and safety - safe and respectful behaviour online: • The risks of sharing things online, including images or words; that once these have been circulated online, they might spread quickly and far; that it can be difficult to control who sees them and to remove them from everywhere on the internet. • How to decide what is appropriate to share online and what should not be shared.
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Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	• That families are important for children growing up because they can give love, security and stability • The characteristics of safe and happy family life, such as: commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

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

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	• How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met • That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child, and that this can lead to dangerous situations • That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, including when we are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met • How information and data is shared and used online, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online

TOPIC	PUPILS SHOULD KNOW
Being safe	• 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 and resources, for example • About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do and don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report 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 • How to ask for advice or help for themselves or others, and to keep trying until they are heard • Where to get advice, for example from their family, school and/or other sources

TOPIC	PUPILS SHOULD KNOW
General wellbeing	• The health, wellbeing and happiness benefits of physical activity, time outdoors, and helping others • Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation • The importance of promoting general wellbeing and physical health • The range of scale of emotions that they might experience in different situations (e.g. happiness, sadness, anger, fear, surprise, nervousness) and that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition • How to recognise feelings and use varied vocabulary to talk about their own and others' feelings • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate • That isolation and loneliness can affect children, and the benefits of seeking support • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others • 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 • Where and how to seek support (including recognising the triggers for seeking support), including who to speak to in school if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • That it is common to experience mental health problems, and early support can help

TOPIC	PUPILS SHOULD KNOW
Wellbeing online	• That for almost everyone the internet is an integral part of life • How to think about positive and negative aspects of the internet • 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 • 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 • How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online • Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive • 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 • That abuse, bullying and harassment can take place online and that this can impact wellbeing • How to seek support from trusted adults • How to understand the information they find online, including from search engines, and know how information is selected and targeted • That they have rights in relation to sharing personal data, privacy and consent • Where and how to report concerns and get support with issues online

TOPIC	PUPILS SHOULD KNOW
Physical health and fitness	• The characteristics and mental and physical benefits of an active lifestyle • 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 • 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	• What constitutes a healthy diet (including understanding calories and other nutritional content) • Understanding the importance of a healthy relationship with food • The principles of planning and preparing a range of healthy meals • 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	• 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

TOPIC	PUPILS SHOULD KNOW
Health protection and prevention	• 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 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 • 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 • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • 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	• About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code
Basic first aid	• How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them • Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries

TOPIC	PUPILS SHOULD KNOW
Developing bodies	• 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 • The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. That all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts • The facts about the menstrual cycle, including physical and emotional changes (while the average age of the onset of menstruation is 12, periods can start at 8, so covering this topic before girls' periods start will help them understand what to expect and avoid distress)

Appendix 3: Parent/carers form requesting their child's withdrawal from sex education within RSHE

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

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