THE DOWNS
PREPARATORY SCHOOL
BRISTOL

Bertie's
NURSERY SCHOOL
Wraxall

5.14

Relationships and Sex Education Policy

The Downs Preparatory School & Bertie's Nursery

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1. Aims

The aims of relationships and sex education (RSE) at The Downs Preparatory School is to: Provide a framework in which sensitive discussions can take place all within the framework of our Explore, Express, Excel values.

Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene.

Help students develop feelings of self-respect, confidence and empathy.

Create a positive culture around issues of sexuality and relationships.

Teach students the correct vocabulary to describe themselves and their bodies.

Reinforce our values of integrity, resilience, honesty and respect and ensure students know how to be heathy and stay safe.

2. Statutory requirements

In teaching Relationships, Sex and Health Education (RSHE), we are following the statutory guidance issued by the Secretary of State, as outlined in section 403 of the Education Act 1996. This is underpinned by the Equality Act 2010 and the Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017.

The revised statutory guidance, published in July 2025, came into effect on 1 September 2026. The school has reviewed and updated its RSHE curriculum and policy to reflect these statutory requirements.

These regulations make Relationships Education compulsory for all pupils receiving primary education, and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. Health Education is also statutory across both primary and secondary phases.

The statutory guidance document Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2025), in force from 1 September 2026, sets out what schools are expected to teach to ensure a consistent, inclusive, age-appropriate and carefully sequenced approach.

At The Downs Preparatory School we teach RSE as set out in this policy.

3. Policy development

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

- Review – a member of staff pulled together all relevant information including relevant national and local guidance.

- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations and given the opportunity to undertake training.

- Parent consultation – this was carried out in November 2024.

Additionally, annual PSHE Open Mornings are held for parents. To allow for Q&A with teachers and explore the curriculum.

- Governors Consultation – Governors were consulted on the policy in February 2026, as part of the school-wide safeguarding audit. Plus further Governor Monitoring & Evaluation took place by safeguarding governor, Jan 2026.

- Student consultation – Students were most recently asked during November 2024 what they want to be included in their RSE.

- Ongoing safeguarding, whole school, audit process monitored by the head of PSHE to track when other subjects cover PSHE topics within their curriculum and schemes of work.

- Ratification – once amendments are made, the policy will be shared with governors and ratified on an annual basis.

4. Definition

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

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

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out in Appendix 1 and has been reviewed against the 2025 statutory RSHE guidance, which is in force from 1 September 2026. We may adapt sequencing and delivery where necessary in response to pupils' needs, safeguarding concerns and emerging issues, with appropriate consultation and oversight.

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, maturity, needs and feelings of students. Teaching is carefully sequenced and delivered through participative and interactive lessons in a safe learning environment. If students ask questions outside the planned scope of a lesson, teachers will respond in an age-appropriate, factual and safeguarding-led manner. The curriculum helps students understand the positive effects that good relationships have on mental wellbeing, identify when relationships are not healthy or safe, and understand how to seek help and manage such situations. For more information, see the curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the PSHE Lessons and delivered by class teachers in Y1-Y3 and by the Head of PSHE or PSHE teachers who know the students well in Y4-Y8. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (TPR).

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe physically & online
- Intimate and sexual relationships, including sexual health

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

In line with the Equality act 2010, RSHE is taught to ensure all pupils, including SEND and EAL, are able to access the curriculum using differentiated resources and differentiated learning outcomes. As a school we recognise that a one size fits all approach may not be appropriate for all children, and a more personalised and

contextualised approach for more vulnerable children and SEND children is appropriate- ultimately we are preparing all our children for adulthood including SEND, as set out in the SEND code of practice.

7. Key Principles of RSHE

In line with the 2025 statutory guidance, our RSHE curriculum is designed to:

- Place a strong emphasis on safeguarding pupils, equipping them with knowledge and skills to recognise unsafe situations, protect themselves, and seek help.
- Be age-appropriate and sequenced, building progressively from primary through secondary education.
- Balance the biological aspects of sex education (puberty, reproduction, health) with the emotional, social and moral dimensions of relationships.
- Promote mental health and wellbeing, including managing emotions, resilience, loss, grief, and knowing when and how to access support.
- Address the impact of the digital world, including online safety and wellbeing, privacy and personal data, age restrictions, online financial harms, scams and fraud, digital footprints, harmful content, influencers, misinformation and disinformation, AI-generated content and deepfakes, pornography at secondary level, and body image pressures.
- Provide clear, carefully sequenced teaching about consent, healthy relationships, respect, boundaries, sexual harassment and abuse, including recognition of unhealthy, coercive or controlling behaviours. At secondary level this includes sexual ethics beyond a simple yes/no model of consent, considering pressure, power and freedom to choose.
- Ensure content is inclusive of all pupils, reflecting the Equality Act 2010, with positive teaching about different types of families, protected characteristics, and the importance of avoiding stereotypes.
- Teach biological facts accurately and distinguish clearly between factual teaching and discussion of beliefs or contested issues. Topics relating to sex, gender, sexual orientation and gender identity are approached sensitively, age-appropriately and in accordance with the Equality Act 2010 and the statutory guidance.
- Teach personal safety in wider contexts, including road, rail, fire and water safety. At secondary level this is extended to safety in public spaces, conflict resolution and age-appropriate learning about knife crime and how to seek help.
- Foster respect, equality, responsibility and inclusivity, preparing pupils for adult life and supporting the school's wider ethos and values.

8. Roles and responsibilities

The Governing Board will approve the RSE policy and hold the Head to account for its implementation.

The Governing Body and Senior Leadership Team are responsible for ensuring that RSHE provision meets statutory requirements.

- The RSHE Lead is responsible for planning, resourcing and evaluating provision, and ensuring it reflects the July 2025 statutory guidance.
- The policy will be reviewed annually and updated in line with new guidance or emerging needs.
- The 2025 statutory guidance is fully implemented from 1 September 2026 and provision will be reviewed annually against statutory requirements, safeguarding priorities and emerging pupil needs.

The Head is responsible for ensuring that RSE is taught consistently across the school, and with the Deputy Head Pastoral, for managing requests to withdraw students from components of RSE (see section 8).

The staff delivering RSE are the tutor of the students, PSHE Teacher, Science teachers and TPR Teachers. Staff are responsible for:

- Delivering RSE in a sensitive and factual way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head and training/support will be available.

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

9. Parents engagement

The guidance makes clear that schools should work in partnership with parents and carers. We therefore:

- Share our RSHE policy.
- Provide clarity on what will be taught and when, and make RSHE curriculum materials available for parents and carers to view on request. The school will not enter into contractual arrangements that prevent parents from viewing materials used to teach their children.

- Ensure parents understand their rights: parents cannot withdraw their child from Relationships or Health Education, but may request withdrawal from the sex education component of RSE at secondary level (other than that taught as part of the science curriculum).
- Run annual PSHE/RSE Open Mornings for parents to engage with staff and topic content.

Parents have the right to withdraw their children from the non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

RSHE will be delivered within a safe and supportive learning environment, where:

- Clear ground rules are established.
- Staff receive appropriate training and guidance to deliver sensitive content confidently.
- Pastoral and safeguarding systems are in place to provide support where needed.
- External agencies and resources are carefully selected to ensure they are accurate, age- and stage-appropriate, unbiased, accessible, consistent with the school's planned programme and policy, and suitable for pupils' needs. Materials used for RSHE are available for parents and carers to view on request.

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

A copy of withdrawal requests will be placed in the student's educational record.

The Headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from sex education.

10. Training

Staff receive ongoing training on the delivery of RSE in our continuing professional development calendar. The Head will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by Penny Clarke and supported by SLT via lesson observations and learning walks.

Parental feedback questionnaires will be sent out and reviewed and actioned accordingly each year. (parental questionnaires are sent out following the PSHE Open Morning, late November)

Students' development in RSE is monitored by class teachers and via termly online quizzes. This policy will be reviewed by Deputy Head Pastoral annually. At every review, the policy will be approved by the Governing Board.

Appendix 1

Our RSE Curriculum 2026-2027 (aligned with the statutory RSHE guidance in force from 1 September 2026)

Please see breakdown of lessons and intended learning outcomes.

This scheme is very flexible and will be changed if a topic arises that we feel needs teaching.

We have a spiral curriculum. Statutory RSHE content is sequenced across PSHE and reinforced, without unnecessary duplication, through other curriculum areas where appropriate, for example puberty and reproduction in Science.

	Year 1	**Year 2**
Autumn 1	**Feelings and Special People** **Feelings** To know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. **Emotions and behaviour** To know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. **I am special** To understand the importance of self-respect and how this links to their own happiness. **Special people** To know how important friendships are in making us feel happy and secure. To know that families are important for children growing up because they can give love, security and stability. To learn about the different groups they belong to.	**Different Types of Family** **What is a family?** To understand that families are important for children growing up because they can give love, security and stability. **Families are different and the same** To know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. To understand the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. **How do you spend time with your family?** To know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. To be able to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. **Weddings and marriage** To know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

Autumn 2	**Staying Safe** **Staying safe in school** To learn how people and other living things have different needs; about the responsibilities of caring for them. To know where and how to seek support (including recognising the triggers for seeking support), including whom 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). **Staying safe outside** To know about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency. To learn about different jobs that people they know or people who work in the community do. To learn about the different roles and responsibilities people have in their community. To know how to assess risk and understand the consequences of unsafe choices. To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. **Staying safe at home** To know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. To understand why rules are needed to keep everyone safe in the home, in particular rules around medicines and dispensing of medicines. **Keeping myself safe** To know how to recognise and report feelings of being unsafe or feeling bad about any adult. To know how to ask for advice or help for themselves or others, and to keep trying until they are heard. To know how to report concerns or abuse, and the vocabulary and confidence needed to do so. To know that people sometimes behave differently online, including by pretending to be someone they are not. To know where and how to report concerns and get support with issues online. To know how to be assertive and to take responsibility for your own safety.	**Healthy Bodies** **Things that keep us healthy** To know the facts and science relating to allergies, immunisation and vaccination. To know the characteristics and mental and physical benefits of an active lifestyle. **Keeping ourselves healthy** To know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. To know the importance of building regular exercise 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, vigorous exercise. To understand the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. **Keeping healthy, keeping clean** To know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. **My body, my voice** To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. To understand the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
Spring 1	**Healthy Me** **Keeping fit is fun!** To understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. To know the characteristics and mental and physical benefits of an active lifestyle. **Health Education** To know what constitutes a healthy diet (including understanding calories and other nutritional content). To know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. **How can being online be unhealthy?** To know the benefits of rationing 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.	**Feeling Included** **An alien welcome** To know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. To understand that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. **Including everyone** To know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. To know the conventions of courtesy and manners. **We've fallen out!**

	To know where and how to report concerns and get support with issues online. To learn about how the internet and digital devices can be used safely to find things out and to communicate with others. To learn about the role of the internet in everyday life. To learn that not all information seen online is true. **Keeping safe in the sun** To know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. To know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. To be able to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	To know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. To know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. To understand that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. **Important people in history** To know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
Spring 2	**<u>All Around Us</u>** **Our beautiful world** To understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. **Reducing for the planet** To understand how common household items can be reused or recycled and their responsibility to contribute to global sustainability. To learn about things they can do to help look after their environment. **New from old!** To understand how common household items can be reused or recycled and their responsibility to contribute to global sustainability. To learn about things they can do to help look after their environment. To understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. **We make a difference!** To learn about what rules are, why they are needed, and why different rules are needed for different situations. To understand how they can contribute to the life of the classroom and school.	**<u>Healthy Minds</u>** **Marvellous minds** To understand that mental wellbeing is a normal part of daily life, in the same way as physical health. Pupils think about all the things our minds cope with throughout the day and how important it is that we look after them. They start to recognise some possible signs of poor mental health. **Emotions everywhere!** To know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. **Screen time and sleep** To understand why social media, some computer games and online gaming, for example, are age restricted. To know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests **Self-care and relaxation** To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. To know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. To understand that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
Summer	**<u>Money Matters</u>** **Where does my money come from?** To learn what money is; forms that money comes in; that money comes from different sources. **How can I keep my money safe?** To learn what money is; forms that money comes in; that money comes from different sources. To learn that money needs to be looked after; different ways of doing this. To learn that people make different choices about how to save and spend money. Pupils consider the importance of looking after money carefully. They explore the potential problems with	**<u>Caring for the Environment and Social Responsibility</u>** **I can help make a difference** To know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. To understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

	leaving money in pockets, bringing it to school, putting it in piggy banks/money jars and asking parents/carers to look after it, along with considering the benefits of putting money into banks/savings accounts. **Where do adults get their money?** To learn that jobs help people to earn money to pay for things. **What job would I like when I grow up?** To learn that everyone has different strengths. To learn about different jobs that people they know or people who work in the community do. To learn about some of the strengths and interests someone might need to do different jobs.	To recognise the ways they are the same as, and different to, other people. **I can help make a difference to our world** To learn about things they can do to help look after their environment. **Who really lives in my local environment?** To learn about things they can do to help look after their environment. **I can improve my local environment!** To learn about things they can do to help look after their environment.

	Year 3	**Year 4**
Autumn 1	**Safety Online** **The internet - good bits and bad bits** To recognise that for most people the internet is an integral part of life and has many benefits. To recognise that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. To understand that people sometimes behave differently online, including by pretending to be someone they are not. To recognise ways in which the internet and social media can be used both positively and negatively. **It's private - understanding importance of personal information** To understand the importance of keeping personal information private. To understand how information and data is shared and used online. To understand that people sometimes behave differently online, including by pretending to be someone they are not. To learn about the concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe. To learn how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. To learn about some of the different ways information and data is shared and used online, including for commercial purposes. To learn about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information. To recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images. **Friends Forever - importance of online safety** To learn how to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met. To understand that the same principles apply to online relationships as to face-to-face relationships, such as the importance of respect for others online, including when we are anonymous.	**Nutrition and Dental Health** **Health food & me (eatwell guides)** To know what constitutes a healthy diet (including understanding calories and other nutritional content). **Unhealthy choices (designing healthy meals)** To understand 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). **Looking after personal health** To know the principles of planning and preparing a range of healthy meals. **Dental Hygiene** About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. **Healthy lifestyle** How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. **End of unit assessment and discussion**

	To understand what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). To learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation. **It's playtime - rationing time spent online** To know about the benefits of rationing 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. To know why social media, some computer games and online gaming, for example, are age restricted. To recognise ways in which the internet and social media can be used both positively and negatively. **Safety online** To know about the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. To know where and how to seek support, including whom 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. To learn where and how to report concerns and get support with issues online. To learn how to ask for advice or help for themselves or others, and to keep trying until they are heard. To learn how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.	
Autumn 2	**Celebrating Achievements and Being Resilient -** To understand that mental wellbeing is a normal part of daily life, in the same way as physical health. To know that your achievements in life may look different to those of others but should all be celebrated. **Setting goals and having aspirations -** To understand that it's important to have aspirations and goals in life. **Resilience -** Look at how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. To learn how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. **A Growth Mindset -** To learn where and how to seek support (including recognising the triggers for seeking support), including whom 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). To understand it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	**<u>Human Rights</u>** **Looking at different children's rights** To recognise there are human rights, that are there to protect everyone. To learn about the relationship between rights and responsibilities**.** **Creating class charter in-line with children's rights** To recognise reasons for rules and laws; consequences of not adhering to rules and laws. To recognise there are human rights, that are there to protect everyone. **Exploring different rights across the globe** To learn about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities. To learn about the relationship between rights and responsibilities. **What happens when rights are removed and how they can be contested.** To learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes. To learn about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced. **How to create a happy and fair world for all?** To recognise there are human rights, that are there to protect everyone. **End of unit assessment and discussion**

	It's OK to fail - To learn the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. To understand the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. To learn simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	
Spring 1	**Being Part of a Community** **I belong in my class** - we all belong to different groups and communities such as family and school I belong in my family- protected characteristics and acceptance **I belong in my community -** To learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. To value the different contributions that people and groups make to the community. **Kindness in the community -** To understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. **It's Everyone's Community -** To learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)	**Emergency Situations** **What is an emergency (who and how to call for help)** To learn about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency. To learn how to make a clear and efficient call to emergency services if necessary. **1st Aid** To understand concepts of basic first aid, for example dealing with common injuries, including head injuries. **Fire safety** To learn how to make a clear and efficient call to emergency services if necessary. To learn how to respond to fire safety issues within school and in the home. **How to stay safe near water** To identify the dangers water can pose and how these can be avoided or reduced. **Celebrating our emergency services** To learn about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency. **End of unit assessment and discussion**
Spring 2	**Exercise** **What's so good about exercise?** To understand the characteristics and mental and physical benefits of an active lifestyle. **Let's have fun and get fit!** To understand the characteristics and mental and physical benefits of an active lifestyle. **Getting healthy outdoors** The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. **Recognising ill health and asking for help** How and when to seek support, including which adults to speak to in school if they are worried about their health.	**Respect** **What makes a friend** To realise how important friendships are in making us feel happy and secure. To identify the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, sharing interests and experiences, and support with problems and difficulties. **How to deal with adversity** To acquire practical steps they can take in a range of different contexts to improve or support respectful relationships. To understand how to recognise and report feelings of being unsafe or feeling bad about any adult. To appreciate the importance of self-respect and how this links to their own happiness. **What to do when friendships go wrong** To understand that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. To understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. **Building and maintaining trust**

		To recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. To recognise reasons for rules and laws; consequences of not adhering to rules and laws. **What is Respect** To understand about different types of bullying, the impact of bullying on mental wellbeing, the responsibilities of bystanders and how to get help. To understand that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. To understand that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. To learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. To learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes. To learn about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced. **End of unit assessment and discussion**
Summer 1	**Stereotypes** **Boys v girls -** To understand what a stereotype is, and how stereotypes can be unfair, negative or destructive. To learn about stereotypes in the workplace and that a person's career aspirations should not be limited by them. **Men v women -** To understand what a stereotype is, and how stereotypes can be unfair, negative or destructive. **Fairy tales with a difference! -** To understand what a stereotype is, and how stereotypes can be unfair, negative or destructive. **That's stereotyping! -** To understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. **Knowing what to say -** To understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. To learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.	**<u>Money Matters</u>** **Exploring what is money** To learn about the different ways to pay for things and the choices people have about this. To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'. **How is our society effected by money** To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT). To recognise that people make spending decisions based on priorities, needs and wants. To identify the ways that money can impact on people's feelings and emotions. **How could I make money** To learn about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs). To learn that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid. To learn about stereotypes in the workplace and that a person's career aspirations should not be limited by them. **Being an entrepreneur** To learn different ways to keep track of money. **Enterprise project** To learn about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation. To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes. To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'.

		End of unit assessment and discussion
Summer 2	**What I like** **My favourite things**- To know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. **My values and what's important to me -** To know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. To know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. **Differences in opinion -** To understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. To understand the importance of self-respect and how this links to their own happiness. **I have choices -** To understand the importance of permission-seeking and giving in relationships with friends, peers and adults. To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. **What to do if I'm worried -** Know how to ask for advice or help for themselves or others, and to keep trying until they are heard. To know how to report concerns or abuse, and the vocabulary and confidence needed to do so. To know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	**Falling Out and Making Up** **Why is friendship important** To know how important friendships are in making us feel happy and secure, and how people choose and make friends. **What makes a good friend** To know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties. **Falling out** To understand that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. To learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. **What if you feel left out?** To understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. **Healthy friendships** To recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. To know where to get advice, e.g. family, school and/or other sources. To know what sorts of boundaries are appropriate in friendships with peers and others. **End of unit assessment and discussion**

	Year 5	**Year 6**
Autumn 1	**Body Image** **My awesome body** To understand the importance of self-respect and how this links to their own happiness. To understand the risks associated with an inactive lifestyle, and what constitutes a healthy diet. **Body image through the ages** To understand the importance of self-respect and how this links to their own happiness. To know that body image has changed throughout the ages and can be influenced by society. **Online images (how they may be altered)** To understand the importance of self-respect and how this links to their own happiness. To know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. To understand the risks associated with an inactive lifestyle (including obesity).	**Drugs and Alcohol Education** **What are drugs?** To know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. Pupils discuss what they think drugs – and a drug dealer – might look like, allowing for a discussion around areas of possible misconception. Pupils explore the idea of people who might introduce them to drugs. They discuss the range of drugs and that they aren't all white powders! Finally, pupils reflect upon their own understanding of what a drug is and dispel misconceptions about what a drug dealer might look like. **Why do people take them?** To know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. Pupils explore information about a range of legal and illegal drugs. They discuss whether all drugs are bad and how legal drugs are regulated but illegal drugs are not and can contain other very dangerous substances. The lesson looks at legal ages for a range of legal drugs and the law in terms of using and selling drugs. This lesson explores the dangers of drug

	To know what constitutes a healthy diet (including understanding calories and other nutritional content). **Big debate on body image and marketing** To understand the importance of self-respect and how this links to their own happiness. To know how to be a discerning consumer of information online and in print, including understanding that information, such as that from search engines, is ranked, selected and targeted. To learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation. **Celebrating our bodies** To understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. **End of unit assessment and discussion**	use and how it can affect an individual and those around them. **Legal and illegal drugs** To know that pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. Pupils explore why people might take illegal drugs or use legal drugs to excess. They create scenarios showing when people might feel pressurised into taking illegal drugs, or legal ones underage. They identify how the characters might be feeling and the reasons behind the choices they make. **Smoking & vaping** To know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. To know how to make informed choices. **Alcohol** To identify the ways that money can impact on people's feelings and emotions. **End of unit assessment and discussion**
Autumn 2	**<u>Bereavement and Loss</u>** **What is loss** To be able to recognise and talk about their emotions, including having a varied vocabulary to use when talking about their own and others' feelings. **Losing someone we love** To be able to recognise and talk about their emotions, including having a varied vocabulary to use when talking about their own and others' feelings. To appreciate the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. **Celebrating life** To be able to recognise and talk about their emotions, including having a varied vocabulary to use when talking about their own and others' feelings. To know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. **Life in other cultures** To know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. To explore the ways in which a variety of cultures celebrate the life and loss of their loved ones. **When families change (different types of family)** To know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. To appreciate the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and	**<u>Anti-social Behaviour and the Role of the Police and the Law</u>** **Name that crime!** To recognise reasons for rules and laws; consequences of not adhering to rules and laws. To learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes. **Exploring what your rights are** To recognise there are human rights, that are there to protect everyone. To learn about the relationship between rights and responsibilities. **Community (support and needs)** To learn about the different groups that make up their community; what living in a community means. **Controversial issues** To recognise there are human rights, that are there to protect everyone. To learn about the relationship between rights and responsibilities. Pupils play a game to help them understand that people can feel strongly in different ways about an issue. **You are the judge (judging severity of various crimes)** To learn about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced. To learn about the relationship between rights and responsibilities. **End of unit assessment and discussion**

	other family members, the importance of spending time together and sharing each other's lives. **End of unit assessment and discussion**	
Spring 1	**Fake News** **What is fake news** To understand how to be a discerning consumer of information online, including understanding that information, such as that from search engines, is ranked, selected and targeted. To learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation. **How to spot fake news** To know how to be a discerning consumer of information online, including understanding that information, such as that from search engines, is ranked, selected and targeted. To learn about some of the different ways information and data is shared and used online, including for commercial purposes. To learn about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information. **Clickbait** To learn about some of the different ways information and data is shared and used online, including for commercial purposes. To know where and how to report concerns and get support with issues online. **Advertising** To know how to be a discerning consumer of information online including understanding that information, such as that from search engines, is ranked, selected and targeted. To know what a stereotype is, and how stereotypes can be unfair, negative or destructive. **Who are you?** To recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images. To learn how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results. Pupils explore the ways in which not everything we see on social media is true. **End of unit assessment and discussion**	**Mental and Emotional Health** **What are emotions** To understand that mental wellbeing is a normal part of daily life, in the same way as physical health. To understand that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. To know that it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes. **Mindfulness** To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. To know some simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. **Self-care** To understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. To know some simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. To know the characteristics and mental and physical benefits of an active lifestyle. To know the importance of building regular exercise 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, vigorous exercise. **Importance of sleep** To understand the importance of sufficient good-quality sleep for good health and that a lack of sleep can affect weight, mood and the ability to learn. To know some simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. **Feeling worried** To understand that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. To be able to judge whether what they are feeling and how they are behaving is appropriate and proportionate. To know where and how to seek support (including recognising the triggers for seeking support), including the person they should speak to at school if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). **End of unit assessment and discussion**
Spring 2	**Life in Plastic** **What is plastic** To understand what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy). **How plastic affects our planet?** To understand the ways in which single-use plastics can affect the planet when not disposed of correctly.	**Sex Education** **What is love** To know key facts about puberty and the changing adolescent body, particularly from age 9 to age 11, including physical and emotional changes. To know that families are important for children growing up because they can give love, security and stability. **Sexual attraction**

	What we can do to make a difference To understand what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy). To learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices). **Changes in school (can we be zero plastic) Green School Award** **R,R,R** To identify the ways in which individually, as a school and a community materials and resources can be reduced, recycled and reused. To learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices). To understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. To understand that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity). **End of unit assessment and discussion**	To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. **Consent** To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. Practical steps they can take in a range of different contexts to improve or support respectful relationships. How to report concerns or abuse, and the vocabulary and confidence needed to do so. **Conception** To know the key facts about puberty and the changing adolescent body, particularly from age 9 to age 11, including physical and emotional changes. To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. **About babies** To identify the stages of pregnancy and how a baby is conceived. To know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. **Masturbation:** Statutory Guidance 2026 What it is, why people do it, linked with sexual health. **End of unit assessment and discussion**
Summer 1	**<u>Puberty</u>** **What is puberty** To know the key facts about puberty and the changing adolescent body, particularly from age 9 to age 11, including physical and emotional changes. **Changes in emotions** To know the key facts about puberty and the changing adolescent body, particularly from age 9 to age 11, including physical and emotional changes. To know about personal hygiene and germs, including bacteria, viruses, how they are spread and treated, and the importance of handwashing. **Body parts** To know the key facts about puberty and the changing adolescent body, particularly from age 9 to age 11, including physical and emotional changes. To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. **Menstrual cycle** To know the key facts about puberty and the changing adolescent body, particularly from age 9 to age 11, including physical and emotional changes. To know about menstrual wellbeing, including the key facts about the menstrual cycle. **What happens to boys** To know the key facts about puberty and the changing adolescent body, particularly from age 9 to age 11, including physical and emotional changes. **End of unit assessment and discussion**	**<u>E-Safety and social media</u>** **Pros & cons of the internet** To know that for most people the internet is an integral part of life and has many benefits To recognise that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health To identify the ways that money can impact on people's feelings and emotions **Password protection** To understand the importance of keeping personal information private and some of the rules and principles for keeping safe online To begin to understand the concept of privacy and the implications of it for both pupils and adults To learn about some of the different ways information and data is shared and used online, including for commercial purposes **Online scams** The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them To know how information and data is shared and used online To know about the concept of privacy and the implications of it for both children and adults To recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images To learn about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information **Online friends** To know that the same principles apply to online relationships as to face-to face relationships, such as the importance of respect for others online including when we are anonymous.

		To consider the effect of their online actions on others and know how to recognise and display respectful behaviour online To learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation **Digital footprint** To understand the importance of keeping personal information private and some of the rules and principles for keeping safe online To critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met To understand that people sometimes behave differently online, including by pretending to be someone they are not To consider the benefits of rationing 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 **End of unit assessment and discussion**
Summer 2	**<u>Changes in Friendships</u>** What does friendship look like? To identify the characteristics of friendships, including kindness, generosity, trust, sharing interests and experiences. To know how important friendships are in making us feel happy and secure. **Falling out** To know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. To understand that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. **Being a bystander** To understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. **Who can we trust** To understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. To know how to report concerns or abuse, and the vocabulary and confidence needed to do so. **Friendships online** To know how important friendships are in making us feel happy and secure. To understand that the internet can be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. **End of unit assessment and discussion**	**<u>Global Sustainable Developmental Goals</u>** **Our world, what's the damage** To understand what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy). **Global sustainability** To recognise there are human rights, that are there to protect everyone. **Travel or not to travel** To learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices). **The good news and hope** To learn about the relationship between rights and responsibilities. **The difference you can make** To learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices). To learn to value the different contributions that people and groups make to the community. **End of unit assessment and discussion**

	<u>Year 7</u>	**<u>Year 8</u>**
Autumn	**Intro to Lesson 42** **Relationships:** We want pupils to be able to understand the different strands of bullying, including cyber	**Relationships:** We want pupils to be able to understand not only their own choices and relationships, but also those of people around them and how these may be very different. We also need our pupils to begin to understand how to keep themselves and

	bullying, and how these are present in positive friendships. To develop empathy and understanding for the feelings of others. To understand: - what bullying is - how to empathise with the situations of others - what to do in the event of being bullied – including being cyber-bullied - what may lead somebody to become a bully - how to help people to not bully - how to keep safe online - explain the difference between genuine friendships and toxic friendships - the importance of showing respect to others • What is bullying? • Why do bullies bully? • Cyber-bullying • Anti-bullying • Friendships • Respect **Health and Well-being**: Run. Hide. Tell - The aim is to equip pupils with the knowledge and confidence of how to react in the event of an attack in school, in a way that keeps themselves and others as safe as can be. - How and why we follow the 'RUN HIDE TELL' safety procedure in the event of a gun or knife attack. **Health and Well-being**: World Mental Health Day 2026 statutory guidance alignment: Online safety and wellbeing is reinforced through cyber-bullying, respectful online behaviour and recognising harmful contact. Personal safety is broadened through Run, Hide, Tell and age-appropriate discussion of safety in public spaces, conflict resolution and knife crime. Mental health teaching emphasises resilience, coping strategies, recognising when support is needed and how to access trusted adults and services.	others safe in relationships, including those developed online. • Gender Identity • Sexual Orientation • Relationship issues • Consent • Sexting • Sexual exploitation • Online Grooming To understand: - the difference between sex and gender - how gender stereotypes are changing - the spectrum of sexual orientations - our own values around intimate relationships - when a relationship can be improved with effective communication or when the relationship is no-longer healthy and should be ended - the meaning of the word consent in the context of a relationship - where consent has or has not been given - the dangers of sexting and whether sexting case studies are committing criminal offenses or not - the warning signs of CSE and what we can do if we suspect a case of CSE - the different ways an online groomer will try to exploit someone - the warning signs of online grooming are and how an online groomer might act to persuade you he/she is someone else **Wider World**: Online Safety **Health and Well-being**: World Mental Health Day 2026 statutory guidance alignment: Relationships teaching explicitly develops consent, boundaries, healthy/unhealthy and coercive relationships, sexual exploitation and online grooming. It also addresses sexual ethics beyond a simple yes/no model of consent, including pressure, power and freedom to choose; image-sharing, sextortion and financial exploitation; pornography and its potential impact on expectations, consent and attitudes; misogyny, harmful online influencers/manosphere and incel culture; and AI-generated/deepfake sexual content and misinformation. Teaching promotes positive, respectful conceptions of masculinity and femininity without stigmatising pupils.
Spring	**Wider World: British Values** •**What are British Values?** •**Faith and British Values** Pupils will get to grips with what it means to be British and show British values, including showing tolerance to differing beliefs in a changing multi-cultural Britain. During this time, pupils will also celebrate LGBT History Month and International Women's Day, looking at the requirement for both with a focus on the drive equality. To understand: - what the four fundamental British Values are - how to articulate opinions on the importance of British values - how British values can be demonstrated by people of different faiths and cultures - how to identify, modify and (effectively) challenge the use of casually homophobic language - understand the necessity for IWD and to be able to present a balanced argument for the need for IWD - the need to celebrate inspirational women - Celebration of inspirational British achievement - Faith, religion and being British	**Health & Wellbeing:** Being Physically Healthy - An understanding that diet and exercise can affect your health both positively and negatively •Healthy Living •Healthy Eating In a world where junk food is widely accessible and advertised, and home entertainment and communication devices are prominent, it is essential that we explore with our pupils the importance of what constitutes a 'healthy' lifestyle and champion the benefits. •Hygiene •Exercise To understand: - the term 'healthy lifestyle' and plan an individual healthy living plan - how to foods from different food groups, their benefits and their ideal proportions in your diet. - how different exercises can help us maintain a healthy weight, improve our fitness and help our hearts stay healthy. **Wider World:** Equality •Asylum and Refugees - An understanding that living conditions vary across the world We want our pupils to be able to draw their own conclusions on the refugee situation, and understand how the press

	- The global struggle and drive for equality in sexuality and gender **Wider World: Careers Education (7 sessions)** • **Gender stereotyping in the workplace** Promote yourself Stereotyping Choices/Values • **Different career ideas/guidance** Different workplaces, employee/ employer roles • **Your rights to work** Awareness of the differing workplaces and conditions for similar job roles. • **Whose job is it anyway?** • **Career research** Breath of job/career opportunities, including pay, progression and conditions. • **Money matters** **Wider World: Equality** **•LGBT History Month: That's So Gay!** **•International Women's Day** 2026 statutory guidance alignment: Equality and British Values teaching challenges stereotypes, sexism, misogyny and homophobic language, develops respectful disagreement and critical thinking, and supports pupils to recognise how online content and influencers can shape attitudes. Careers education continues to challenge gender stereotyping and develops financial literacy, including awareness of scams, fraud and financial exploitation.	can warp our understanding due to bias. We also wish our pupils to develop their empathy and understand the difficulties faced in other parts of the world. To understand: - what it means to be a refugee - why refugees may flee their homes - how to empathise with the plight of refugees and to be able to explain how we can help •LGBT History Month (Timeline lesson) •International Women's Day 2026 statutory guidance alignment: Health teaching develops knowledge of physical and mental wellbeing and how to access reliable health information and services. Equality work supports respectful relationships and challenges prejudice and harmful stereotypes. Online/media literacy is reinforced through critical evaluation of bias, misinformation, algorithms, influencers and AI-generated content.
Summer	**. Relationships: RSHE** **•Puberty & Menstruation** We want pupils to be comfortable with and understand their changing bodies and the reasons behind these changes. We also want them to be able to consider the effect on others, including those of a different gender. To understand: - the changes both males and females experience during puberty - how puberty affects both males and females. **Health & Wellbeing: Safety** As a school near a seaside town, we need our pupils to be aware of the dangers associated with water, including changing tides **•Hazard Scenarios (RNLI)** **•Taking Risks (RNLI)** **Health & Well-being:** Mental Health **•Managing Mental Health** **•Self Esteem** **•Resilience** **•Aspiration** **•Happiness** **Health & Well-being: MHA Week** 2026 statutory guidance alignment: Puberty and menstruation teaching is factual, inclusive and linked to health, hygiene and help-seeking. Personal safety includes water safety and risk management. Mental health teaching develops resilience and coping skills, recognises that anxiety and low mood can be part of everyday experience, and makes clear when and how pupils should seek further support.	**Wider World:** Careers Education **(6 sessions)** **Relationships:** RSHE •Families and relationships •Respect in healthy relationships/unhealthy relationships/domestic violence •Committed Relationships, Partnerships and Marriage (rights, etc) •Parenting **Health & Well-being**: MHA Week 2026 statutory guidance alignment: Families and relationships teaching develops understanding of healthy, unhealthy, coercive and controlling relationships; domestic abuse; committed relationships, marriage and parenting; consent, kindness, respect, power and control. Secondary health content is strengthened through age-appropriate teaching about menstrual and gynaecological health, including endometriosis, fertility and menopause, and how to access healthcare professionals and services. Mental health learning includes resilience, coping and age-appropriate signposting to specialist support.

Appendix 2:

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	That families are important for children growing up because they can give love, security and stability The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up That marriage represents a formal and legally recognised commitment of two 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, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs Practical steps they can take in a range of different contexts to improve or support respectful relationships The conventions of courtesy and manners The importance of self-respect and how this links to their own happiness That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help What a stereotype is, and how stereotypes can be unfair, negative or destructive The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	PUPILS SHOULD KNOW
Online relationships	That people sometimes behave differently online, including by pretending to be someone they are not That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them 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
Being safe	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know How to recognise and report feelings of being unsafe or feeling bad about any adult How to ask for advice or help for themselves or others, and to keep trying until they are heard How to report concerns or abuse, and the vocabulary and confidence needed to do so Where to get advice e.g. family, school and/or other sources

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

TOPIC	PUPILS SHOULD KNOW
Families	That there are different types of committed, stable relationships How these relationships might contribute to human happiness and their importance for bringing up children What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony Why marriage is an important relationship choice for many couples and why it must be freely entered into The characteristics and legal status of other types of long-term relationships The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship Practical steps they can take in a range of different contexts to improve or support respectful relationships How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help That some types of behaviour within relationships are criminal, including violent behaviour and coercive control What constitutes sexual harassment and sexual violence and why these are always unacceptable The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	PUPILS SHOULD KNOW
Online and media	Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online Not to provide material to others that they would not want shared further and not to share personal material which is sent to them What to do and where to get support to report material or manage issues online The impact of viewing harmful content That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail How information and data is generated, collected, shared and used online
Being safe	The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others That they have a choice to delay sex or to enjoy intimacy without sex The facts about the full range of contraceptive choices, efficacy and options available The facts around pregnancy including miscarriage That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment How the use of alcohol and drugs can lead to risky sexual behaviour How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3:

To be completed by Parents:

This form can also be accessed online here

This Policy (or Handbook) was updated on	Signed on behalf of the School/Nursery	Date for next review
03/09/2026	*Written by: P Clarke* *Signed by O Elliott*	01/09/2027
Governor Monitoring & Evaluation review conducted: Nov./Dec. 2024		