

Policy No	Blisworth Community Primary School
Version No 1	(Relationship, Health and Sex Education Policy)



Relationships, Health and Sex Education Policy

This section should be completed following ratification of the Policy:

Committee Ratifying Policy: FGB	Date of meeting: email Sept 20 th , further follow up next FGB
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	Name
Chair of Committee's Approval	NA
Chair of Governor's Approval	H Spurrier
Recommended Review Date:	Sept' 27

Ownership

Blisworth Community Primary School is a Local Authority School. It will be displayed on the policy list whether the policy is Local Authority adopted or school produced.

Version Control

This document is issued and maintained in accordance with Blisworth Community Primary School's procedures. Any change to the document will increase its version number. It is the responsibility of the reader to check with the Clerk that this is a currently valid copy.

Version	Date	Description of Change	Changed By
1	Sept 26	Full re-write National updates	K Law

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1. Introduction

Blisworth Community Primary School is committed to equipping pupils with the confidence, skills and knowledge required to make informed decisions about their wellbeing, health and relationships. We believe these elements are vital to their personal development, empowering them to lead happy, safe, and successful lives into adulthood.

We provide a progressive, spiral curriculum that builds resilience, counters online and offline harms, and addresses digital safeguarding vulnerabilities in line with **Keeping Children Safe in Education (KCSIE)**. Through RSHE, pupils are also supported to develop the knowledge, attitudes and behaviours that underpin the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

As a small community school, we recognise our responsibility to broaden pupils' horizons while celebrating the strengths of our local community. Through our RSHE curriculum, pupils are supported to engage thoughtfully with wider social issues, understand different perspectives, and contribute positively to the life of the school and wider community. Our ambition is that every pupil leaves Blisworth Community Primary School as a confident, respectful and informed individual who understands how to keep themselves safe, build positive relationships and make positive contributions to the society they live in.

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In accordance with the Equality Act 2010, Blisworth Community Primary School ensures that all pupils receive the highest quality education regardless of disability, educational needs, race, nationality, ethnic origin, sex, gender reassignment, religion, or sexual orientation. Our RSE curriculum is inherently adaptive and responsive; it is continually tailored to meet the evolving needs of individual learners while maintaining the delivery of all statutory content.

The policy will be reviewed annually to ensure it remains compliant with statutory requirements and responsive to the needs of our school community. Parents and carers will be consulted regarding any significant changes. Implementation and impact will be monitored through stakeholder feedback, pupil voice, staff consultation, learning walks, lesson observations and curriculum review activities.

2. Aims

- To ensure that pupils know how to keep themselves safe and ask for help to prevent harm.
- To teach the importance of healthy, loving and equal relationships.
- To develop confidence in talking, listening and thinking about relationships, including raising awareness, celebrating and accepting the variety of family make-ups.
- To give pupils a scientific understanding of human reproduction and birth.
- To teach pupils the correct names for body parts and how their bodies work to enable them to keep themselves safe.
- To give pupils an understanding of how and why their bodies change and prepare them for puberty.
- To begin to equip children with the knowledge and skills they need to make informed and ethical decisions about their own health and wellbeing as they grow to adulthood.
- To encourage the development of positive personal characteristics, including resilience, self-worth, self-respect, honesty, integrity, courage, kindness and trustworthiness.
- To enable pupils to make meaningful connections between RSHE and other areas of learning, including PSHE, citizenship, safeguarding, SMSC development and online safety.

3. Legislation and 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.

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

The statutory guidance for the teaching of Relationships, Health and Sex Education (RSHE) in primary schools changed as of September 2026 and can be found here [Relationships and Sex Education \(RSE\) and Health Education](#)

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Blisworth Community Primary School teaches Relationships and Sex education as set out in this policy.

4. 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 – the RSE and Health education subject leader gathered 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 comment and feedback on the policy
4. Pupil consultation – pupils were consulted to gather their views, experiences and priorities for RSHE provision.
5. Ratification – ongoing reflection and changes can be made by re-ratification.

5. Definitions of RSE

For the purposes of this policy:

Relationships, Sex and Health Education (RSHE) seeks to:

- Teach the knowledge, skills and attributes that form the foundations of positive, healthy and respectful relationships.
- Support children to develop into kind, confident and responsible citizens who:
 - show respect for themselves and others;
 - understand how to keep themselves safe, both online and offline;
 - demonstrate age-appropriate emotional literacy and self-awareness.
- Promote the benefits of physical activity, healthy lifestyles, balanced nutrition, sufficient sleep and time spent outdoors.
- Develop understanding of the connection between physical health, mental wellbeing and emotional resilience.
- Reduce stigma surrounding physical and mental health issues and promote respectful, inclusive language.
- Teach the statutory requirements relating to human development, puberty, reproduction **and conception, including the additional Year 6 content outlined within this policy.**

6. RSE and Health Education curriculum content

Our RSHE curriculum is set out in Appendix 1. It contributes significantly to pupils' spiritual, moral, social and cultural (SMSC) development and actively promotes the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance. Through planned learning, discussion and reflection, pupils learn to value diversity, challenge prejudice and respect differing viewpoints. Our RSHE curriculum is set out in appendix 1.

The curriculum is reviewed regularly and may be adapted where appropriate to reflect changes in statutory guidance, emerging needs within our school community and the needs of our pupils.

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Assessment is formative and used to identify gaps in knowledge, misconceptions and next steps in learning.

The curriculum has been developed in consultation with pupils, parents and carers, staff and governors, and takes account of the age, developmental stage, backgrounds, experiences and needs of all pupils. Teaching is planned and delivered in an age-appropriate and sensitive manner, ensuring that learning builds progressively over time and enables pupils to develop the knowledge, skills and understanding needed to navigate an increasingly complex world.

We recognise that pupils may ask questions beyond the scope of the planned curriculum. Teachers will use their professional judgement to respond in a factual, balanced and age-appropriate way, ensuring that pupils receive accurate information while maintaining appropriate professional boundaries.

We are committed to ensuring that RSHE is accessible to all pupils. Teaching will be adapted, where necessary, to meet the needs of pupils with SEND and other groups of learners, enabling all pupils to engage fully with the curriculum and achieve the intended learning outcomes.

We believe that strong partnerships with families are essential in supporting pupils' learning and wellbeing. Parents and carers are informed about the curriculum and are encouraged to engage in ongoing dialogue with the school. Curriculum overviews and teaching materials will be made available on request, and information about RSHE provision will be shared through the school's usual communication channels to promote transparency and partnership.

7. Delivery of RSHE

RSHE is taught through the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, while other aspects are supported through religious education (RE) and physical education (PE).

At Blisworth Community Primary School, we will ensure that:

- 1. Core knowledge is carefully identified and taught in manageable, age- and stage-appropriate learning sequences.** Whilst meeting statutory requirements, professional judgement will be used to ensure that teaching is responsive to the needs, maturity and developmental stage of all pupils.
- 2. Required content is delivered clearly through a thoughtfully planned and well-sequenced curriculum.** Key themes are revisited throughout pupils' time in school, enabling them to deepen their understanding, build on prior learning and develop knowledge and skills in line with their readiness and growing maturity.
- 3. Teaching provides meaningful opportunities for pupils to apply, rehearse and embed learning in a range of relevant contexts.** Lessons include discussion, reflection and carefully selected scenarios that enable pupils to develop confidence, critical thinking and the skills needed to navigate real-life situations safely and responsibly.
- 4. Flexible and adaptive approaches are used to meet the needs of pupils with SEND.** Appropriate adjustments are made to ensure that all pupils can safely access, engage with and benefit from the knowledge and skills being taught.
- 5. A safe, inclusive and respectful learning environment is fostered where pupils feel confident to ask questions, discuss sensitive issues appropriately and seek support from trusted adults.** RSHE is delivered in a factual, balanced and age-appropriate manner that reflects the needs of our school community, promotes equality, diversity and inclusion, and empowers pupils to make informed, respectful and responsible choices as they grow and develop.

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6. **Pupils are introduced to learning about personal safety, risk and harm through a curriculum that develops their understanding progressively over time.** Teaching enables pupils to recognise potential risks, develop strategies to keep themselves safe and understand how to access support when needed. Content is delivered in a balanced and sensitive manner that informs and empowers pupils without causing unnecessary alarm or normalising harmful or unsafe behaviours. All teaching and resources are adapted, where necessary, to ensure they are accessible, inclusive and appropriate to pupils' age, developmental stage and individual needs, including those with SEND.

8. External organisations and curriculum materials

Our school uses a range of high-quality, evidence-informed resources to support the delivery of RSHE. Curriculum materials are carefully selected to ensure they are age-appropriate, inclusive, factually accurate and aligned with statutory guidance and the values of the school.

Resources may include published schemes of work and educational materials from recognised providers. All resources are reviewed regularly by the RSHE subject leader to ensure they remain appropriate for the age, developmental stage and needs of our pupils.

From time to time, the school may invite external visitors to contribute to pupils' learning and enrich the curriculum. Visitors are used to enhance, rather than replace, high-quality classroom teaching. Teachers remain responsible for the planning, delivery and evaluation of all learning, and all contributions from external visitors are reviewed in advance to ensure they are consistent with statutory guidance, safeguarding requirements and the school's curriculum intent.

The school does not permit external organisations or visitors to promote particular political viewpoints, ideological perspectives or commercial interests. Any resources used within RSHE are subject to the school's quality assurance processes and must support the delivery of a balanced, objective and age-appropriate curriculum.

Teaching about protected characteristics, as required by the Equality Act 2010, is delivered in a factual, age-appropriate and respectful manner. The school does not seek to promote any particular political viewpoint, ideology, belief or lifestyle. Instead, teaching supports pupils to develop understanding, respect and inclusion, while recognising and valuing the diversity of individuals, families and communities within modern Britain.

9. Roles and Responsibilities

9.1 The Governing Board

The governing board has overall responsibility for ensuring that the school's RSHE provision fulfils its statutory duties and reflects the needs of the school community. The governing board will approve this policy and hold leaders to account for its effective implementation.

The governing board will ensure that:

- all pupils, including those with SEND and other additional needs, have equitable access to a high-quality RSHE curriculum;
- the curriculum is compliant with statutory requirements and informed by current guidance and effective practice;
- teaching and curriculum materials are appropriate, accurate, inclusive and age-appropriate;
- effective arrangements are in place to monitor the quality, consistency and impact of RSHE across the school;
- parents and carers are provided with clear information about curriculum content, resources, external visitors and their rights in relation to sex education;

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- RSHE contributes effectively to pupils' personal development, wellbeing, safeguarding and preparation for life beyond primary school.

9.2 The Headteacher

The headteacher is responsible for the overall implementation of this policy and for ensuring that RSHE is delivered consistently and effectively across the school.

The headteacher will:

- ensure that statutory requirements are met;
- provide strategic leadership and oversight of RSHE provision;
- ensure staff receive appropriate training, guidance and support;
- promote a whole-school approach to relationships, wellbeing, equality, inclusion and safeguarding;
- ensure that curriculum resources and teaching materials are appropriately quality assured;
- engage with parents and carers regarding RSHE provision and any significant developments;
- manage requests for withdrawal from non-statutory sex education, in accordance with statutory guidance and the procedures outlined within this policy;
- report to governors on the implementation, effectiveness and impact of the curriculum.

9.3 The RSHE Subject Leader

The RSHE subject leader is responsible for leading and developing the subject across the school.

The subject leader will:

- oversee curriculum design, sequencing and progression;
- ensure that curriculum content remains relevant, inclusive and responsive to pupils' needs;
- support colleagues with planning, resources and professional development;
- monitor the quality of teaching and learning through a range of activities, including pupil voice, learning walks, lesson observations and curriculum review;
- review and evaluate the effectiveness of the curriculum and identify priorities for improvement;
- ensure that resources and external contributions support the school's curriculum intent and statutory responsibilities.

9.4 Staff

All staff involved in delivering RSHE are responsible for ensuring that learning is delivered in a safe, inclusive and supportive environment.

Staff will:

- deliver RSHE in a sensitive, accurate and age-appropriate manner;
- establish clear expectations for respectful discussion and participation;
- adapt teaching to meet the needs of all learners, including pupils with SEND;
- provide opportunities for pupils to ask questions, reflect and develop their understanding;
- model respectful relationships, positive behaviour and inclusive language;
- challenge prejudicial language, stereotypes, discrimination and harmful attitudes when encountered;
- support pupils to develop critical thinking, resilience and the confidence to seek help when required;
- use professional judgement when responding to sensitive questions;

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- maintain appropriate professional boundaries when discussing sensitive issues;
- identify and report any safeguarding concerns or disclosures in line with the school's safeguarding and child protection procedures;
- contribute to the ongoing evaluation and improvement of RSHE provision.

Staff do not have the right to opt out of teaching RSHE. Any concerns regarding the delivery of the curriculum should be discussed with the headteacher.

9.5 Pupils

Pupils are expected to engage positively with RSHE and contribute to a safe and respectful learning environment.

Pupils will be encouraged to:

- participate thoughtfully and respectfully in learning activities and discussions;
- listen to and value the views of others, recognising that experiences and beliefs may differ;
- ask questions appropriately and seek clarification when needed;
- apply their learning to support their own wellbeing, safety and relationships;
- seek support from a trusted adult when they have concerns about themselves or others.

10. The Right to Withdraw

Parents and carers do not have the right to withdraw their child from statutory Relationships Education, Health Education or the elements of human development and reproduction taught as part of the National Curriculum for Science.

At Blisworth Community Primary School, we believe that effective RSHE is delivered through a strong partnership between school and home. Parents and carers are encouraged to engage with the curriculum and to discuss any questions or concerns with the school.

In addition to the statutory Relationships Education, Health Education and Science curriculum, pupils in **Year 6** are taught **how conception occurs**. This is the only element of sex education delivered beyond the statutory requirements.

Parents and carers have the right to request that their child be withdrawn from this non-statutory aspect of sex education. Requests for withdrawal should be made in writing.

The headteacher will discuss the request with the parent or carer to ensure that they are fully informed about the content and purpose of the teaching. In line with statutory guidance, requests to withdraw a pupil from this non-statutory element of sex education will be respected.

Appropriate alternative learning will be provided for pupils who are withdrawn from this lesson. Every effort will be made to ensure that arrangements are respectful, inclusive and minimise disruption to the pupil's learning.

The school will continue to work in partnership with parents and carers to support pupils' personal development, wellbeing, understanding of healthy relationships and ability to make safe and informed choices as they grow and develop.

11. Confidentiality and Child Protection

The safety and wellbeing of pupils is at the heart of our RSHE provision. Through RSHE, pupils are supported to develop the knowledge, understanding and confidence to recognise risk, seek help, report concerns and make informed decisions that help to keep themselves and others safe.

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A safe, respectful and supportive learning environment is established within all RSHE lessons. Ground rules are agreed with pupils to encourage thoughtful discussion, mutual respect and appropriate participation. Pupils are encouraged to ask questions, express their views and seek clarification in a manner that supports learning while maintaining the dignity and privacy of others.

Staff will use professional judgement when responding to pupils' questions and contributions, and all teaching will be factual. Where questions fall outside the planned curriculum, staff will respond appropriately or, where necessary, seek further advice to ensure that pupils receive accurate and suitable information.

Whilst staff will respect pupils' privacy and treat personal information sensitively, pupils should understand that school staff cannot offer unconditional confidentiality. If a pupil discloses information that suggests they, or another person, may be at risk of harm, abuse, neglect, exploitation or significant concern, staff have a statutory duty to share this information in accordance with the school's safeguarding and child protection procedures.

Any safeguarding concerns arising from RSHE lessons, discussions or pupil disclosures will be managed in line with the school's Safeguarding Policy and the principles set out within *Keeping Children Safe in Education (KCSIE)*. Staff will report and record concerns promptly and follow established school procedures to ensure that pupils receive appropriate support and protection.

The school recognises that RSHE may, at times, raise sensitive issues for individual pupils. Teaching approaches, resources and support will be carefully considered to ensure that learning remains inclusive, accessible and emotionally safe. Where appropriate, pupils will be signposted to trusted adults and sources of support within school and beyond.

Through a culture of openness, respect and safeguarding vigilance, Blisworth Community Primary School seeks to ensure that all pupils feel safe, listened to and supported, and understand that seeking help is a positive and responsible action when they are worried about themselves or others.

12. Equal Opportunities

At Blisworth Community Primary School, equality, inclusion and respect are fundamental principles that underpin all aspects of school life and are woven throughout the design, delivery and evaluation of the RSHE curriculum. We are committed to ensuring that every pupil feels valued, represented, supported and able to participate fully in their learning.

In accordance with the Equality Act 2010, all pupils are entitled to equitable access to a high-quality RSHE curriculum. Teaching is planned and adapted to reflect pupils' age, developmental stage, individual needs, backgrounds and experiences, ensuring that all learners, including pupils with SEND and other additional needs, can engage successfully with the curriculum and achieve its intended outcomes.

Through RSHE and the wider life of the school, pupils are supported to develop respect for themselves and others, recognise and celebrate diversity, challenge prejudice and discrimination, and contribute positively to a safe, inclusive and respectful school community. These principles are promoted consistently through our curriculum, relationships, policies and everyday interactions, helping to prepare pupils for life in a diverse and modern society.

Through RSHE, pupils learn about the protected characteristics set out within the Equality Act 2010 in an age-appropriate manner, supporting understanding, respect, dignity and positive relationships within a diverse society.

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13. Training and Professional Development

Blisworth Community Primary School is committed to ensuring that all staff are equipped with the knowledge, skills and confidence required to deliver high-quality RSHE effectively and sensitively.

All staff receive annual safeguarding training as part of the school's statutory safeguarding arrangements. This is supplemented by regular safeguarding updates and ongoing professional development throughout the academic year to ensure staff remain informed about current guidance, emerging safeguarding risks and best practice.

Staff involved in the delivery of RSHE receive appropriate training, guidance and support to ensure appropriate curriculum delivery. Professional development may include training on curriculum content, effective pedagogy, assessment, use of resources, adaptive teaching, online safety, safeguarding, and the delivery of sensitive or potentially complex topics.

Where appropriate, staff may receive targeted training to support the delivery of specific interventions and programmes, including those designed to promote pupils' social, emotional and mental health (SEMH), wellbeing and personal development. This ensures that pupils receive effective support that is matched to their individual needs.

The RSHE subject leader and senior leaders monitor staff training needs and identify opportunities for ongoing professional development. Training and support are provided through staff meetings, professional development sessions, external training opportunities, curriculum updates and collaborative working with colleagues.

Through a culture of continuous professional learning, the school seeks to ensure that RSHE remains relevant, inclusive, evidence-informed and responsive to the evolving needs of pupils and the wider school community.

14. Monitoring Arrangements

Implementation and impact will be monitored through stakeholder feedback, pupil voice, staff consultation, learning walks, lesson observations and curriculum review activities. Monitoring findings are triangulated with attendance information, safeguarding and pastoral records, and wider personal development participation to evaluate impact and inform future curriculum development. Particular attention is given to the engagement, participation and experiences of vulnerable pupils to ensure equitable access and outcomes for all learners

The school's linked governor for RSHE works alongside the RSHE subject leader and senior leaders to provide strategic oversight of the subject. This includes reviewing curriculum provision, monitoring implementation, evaluating impact and supporting the governing board in fulfilling its statutory responsibilities.

Pupils' progress and development within RSHE are monitored by class teachers through ongoing assessment, observation, discussion and classroom activities. This information is used to inform future teaching and ensure that pupils are developing the knowledge, understanding and skills outlined within the curriculum.

This policy will be reviewed annually by the RSHE subject leader and Headteacher to ensure that it remains compliant with statutory requirements and reflects the evolving needs of pupils and the wider school community. Any significant amendments will be shared with relevant stakeholders. The policy will be submitted to the governing board for approval following each review cycle.

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15. Concerns or complaints

Blisworth Community Primary School values strong partnerships with parents, carers and the wider school community and is committed to ensuring that any concerns relating to RSHE are listened to and addressed promptly, fairly and respectfully.

We encourage parents and carers to discuss any questions or concerns regarding the content, delivery or implementation of the RSHE curriculum with the school in the first instance. Most concerns can be resolved through open dialogue and constructive communication with the relevant member of staff, subject lead or the Headteacher.

Where a concern cannot be resolved informally, complaints will be managed in accordance with the school's Concerns and Complaints Policy. Formal complaints relating to RSHE should be submitted to the Headteacher, who will investigate the matter and respond in line with the school's established procedures.

If the complainant remains dissatisfied following the Headteacher's response, the matter may be escalated to the governing body in accordance with the school's Complaints Policy.

The school views feedback and concerns as an important part of its commitment to continuous improvement. Where appropriate, outcomes from complaints, consultations and stakeholder feedback will be used to review practice, strengthen provision and ensure that the curriculum continues to meet the needs of pupils and the wider school community.

Blisworth Community Primary School is committed to ensuring that our children receive a sensitive, carefully considered RSHE curriculum.

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Appendix 1

Year group	Curriculum content															
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<i>Year 1</i>	Year 1			
	Lesson overviews			
	Autumn 1 My healthy self: how can we look after our emotions?	1. What emotions can we recognise? 2. When and why do people show different emotions? 3. How can emotions change? 4. What helps us to feel calm or excited? 5. What might make us feel worried, annoyed or upset? 6. What can we do when our feelings get tricky?	Autumn 2 Connecting with others: How can I help myself and others feel happy and safe?	1. What makes me special? 2. How do families show love and care for one another? 3. What helps me feel safe and cared for? 4. What is a friend? 5. How can we have a kind and friendly class? 6. How should people behave towards others?
	Spring 1 The online world: how do we spend time online?	1. When am I online? 2. What can I do online and what can I do in person? 3. How should I behave when I use a device? 4. How can I balance screen time with in-person activities? 5. What should I do if I see something online that worries me? 6. How can I stay safe online?	Spring 2 Citizenship: How can I help others and the environment?	1. What do babies and toddlers need? 2. What do animals need? 3. How can we look after our school environment? 4. How can I share my ideas respectfully? 5. Who helps look after our local environment? 6. How do rules help everyone?
	Summer 1 Health protection: How can I protect myself and others in daily life?	1. What do babies and toddlers need? 2. What do animals need? 3. How can we look after our school environment? 4. How can I share my ideas respectfully? 5. Who helps look after our local environment? 6. How do rules help everyone?	Summer 2 Staying safe: How can I stay safe?	1. How can I stay safe at home? 2. What is safe for our bodies? 3. What rules can keep me safe? 4. How can I stay safe near roads? 5. How might my body feel when something is unsafe? 6. Who can keep me safe?
	Year 1			
	Lesson overviews			
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Year 1			
Lesson overviews			
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Year 2	Year 2			
	Lesson overviews			
	Autumn 1 My Healthy Self: How can we look after our bodies?	- How does moving my body make me feel? - Why is sleep important? - What foods can help me stay healthy? - How can I make some healthy food and drink choices? - What can I do to keep my teeth clean and healthy? - How can I make healthy choices every day?	Autumn 2 Connecting with others: How can I build safe, kind and caring relationships with others?	- How are we all different and the same? - How are families different and the same? - How can I show my feelings kindly and calmly? - How can I let others know what is okay or not okay for me? - Who can I talk to if something does not feel right? - What should I do if someone is being unkind again and again?
	Spring 1 The online world: How can we stay safe online?	- What can we do online and how can we do it safely? - Who can see information shared online? - What is private information? - How do I know if private information has been shared online? - Is everything we see online real? - What should I do if something online worries me?	Spring 2 Citizenship: How do people belong to a community and earn money?	
	Summer 1 Growing up: How can we look after and respect our bodies as we grow?	- How do we grow and change? - How will I change as I grow up? - Do I make the rules about my own body? - How can I talk about my body? - How can we show respect for each others' bodies? - Who can I talk to if I do not feel safe?	Summer 2 Staying safe: How can I make safe choices in different places?	- How can I stay safe at home? - What is safe for our bodies? - What rules can keep me safe? - How can I stay safe near roads? - How might my body feel when something is unsafe? - Who can keep me safe?
	Year 2			
	Lesson overviews			
	Autumn 1 My Healthy Self: How can we look after our bodies?	- How does moving my body make me feel? - Why is sleep important? - What foods can help me stay healthy? - How can I make some healthy food and drink choices? - What can I do to keep my teeth clean and healthy? - How can I make healthy choices every day?	Autumn 2 Connecting with others: How can I build safe, kind and caring relationships with others?	- How are we all different and the same? - How are families different and the same? - How can I show my feelings kindly and calmly? - How can I let others know what is okay or not okay for me? - Who can I talk to if something does not feel right? - What should I do if someone is being unkind again and again?
	Spring 1 The online world: How can we stay safe online?	- What can we do online and how can we do it safely? - Who can see information shared online? - What is private information? - How do I know if private information has been shared online? - Is everything we see online real? - What should I do if something online worries me?	Spring 2 Citizenship: How do people belong to a community and earn money?	
	Summer 1 Growing up: How can we look after and respect our bodies as we grow?	- How do we grow and change? - How will I change as I grow up? - Do I make the rules about my own body? - How can I talk about my body? - How can we show respect for each others' bodies? - Who can I talk to if I do not feel safe?	Summer 2 Staying safe: How can I make safe choices in different places?	- How can I stay safe at home? - What is safe for our bodies? - What rules can keep me safe? - How can I stay safe near roads? - How might my body feel when something is unsafe? - Who can keep me safe?

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Year 2			
Lesson overviews			
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Spring 1 The online world: How can we stay safe online?	1. What can we do online and how can we do it safely? 2. Who can see information shared online? 3. What is private information? 4. How do I know if private information has been shared online? 5. Is everything we see online real? 6. What should I do if something online worries me?	Spring 2 Citizenship: How do people belong to a community and earn money?	
Summer 1 Growing up: How can we look after and respect our bodies as we grow?	1. How do we grow and change? 2. How will I change as I grow up? 3. Do I make the rules about my own body? 4. How can I talk about my body? 5. How can we show respect for each others' bodies? 6. Who can I talk to if I do not feel safe?	Summer 2 Staying safe: How can I make safe choices in different places?	1. How can I stay safe at home? 2. What is safe for our bodies? 3. What rules can keep me safe? 4. How can I stay safe near roads? 5. How might my body feel when something is unsafe? 6. Who can keep me safe?

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Year 3	Year 3			
	Lesson overviews			
	Autumn 1 My Healthy Self: How can I take care of my mind and body?	- How do emotions affect my body? - How can I tell how someone else might be feeling? - How are my mind and body connected? - How does sleep help my mind and body? - What can I do when I experience strong emotions? - When should I ask an adult for emotional support?	Autumn 2 Connecting with others: What helps us feel safe and included?	- How can I respect myself? - What are personal boundaries? - What makes a family? - How can I be a good friend? - How can we repair a friendship after a falling-out? - What are the different types of bullying?
	Spring 1 The Online World: How should we communicate online?	- How do we communicate online? - How can we be respectful when we communicate online? - How can communication online sometimes be misunderstood? - How should I respond to online bullying? - Why do we need to be careful when communicating online? - How can I keep myself safe online?	Spring 2 Citizenship: What rights and responsibilities do we have?	- What are human rights? - What rights should children have? - How can we help the environment by reducing what we use? - How can reusing items help the environment? - Why is recycling important?
	Summer 1 Health Protection: How can we prevent illness and injury and respond to them when they happen?		Summer 2 Citizenship: What careers do people choose and why?	
	Year 3			
	Lesson overviews			
	Autumn 1 My Healthy Self: How can I take care of my mind and body?	- How do emotions affect my body? - How can I tell how someone else might be feeling? - How are my mind and body connected? - How does sleep help my mind and body? - What can I do when I experience strong emotions? - When should I ask an adult for emotional support?	Autumn 2 Connecting with others: What helps us feel safe and included?	- How can I respect myself? - What are personal boundaries? - What makes a family? - How can I be a good friend? - How can we repair a friendship after a falling-out? - What are the different types of bullying?
	Spring 1 The Online World: How should we communicate online?	- How do we communicate online? - How can we be respectful when we communicate online? - How can communication online sometimes be misunderstood? - How should I respond to online bullying? - Why do we need to be careful when communicating online? - How can I keep myself safe online?	Spring 2 Citizenship: What rights and responsibilities do we have?	- What are human rights? - What rights should children have? - How can we help the environment by reducing what we use? - How can reusing items help the environment? - Why is recycling important?
	Summer 1 Health Protection: How can we prevent illness and injury and respond to them when they happen?		Summer 2 Citizenship: What careers do people choose and why?	

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Year 3			
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Autumn 1 My Healthy Self: How can I take care of my mind and body?	1. How do emotions affect my body? 2. How can I tell how someone else might be feeling? 3. How are my mind and body connected? 4. How does sleep help my mind and body? 5. What can I do when I experience strong emotions? 6. When should I ask an adult for emotional support?	Autumn 2 Connecting with others: What helps us feel safe and included?	1. How can I respect myself? 2. What are personal boundaries? 3. What makes a family? 4. How can I be a good friend? 5. How can we repair a friendship after a falling-out? 6. What are the different types of bullying?
Spring 1 The Online World: How should we communicate online?	1. How do we communicate online? 2. How can we be respectful when we communicate online? 3. How can communication online sometimes be misunderstood? 4. How should I respond to online bullying? 5. Why do we need to be careful when communicating online? 6. How can I keep myself safe online?	Spring 2 Citizenship: What rights and responsibilities do we have?	1. What are human rights? 2. What rights should children have? 3. How can we help the environment by reducing what we use? 4. How can reusing items help the environment? 5. Why is recycling important?
Summer 1 Health Protection: How can we prevent illness and injury and respond to them when they happen?		Summer 2 Citizenship: What careers do people choose and why?	

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Year 4	Year 4			
	Lesson overviews			
	Autumn 1 My Healthy Self: How can I make healthy choices?	1. What is a balanced diet and why does having one matter? 2. How can being active help my mind and body? 3. How can I keep my energy up throughout the day? 4. How can I get support for myself or others? 5. How can I respond when things feel hard? 6. Why is helping others good for me too?	Autumn 2 Connecting with others: How can we respect each other?	1. How can I show self-respect? 2. How can I show respect to others? 3. How can I build trusting friendships? 4. How can we solve friendship challenges? 5. How should I respond to bullying? 6. What is a stereotype?
	Spring 1 The Online World: How can we decide what to trust online?	1. How can the internet be helpful and challenging? 2. Is all online content appropriate for me? 3. Why should we be careful what we trust online? 4. How can we check if online information is reliable? 5. How can we use multiple sources to check online information? 6. Why should we question what we see online?	Spring 2 Citizenship: How can I spend money responsibly?	
	Summer 1 Growing up: How will my body and emotions change as I grow up?	1. What are body boundaries? 2. How will I grow and change during puberty? 3. Which emotional changes could I experience when growing up? 4. What is a period? 5. How can we show kindness and understanding about body changes? 6. Who can I talk to about growing up and changes?	Summer 2 Staying Safe: What signs help me recognise what is safe and unsafe?	1. How can I tell if a situation is unsafe? 2. What do I do if a situation feels unsafe? 3. How can I stay safe around traffic? 4. Why can water be dangerous? 5. What drugs are safe or unsafe? 6. How can I prevent accidents?
	Year 4			
	Lesson overviews			
	Autumn 1 My Healthy Self: How can I make healthy choices?	1. What is a balanced diet and why does having one matter? 2. How can being active help my mind and body? 3. How can I keep my energy up throughout the day? 4. How can I get support for myself or others? 5. How can I respond when things feel hard? 6. Why is helping others good for me too?	Autumn 2 Connecting with others: How can we respect each other?	1. How can I show self-respect? 2. How can I show respect to others? 3. How can I build trusting friendships? 4. How can we solve friendship challenges? 5. How should I respond to bullying? 6. What is a stereotype?
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	Year 4			
	Lesson overviews			
	Autumn 1 My Healthy Self: How can I make healthy choices?	1. What is a balanced diet and why does having one matter? 2. How can being active help my mind and body? 3. How can I keep my energy up throughout the day? 4. How can I get support for myself or others? 5. How can I respond when things feel hard? 6. Why is helping others good for me too?	Autumn 2 Connecting with others: How can we respect each other?	1. How can I show self-respect? 2. How can I show respect to others? 3. How can I build trusting friendships? 4. How can we solve friendship challenges? 5. How should I respond to bullying? 6. What is a stereotype?
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	Summer 1 Growing up: How will my body and emotions change as I grow up?	1. What are body boundaries? 2. How will I grow and change during puberty? 3. Which emotional changes could I experience when growing up? 4. What is a period? 5. How can we show kindness and understanding about body changes? 6. Who can I talk to about growing up and changes?	Summer 2 Staying Safe: What signs help me recognise what is safe and unsafe?	1. How can I tell if a situation is unsafe? 2. What do I do if a situation feels unsafe? 3. How can I stay safe around traffic? 4. Why can water be dangerous? 5. What drugs are safe or unsafe? 6. How can I prevent accidents?
Year 5	Year 5			
	Lesson overviews			
	Autumn 1 My Healthy Self: How can I support my mind and body as I grow?	1. What do food labels really tell us? 2. How active am I and how can I move more? 3. What are the different types of physical activity and how do they affect us? 4. How can I recognise complex feelings? 5. How can I respond to strong and complex feelings? 6. How can we tell when someone might need support with their mental health?	Autumn 2 Connecting with others: Why are healthy relationships important?	1. What makes me who I am? 2. How do families show commitment to each other? 3. How can families support and protect each other? 4. What helps us make and maintain healthy friendships? 5. How can we manage challenges in friendships? 6. How can I be assertive and respectful?
	Spring 1 The Online World: How am I influenced by what I see online?	1. How do adverts try to influence us online? 2. How are adverts chosen for me online? 3. How else am I influenced online? 4. How do online trends shape our choices offline? 5. How does what we see online influence our viewpoints? 6. How can some online messages be misleading?	Spring 2 Citizenship: How can we make a difference in our community and beyond?	1. How can we show care for others? 2. How do people contribute to the community? 3. How does the UK Government work? 4. What is the role of a local councillor? 5. What are pressure groups? 6. How can people influence the decisions made by the government?
	Summer 1 Growing up: How can I manage the changes to my body and emotions as I grow?	1. How will my body grow during puberty? 2. How can I keep myself clean and hygienic? 3. How can we treat others with kindness during puberty? 4. How can I manage my emotions and feelings during puberty? 5. What is a period? 6. How can I challenge behaviour which crosses personal boundaries?	Summer 2 Citizenship: How can we be in control of our money?	

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Year 6	<table><tr><th colspan="4">Year 6</th></tr><tr><th colspan="4">Lesson overviews</th></tr><tr><td>Autumn 1 My Healthy Self: How do my choices today shape my future health?</td><td>1. Why do healthy teeth matter for the future? 2. How can I eat for a healthier future? 3. What habits might support my future health? 4. How can I recognise and regulate complex feelings? 5. How does my mindset affect my personal growth? 6. How can I support self-esteem for myself and others?</td><td>Autumn 2 Connecting with Others: What does it mean to stand up for myself and others?</td><td>1. How does self-esteem help me? 2. How can I be respectful in different situations? 3. How can I set and respect boundaries? 4. How can we challenge unfairness? 5. How can we work together to stop bullying? 6. When and how should I seek help?</td></tr><tr><td>Spring 1 The Online World: How do I feel about the things I see online?</td><td>1. How do online platforms keep users engaged? 2. How can I make safe choices if I am gaming online? 3. Is online content always realistic? 4. What is harmful online behaviour? 5. Does what we post online matter? 6. How does being online make me feel?</td><td>Spring 2 Citizenship: How can we protect everyone's rights?</td><td></td></tr><tr><td>Summer 1 Staying Safe: How can I stay safe as I grow up?</td><td>1. How can I stay safe on my own at home? 2. How can I stay safe outside on my own? 3. How can I travel safely on my own? 4. How can I stay safe in, on and around water? 5. How can I stay safe when I feel peer pressure? 6. How can I stay safe around drugs?</td><td>Summer 2 Sex Education: How do people become parents and carers?</td><td>1. Which words can we use to describe our private body parts? 2. How are babies made? 3. What happens in pregnancy and how are babies born? 4. How are families formed? 5. How does life change after having a baby? 6. What is consent?</td></tr></table>	Year 6				Lesson overviews				Autumn 1 My Healthy Self: How do my choices today shape my future health?	1. Why do healthy teeth matter for the future? 2. How can I eat for a healthier future? 3. What habits might support my future health? 4. How can I recognise and regulate complex feelings? 5. How does my mindset affect my personal growth? 6. How can I support self-esteem for myself and others?	Autumn 2 Connecting with Others: What does it mean to stand up for myself and others?	1. How does self-esteem help me? 2. How can I be respectful in different situations? 3. How can I set and respect boundaries? 4. How can we challenge unfairness? 5. How can we work together to stop bullying? 6. When and how should I seek help?	Spring 1 The Online World: How do I feel about the things I see online?	1. How do online platforms keep users engaged? 2. How can I make safe choices if I am gaming online? 3. Is online content always realistic? 4. What is harmful online behaviour? 5. Does what we post online matter? 6. How does being online make me feel?	Spring 2 Citizenship: How can we protect everyone's rights?		Summer 1 Staying Safe: How can I stay safe as I grow up?	1. How can I stay safe on my own at home? 2. How can I stay safe outside on my own? 3. How can I travel safely on my own? 4. How can I stay safe in, on and around water? 5. How can I stay safe when I feel peer pressure? 6. How can I stay safe around drugs?	Summer 2 Sex Education: How do people become parents and carers?	1. Which words can we use to describe our private body parts? 2. How are babies made? 3. What happens in pregnancy and how are babies born? 4. How are families formed? 5. How does life change after having a baby? 6. What is consent?
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