



Shoreditch Park Primary School

Relationships, Sex and Health Education Policy 2026-2027

Approved by:	Full Governing Body	Date: 07.07.26
Last reviewed on:	July 2026	
Next review due by:	July 2027	

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Background

The Education Act 2002 sets out the statutory duties which all schools, are required to meet:

‘Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life’

The Department for Education released updated statutory guidance: *Relationships Education, Relationships and Sex Education (RSE) and Health Education* in 2025 for implementation from September 2026. This guidance replaces previous statutory guidance published in 2019.

This policy has been developed in accordance with the statutory guidance and the following legislation:

The Children and Social Work Act 2017

The Education Act 1996

The Equality Act 2010

Keeping Children Safe in Education

The Human Rights Act 1998

Schools must ensure that teaching is age appropriate, inclusive, evidence informed and accessible to all pupils.

Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We are not required to provide sex education but do need to teach the elements of sex education contained in the science curriculum. The DfE recommends that all primary schools have a sex education programme. The programme must be clearly stated in the school policy and parents should be consulted. In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Shoreditch Park Primary we teach RSE as set out in this policy.

Aims

RSE will complement other subjects such as ASPIRE, Science, Computing, RE and PE. RSE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school.

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Develop confidence in talking, listening and thinking about feelings and relationships

- Allow pupils to understand about the range of relationships, including the importance of family for the care and support of children
- Explore the consequences of their actions and behave responsibly within relationships
- Develop their self-esteem and sense of responsibility
- Teach pupils how they can protect themselves and ask for help and support
- Support pupils to develop skills for safe and respectful behaviour both online and offline
- Help pupils understand the importance of privacy, personal boundaries and consent in an age-appropriate way
- Teach pupils how to recognise unsafe situations, inappropriate behaviour and harmful content, including online
- Develop pupils' understanding of healthy relationships, emotional wellbeing and respectful communication
- Equip pupils with the knowledge and confidence to seek help from trusted adults when needed

Shoreditch Park Primary School is a **Rights Respecting School**. School policies respect the UN Convention on the rights of the child. The Aspire Policy links to:

Article 13 - Every child must be free to express their thoughts and opinions and to access all kinds of information

Article 28 - Every child has the right to an education.

Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Policy development

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

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

Parental engagement and transparency

We recognise that parents and carers are the primary educators of children in matters relating to relationships, health and sex education. The school works in partnership with families to ensure that pupils receive clear, age-appropriate and accurate information.

Parents and carers will be informed each half term about the PSHE and RSHE learning taking place. Curriculum overviews and teaching materials can be shared with parents on request.

The school will provide opportunities for parents and carers to ask questions, discuss the curriculum with staff and access support where appropriate to help continue learning at home.

We are committed to working transparently with families while ensuring that statutory curriculum requirements are fully met.

Definition

RSHE is about the emotional, social and physical development of pupils. It involves learning about healthy relationships, physical and mental health, emotional wellbeing, growing and changing, keeping safe, diversity and respecting others.

RSHE is not about the promotion of sexual activity. It is intended to equip pupils with the knowledge, skills, vocabulary and understanding they need to develop safe, healthy and respectful relationships and to keep themselves safe, both online and offline.

Curriculum

Our curriculum is set out in Appendix 1 but may be adapted where appropriate to meet the needs of our pupils.

RSHE is delivered through our PSHE curriculum and is taught progressively throughout the academic year. Learning is carefully sequenced so that pupils revisit and build upon prior knowledge and skills in an age-appropriate way.

Relationships, health and sex education are embedded within the wider PSHE curriculum rather than being taught solely as a discrete unit of work.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils receive accurate information and are discouraged from seeking answers from unreliable sources online.

Teaching will always be age appropriate, evidence informed and sensitive to the needs and developmental stage of pupils.

- Pupils will be taught about:
- respectful relationships
- online safety and awareness
- mental wellbeing
- physical health and healthy lifestyles
- personal safety and boundaries
- families and caring relationships
- emotional literacy and communication

The curriculum reflects current safeguarding priorities and supports pupils to recognise and respond to risks including bullying, unsafe behaviour, harmful online content and inappropriate contact.

At Shoreditch Park, some age-appropriate aspects of sex education are taught in addition to the statutory science curriculum:

- Human reproduction and birth in an age-appropriate context (Y6)

For more information about our curriculum, see our curriculum map in Appendix 1.

Delivery of Relationships, Sex and Health Education

RSHE supports the wider safeguarding and wellbeing curriculum and links closely with the school's policies on safeguarding, behaviour, anti-bullying, equality, online safety and mental health and wellbeing.

RSHE is delivered through the school's PSHE curriculum and is taught progressively throughout the academic year. Learning is carefully planned to ensure pupils develop the knowledge, skills and understanding needed to build healthy relationships, stay safe and support their physical and emotional wellbeing.

Some biological aspects of RSHE are taught through the Science curriculum, while other aspects are explored through Computing, RE, ASPIRE and wider curriculum opportunities where appropriate.

Teaching is adapted to meet the needs of all pupils, including those with SEND, through appropriate differentiation, visual supports, adapted language, pre-teaching of vocabulary, scaffolded discussion and additional adult support where required.

In addition, many aspects of Relationships Education and Health Education are reinforced through the school's wider ASPIRE curriculum and everyday school life.

Pupils with special educational needs and learning difficulties are included in RSHE. Where appropriate the contents and delivery of the curriculum will be modified to meet individual needs.

RSE focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

Pupils will also learn:

- The importance of privacy, boundaries and bodily autonomy
- The meaning of consent and the importance of respecting their own and others' boundaries in an age-appropriate way
- How to recognise unsafe situations and seek help
- How to stay safe online, including understanding risks linked to social media, online gaming and sharing information
- The importance of respectful behaviour online and offline
- Correct anatomical vocabulary
- Strategies for emotional wellbeing and self-regulation
- How to identify and respond safely to fake online identities, manipulated images, AI generated content and online scams

For more information about our RSHE curriculum, see Appendices 1, 2 and 3.

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 along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- Reflects the diversity of families, communities and relationships in modern Britain
- Is accessible for pupils with SEND and adapted appropriately where needed

- Avoids assumptions and stereotyping

During lessons, we will make sure pupils feel:

- Safe and supported
- Able to engage with the key messages

We will also:

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

This may include:

- visual supports
- adapted resources
- pre-teaching vocabulary
- additional adult support
- smaller discussion groups
- scaffolded questioning
- alternative methods of communication where appropriate

Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Reflect current statutory guidance and safeguarding expectations
- Include accurate information about online safety, wellbeing and relationships
- Promote respectful and inclusive attitudes
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

Use of external organisations and materials

We will make sure that any agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and the resources they intend to use:
- Are age-appropriate
- Are in line with pupils' developmental stage
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)

Be clear on:

- What they're going to say
- Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Make materials available to parents and carers on request where appropriate
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

Roles and responsibilities

The governing body

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

The headteacher and ASPIRE lead

The headteacher and ASPIRE lead are responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE.

Staff

Teachers delivering RSHE will use a variety of teaching methods including establishing ground rules, being able to answer unexpected questions, using appropriate materials and encouraging reflection.

Teachers are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE
- Creating a safe and respectful classroom environment
- Following safeguarding procedures where concerns or disclosures arise
- Using age-appropriate and inclusive language
- Challenging stereotypes, prejudice or discriminatory language appropriately

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

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

Confidentiality

Teachers may be party to sensitive information about pupils, some of this perhaps relating to illegal activity. All staff need to be clear about the rules of confidentiality and reporting. The points below clarify matters:

- guidance about who needs to know in particular instances - information about pupils should not be passed on indiscriminately
- that teachers should not offer pupils unconditional confidentiality
- that information about behaviour that is likely to cause harm to pupils or to others must be dealt with in line with the school's safeguarding procedure and passed on to the appropriate agency
- that teachers should make it clear to pupils that some information needs to be passed on in the pupil's best interest and that they will be informed when this is a necessity
- in the case of illegal activity, action should be taken in the best interests of the pupil - this does not necessarily involve informing the police in every instance
- teachers are not obliged to pass on information about pupils to their parents
- if the teacher believes the pupil is at moral or physical risk or in breach of the law, it is their duty to ensure that the pupil is aware of the risks and encourage them to seek support from their parents where appropriate
- external agencies working with pupils" are made aware of, and abide by, the confidentiality policy
- Teachers should explain and reinforce the need for ground rules in lessons to protect pupils from making inappropriate personal disclosures

- Pupils will be reminded that lessons are not an appropriate place to discuss private personal experiences in detail and that any safeguarding concerns will be passed on in line with the school's safeguarding procedures.
- If the visitor is providing individual advice and support directly to pupils, they may be following different guidelines on confidentiality and pupils need to be made aware of this.
- For instance, school nurses are bound by the medical code of confidentiality in their work with young people.

Safeguarding

Relationships, Sex and Health Education plays an important role in safeguarding pupils. Through the curriculum, pupils are taught how to stay safe, recognise risks and seek help from trusted adults.

Staff understand that safeguarding issues may arise during lessons. Any disclosures or concerns will be managed in line with the school's safeguarding and child protection policy.

Staff will not promise confidentiality to pupils where a safeguarding concern exists.

Parents' right to withdraw from sex education

Parents do not have the right to withdraw their child from:

- Relationships Education
- Health Education
- The statutory science curriculum

Parents have the right to request withdrawal from the non-statutory components of sex education within RSHE.

Requests for withdrawal should be made in writing using the form included in Appendix 4 and addressed to the headteacher.

Before granting a request, the headteacher will discuss the request with parents or carers to ensure they understand the curriculum content and the potential implications of withdrawal.

Alternative purposeful education will be provided to pupils who are withdrawn from sex education lessons.

The school will keep a record of withdrawal requests and discussions with parents.

Training

Staff receive regular training and updates on the delivery of RSHE, safeguarding, online safety and statutory guidance requirements as part of the school's continuing professional development programme.

Where appropriate, staff may receive additional training to support the delivery of sensitive topics, meeting the needs of pupils with SEND and responding appropriately to safeguarding concerns or disclosures. Governors will receive appropriate updates regarding statutory requirements and the school's RSHE provision

Monitoring arrangements

The delivery of RSHE is monitored by the ASPIRE lead and senior leaders through:

- learning walks
- curriculum reviews
- planning scrutinies
- pupil voice
- staff discussions

- work scrutiny
- monitoring of outcomes
- governor monitoring and review

The effectiveness of the policy will also be reviewed through feedback from pupils, parents, staff and governors.

This policy will be reviewed annually or sooner if statutory guidance changes. At every review, the policy will be approved by governors.

Appendix 1: Curriculum map

The RSHE curriculum is delivered through the school's PSHE curriculum and is taught progressively throughout the academic year. Content is age appropriate, builds on prior learning and is adapted to meet the needs of all pupils. The curriculum reflects the statutory guidance for Relationships, Sex and Health Education from September 2026.

RSHE & RSHE Curriculum Map

	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-4	I can often talk confidently about how I'm feeling and what makes me happy in pre-school and at home. I can often remember that others have feelings too. I know that when we all listen and take turns this helps everyone to be happy in pre-school.	I can talk about myself and the things I like, and I know that others might also like the same things. I can talk about some of the things I don't like and say why. I can use words to stand up for myself. I can say what it feels like when I don't like things.	I can talk about being proud of something that was not easy for me to do and I did not give up. I can explain to others how I encourage myself to keep trying and not give up when things get tricky.	I can talk about the things that help me to be healthy and safe when I am away from home. I can manage my own self-care needs during the day and night.	I can talk about my favourite people. I know who to talk to about things that upset me. I know how to share fairly and can take turns with my chosen friends. I do not always need an adult to remind me of what I need to do to be a good friend.	I can talk about how I have changed since I was a baby and the things that change around me. I know that I am in charge of my body and that some parts of my body are private. I can talk about how others have changed over time and notice differences around me.
Ages 4-5	I can talk freely about the things and people that make me happy in class and at home. I usually remember to take turns and share with everyone in my class. I know how to be a good listener.	I am confident when I talk about the things I like and am interested in, as well as what I don't like and why. I know how to be kind to others and can use words to stand up for myself.	I know what to do so that I can persevere with things that are a bit difficult. I can talk about what makes me proud. I regularly encourage myself and others to keep trying and not give up when things get tricky.	I can talk about what I do to stay healthy and safe and I know why these things are important. I know what we all need to do to stay healthy and safe. I can talk about these things with my friends in class.	I know how to be a kind friend and I know what to do if I need a friend to help me play and/or learn. I know how to co-operate with others in my class and understand the importance for everyone to feel included. I make sure I use my words to help friends to understand me.	I can describe and ask questions about things that feel or look different about me now and about the things that will happen around me soon. I can use strategies I've been taught to stay calm and to behave kindly towards others. I know who to speak to and how to talk about things that might be worrying or sad as well as the things that I want to know more about. I can describe to others how I thought about a problem or feeling and how I dealt with it.
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 5-6	I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe.	I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. I can explain what bullying is and how being bullied might make somebody feel.	I can explain how I feel when I am successful and how this can be celebrated positively. I can say why my internal treasure chest is an important place to store positive feelings.	I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. I can give examples of when being healthy can help me feel happy.	I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.	I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. I can explain why some changes I might experience might feel better than others.
Ages 6-7	I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others.	I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.	I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work.	I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.	I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.	I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't. I can tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me.

	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 7-8	I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.	I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve it Together or asking for help.	I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help. I can express how being anxious/ scared and unwell feels.	I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know.	I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.
Ages 8-9	I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued.	I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are.	I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude.	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure.	I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal. I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about	I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 9-10	I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.	I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.	I can compare my hopes and dreams with those of young people from different cultures. I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.	I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. I can summarise different ways that I respect and value my body.	I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.	I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.
Ages 10-11	I can explain how my choices can have an impact on people in my immediate community and globally. I can empathise with others in my community and globally and explain how this can influence the choices I make.	I can explain ways in which difference can be a source of conflict or a cause for celebration. I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.	I can explain different ways to work with others to help make the world a better place. I can explain what motivates me to make the world a better place.	I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.	I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.

	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 11-12	I can compare my self-identity with how I believe others see me. I can explain some of the factors that may affect my self-identity. I can explain why it is important that I am a unique individual and can also explain how my self-identity has been influenced by past events and experiences. I can express a level of independence while maintaining positive relationships with others.	I can explain why different forms of positive and negative prejudice and discrimination happen. I can challenge my own and others' attitudes and values and accept difference in others. I can explain how different forms of positive and negative prejudice and discrimination might make people feel. I can offer strategies to support those involved.	I can explain how internal and external factors might affect my own dreams and goals as I get older. I can explain why breaking a dream or goal into smaller steps is helpful. I can offer a range of strategies that I could use to overcome obstacles and remain positive.	I can explain how emotions are linked to physical health in a variety of ways. I can also explain that emotions can play a part in making healthy/less healthy choices, and also that healthy/less healthy choices can impact on emotions. I can explain why it is important to express my feelings and manage them positively to help me make responsible choices. I can offer strategies that I could use to do this.	I can explain a range of feelings that people may experience within different social groups and social contexts and how this may relate to their behaviour. I can explain the feelings I might experience in different social groups and different social contexts and how these might manifest in my behaviour. I can offer strategies to help me manage these feelings.	I can explain why some personal and family changes happen. I can explain ways that I can give emotional support to myself and others during times of personal change

Appendix 2: Statutory Guidance for Relationships Education and Health Education

The following statutory outcomes are adapted from the Department for Education statutory guidance: Relationships, Sex and Health Education (RSHE 2025).

Relationships education – by the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

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

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. Online risks, including that any material provided online might be circulated, and that once a picture or words have been circulated there is no way of deleting it everywhere and no control over where it ends up. 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

TOPIC	PUPILS SHOULD KNOW
Being safe	1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Health education – by the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
General wellbeing	1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2. The importance of promoting general wellbeing and physical health. 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6. That isolation and loneliness can affect children, and the benefits of seeking support. 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. 9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 10. That it is common to experience mental health problems, and early support can help. 11. Strategies to support emotional regulation, resilience and seeking support from trusted adults.

TOPIC	PUPILS SHOULD KNOW
Wellbeing online	1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. 3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. 6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. 8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 9. How to understand the information they find online, including from search engines, and know how information is selected and targeted. 10. That they have rights in relation to sharing personal data, privacy and consent. 11. Where and how to report concerns and get support with issues online. 12. Pupils will learn about online safety including privacy settings, personal information, fake online identities, AI-generated content, deepfakes, online scams and how to report concerns or seek help.
Physical health and fitness	1. The characteristics and mental and physical benefits of an active lifestyle. 2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. 3. The risks associated with an inactive lifestyle, including obesity. 4. How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy Eating	1. What constitutes a healthy diet (including understanding calories and other nutritional content). 2. Understanding the importance of a healthy relationship with food. 3. The principles of planning and preparing a range of healthy meals. 4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

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

Appendix 3: Parent form - withdrawal from the non-statutory sex education elements of RSHE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date discussion held with parent/carer:	
Reason for requesting withdrawal from the non-statutory sex education elements of RSHE			
Any other information you would like the school to consider			

TO BE COMPLETED BY PARENTS

Parent signature

TO BE COMPLETED BY THE SCHOOL

Agreed actions
from discussion
with parents