

THE WILLOWS PRIMARY SCHOOL



RSHE POLICY

Relationships, Sex and Health Education

Safeguarding Statement

The school is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Author: _____ Headteacher/RSHE Subject Leader

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Intent

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.

Our curriculum is designed to equip all children with the knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. It will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Children are taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, they will develop their understanding of how to treat others with kindness, consideration and respect.

We strive to give learners the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

Why do we teach Relationships and Health Education?

- First and foremost: it helps to keep pupils safe: RHE gives pupils the knowledge to tell right from wrong, and the skills to assess risk and seek support if they are worried. Giving pupils the correct language to describe genitals helps to keep them safe. If someone touches them inappropriately, they can seek help from an adult and accurately describe what is happening.
- It gives pupils information and skills to make healthy choices. pupils need to have knowledge about what is healthy and what is not but also the skills to be able to use this information. RHE provides the perfect environment for pupils to practice these skills safely.
- It promotes tolerance and respect. We want pupils to become adults who are accepting of all people, even if their way of life is not the same as their own.
- It develops the skills to form and maintain healthy relationships: whether friendships, family, or with teachers, every pupil needs these skills in order to function effectively in society.
- Pupils need to be prepared for the changes of puberty before onset. Some pupils will begin these changes in year 5 or even earlier, they need to know what is going to happen and how to deal with these changes.

Our aspiration is that our children have the knowledge and skills to keep themselves safe, make healthy choices, develop respect for themselves and others, and form positive and healthy relationships.

In addition, as recommended by the Department for Education, we also teach non-statutory elements of sex education in an age-appropriate manner in Year 5 and Year 6.

Our curriculum has been developed on the basis of the following key principles:

a. Engagement with pupils.

An inclusive and well-sequenced RSHE curriculum should be informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging.

b. Engagement and transparency with parents.

Schools should engage with parents on the content of RSHE and be transparent with parents about all materials used in RSHE. All materials should be available to parents. Parents have a right to request that their children are withdrawn from sex education and schools should ensure parents are aware of sex education content within lessons in advance.

c. Positivity.

Schools should focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. Schools should avoid language which might normalise harmful behaviour among young people – for example gendered language which might normalise male violence or stigmatise boys.

d. Careful sequencing.

Schools should cover all statutory topics, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school. Schools should sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.

e. Relevant and responsive.

Schools should develop the curriculum to be relevant, age and stage appropriate and accessible to pupils in their area, where appropriate working with local partners and other bodies to understand specific local issues and ensure needs are met.

f. Skilled delivery of participative education.

The curriculum should be delivered by school staff or, where schools choose to use them, external providers who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm pupils. Staff should be trained in safeguarding and offering support, recognising the increased possibility of disclosures.

g. Whole school approach.

The curriculum is best delivered as part of a whole school approach to wellbeing and positive relationships, supported by other school policies, including behaviour and safeguarding policies.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Children are taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, we will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils should be taught content on:

- families and people who care for me, caring friendships
- respectful relationships
- online relationships
- being safe

Health Education

Health Education aims to give children the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of primary school, pupils should be taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention, basic first aid
- changing adolescent body

Sex Education

Sex education is not compulsory in primary school. However, as recommended by the Department for Education, we teach the statutory and non-statutory elements of sex education in an age-appropriate manner in Year 5 and Year 6.

Year 5	Coping with change	How puberty (statutory) changes can affect our emotions and feelings and ways to manage this; questions about puberty and change, including periods/menstruation (statutory) and wet dreams.
Year 6	Families and committed relationships	Sex education: adult relationships and human reproduction, including different ways to start a family.

The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

The development of life skills is a strong focus within our RSHE curriculum, enabling all pupils to develop money sense, travel/water/fire/electrical safety knowledge, careers knowledge and enterprise skills alongside the key experiences they need to live independently as an adult in later life.

Consultation with Parents

Government guidance (2019) requires that all schools in England consult with parents when developing their curriculum and policy on Relationships Education. Parents were consulted prior to the development of our RHE curriculum. Parents continue to be consulted annually regarding our Sex Education lessons as part of our RSHE curriculum.

Right to withdraw

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Where primary schools provide sex education, head teachers must automatically grant a request to withdraw a pupil from it, other than content that is taught as part of the science curriculum. Parents do not have the right to withdraw their pupils from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

At The Willows Primary School, in line with legislation, parents have the right to withdraw children from the non-statutory elements of sex education lessons in Year 5 and 6. Parents are requested to send a letter direct to school for the attention of the Headteacher, explaining their request for withdrawal, if they want to exercise their right to excuse their child from these lessons.

Implementation			
	3-4 year olds	Reception	Early Learning Goal
Communication and Language	<ul style="list-style-type: none">Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.Start a conversation with an adult or a friend and continue it for many turns.Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”	<ul style="list-style-type: none">Articulate their ideas and thoughts in well formed sentences.Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.Develop social phrases.	<ul style="list-style-type: none">Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.Participate in small group, class and one-to-one discussions, offering their own ideas.Express their ideas and feelings about their experiences using full sentences, with modelling and support from their teacher.
Personal, Social, Emotional Development	<ul style="list-style-type: none">Develop their sense of responsibility and membership of a community.Become more outgoing with unfamiliar people, in the safe context of their setting.Show more confidence in new social situations.Increasingly follow rules, understanding why they are important.Remember rules without needing an adult to remind them.Talk with others to solve conflicts.	<ul style="list-style-type: none">See themselves as a valuable individual.Build constructive and respectful relationships.Show resilience and perseverance in the face of challenge.Think about the perspectives of others.Manage their own needs.	<ul style="list-style-type: none">Show an understanding of their own feelings and those of others, and begin to regulate their behaviour.Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.Explain the reasons for rules, know right from wrong and try to behave accordingly.Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.Work and play cooperatively and take turns with others
	<p>NSPCC Speak Out Stay safe resources</p> <ul style="list-style-type: none">Read “Pantosaurus and the power of pants” bookComplete related PANTs activities for 3 – 4 year olds	<p>NSPCC Speak Out Stay safe resources</p> <ul style="list-style-type: none">Read “Pantosaurus and the power of pants” bookComplete related PANTs activities for 4 - 5 year olds	
Physical Development	<ul style="list-style-type: none">Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.Start taking part in some group activities which they make up for themselves, or in teams.Start eating independently and learning how to use a knife and fork.Choose the right resources to carry out their own plan.Be increasingly independent as they get dressed/undressed, e.g. putting coats on, doing up zips.Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.Make healthy choices about food, drink, activity and toothbrushing.	<ul style="list-style-type: none">Develop their small motor skills so that they can use a range of tools competently, safely and confidently e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.Know and talk about the different factors that support their overall health and wellbeing (regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian).Further develop the skills they need to manage the school day successfully (lining up and queuing, mealtimes, personal hygiene).	<ul style="list-style-type: none">Negotiate space and obstacles safely, with consideration for themselves and others.Use a range of small tools, including scissors, paint brushes and cutlery.
	All children to participate in the Balanceability programme – an afPE approved learn to cycle programme for children aged 2½ years upwards.		
Understanding the World	<ul style="list-style-type: none">Show interest in different occupations.Explore how things work.Plant seeds and care for growing plants.Begin to understand the need to respect and care for the natural environment and all living things	<ul style="list-style-type: none">Draw information from a simple map.Explore the natural world around them.	<ul style="list-style-type: none">Talk about the lives of the people around them and their roles in society.Explore the natural world around them, making observations and drawing pictures of animals and plants.

Across KS1 and KS2, we have created an RSHE curriculum for each year group using the following topics.

Healthy and happy friendships

This topic explores friendships: their importance, what being a good friend means, and how to keep friendships positive and healthy. Pupils investigate their own values and identity (including their online identity), and develop skills to resolve difficulties within friendships, including maintaining and respecting personal boundaries and safe touch, managing peer pressure and the effects on friendships of change.

Similarities and differences

This topic explores and celebrates the similarities and differences between people, exploring and encouraging ways to value and respect difference and diversity. It looks at the damaging effect that stereotypes can have, and how to identify and challenge them. It helps pupils recognise their own personal strengths and abilities, and develop self-respect.

Caring and responsibility

This topic focuses on special people. It explores why they are special and how they care for and keep one another safe. It examines pupils' increasing responsibilities towards themselves and others as they get older, including the role they can play and the difference they can make within their communities.

This topic is supplemented by our life skills focus on staying safe, travel safety and living independently.

Families and committed relationships

This topic explores the importance and diversity of families, and the characteristics of healthy, positive family relationships. It enables pupils to recognise when they may feel unsafe within a family, and how to ask for help if they need it. It identifies the characteristics of a committed relationship, and at Year 6 explores human reproduction and other ways that people can start a family.

Healthy bodies, healthy minds

This topic explores how to stay healthy, both physically and mentally. It explores ways to maintain wellbeing and prevent illness; how to develop a healthy, balanced lifestyle; and the consequences and effects of different habits and choices. It encourages the development of positive self-worth and recognition, what might affect or influence unhealthy ways of thinking, and how to overcome this.

This topic is supplemented by our life skills focus on Health & Wellbeing which covers caring for myself, caring for others and caring for the environment

Coping with change

This topic explores how people grow and change from babies, through puberty to adulthood. At Key Stage 1, it examines ways in which children have grown and how they will continue to change, and how to develop resilience to change. At Key Stage 2, it identifies changes that will take place in children's bodies during puberty, and explores ways to manage the emotional effects of life changes, including transition to secondary school.

Additional life skills topics cover money sense, careers and enterprise.

Y1	Autumn 1		Autumn 2	
	NSPCC Speak Out, Stay Safe assembly and follow up (PANTS resources)			
E-Safety taught explicitly within ICT and Computing and through assemblies and when opportunities arise in circle time/class discussion	Healthy and happy friendships	Health and Wellbeing	Similarities and differences	Staying Safe
	Making friends and getting along <ul style="list-style-type: none"> Friends Kindness Getting along, sharing and taking turns Bullying 	Caring for myself <ul style="list-style-type: none"> To tie my shoe laces with increasing independence. To identify two hygiene activities and the equipment associated with these. To participate in two personal hygiene activities (washing hands, brushing teeth). 	Recognising strengths and respecting differences <ul style="list-style-type: none"> I am special Who I am makes me <u>unique</u> We don't all feel the same way. Bullying 	Stranger danger <ul style="list-style-type: none"> To explain what a stranger is. To identify safe and unsafe strangers. To identify safe and unsafe scenarios. To understand what to do if I get lost. To explain how to stay safe if a stranger approaches me.
	Spring 1		Spring 2	
	Caring and responsibilities	On The Move – Travel safety	Families and committed relationships	Careers and Enterprise
	Our special people <ul style="list-style-type: none"> My special people How our special people care for us Keeping safe 	Walking and riding a scooter <ul style="list-style-type: none"> To know how to walk safely on the pavement. To find a pedestrian crossing and safely use it with an adult. To push and steer a scooter. To stop a scooter safely. To ride a scooter safely on the pavement/around an obstacle course. 	The importance of family <ul style="list-style-type: none"> My family Our family Super hero families 	<ul style="list-style-type: none"> To explore a range of jobs and careers through role play.
	Summer 1		Summer 2	
	Healthy bodies, healthy minds	Money Sense	Coping with change	Living Independently
	Amazing bodies <ul style="list-style-type: none"> My amazing body Looking after our bodies 	<ul style="list-style-type: none"> To recognise the coins and notes that we use. To identify the value of different notes and coins. To select notes and coins to pay. To begin to explain how to keep your money safe. To explain the consequences of money being lost or stolen. 	Growing and changing <ul style="list-style-type: none"> How have we changed? A future me 	<ul style="list-style-type: none"> To know my address. To make my bed. To clean work surfaces after use. To show good table manners when eating To use a knife safely and correctly to cut up food To use a knife and fork properly when eating a meal

Y2	Autumn 1		Autumn 2	
	NSPCC Speak Out, Stay Safe assembly, workshop and follow up (PANTS resources)			
E-Safety taught explicitly within ICT and Computing and through assemblies and when opportunities arise in circle time/class discussion	Healthy and happy friendships	Health and Wellbeing	Similarities and differences	Staying Safe
	What makes a happy friendship? <ul style="list-style-type: none"> What makes a happy friendship? Personal Boundaries Worries Bullying 	Caring for myself <ul style="list-style-type: none"> To understand the purpose of personal hygiene products from a selection. To select and use the appropriate products/items to complete personal hygiene activities (brushing hair, washing face, cleaning nails). Caring for others (first aid) <ul style="list-style-type: none"> To identify scenarios when first aid may be needed. To know who to call in an emergency. To understand how to treat a graze. To understand how to treat a minor burn. 	Strengths, abilities and stereotypes <ul style="list-style-type: none"> My strengths and abilities Stereotypes Whose job? 	Electrical safety <ul style="list-style-type: none"> To identify appliances around the home/school that run off electricity. To explain why electricity can be dangerous. To identify electrical hazards around the home. To give two ways to stay safe when using an electrical appliance.
	Spring 1		Spring 2	
	Caring and responsibilities	On The Move – Travel safety	Families and committed relationships	Careers and Enterprise
	Special people in our communities <ul style="list-style-type: none"> Community helpers When we need help Our communities and groups 	Travelling on a bus <ul style="list-style-type: none"> To follow instructions to collect the personal items needed for a bus journey (e.g. money, bag, coat). To select the bus <u>stop</u> sign from a choice of signs. To get on and off a bus safely. To state the <u>destination</u> you would like to get to. To hand over money to pay the bus fare (with support). 	The diversity of families <ul style="list-style-type: none"> Who is in a family? A happy family Families of all kinds 	<ul style="list-style-type: none"> To understand the future importance of skills such as teamwork, leadership, speaking and listening.
	Summer 1		Summer 2	
	Healthy bodies, healthy minds	Money Sense	Coping with change	Living Independently
	Staying safe and healthy <ul style="list-style-type: none"> Healthy feelings Staying safe at home Feeling poorly 	<ul style="list-style-type: none"> To explain where people get their money from. To explain why it is important to save money. To understand the link between working and earning money. To explore how notes and coins can be combined to make a total. To begin to calculate change. 	Growing up and setting goals <ul style="list-style-type: none"> When I am older Looking at the changes ahead Goals 	<ul style="list-style-type: none"> To identify hazards in one room of the house (kitchen or bathroom). To set the table in preparation for a meal. To use a knife safely to chop vegetables To wash kitchen equipment after use. To be able to fold clothes neatly when getting changed

Y3	Autumn 1		Autumn 2	
	NSPCC Speak Out, Stay Safe assembly and follow up (PANTS resources)			
E-Safety taught explicitly within ICT and Computing and through assemblies and when opportunities arise in circle time/class discussion	Healthy and happy friendships	Health and Wellbeing	Similarities and differences	Staying Safe
	Being a good friend <ul style="list-style-type: none"> What makes a good friend Personal space Resilience 	Caring for myself <ul style="list-style-type: none"> To explain why it is important to maintain good personal hygiene routines. Caring for the environment <ul style="list-style-type: none"> To explain why it is important to look after the environment. To identify two ways to care for your local environment. To participate in an activity that helps to improve the local environment (litter pick). 	Valuing and respecting one another <ul style="list-style-type: none"> Different but equal Our school community Valuing one another and considering people's feelings 	Pedestrian safety <ul style="list-style-type: none"> To identify two hazards that a pedestrian should be aware of. To identify two safety precautions a pedestrian could take. To identify a safe place to cross the road. To explain how to cross a road safely
	Spring 1		Spring 2	
	Caring and responsibilities	On The Move – Travel safety	Families and committed relationships	Careers and Enterprise
	Responsibilities and boundaries <ul style="list-style-type: none"> Being responsible Responsibility and personal space Caring and empathy 	Planning and undertaking a bus journey <ul style="list-style-type: none"> To read and use a selection of timetables To use a bus timetable to identify the location for the start and end of a journey. To use a bus timetable to identify the arrival time of a bus. To state the required destination when travelling on a bus. To give the appropriate fare when travelling on a bus. 	Different types of committed relationships <ul style="list-style-type: none"> Commitment and marriage All change! Family changes: When parents separate. 	Gardening <ul style="list-style-type: none"> To recognise and use two or more garden tools. To explain how to stay safe when using garden tools. To take part in activities to grow and care for plants. To begin to understand the difference between weeds and other plants.
	Summer 1		Summer 2	
	Healthy bodies, healthy minds	Money Sense	Coping with change	Living Independently
	Sleep, food and hygiene <ul style="list-style-type: none"> The power of sleep Making healthy food choices Germes 	<ul style="list-style-type: none"> To identify at least one way of tracking your money. To plan and track savings by keeping simple records. To explain why it is important to keep track of spending and saving. To explain the difference between a 'need' and a 'want'. To calculate the total price and change when paying for goods or a service. 	Coping with feelings and when things change <ul style="list-style-type: none"> New changes Feeling sad and showing empathy Happiness 	<ul style="list-style-type: none"> To understand how to store food safely. To make a hot drink using a kettle. To fold clothes ready for storage. To wash up and dry a range of kitchen equipment after a meal. To follow a simple recipe. To address and post a letter

Y4	Autumn 1		Autumn 2	
	NSPCC Speak Out, Stay Safe assembly and follow up (PANTS resources)			
E-Safety taught explicitly within ICT and Computing and through assemblies and when opportunities arise in circle time/class discussion	Healthy bodies, healthy minds	Health and Wellbeing	Healthy bodies, healthy minds	Staying Safe
	Influences and personal choices <ul style="list-style-type: none"> Healthy influences Making healthy choices Dealing with feelings 	Caring for myself <ul style="list-style-type: none"> To identify things that positively and negatively affect a person's mental health. To take part in two whole class activities which contribute to good mental health and wellbeing (exercise, mindfulness scrapbook). Caring for the environment (recycling) <ul style="list-style-type: none"> To explain what waste is and the impact that it has on the environment. To identify alternative ways of dealing with waste (reduce, reuse, recycle). 	Personal safety & Hygiene <ul style="list-style-type: none"> Keeping clean as we grow and change Keeping safe (medicines) 	Water safety <ul style="list-style-type: none"> To identify dangers that can be hidden under water. To identify dangers that can be found near bodies of water. To understand the effect that cold water can have on the body. To understand how to stay safe when near/in water. To explain how to help someone who is having difficulty in water.
	Spring 1		Spring 2	
	Healthy and happy friendships	On The Move – Travel safety	Similarities and differences	Careers and Enterprise
	Solving friendship difficulties <ul style="list-style-type: none"> Qualities of a good friend Solving friendship difficulties Personal boundaries and permission 	Travelling on a train <ul style="list-style-type: none"> To read and use a selection of timetables To use a train timetable to identify the location for the start and end of a journey. To use a train timetable to identify the arrival time of a train. To get on and off a train safely. To state the required destination when travelling on a train and give the appropriate fare. 	Identity and diversity <ul style="list-style-type: none"> Being British Making a judgement A different point of view 	Woodwork <ul style="list-style-type: none"> To identify two or more woodwork tools (hand drill/palm drill, saw, hammer). To explain and demonstrate how to use these tools safely. To use a tape measure or ruler to measure the equipment needed for a project. To carry out a series of cuts and joins to create a product (glue, nail).
	Summer 1		Summer 2	
	Caring and responsibilities	Money Sense	Families and committed relationships	Living Independently
	Right and responsibilities <ul style="list-style-type: none"> Our rights, our responsibilities The UN convention on the rights of the child Family roles and responsibilities 	<ul style="list-style-type: none"> To identify and compare different ways of paying for goods and choose the most appropriate <u>way in</u> different situations. To explain how to stay safe when paying for goods. To understand some of the key language associated with credit and debit cards. To read and understand receipts. 	Families and other relationships <ul style="list-style-type: none"> Different relationship: boundaries and behaviour Belonging Caring families 	<ul style="list-style-type: none"> To explain how to safely use a microwave. To identify safety hazards in two rooms of the house (kitchen and bathroom). To sort and prepare laundry for washing. To identify household cleaning products used for washing clothes (including safety rules)

Y5	Autumn 1		Autumn 2	
	NSPCC Speak Out, Stay Safe assembly, workshop and follow up (PANTS resources)			
E-Safety taught explicitly within ICT and Computing and through assemblies and when opportunities arise in circle time/class discussion	Healthy and happy friendships	Health and Wellbeing	Similarities and differences	Staying Safe
	Changing friendships <ul style="list-style-type: none"> Identity Peer pressure Emotional health and wellbeing 	Caring for myself <ul style="list-style-type: none"> To identify two services that are provided by: a dentist, a doctor, an optician and a nurse. To understand why we need to visit a dentist, a doctor and an optician To state when a routine check-up is needed by a dentist and optician. 	Celebrating strengths and setting goals <ul style="list-style-type: none"> Strengths and abilities Setting goals Online safety 	Fire safety <ul style="list-style-type: none"> To state at least three signs of a fire. To identify sources of fire/heat at home/in school. To explain how these sources of fire and heat can become hazardous. Explain what to do if there is a fire at home/school. To identify <u>things</u> you can do to prevent a fire.
	Spring 1		Spring 2	
	Caring and responsibilities	Money Sense	Families and committed relationships	Careers and Enterprise
	Caring in the community <ul style="list-style-type: none"> Changing needs Feeling lonely Why volunteer? 	Money safety and budgeting <ul style="list-style-type: none"> To explain why <u>people</u> use bank accounts. To identify some of the risks associated with spending money online. To suggest some ways of keeping money safe when using the internet. To read and interpret simple financial information. To use simple financial information to plan and manage a basic budget. 	Healthy, committed relationships <ul style="list-style-type: none"> Values of healthy relationships Diversity in relationships It's all about commitment 	People Like Me workshop (EBP) <ul style="list-style-type: none"> Finding out more about your personality Finding out what you naturally enjoy and your preferred ways of working. Understanding that everyone is different Helping you to think about what you are good at Applying this knowledge to potential career options/choices Developing aspiration
	Summer 1		Summer 2	
	Healthy bodies, healthy minds	On The Move – Travel safety	Coping with change	Living Independently
	Valuing our bodies and minds <ul style="list-style-type: none"> Valuing ourselves Alcohol, tobacco and drugs Keeping well 	Planning a familiar journey <ul style="list-style-type: none"> To identify the destination and explore different transport options and routes for the journey. To find out how long it would take to reach the destination using each transport option. To understand how to prepare to safely undertake a planned journey. To understand the dangers and issues with the use of e-scooters/e-bikes 	Puberty and emotions <ul style="list-style-type: none"> Puberty Puberty and emotions Emotional changes: managing well 	<ul style="list-style-type: none"> To make a snack by: finding a recipe, making a list of ingredients and going shopping for these ingredients). To use an online shopping tool to find best value for money. To learn basic sewing skills to repair a piece of clothing To sew a two-hole button onto fabric. To repair/upcycle a garment by stitching.

Y6	Autumn 1		Autumn 2	
	NSPCC Speak Out, Stay Safe assembly, workshop and follow up (PANTS resources)			
E-Safety taught explicitly within ICT and Computing and through assemblies and when opportunities arise in circle time/class discussion	Healthy and happy friendships	Health and Wellbeing	Similarities and differences	Staying Safe
	Relationships and feelings <ul style="list-style-type: none"> Personal safety Relationships and change Wider emotions 	Caring for myself <ul style="list-style-type: none"> To research one voluntary organisation which can help with poor mental health. To choose and participate in an activity to look after your own mental health. Caring for others (first aid) <ul style="list-style-type: none"> To model how to make a clear and efficient call to the emergency services. To provide first aid in two scenarios (head injury, bite or sting, asthma attack, bleeding, choking). 	Respectful behaviour online and off line <ul style="list-style-type: none"> Identity online Online bullying Identities and belongings 	Cycling proficiency & Recap of road safety <ul style="list-style-type: none"> To prepare yourself for a journey. To check your bicycle is ready for a journey. To safely set off, pedal, slow down and stop. To pedal confidently (inc. looking behind, cycling one handed, turning, controlling speed). To identify and respond to hazards while riding. To comply with signals, signs and road markings.
	Spring 1		Spring 2	
	Healthy bodies, healthy minds	On The Move – Travel safety	Caring and responsibilities	Living Independently
	Being the best me <ul style="list-style-type: none"> Being the best me Social media and our well being Taking care of our mental health 	Planning an unfamiliar journey (secondary school) <ul style="list-style-type: none"> To locate your house and secondary school on a map. To identify different ways to travel to secondary school and use a map to plan your route. To calculate the length of time your journey will take (using timetables if using public transport) To understand the dangers and issues with the use of e-scooters/e-bikes 	Responsible behaviour as we get older <ul style="list-style-type: none"> Taking care of ourselves Looking after my money 	<ul style="list-style-type: none"> To understand at least three laundry care symbols. To sort washing according to care labels. To sort household waste for recycling. To identify hazards around the home and understand how to stay safe. To make a list of essential household items and go shopping for them. To understand expiration dates on food.
	Summer 1		Summer 2	
	Coping with change	Money Sense	Families and committed relationships	Careers and Enterprise
	Coping with emotional effects of life changes <ul style="list-style-type: none"> Body Image Puberty and changing relationships Moving on Transition to secondary 	Money and wellbeing <ul style="list-style-type: none"> To describe different <u>jobs</u> you might do to earn money. To understand that some jobs pay more than others and that money is one factor in choosing a job. To understand that the choices you make about work and money will affect your life. To explain how money can affect your feelings. To explain what debt is and the impact it can have. 	Starting a family (sex & relationships education) <ul style="list-style-type: none"> Starting a family The impact of having a baby When is it right? 	'Make £5 grow' <ul style="list-style-type: none"> To explain what makes a successful entrepreneur. To work as part of a team to decide on a business idea and carry out market research. To create a brand for your business. To market and sell a product or service. To evaluate the success of the enterprise product.

Time and Organisation

RSHE is taught weekly in every year group. Pupils are taught in groups and as a class, according to the nature of the learning task. To deliver our curriculum, we use the Discovery Education Health and Relationships Programme in dedicated lesson time, in addition to cross-curricular learning through science, topic work and assemblies. The programme lessons progress from year 1 to year 6 with activities and videos to make learning engaging and enjoyable for our pupils, as well as developing their learning and understanding in an age-appropriate way.

Teachers will answer any questions from children in an age-appropriate and factual way, without personal bias or judgement. All teachers will have boxes in their classrooms where pupils can post questions anonymously if they wish. Questions will be answered in one of the following ways: by providing an answer to the whole class; by giving an individual answer to a pupil, or, on rare occasions, by contacting parents if we feel the question would be better handled in the home setting. Any questions that give rise to concerns of a safeguarding nature will be handled in line with our published safeguarding policy.

Life skills are taught within weekly RSHE lessons. Teachers plan experiences and lessons that deliver the identified half termly focus based on the following areas - money sense, travel/water/fire/electrical safety knowledge, careers knowledge and enterprise skills alongside the key skills they need to live independently as an adult in later life.

Special Needs and Classroom Support

Appropriate differentiated provision is planned by teachers to accommodate individual needs.

Pupils' Record of Their Work

Pupils' independent and group work can be recorded in a variety of ways relevant to the type and purpose of the activity. This includes the use of photos and IPADs as well as recording work in their RE books. Class RSHE Discussion books are used to capture thoughts, reflections and responses generated in lessons where the main method of teaching and learning has been discussion rather than written work/recording.

Resources

Every class uses the videos and resources from the Discovery Education Health and Relationships Programme. Teachers and children also have access to age-related topic books relating to the key areas being studied.

Monitoring and Assessment

Pupils are monitored both individually and in groups depending on the specific activities they will be undertaking. Assessment techniques used include observation, practical tasks and discussion.

Appendix 1 - Relationships education: content to be covered by the end of primary

Families and people who care for me

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

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

Online safety and awareness

Curriculum content:

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

Being Safe

Curriculum content:

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

General wellbeing

Curriculum content:

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

Wellbeing online

Curriculum content:

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

Physical health and fitness

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol, tobacco and vaping

Curriculum content:

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Developing bodies

Curriculum content:

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

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

Curriculum content:

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.



THE WILLOWS PRIMARY SCHOOL

SUBJECT LEADER Roles & Responsibilities

To monitor the subject and be able to comment on

- Standards throughout the school
- Progression of skills throughout the school

Gather evidence on the quality of provision within the subject through monitoring/evaluation

- Lesson observations/learning walks
- Work/book scrutiny
- Planning scrutiny
- Pupil/staff discussion

Monitoring activities must be agreed with HT before they take place and feedback from these activities should be discussed and agreed with HT before it is given to staff

To be able to identify the quality of provision in the subject

- Know the strengths and weaknesses of the subject
- Know the development priorities for the subject as detailed in the SDP
- Know how the SDP priorities for the subject are being addressed

To develop secure subject knowledge and keep up to date with developments in the subject from EYFS, through KS1 and across KS2

To audit and maintain subject specific resources so that the subject can be successfully delivered throughout the school

- Order replacement/new resources in liaison with HT

Report on your subject to the HT

- Verbally at meetings, when requested
- Through the end of year co-ordinator report

Co-ordinate Governor visits, when requested, following liaison with the HT

Maintain CPD of yourself and other staff with a focus on your subject area

- Feedback to other staff on CPD undertaken
- Lead staff meetings and plan INSET when requested

Maintain the subject policy for the school

- Review the policy as per the policy review schedule
- Liaise with staff in terms of reviewing the policy – amend/distribute the policy accordingly

To advise and assist staff with the teaching and learning of the subject

Maintain a Subject Leader file

In line with HT management of teacher workload, subject leaders should not request additional work from staff unless agreed by HT beforehand