

Personal, Social and Health Education

Relationships and Sex Education policy (Primary) 2026/27

Policy Owner	Head of Personal Development
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1. Policy Statement

At Creative Education Trust, we are committed to delivering a high-quality, inclusive and age-appropriate Relationships and Sex Education (RSE) curriculum that supports students to:

- Develop positive, respectful relationships
- Understand health, wellbeing and safety
- Build character, confidence and resilience
- Navigate the complex social and digital world

In primary education, this policy focuses on helping students develop the foundations for healthy relationships, emotional wellbeing, personal safety and understanding physical and emotional changes as they grow. Teaching is carefully sequenced, age-appropriate and protective, supporting students to feel safe, valued and confident to seek help from trusted adults.

Our RSE provision is rooted in our values of **Ambition, Opportunity and Equity** and is a core component of our wider PSHE curriculum. It ensures that all students are prepared for life in modern Britain.

Our vision is that students will leave **Harpfield Primary Academy** able to make informed decisions about their physical, mental and sexual health and wellbeing, while showing respect for the rights, safety and wellbeing of others. We are committed to providing a personal development education that enables all students to thrive in life and make a positive contribution to society.

RSE is a key part of our safeguarding provision. It equips students with the knowledge, skills and confidence to recognise risk, seek support and make informed decisions, supporting the prevention of harm and the development of positive character.

2. Statutory Requirements

This policy reflects statutory guidance issued by the Department for Education under:

- Education Act 2002 (Section 80A)
- Education Act 1996 (Section 403)
- Equality Act 2010
- DFE guidance Relationships and Sex Education and Health Education
- Keeping Children Safe in Education 2025
- Prevent

The updated guidance published in 2025 is statutory from September 2026, and schools must have regard to it.

Creative Education Trust Schools must have full regard to this guidance and any updates when preparing delivery of these subjects.

The school will provide:

- Relationships Education (primary)

- Relationships and Sex Education (RSE) (secondary)
- Health Education (all phases)

3. Definition of RSE and Health Education

RSE is comprised of Relationships Education, Sex Education and Health Education, which together equip students with the knowledge, skills and values to lead safe, healthy and fulfilling lives. At CET we believe that to be effective, RSE should be taught within a broader Personal Development programme which includes topics on anti-bullying, physical and mental health, careers and employability education, financial education, together with the development of key skills including oracy and communication, personal responsibility, agency and critical thinking,

a. Relationships Education

Relationships Education focuses on the fundamental building blocks of positive relationships and how to live and work together respectfully.

It includes learning about:

- Friendships, family relationships and relationships with peers and adults including different family structures
- Respect, kindness and mutual understanding
- Boundaries and personal safety, including body autonomy and knowing when and how to ask for help. Recognising unhealthy or unsafe relationships, including abuse
- How to seek help and support, both online and offline.

Relationships Education is statutory for all students and cannot be withdrawn from. It enables students to develop the knowledge and skills to form and maintain healthy, respectful relationships, now and in the future.

b. Sex Education

Sex Education forms part of the wider RSE curriculum but refers specifically to the non-statutory elements that go beyond the content covered in:

- Relationships Education
- Health Education
- National Curriculum Science

In primary schools, this refers to teaching:

- that supports students to understand physical and emotional changes as they grow, including preparation for puberty.

This content is delivered in an age-appropriate, sensitive and inclusive manner, supporting students to understand safe and healthy relationships.

Parents have the right to request that their child be withdrawn from some or all of this Sex Education. This right does not apply to statutory content delivered through Relationships Education, Health Education or the National Curriculum for Science.

c. Health Education

Health Education is a statutory component of the curriculum that supports students to understand and manage their physical health and mental wellbeing, recognising this as a normal and essential part of everyday life.

It includes learning about:

- Mental health, emotional wellbeing and resilience
- Healthy lifestyles, including nutrition, exercise and sleep
- Personal hygiene and physical health
- Risk, safety and the prevention of harm, including online.

Health Education equips students with the knowledge and skills to maintain their wellbeing, manage challenges and seek support when needed, enabling them to lead healthy, balanced lives.

4. Aims of Relationships and Sex Education (RSE)

Our RSE curriculum aims to equip all students with the knowledge, skills and confidence to navigate relationships, identity and the wider world safely and successfully.

In primary schools, these aims are achieved through a strong focus on emotional literacy, safety, respectful behaviour and building secure foundations for later learning.

Through a coherent and inclusive programme, we aim to:

- **Develop the person**
Build self-awareness, confidence and emotional literacy so students understand who they are, how they feel and how their actions impact others
- **Shape purposeful choices**
Enable students to make informed, responsible decisions about relationships, health and wellbeing, recognising risk and exercising agency — because what they do matters
- **Prepare positive pathways**
Equip students with the understanding and skills to form healthy, respectful relationships, now and in the future, including in online environments
- **Promote safety in a complex world**
Ensure students can recognise, understand and respond to risk, including online harms, exploitation, harmful influences and unhealthy relationship behaviours
- **Champion respect and inclusion**
Foster a culture of respect, equality and belonging, where diversity is understood, valued and protected
- **Strengthen wellbeing and resilience**
Support students to understand and manage their mental and physical health, developing resilience, coping strategies and help-seeking behaviours
- **Enable confident communication and critical thinking**
Give students the language, confidence and critical thinking skills to challenge harmful norms, resist pressure and engage in respectful dialogue

- **Prepare for life in modern Britain**
Develop students as active, informed citizens, able to contribute positively to society and navigate the responsibilities of adult life.

5. Delivery of the curriculum

RSE is delivered through a planned, progressive programme that is primarily taught through discrete PSHE lessons, and reinforced across the wider curriculum, including Science, Religious Education (RE), Physical Education (PE), Computing and assemblies.

In primary schools, RSE is predominantly delivered by familiar, trusted adults, using discussion, stories and activities appropriate to students' emotional and developmental stage.

This ensures that key themes are revisited and contextualised in different settings, supporting students to make meaningful connections in their learning. RSE is delivered by trained staff, including class teachers, who are supported through ongoing professional development to ensure confident and effective delivery. The school may also draw on external specialists and organisations to enhance provision, ensuring that any visitors are appropriately vetted and that all content is aligned with the school's curriculum and safeguarding procedures.

Students will be taught in mixed ability and mixed gender groups but if appropriate some topics or aspects of the curriculum may be delivered in single sex groups. The teaching of RSE will be handled sensitively by teacher and it will be common practice that:

- Neither teacher or student will be expected or required to answer a personal question
- No-one will be forced to take part in a discussion
- Sensitivity will be shown towards those of faith backgrounds.

A variety of teaching and learning styles will be used to give students relevant information to enable moral issues to be explored through discussion and to acquire appropriate skills.

6. Roles and Responsibilities

a. Board of Trustees

Responsible for approval of the policy

b. Academy Council

Responsible for the monitoring of the RSE curriculum through the termly reports to the Academy Council and holding the Headteacher to account for its implementation

c. The Headteacher is responsible for:

- The overall implementation of the policy providing strategic leadership and accountability

- Ensuring staff are suitably trained to deliver the topics and subject and the that it is suitably resourced
- Ensuring that parents, students and staff are consulted on the policy
- Ensuring that parents are aware of what is taught and when particularly in reference to sex education
- Reviewing requests from parents to withdraw their children from components of the subject
- Ensure that safeguarding is embedded across RSE
- Reviewing this policy annually and reporting to the Academy Council on the effectiveness of the policy.

d. The RSE Subject lead will:

- Design and oversee the RSE curriculum
- Ensure alignment with statutory guidance and safeguarding priorities
- Lead staff training and CPD
- Monitor the quality of teaching and the impact of the curriculum
- Support staff with sensitive content and safeguarding concerns
- Ensure the curriculum reflects contextual safeguarding information.

e. Teaching staff will:

- Deliver a high quality and age-appropriate curriculum in a safe respectful and inclusive environment
- Model a positive, open attitude
- Provide opportunities for discussion, critical thinking, reflection and feedback
- Respond appropriately to safeguarding concerns
- Engage in ongoing training and development to ensure engaging, relevant delivery and development of the PD Framework.

7. Working with parents

The school recognises that parents and carers are the primary educators of their children and are key partners in supporting students' learning in Relationships and Sex Education (RSE).

The school will work in partnership with parents by:

- Consulting with parents when developing and reviewing the RSE policy to ensure it reflects the needs of the school community
- Providing clear and accessible information about the RSE curriculum, including what is taught and when
- Offering opportunities for parents to view resources, ask questions and discuss content
- Supporting parents to engage in conversations with their children about relationships, health and wellbeing
- Ensuring that parents understand their rights in relation to withdrawal from sex education.

Information about the RSE curriculum will be made available through the school's website, policy documents and via direct communication with parents. Leaders will

ensure that communication is clear, transparent and appropriately responsive to parental feedback.

The school is committed to maintaining an open and constructive dialogue with parents and will take account of views expressed through consultation when reviewing the policy, while ensuring that statutory requirements are met.

8. Parental Right to Withdraw from Sex Education

In primary schools, parents have the right to request that their child is withdrawn from any sex education that is not part of the National Curriculum for science. There is no right to withdraw from Relationships Education or Health Education.

a. Process for Withdrawal

- Parents wishing to withdraw their child should make a request in writing to the Headteacher.
- The Headteacher or a delegated senior leader will arrange a meeting with the parent/carer to:
 - Discuss the request
 - Clarify the content of the curriculum
 - Explore any concerns
 - Explain the benefits of receiving RSE.
- Following this discussion, the school will respect the parent's decision, except in the exceptional circumstances outlined below.

b. Exceptional Circumstances

The Headteacher may determine that a student should receive sex education despite a parental request for withdrawal if:

- The student is at risk of harm, or
- It is considered that receiving the education is necessary for the student's safeguarding or wellbeing.

This decision will be made in line with:

- The school's safeguarding duties
- The best interests of the child.

c. Provision for Withdrawn Students

- Students who are withdrawn will be provided with appropriate, purposeful alternative education during this time.
- The school will ensure that withdrawal does not lead to stigma or disadvantage.

d. Record Keeping

- All requests for withdrawal and outcomes of discussions will be formally recorded on the student's school record and CPOMS.

9. Inclusion and Equality

Harfield Primary Academy is committed to delivering a Relationships and Sex Education (RSE) curriculum that is inclusive, accessible and reflective of the diverse society in which students live.

Teaching content and language are carefully selected to reflect students' developmental stage and emotional maturity.

In line with the Equality Act 2010, all students are entitled to receive high-quality RSE, regardless of ethnicity, gender, religion or belief, disability, sexual orientation, or socio-economic background.

a. Inclusive Provision

RSE will be delivered in a way that is inclusive, respectful and responsive to students' needs, ensuring all students feel safe, represented and able to participate. The RSE curriculum will:

- Reflect and promote diversity, equality and inclusion, modelling positive and respectful behaviours
- Foster a strong sense of belonging and respect for others
- Challenge prejudice, discrimination and harmful stereotypes, including everyday sexism, misogyny, homophobia, other prejudice-based behaviour and gender stereotyping
- Be responsive to contextual safeguarding risks, equipping students to recognise harm, stay safe and access support
- Ensure all students feel represented, valued and included within the curriculum
- Create and maintain a safe, respectful learning environment where all students can engage confidently
- Use language and resources that promote equality and respect
- Take proactive steps to ensure no student feels excluded, stigmatised or marginalised
- Respond appropriately to discriminatory language or behaviour in line with school policy
- Deliver teaching that is sensitive, age-appropriate and accessible to all learners.

b. Supporting Students with SEND

Harfield Primary Academy recognises that students with Special Educational Needs and Disabilities (SEND) may be more vulnerable to risk and exploitation, and may require additional support to understand relationships, boundaries and safety.

To ensure equitable access, the school will:

- Adapt teaching approaches and materials to meet individual needs
- Use clear, structured and explicit teaching of key concepts
- Provide additional support where needed to develop understanding of consent, communication and personal safety
- Work closely with SEND and safeguarding teams to ensure provision is appropriate and effective.

10. Staff Training

All staff members within the academy are trained on induction to ensure they are conversant with the Relationship Education, Health Education and Sex Education curriculum.

Members of staff responsible for teaching RSE and PSHE will undergo further training on a termly basis led by the subject leader for RSE/PSHE/Personal Development, to ensure they are fully equipped to teach the subject effectively. They might invite wider professionals to provide support and training for sensitive topics (e.g. sexual health professionals).

Additional training of all staff will take place around any updated guidance which may need to be addressed in relation to the curriculum. The RSE lead will work collaboratively with the Designated Safeguarding Lead to give a joined-up approach to contextual safeguarding.

11. Monitoring Evaluation and Review

Creative Education Trust will monitor the implementation and impact of the RSE policy and curriculum via Academy Council reports, Team Around The School days and the annual Inclusion Review.

At school level, RSE will be monitored through:

- Lesson observations and learning walks
- Curriculum audits and mapping
- Student voice and feedback
- Safeguarding data, trends and contextual intelligence
- Participation and engagement data.

Teachers of RSE/PSHE and subject lead will assess student understanding through a number of means including lesson engagement, discussion, floor books, scenario assessments and/or student voice.

The RSE/PSHE lead will;

- Report termly to the Academy Council enabling appropriate challenge, support and oversight.
- Monitor the impact on students' knowledge, attitudes and safety
- Use findings to inform curriculum development and safeguarding priorities
- Meet regularly with inclusion and safeguarding colleagues to review emerging needs, share intelligence and take proactive action to address risks and support students

This policy will be reviewed annually with parents, staff, students and trustees and will be updated in response to:

- Changes in statutory guidance
- Emerging safeguarding risks
- Evaluation findings and schools' improvement priorities.

12. Safeguarding and Confidentiality

RSE is a key component of the school's safeguarding provision. Through the curriculum, students are supported to recognise risk, understand healthy and unhealthy relationships, and develop the confidence to seek help.

a. Safeguarding

RSE is delivered within a safe, supportive and well-managed environment, where students feel able to engage in discussion and ask questions. Teaching is carefully planned to be age-appropriate and sensitive, recognising the diverse experiences and needs of students. In line with *Keeping Children Safe in Education* the school uses the curriculum, including RSE, to provide early, evidence based safeguarding education, to enable students to develop socially and emotionally to recognise risk and stay safe, and to refine their thinking skills.

In primary schools, safeguarding content is introduced in a reassuring and protective manner, emphasising trusted adults and seeking help.

Leaders will ensure that:

- RSE reflects current safeguarding risks, including online harm, exploitation, peer-on-peer abuse and harmful influences
- Teaching is responsive to contextual safeguarding intelligence, including local and school-based concerns
- Students are explicitly taught how and where to seek help, both within school and externally
- Staff are trained to recognise and respond to signs of vulnerability or disclosure.

All staff delivering RSE understand that safeguarding is paramount and that the curriculum may lead to disclosures or concerns being raised.

Any safeguarding concerns will be managed in line with the school's Child Protection Policy, including appropriate recording and referral procedures.

b. Confidentiality

The school recognises that effective RSE requires an environment of trust and openness. Ground rules are established in lessons to support respectful discussion and ensure students feel safe to participate.

However, staff cannot offer unconditional confidentiality to students.

Students will be made aware that:

- If they disclose information that suggests they are at risk of harm, or that others may be at risk, staff have a duty to share this information with the Designated Safeguarding Lead (DSL)
- Information will only be shared with those who need to know, to protect and support the student

Staff will:

- Listen sensitively and respond appropriately to disclosures
- Reassure students that they have been heard and supported
- Avoid making promises of confidentiality
- Follow school safeguarding procedures at all times, reporting and recording disclosures in a timely manner

Where appropriate, students will be supported to access additional help and guidance, including pastoral support, safeguarding teams or external services.

To support safeguarding and appropriate discussion, staff will:

- Establish and maintain clear classroom ground rules
- Use distancing techniques (e.g. scenarios) when exploring sensitive issues
- Ensure that no student is required to share personal experiences
- Manage discussions carefully to avoid distress or harm

This policy should be read alongside:

- Harpfield Primary Academy's Child Protection and CET Safeguarding Policy
- CET Online Safety Policy
- CET Behaviour Policy

RSE contributes to a whole-school safeguarding culture, ensuring that students are informed, protected and empowered.

13. Statutory Curriculum content

a. Relationships Education

Families and people who care for 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. Students 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

1. How to pay attention to the needs and preferences of others, including in families and friendships. Students 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. Students 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. Students 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

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

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.

b. Health and Wellbeing education

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. Students 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

1. That for almost everyone the internet is an integral part of life. Students should be supported to think about positive and negative aspects of the internet.
2. Students 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 on 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

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).

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

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 students.

Personal safety

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 the 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.

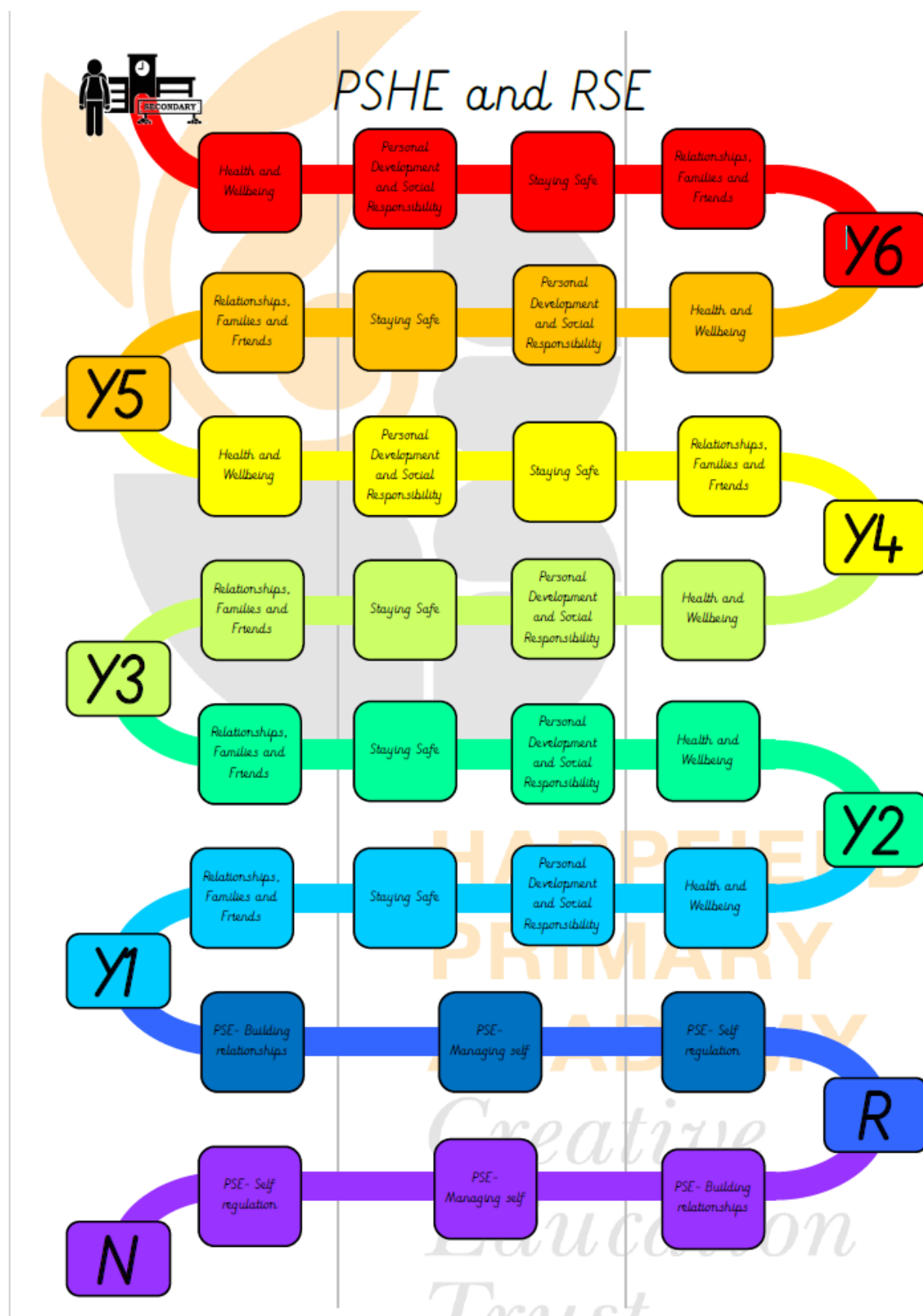
Developing bodies

1. Learning 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. Students 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.

14. Academy Curriculum map & content



Rationale

Our Personal, Social, Health and Economic (PSHE) and Relationships and Sex Education (RSE) /Health Education curriculum is designed to be inclusive and well-sequenced, enabling all pupils to progressively build their understanding as they move through the school. It focuses on cultivating positive characteristics, developing healthy behaviours and relationship skills and building positive attitudes and skills that will support children throughout their lives.

At its core, the curriculum is designed to promote healthy norms about relationships, physical health and mental health, ensuring that pupils develop respect for themselves and others. It is highly relevant, with a key focus on our contextual safeguarding, ensuring that learning reflects the real-life experiences, risks and environments that our pupils encounter both in school and in the wider community.

The purpose of our RSE curriculum is to equip pupils with the knowledge and skills they need to act with kindness and respect, enabling them to grow into kind and caring adults who value diversity, show empathy and respect others, while also being able to keep themselves and others safe. This strong foundation will prepare them effectively for the next stage of their education and ensure readiness for the expectations of secondary education.

Our curriculum places significant emphasis on understanding relationships. Pupils learn about a wide range of family structures, which are presented positively and inclusively, fostering respect and understanding of diversity. They are taught how to develop and maintain healthy relationships, recognise what makes relationships safe and respectful and understand the importance of trust, boundaries and consent in an age-appropriate way.

Safeguarding is embedded throughout. Pupils are taught how to recognise and report risks and abuse, including online, and are given clear strategies on how to report concerns and seek advice from trusted adults. Teaching includes understanding different forms of bullying, including cyberbullying, and how to respond safely and effectively. Through this, pupils are equipped to keep themselves and others safe and are introduced to both protective and preventative content that empowers them to make informed decisions.

Health and wellbeing are key components of the curriculum. Pupils are supported in making good decisions about physical health and mental wellbeing, including learning about the importance of good nutrition, sleep, exercise and dental hygiene. They develop an understanding of how to maintain a healthy lifestyle and recognise the links between physical and mental health.

In line with statutory requirements, pupils are taught about puberty, menstruation and human reproduction in appropriate year groups, linked to the compulsory science curriculum. Teaching is delivered sensitively and appropriately, using correct scientific terminology for body parts, to ensure clarity, accuracy and confidence.

Alongside RSE, our wider PSHE provision ensures pupils develop essential life skills. This includes learning related to economic wellbeing, financial education and careers awareness, helping pupils understand money management, the world of work, and their own aspirations for the future.

Overall, our curriculum is carefully structured to ensure progression, inclusivity and relevance. It supports pupils to grow into confident, respectful individuals who are able to navigate relationships safely and positively, contributing to a safe and supportive school culture while preparing them for the challenges and opportunities of later life.

Character Development is driven through our school values: collaboration, respect, equality, ambition, trust, independent, voice and empathy.

Our curriculum is rooted in the promotion of British Values:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those of Different Faiths and Beliefs

We also actively embed the nine Protected Characteristics of the Equality Act 2010 to support inclusion, respect and equality:

1. Age
2. Disability
3. Gender reassignment
4. Marriage and civil partnership
5. Pregnancy and maternity
6. Race
7. Religion or belief
8. Sex
9. Sexual orientation

Children learn about identity, belonging and respect from a young age, helping create a safe, inclusive school culture.

To deepen understanding and make learning more meaningful, our PSHE and RSE programme is strongly connected to other curriculum areas:

- Computing and Online Safety: Through planned links with *Project Evolve* and digital citizenship education
- Science: Puberty, the human body, life cycles, hygiene, health and reproduction
- PE: Physical health, fitness, healthy lifestyles, teamwork
- Design and Technology: Healthy eating, food preparation, self-care
- Safeguarding Curriculum: Including personal safety, online safety, consent, recognising safe and unsafe situations
- Weekly assembly themes and themed days/ weeks in school e.g. National Careers Week, Cultural Day

These connections ensure pupils receive consistent, reinforced messages across the curriculum.



We also incorporate the essential life skills curriculum to enhance character development. This is interwoven throughout all school life, in addition to PSHE.

Skills Builder - a framework for building essential life-long skills to succeed and thrive as an active and responsible citizen in the wider world of the 21st Century.

The eight areas are highly transferable and cover interpersonal skills; self-management skills; communication skills and creative problem skills. The framework supports the wider development of our pupils alongside academic standards and a broad and balanced curriculum.

Knowledge, skills and understanding

Year 6	Health and Wellbeing	REACP prior knowledge Physical Health How do good hygiene and medical care support our health? Mental Health and Drug Education How do people manage transitions? How do drugs impact people?
	Personal Development and Social Responsibility	REACP prior knowledge Essential life skills: LIS steps 6,7; SPK steps 5,6,7; P/S step 5; CRE step 6; S/P step 7; A/H step 7; L/Sh steps 6, 7; T/W step 7 Respecting Ourselves and Others LINK TO PROTECTED CHARACTERISTICS How do we respectfully disagree? What is the difference between rules, rights and laws? Money How do people budget and look after their money? Growing and Changing How can my identity help me in a new school? World of Work (link to National Careers Week) How do challenges help you grow? (Grow throughout life) Why are qualifications important for jobs? (Explore possibilities) How can I stay positive when faced with change? (Manage career) What is it like to set up a business? (Create opportunities) How can I manage money? (Balance life and work) How might working life change in the future? (See the big picture)
	Staying Safe	REACP prior knowledge Online Safety What's real and what's fake online? + Project Evolve lessons Safety In and Outside the Home What should people do in an accident or an emergency? Safe Relationships How can pressure put people in danger?
	Relationships, Families and Friends	REACP prior knowledge Friendships What is the impact of loneliness? Hurtful Behaviour and Bullying What is discrimination? Families and Close Relationships What does a healthy committed relationship look like?

Year 5	Health and Wellbeing	REACP prior knowledge Physical Health How can healthy habits help us? (balanced diet, exercise, sleep, water etc) What are the risks associated with an inactive lifestyle and eating a less healthy diet? Mental Health and Drug Education What support is available for mental health? Why are smoking, vaping and alcohol harmful?
	Personal Development and Social Responsibility	REACP prior knowledge Essential life skills: LIS steps 5,6; SPK step 5; P/S step 4; CRE steps 4,5; S/P step 6; A/H step 6; L/Sh step 5; T/W steps 5,6 Respecting Ourselves and Others LINK TO PROTECTED CHARACTERISTICS Why does being different make the world interesting? How do stereotypes and prejudices impact people's lives? Money How do people use money sensibly? Growing and Changing What is reproduction? (Correct terminology and names of organs will be used. The process of reproduction will be explained- links to Science.) World of Work (link to National Careers Week) What are skills? (Grow throughout life) What skills do people need for different jobs? (Explore possibilities) How can I make good decisions? (Manage career) Which jobs might be needed in the future? (Create opportunities) Why do people work for charities? (Balance life and work) How can we prevent harmful work? (See the big picture)
	Staying Safe	REACP prior knowledge Online Safety How can people use social media safely? + Project Evolve lessons Safety In and Outside the Home How do rules and restrictions keep people safe? What are the concepts of basic first aid? Mini First Aid training Safe Relationships What are the risks of online relationships?
	Relationships, Families and Friends	REACP prior knowledge Friendships How might friendships change over time? Hurtful Behaviour and Bullying What is the impact of bullying? Families and Close Relationships What does diversity in relationships look like?

Year 4	Health and Wellbeing	REACP prior knowledge Physical Health What makes a healthy diet? Links to Science and Food Technology How can I look after my teeth and why is it important? Mental Health and Drug Education How can people look after their mental health? (Including self-regulation.) How does loss impact people's emotions?
	Personal Development and Social Responsibility	REACP prior knowledge Essential life skills: LIS step 4; SPK step 4; P/S step 3; CRE step 4; S/P step 5; A/H step 5; L/Sh step 4; T/W step 4 Respecting Ourselves and Others LINK TO PROTECTED CHARACTERISTICS How can I respectfully manage conflicts? Why should we respect living things? Money What are the risks of gambling? Growing and Changing What happens during puberty, including menstruation?
	Staying Safe	REACP prior knowledge Online Safety What is personal data and how is it used? + Project Evolve lessons Safety In and Outside the Home What keeps you safe when you go out? Cover: road safety, water safety, firework safety, railway safety, emergency service call ROAD SAFETY (CONTEXTUAL SAFEGUARDING) Do I understand the Stop, Look, Listen and Think sequence and safer places to cross the road? Do I know my responsibilities as a pedestrian, cyclist, or passenger in a car or on public transport? Do I understand the key road skills that I will need when I am old enough to travel without an adult? Safe Relationships What are personal boundaries and what is consent?
	Relationships, Families and Friends	REACP prior knowledge Friendships What do online friendships look like? Hurtful Behaviour and Bullying What is cyberbullying? Families and Close Relationships What does a healthy family look like?

Year 3	Health and Wellbeing	REACP prior knowledge Physical Health How do exercise and sleep improve our health? What are the risks of sun exposure? How do we stay safe in the sun? Mental Health and Drug Education How can feelings change over time?
	Personal Development and Social Responsibility	REACP prior knowledge Essential life skills: LIS step 3; SPK step 3; P/S step 3; CRE step 3; S/P step 4; A/H step 4; L/Sh step 3; T/W step 3 Respecting Ourselves and Others LINK TO PROTECTED CHARACTERISTICS How do people show respect? Why is diversity in a community good? Money How do people choose to spend their money? How do people keep money safe at home, outside the home or in a bank account? Growing and Changing What are my personal responsibilities as I grow up? The World of Work (link to National Careers Week) What does success look like? (Grow throughout life) What are careers sectors? (Explore possibilities) What is a career journey? (Manage career) Who can help me improve? (Create opportunities) How can I balance work at school and at home? (Balance life and work) How does technology impact jobs? (See the big picture)
	Staying Safe	REACP prior knowledge Online Safety Is the internet a good thing? + Project Evolve lessons Safety In and Outside the Home What hazards are at home and how do we make them safe? How can people stay safe and happy out and about? The Green Cross Code Safe Relationships What makes a respectful relationship? How can I identify trusted adults and other sources of advice?
	Relationships, Families and Friends	REACP prior knowledge Friendships How can I build positive friendships? Hurtful Behaviour and Bullying Can I spot unkind behaviour and bullying? Families and Close Relationships What are different types of relationships? Link to protected characteristics

Health and Wellbeing	REACP prior knowledge Physical Health How can we stay safe in the sun? How can we stop germs from spreading? Mental Health and Drug Education How can people get help with their feelings? What things can people do to feel better?
Personal Development and Social Responsibility	REACP prior knowledge Essential life skills: LIS step 2; SPK step 2; P/S step 2; CRE step 2; S/P steps 2, 3; A/H steps 2, 3; L/Sh step 2; T/W step 2 Respecting Ourselves and Others LINK TO PROTECTED CHARACTERISTICS How can people be kind? What is a community? Money What do people do with their money? (Include different ways of paying, spending and saving, accounts.) What is the difference between needs and wants? Growing and Changing What changes happen as we grow up? The World of Work (link to National Careers Week) What am I good at? (Grow throughout life) Why do some jobs have uniforms? (Explore possibilities) What jobs can I do in school? (Manage career) What would I like to do in the future? (Create opportunities) What happens when you start a job? (Balance life and work) How can schools and jobs protect the environment? (See the big picture)
Staying Safe	REACP prior knowledge Online Safety Should people believe everything online? + Project Evolve lessons Safety In and Outside the Home Who keeps us safe? Mini First Aid training session What are age restrictions and why are they important? Safe Relationships Which adults are safe to talk to? How can people stay safe when someone talks to them online?
Relationships, Families and Friends	REACP prior knowledge Friendships What should friends do if they feel upset with each other? Hurtful Behaviour and Bullying What is bullying? Families and Close Relationships How are all families different? Link to protected characteristics

Year 1	Health and Wellbeing	REACP prior knowledge Physical Health Why are exercise and sleep good for us? Where does food come from? Which foods are good for us? Link to Science and Food Technology How do we keep our teeth healthy? (Brilliant Brushers from EYFS) Mental Health and Drug Education What are the names of different feelings? What harms or helps people's bodies and minds? (Include medicines and harmful products that might be in the home)
	Personal Development and Social Responsibility	REACP prior knowledge Essential life skills: LIS steps 0, 1; SPK steps 0, 1; P/S steps 0, 1; CRE steps 0, 1; S/P steps 0, 1; A/H steps 0, 1; L/ Sh steps 0, 1; T/W steps 0, 1 Respecting Ourselves and Others LINK TO PROTECTED CHARACTERISTICS How are people the same and different? What does it mean to be in a group? Money What is money? Growing and Changing What are the names of the different body parts (including nipples, scrotum, testicles, vagina, vulva, penis)? The World of Work (link to National Careers Week) Who can I trust to ask for help? (Grow throughout life) What jobs do people around me do? (Explore possibilities) Who do I look up to? (Manage career) Can we run a shop together? (Create opportunities) How can I volunteer? (Balance life and work) How are jobs in the past different to now? (See the big picture)
	Staying Safe	REACP prior knowledge Online Safety What do people use the internet for? + Project Evolve lessons Safety In and Outside the Home What is a hazard? How can people stay safe and happy at home? How can people stay safe and happy out and about? The Green Cross Code and safe strangers Safe Relationships What is privacy and what should be kept private? (Talk PANTS rule from NSPCC) What are personal boundaries? What is a trusted adult? What can I do if I feel unsafe?
	Relationships, Families and Friends	REACP prior knowledge Friendships How can I make friends? Hurtful Behaviour and Bullying What is unkind behaviour? Families and Close Relationships Why is family important?

		Knowledge, skills and understanding
Reception	PSE-Reception-Self-Regulation	See themselves as a valuable individual. Build constructive and respectful relationships. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
	PSE-ELG- Self-Regulation	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Essential life skills: LIS steps 0, 1; SPK steps 0, 1; P/S steps 0, 1; CRE steps 0, 1; S/P steps 0, 1; A/H steps 0, 1; L/Sh steps 0, 1; T/W steps 0, 1
	Careers and The World of Work (link to National Careers Week)	Who can help me? (Grow throughout life) (help, police officer, lollipop person, parent, carer) What jobs are there in school? (Explore possibilities) Do people enjoy their jobs? (Manage career) What can I sell in my magical shop? (Create opportunities) (Customer, shop, magical, creatures, care, counter, buying, selling) What is work and what is rest? (Balance life and work) What can we learn about jobs from a story? (See the big picture) (Farmer, bus driver, post person, jobs, outdoor, help, crops, aboard)
	PSE- Reception- Managing Self	Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.
	PSE-ELG- Man-aging Self	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.
	PSE- Reception- Building Relationships PSE- ELG- Build- ing Relationships	Think about the perspective of others. Manage their own needs. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. (See Reading Curriculum document.)

Knowledge, skills and understanding	
Nursery	PSE- Birth to 3 years- Self-Regulation Find ways to calm themselves, through being calmed and comforted by their key person. Establish a sense of self. Express preferences and decisions. They also try new things and start establishing their autonomy. Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal.
	PSE- 3-4 years- Self-Regulation Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. (continuous provision) Develop a sense of responsibility and membership of a community. (See Reading Curriculum document).
	PSE- Birth to 3 years- Managing self Find ways of managing transitions. Thrive as they develop self-assurance. Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. (e.g. Visit to the library. School trip) Feel strong enough to express a range of emotions. Grow in independence, rejecting help. Sometimes this leads to feelings of frustration and tantrums. Being to show 'effortful control'. Be increasingly able to talk about and manage their emotions.
	PSE- 3-4 years- Managing self Become more outgoing with unfamiliar people, in the safe context of their setting. (Engaging with different members of staff.) Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Develop ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', and 'angry' or 'worried' (through storytelling and explicit PSED input).
	PSE- Birth to 3 years- Building Relationships Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. (See Reading Curriculum document.) Develop friendships with other children. Safely explore emotions beyond their normal range through play and stories. Are talking about their feelings in more elaborated ways. PSE- 3-4 years- Building Relationships Begin to understand how others might be feeling.