



## FAIRFORD CHURCH OF ENGLAND PRIMARY SCHOOL

Isaiah 49:16 'I have written your name on the palms of my hands'.

Actively learning together in a safe, happy environment shaped by the certainty that each individual is loved and known by God.

# Fairford C of E Primary School



## RHSE Policy

## Relationship, Health & Sex Education

**2026-2027**

Approved by the Curriculum and Standards Committee: January 2026

Next Review Date: January 2027

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## 1. Aims, vision & values

1.1 Our school vision is: Isaiah: 49:16: 'I have written your name on the palms of my hands'. Actively learning together in a safe, happy environment shaped by the certainty that each individual is loved and known by God.

1.2 At Fairford Primary School we have chosen those values that best reflect our thoughts as a school and community

*Perseverance*

*Friendship*

*Respect*

*Forgiveness*

*Trust*

*Thankfulness*

1.3 Our school's approach to Relationship, Sex and Health Education (RSHE) follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive. It is underpinned by two key Biblical passages:

*"So God created humankind in his image, in the image of God he created them"  
(Genesis 2:7)*

*"I have come in order that you might have life - life in all its fullness"  
(John 10:10)*

1.4 All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; where bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

1.5 The aims of Relationship, Health and Sex Education (RHSE) at our school are to:

- help prepare pupils for the opportunities, responsibilities and experiences of adult life and promote their spiritual, moral, social, cultural, mental and physical development at school and in society;
- provide children with relationship and wellbeing skills as set out in the September 2019 RSE Statutory Framework;
- provide a framework in which sensitive discussions can take place;
- prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- help pupils develop feelings of self-respect, confidence and empathy;
- create a positive culture around issues of sexuality and relationships; and
- teach pupils the correct vocabulary to describe themselves and their bodies.

1.6 Our Sex and Relationship Policy links with the school's vision and Christian Values.

## **2. Statutory requirement**

2.1 The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act, 2017 make Relationship Education compulsory for all pupils receiving primary education and Relationship and Sex Education compulsory for all pupils receiving secondary education. They also make Health Education compulsory for all schools except independent schools.

2.2 Relationship, Health and Sex Education is not compulsory in primary schools. However, primary schools are required to teach the elements of sex education contained in the National Curriculum science curriculum (Education Act, 1996). Schools have a legal duty to promote equality (Equality Act 2010) and to combat bullying (Education and Inspections Act 2006) (which includes homophobic, sexist, sexual and transphobic bullying). Section 4.2 of The National Curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

## **3. Policy development**

This policy has been developed in consultation with governors, staff, pupils and parents. The consultation and policy development process undertaken in December 2025 involved the following steps:

**Review and drafting** – the PinK (People in the Know)/GHLL(Gloucestershire Healthy Living and Learning) subject leader produced a draft policy for review by the headteacher. Once headteacher approved first draft, this draft was given to governors to check and approve. Governors have reviewed and drafted the policy alongside the PinK subject leader, pulling together all relevant information including relevant national and local guidance.

**Staff consultation** – school staff were given the opportunity to look at the policy and make recommendations, which happened within December 2025 through conversations with the curriculum leader, class teachers and subject leaders.

**Parent/stakeholder consultation** – once the policy had been approved by governors, parents and any interested parties were sent the policy electronically along with an email address that will allow them to make comments or suggestions regarding the policy.

**Pupil consultation** – PinK/GHLL leader, Holly Miles, invited pupils from across KS1 and KS2 to comment on areas of their relationship and health education as part of pupil voice sessions over lunch times and within Phase assemblies led by Holly Miles and Aaliyah Clayton-Gale in Autumn 2025. The results were that more pupils would like to have access to the PinK 'knowledge organiser', which they are able to use as a 'table top' resource when talking about PinK across in their lessons. They also reported feeling empowered by the revisited messages

within PinK safety assemblies and that they know they had the right to speak out, both for themselves and for others.

**Final approval** - once amendments had been made the final policy was put to the full governing board of governors for approval and then added to our school website.

**Review** - The Department for Education recommends that all statutory policies such as this policy are reviewed annually by governors. This policy will be reviewed yearly as recommended. This also give subject leaders the opportunity to be reflective of curriculum changes or school initiatives.

#### **4. Definition**

4.1 RHSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RHSE involves a combination of sharing information, and exploring issues and values.

4.2 Our school seeks to ensure that the RHSE curriculum protects, informs and nurtures all pupils. It clearly differentiates between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and that there needs to be discernment about the manner in which this is taught. We teach RHE within a moral (but not moralistic) framework.

4.3 RHSE in Fairford Church of England Primary School is about what constitutes wellbeing and loving care for ourselves (physical and mental health education), how we show loving care for others (relationships education) and, when at an appropriate age and stage in life, how we show loving care to those we choose to be intimate with, including within marriage (sex education).

4.4 It is also about the spiritual and moral aspects of healthy, loving and nurturing relationships within a context of a Christian vision for the purpose of life. Pupils will consider how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

#### **5. Delivery of RHSE**

5.1 At Fairford RHSE is taught within the personal, social, health and economic (PSHE) education curriculum, known more widely at our school as the PinK/GHLL curriculum (People in the Know/Gloucestershire Healthy Living and Learning). Biological aspects of RHSE, required to be taught as part of the National Curriculum, are taught within the science curriculum, and other aspects are included in Religious Education (RE). Please note that our PinK curriculum, as of 2024, is now referred to by external professionals as the GHLL curriculum. Although we acknowledge this name change, internally our pupils, staff and parents know the overarching subject as 'PinK' and it will be referred to as PinK until the next policy review in 2027. Subject leaders wish to make this name change at the beginning at the academic year of 2026-2027, giving notice to all stakeholders and ensuring that this name change is widely and well explained along with the new GHLL Curriculum Coverage that will

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be introduced in September 2026 in line with government guidance. A draft RHSE policy will also be available from September 2026 to reflect these changes.

5.2 The vast majority of Relationship Education lessons are covered within PinK/GHLL curriculum lessons. PinK/GHLL curriculum lessons will embed all the messages of Relationship Education (Appendix 1) by the end of a child's time at Fairford. The PinK/GHLL Curriculum Skills Coverage has been written in February 2023 by PinK subject leaders and the Curriculum leader to assign specific skills to each year group from September 2023 rather than key stages, enabling a progressive structure to ensure PinK/GHLL coverage is truly comprehensive across our school (Appendix 2). The Sex Education elements of the RHSE curriculum are taught, where not already forming part of our Science curriculum lessons, through stand-alone sessions delivered by class teachers and are set in each year group (Appendix 3). These RHE lessons which were 'new' to our Sex Education coverage in light of statutory changes in 2021 have been highlighted **bold** on Appendix 3. Our No Outsider Equality/Diversity Curriculum, which is also taught termly, has an updated coverage which can be seen in Appendix 4.

5.3 Across all Key Stages, pupils will be supported with developing the following skills:

- forming new healthy friendships;
- communication, including how to manage changing relationships and emotions;
- appreciating existing relationships;
- enjoying strong positive, caring, relationships with good boundaries, online and in person;
- recognising and assessing potential risks;
- assertiveness;
- seeking help and support when required;
- informed decision-making;
- self-respect and empathy for others;
- recognising and maximising a healthy lifestyle;
- managing conflict; and
- discussion and group work.

These skills are taught within the context of family life.

5.4 RHSE must be accessible to all pupils and the school takes account when teaching RHSE of the needs of pupils with special educational needs and disabilities and, where appropriate, provides differentiated teaching for pupils.

## **6. Roles and responsibilities**

### **The governing body**

The governing body will review and approve the RHSE policy, and hold the headteacher to account for its implementation. The responsibility for review and approval of this policy and monitoring the implementation of the policy has been delegated to the Curriculum and Standards Committee of the governing body.

### **The headteacher**

The headteacher is responsible for ensuring that RHSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RHSE (see Section 7).

### **Staff**

Staff are responsible for:

- delivering RHSE in a sensitive way
- modelling positive attitudes to RHSE
- monitoring progress
- responding to the needs of individual pupils
- responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RHSE

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

### **Pupils**

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

## **7. Parents' right to withdraw**

7.1 The National curriculum for science includes content about human body parts, growth and puberty. Parents do not have the right to withdraw from this aspect of the curriculum.

7.2 Parents have the right to withdraw their children from the non-statutory/non-science components of RHSE. Sex education is about reproduction: learning how babies can be made and the emotions that people experience when they are ready for close intimacy.

7.3 Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents. Once this discussion has taken place, the school should respect the parents' request to withdraw. Alternative work will be given to pupils who are withdrawn from RHE.

7.4 Our school will invite any enquiring parents or legal guardians to talk through concerns. An explanation of the rationale for RHSE will be given; an opportunity will be offered to review the intended materials and to consider the impact of not receiving sex education with peers.

7.5 Withdrawing a child from sex education remains a statutory right as a parent or legal guardian. If a pupil is excused from sex education it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from relationships education or health education.

7.6 Our school will document this process to ensure a record is kept.

## **8. Training**

Staff are trained on the delivery of RHSE as part of our continuing professional development calendar. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RHSE.

## **9. Monitoring arrangements**

The delivery of RHSE is monitored by PinK/GHLL subject leaders and the Headteacher. Pupils' development in RHSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by governors annually or earlier if any changes are proposed. At every review, the policy will be updated, if necessary, and approved by the governing body.

## **10. Equality of Opportunity**

We promote the needs and interests of all pupils regardless of gender, culture, ability or aptitude. Good quality work to the best of the children's ability is a target for all. We challenge stereotypes frequently and provide a programme of activities which are friendly to both genders. This policy has been produced by staff and governors to meet the requirements of the National Curriculum and the Equality Act (2010) and to inform new members of staff, supply teachers, and parents. Its implementation is the responsibility of all teaching staff, however, the subject leader will monitor implementation on behalf of the Head Teacher and Governors and it will be reviewed annually.

## **11. Related policies**

This policy must be read in conjunction with the schools other policies including:

Anti-bullying Policy

Positive Behaviour and Relationship Policy

Equality and Diversity Policy

FGM Policy

Health and Safety Policy

Online Safety & Acceptable Use Policy

Safeguarding and Child Protection Policy

Special Educational Needs and Disability Policy

Spiritual, Moral, Social and Cultural Development Policy

Supporting Children with Medical Conditions Policy

Teaching and Learning Policy

**Date of next review: January 2027 by the Curriculum and Standards Committee**

Relationship, Health & Sex Education Policy

Jan 2026

## Appendix 1

### Relationships Education Content

By the end of primary school:

<b>Families and people who care for me</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability.</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know the other children's families are also characterized by love and care.</li> <li>• That stable caring relationships, which may be of different types, are at the heart of happy families and are important for children's security as they grow up.</li> <li>• That marriage represents a formal and legally recognised commitment to each other which is intended to be lifelong.</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<b>Caring friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
<b>Respectful relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• The conventions of courtesy and manners.</li> <li>• The importance of self-respect and how this links to their own happiness.</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• How information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• Where to get advice e.g. family, school and/or other sources.</li> </ul>

## Physical Health and Mental Wellbeing

<b>Mental wellbeing</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>
<b>Internet safety and harms</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• That for most people the internet is an integral part of life and has many benefits.</li> <li>• About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• Where and how to report concerns and get support with issues online.</li> </ul>
<b>Physical health and fitness</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• The risks associated with an inactive lifestyle (including obesity).</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy Eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• The principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• The facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<b>Basic first aid</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary.</li> <li>• Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent body</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

## Appendix 2

### PinK (People in the Know)/GHLL (Gloucestershire Healthy Living and Learning) Curriculum Skills Coverage – Our ‘Wellbeing’ Curriculum

Year Group	Autumn	Spring	Summer			
<p><b>All Year Groups during an academic year (with the exception of pre-school*)</b></p>	<ul style="list-style-type: none"> <li>Equality /Diversity Books – Please see individual ‘No Outsiders’ year group coverage for skills.* I accept the beliefs of others and respect of all neighbours in God’s world, regardless of faith.</li> <li>I challenge injustice and inequality.</li> <li>Online Safety - Skills: I know how to report any concerns about things I read or see online – taught as part of Computing coverage* I know never to meet up with anyone I speak to online and that I should tell an adult if anyone has contacted me.</li> <li>I know how to stay safe online (Kid smart poster).</li> <li>Physical health and wellbeing – taught as part of PE curriculum. I can explain about how to keep fit, including suggesting what exercise is and how it helps keep hearts healthy and I enjoy active60/a daily mile each week as part of my PE lesson.</li> <li>Kitchen Club/cookery experience – taught as part of DT coverage. I can give examples of healthy and unhealthy foods.</li> <li>I can tell you which foods are included in my ‘high five a day’ (Kitchen Club experience).</li> </ul>					
<p><b>EYFS Pre-school</b></p> <p>EYFS teachers choose coverage to fit with class context or topic approaches, therefore our context in each class is bespoke and chosen to suit the needs of our children specifically.</p>	<p><b>Physical Development (cleanliness and fitness)</b></p> <p>Why do we wash our hands, brush our teeth, brush our hair and have showers/baths? Who are the people who help us keep clean?</p>	<p><b>Keeping Myself Safe/Protective Behaviours and Relationships</b></p> <p>(revisited every year, arranged by PinK leader through assemblies)</p> <p>Skills: I know that ‘clever never goes’ and I can talk about safe and unsafe situations where I can or should not speak to strangers.</p>	<p><b>Understanding of the World (community, the environment and citizenship)</b></p> <p>&amp;</p> <p><b>SMSC</b></p> <p>(Spiritual, Moral, Social &amp; Cultural)</p> <p>What does music from other cultures sound like and how is it different?</p>	<p><b>Personal Social Emotional Development (behaviours, treatment of others and emotions)</b></p> <p>What different emotions are there and how do I feel?</p>	<p><b>Personal Social Emotional Development (behaviours, treatment of others and emotions)</b></p> <p>How do we use kind hands and kind words?</p>	<p><b>Understanding of the World (community, the environment and citizenship)</b></p> <p>Who are the people in our community who help us?</p>
<p><b>EYFS Reception</b></p> <p>EYFS teachers choose coverage to fit with class context or topic approaches, therefore our context in each class is bespoke and chosen to suit the needs of our children specifically.</p>	<p><b>RSE - Please see individual year group coverage given by GHLL for skills (year group specific, to be taught yearly in each year group) – Appendix 3</b></p> <p><b>Including: Physical Development (cleanliness and fitness)</b></p> <p>I have self-respect and I know that I am loved for my uniqueness.</p>	<p><b>Keeping Myself Safe/Protective Behaviours and Relationships</b></p> <p>(revisited every year, arranged by PinK leader through assemblies)</p> <p>Skills: I know that ‘clever never goes’ and I can talk about safe and unsafe situations where I can or should not speak to strangers.</p> <p>I can explain the PANTS rule (NSPCC).</p>	<p><b>Understanding of the World (community, the environment and citizenship)</b></p> <p>&amp;</p> <p><b>SMSC</b></p> <p>(Spiritual, Moral, Social &amp; Cultural)</p> <p>What does music/art from different cultures look like and how is it different?</p>	<p><b>Personal Social Emotional Development (behaviours, treatment of others and emotions)</b></p> <p>What different emotions are there and how do I feel in different situations?</p>	<p><b>Personal Social Emotional Development (behaviours, treatment of others and emotions)</b></p> <p>What does a happy playtime look like?</p> <p>How can I help to include others?</p>	<p><b>Expressive Arts and Design (personal expression, sharing thoughts and feelings)</b></p> <p>Which mindfulness techniques do I know?</p>
<p><b>Year 1 / Cycle A</b></p>	<p><b>RSE - Please see individual year group coverage given by GHLL for skills (year group</b></p>	<p><b>Keeping Myself Safe/Protective</b></p>	<p><b>SMSC</b></p>	<p><b>Emotional Health</b></p> <p>Skills: I know that there are a range of emotions</p>	<p><b>Focus for Learning (Mindfulness)</b></p>	<p><b>Friendships (anti-bullying)</b></p>

	<p>specific, to be taught yearly in each year group) – Appendix 3</p> <p>I have self-respect and I know that I am loved for my uniqueness.</p>	<p><b>Behaviours and Relationships</b></p> <p>(revisited every year, arranged by PinK leader through assemblies)</p> <p>Skills: I know that ‘clever never goes’ and I can talk about safe and unsafe situations where I can or should not speak to strangers.</p> <p>I can explain the PANTS rule (NSPCC).</p> <p>Skills: I know what a safe relationship is – I must feel happy and not worried by anything.</p>	<p><b>(Spiritual, Moral, Social &amp; Cultural)</b></p> <p>(revisited every year but aspects of coverage specific to phase - teachers will work smartly with Prayer Space, Picture News, RE Curriculum, Look who’s Talking and British Values Coverage)</p> <p>KS1 Cycle Skills:</p> <p><b>Spiritual</b></p> <p>I can talk about my own beliefs.</p> <p><b>Moral</b></p> <p>I understand the consequences of my behaviour and actions.</p> <p><b>Social</b></p> <p>I can talk about how to resolve conflicts effectively.</p> <p><b>Cultural</b></p> <p>I can participate in and respond positively to artistic, musical, sporting or cultural opportunities.</p>	<p>that determine how people/characters act and that they make choices when feeling their emotions.</p> <p>I can understand that there are always reasons behind emotions.</p>	<p>Skill: I know how it feels to be ‘in the right place to learn’.</p> <p>I can develop my stamina and perseverance when completing tasks at school and in my life.</p> <p>I can demonstrate mindfulness techniques as taught by Dots.</p>	<p>Skills: I can play happily with other children and include new friends in positive playtimes.</p> <p>I use kind hands and kind words.</p> <p>I know that friendship includes needing to forgive others sometimes.</p>
Year 2 / Cycle B	<p>RSE - Please see individual year group coverage given by GHLL for skills (year group specific, to be taught yearly in each year group) – Appendix 3</p> <p>I have self-respect and I know that I am loved for my uniqueness.</p>	<p><b>Keeping Myself Safe/Protective Behaviours and Relationships</b></p> <p>(revisited every year, arranged by PinK leader through assemblies)</p> <p>Skills: I know that ‘clever never goes’ and I can talk about safe and unsafe situations where I can or should not speak to strangers.</p> <p>I can explain the PANTS rule (NSPCC).</p> <p>Skills: I know what a safe relationship is – I must feel happy and not worried by anything.</p>	<p><b>SMSC</b></p> <p><b>(Spiritual, Moral, Social &amp; Cultural)</b></p> <p>(revisited every year but aspects of coverage specific to phase - teachers will work smartly with Prayer Space, Picture News, RE Curriculum, Look who’s Talking and British Values Coverage)</p> <p>KS1 Cycle Skills:</p> <p><b>Spiritual</b></p> <p>I can talk about my own beliefs.</p> <p><b>Moral</b></p> <p>I understand the consequences of my behaviour and actions.</p> <p><b>Social</b></p> <p>I can talk about how to resolve conflicts effectively.</p> <p><b>Cultural</b></p> <p>I can participate in and respond positively to artistic, musical, sporting or cultural opportunities.</p>	<p><b>Mental Health</b></p> <p>(including resilience)</p> <p>Skill: If I am feeling unhappy, I use words to ask for help.</p> <p>I know that it is ok not to feel happy in my head sometimes.</p> <p>I can demonstrate strategies for mental wellbeing, including mindfulness techniques by Dots.</p>	<p><b>Citizenship &amp; British Values</b></p> <p>Skills: I make the right choices and behave in ways which are kind and helpful to others.</p> <p>I can talk about the ways in which our community supports everyone – there are no outsiders in our school.</p> <p>I know the emergency services roles in keeping society safe and healthy.</p>	<p><b>Health</b></p> <p>Skills: I know how to keep myself clean and how to wash my hand effectively (Ebug link).</p> <p>I know that not all illnesses need antibiotics/medicine, some get better on their own.</p>

<p>Year 3</p>	<p>RSE - Please see individual year group coverage given by GHLL for skills (year group specific, to be taught yearly in each year group) – Appendix 3</p> <p>I have self-respect and I know that I am loved for my uniqueness.</p>	<p>Keeping Myself Safe/Protective Behaviours and Relationships</p> <p>(revisited every year, arranged by PinK leader through assemblies)</p> <p>Skills: I know that ‘clever never goes’ and I can talk about safe and unsafe situations where I can or should not speak to strangers.</p> <p>I can explain the PANTS rule (NSPCC).</p> <p>Skills: I know what a safe relationship is – I must feel happy and not worried by anything.</p>	<p>SMSC</p> <p>(Spiritual, Moral, Social &amp; Cultural)</p> <p>(revisited every year but aspects of coverage specific to phase - teachers will work smartly with Prayer Space, Picture News, RE Curriculum, Look who’s Talking and British Values Coverage)</p> <p>Year 3 Skills:</p> <p><b>Spiritual</b></p> <p>I can use my imagination and creativity in my learning.</p> <p><b>Moral</b></p> <p>I have the ability to recognise the difference between right and wrong.</p> <p><b>Social</b></p> <p>I can talk about how to resolve conflicts effectively through settlement or resolution.</p> <p><b>Cultural</b></p> <p>I can celebrate different cultures and explain what is different and what is similar.</p>	<p>Emotional Health</p> <p>Skills: I know that there are a range of emotions that determine how people/characters act and that they make choices when feeling these emotions.</p> <p><u>I can understand that there are always reasons behind emotions.</u></p>	<p>Focus for Learning (Mindfulness)</p> <p>Skill: I know how it feels to be ‘in the right place to learn’.</p> <p>I can develop my stamina and perseverance when completing tasks at school and in my life.</p> <p>I can demonstrate mindfulness techniques as taught by PawsB.</p>	<p>Friendships (anti-bullying)</p> <p>Skills: I can play happily with other children and include new friends in positive playtimes.</p> <p>I use kind hands and kind words.</p> <p>I know that friendship includes needing to forgive others sometimes, <u>and I can explain times where I have needed to forgive and how I have moved on.</u></p>
<p>Year 4</p>	<p>RSE - Please see individual year group coverage given by GHLL for skills (year group specific, to be taught yearly in each year group) – Appendix 3</p> <p>I have self-respect and I know that I am loved for my uniqueness.</p>	<p>Keeping Myself Safe/Protective Behaviours and Relationships</p> <p>(revisited every year, arranged by PinK leader through assemblies)</p> <p>Skills: I know that ‘clever never goes’ and I can talk about safe and unsafe situations where I can or should not speak to strangers.</p> <p>I can explain the PANTS rule (NSPCC).</p> <p>Skills: I know what a safe relationship is – I must feel happy and not worried by anything.</p>	<p>SMSC</p> <p>(Spiritual, Moral, Social &amp; Cultural)</p> <p>(revisited every year but aspects of coverage specific to phase - teachers will work smartly with Prayer Space, Picture News, RE Curriculum, Look who’s Talking and British Values Coverage)</p> <p>Year 4 Skills:</p> <p><b>Spiritual</b></p> <p>I can talk about my enjoyment and fascination in learning about myself, others and the world around me.</p> <p><b>Moral</b></p> <p>I can offer reasoned views about moral and ethical issues and show my ability to understand and appreciate the viewpoints of others.</p>	<p>Mental Health</p> <p>(including resilience)</p> <p>Skill: If I am feeling unhappy, I use words to ask for help.</p> <p>I know that it is ok not to feel happy in my head sometimes <u>and I can talk about this.</u></p> <p>I can demonstrate strategies for mental wellbeing <u>and I can explain times when I might use these to help me</u>, including mindfulness techniques.</p>	<p>SMSC</p> <p>(Spiritual, Moral, Social &amp; Cultural)</p> <p>(revisited every year but aspects of coverage specific to year group)</p> <p><b>Social &amp; Cultural –</b></p> <p>I can participate in a variety of communities and social settings, including by volunteering and cooperating well with others.</p> <p>(Specific Volunteering Project)</p>	<p>Health</p> <p>Skills: I know how to keep myself clean and how to wash my hand effectively (Ebug link).</p> <p>I know that not all illnesses need antibiotics/medicine, some get better on their own. <u>I can name some illnesses that do not need a GP visit.</u></p>

<p>Year 5</p>	<p>RSE - Please see individual year group coverage given by GHLL for skills (year group specific, to be taught yearly in each year group) – Appendix 3</p> <p>I have self-respect and I know that I am loved for my uniqueness.</p>	<p><b>Keeping Myself Safe/Protective Behaviours and Relationships</b></p> <p>(revisited every year, arranged by PinK leader through assemblies)</p> <p>Skills: I know that ‘clever never goes’ and I can talk about safe and unsafe situations where I can or should not speak to strangers.</p> <p>I can explain the PANTS rule (NSPCC).</p> <p>Skills: I know what a safe relationship is – I must feel happy and not worried by anything.</p>	<p><b>SMSC</b></p> <p>(Spiritual, Moral, Social &amp; Cultural)</p> <p>(revisited every year but aspects of coverage specific to phase - teachers will work smartly with Prayer Space, Picture News, RE Curriculum, Look who’s Talking and British Values Coverage)</p> <p>Year 5 Skills:</p> <p><b>Spiritual</b></p> <p>I can show my willingness to reflect on my experiences and what they meant to me.</p> <p><b>Moral</b></p> <p>I have the ability to recognise the difference between right and wrong and to readily apply this understanding in my own life.</p> <p><b>Social</b></p> <p>I can talk the fundamental British values of democracy, the rule of law, individual liberty and mutual respect.</p> <p><b>Cultural</b></p> <p>I have a growing and improving understanding and respect for different faiths and cultural diversity.</p>	<p><b>Emotional Health</b></p> <p>Skills: I know that there are a range of emotions that determine how people/characters act and that they make choices when feeling these emotions.</p> <p><u>I can understand that there are always reasons behind emotions and I can identify why a character would feel this emotion looking at a situation from their point of view.</u></p>	<p><b>Economical/financial capability</b></p> <p>Skills: I know the importance of saving money.</p> <p><u>I know that when I spend I make choices about who my money goes to (eco link to fair trade and local businesses).</u></p>	<p><b>Citizenship &amp; British Values</b></p> <p>Skills: I make the right choices and behave in ways which are kind and helpful to others.</p> <p>I can talk about the ways in which our community supports everyone – there are no outsiders in our school.</p> <p>I know the emergency services roles in keeping society safe and healthy.</p> <p><u>I can explain how I am a good citizen and I can demonstrate an appreciation for my peers and elders, the school community and the wider world.</u></p>
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<p>Year 6</p>	<p>RSE - Please see individual year group coverage given by GHLL for skills (year group specific, to be taught yearly in each year group) – Appendix 3</p> <p>I have self-respect and I know that I am loved for my uniqueness.</p>	<p><b>Keeping Myself Safe/Protective Behaviours and Relationships</b></p> <p>(revisited every year, arranged by PinK leader through assemblies)</p> <p>Skills: I know that ‘clever never goes’ and I can talk about safe and unsafe situations where I can or should not speak to strangers.</p> <p>I can explain the PANTS rule (NSPCC).</p> <p>Skills: I know what a safe relationship is – I must feel happy and not worried by anything.</p>	<p><b>SMSC</b></p> <p>(Spiritual, Moral, Social &amp; Cultural)</p> <p>(revisited every year but aspects of coverage specific to phase - teachers will work smartly with Prayer Space, Picture News, RE Curriculum, Look who’s Talking and British Values Coverage)</p> <p>Year 6 Skills:</p> <p><b>Spiritual</b></p> <p>I can show my willingness to reflect on my experiences and what they meant to me (revisited from Year 5).</p> <p><b>Moral</b></p> <p>I have the ability to recognise the difference between right and wrong and to readily apply this understanding in my own life, recognise legal boundaries and, in doing so, respect the civil and criminal law of England.</p> <p><b>Social</b></p> <p>I can talk the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.</p> <p><b>Cultural</b></p> <p>I can discuss Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.</p> <p>(Specific Mock Trial Project)</p>	<p><b>Mental Health</b></p> <p>(including resilience)</p> <p>Skills: If I am feeling unhappy, I use words to ask for help.</p> <p>I know that it is ok not to feel happy in my head sometimes <u>and I can talk about this.</u></p> <p>I can demonstrate strategies for mental wellbeing <u>and I can explain times when I might use these to help me,</u> including mindfulness techniques.</p>	<p><b>Economical/financial capability</b></p> <p>Skills: I know the importance of saving money.</p> <p><u>I know that when I spend I make choices about who my money goes to (eco link to fair trade and local businesses).</u></p>	<p><b>Citizenship &amp; British Values</b></p> <p>Skills: I make the right choices and behave in ways which are kind and helpful to others.</p> <p>I can talk about the ways in which our community supports everyone – there are no outsiders in our school.</p> <p>I know the emergency services roles in keeping society safe and healthy.</p> <p><u>I can explain how I am a good citizen and I can demonstrate an appreciation for my peers and elders, the school community and the wider world.</u></p> <p><u>I understand and can talk about specific example of British Values that I uphold, with examples from my own life and my school life.</u></p>
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Curriculum Subject Coverage 2023 Onwards Notes:

- KS1 and KS2 should begin their PinK lessons each term by revisiting the RHSE/PinK whole school PowerPoint or by looking at the Think Pink knowledge organiser.
- Teachers can adapt the order of termly coverage to fit with their class context or novel approach, where possible.
- Some PinK termly skills will be taught discreetly and evidenced in a class British Values books (SMSC) or a report of impact if no written evidence (for example RHSE class events)/or other evidence such as assemblies.
- Every class will teach RHSE, Keeping Myself Safe/Protective Behaviours and Relationships and SMSC every year. Mental and emotional health alternate for each year as children progress through our school.
- In KS1 and KS2, we aim to develop all PinK skills by revisiting key themes/content. KS1 coverage is explored in further depth in KS2 (this is shown by underlined text), thus providing a sourdough curriculum across KS1/KS2 as well as within KS2. SMSC coverage, however, is specific to KS1 cycles or year groups.
- To work smartly, year groups that have ‘health’ can link this coverage to science topics and year groups that have ‘friendship’ can teach this as part of our Term 5 Christian Value. Keeping Myself Safe/Protective Behaviours and Relationships (revisited every year) might be taught alongside online safety sessions. Economical/financial capability is specific to Year 5 and Year 6 who are able to link and create a joint community project/assembly. All children develop enterprise skills each year through the maths curriculum.
- Additional PinK lessons will be taught in response to and specifically for individual class need as and when needs arise – such as at nurture clubs and friendship week.
- Suggested termly assembly structure for Keeping Myself Safe/Protective Behaviours and Relationships – T1 Fire Safety, T2 Water safety, T3 Clever Never Goes, T4 NSPCC, T5 Sun Safety, T6 Road Safety.

## Appendix 3

### Gloucestershire Healthy Living & Learning (GHLL) Relationship & Sex Education Content Lesson Titles & Learning Objectives

EYFS	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> <li>• Responsibility – To understand what personal responsibility is, including teeth brushing, hair brushing, bathing and dressing yourself.</li> <li>• Growing up – To value their body, including physical achievements and capabilities, such as riding a bike, learning to swim.</li> <li>• People who help us - To know the adults who are responsible for looking after them and to recognise personal needs and to act on them where appropriate or ask for help.</li> <li>• Keeping ourselves clean – To understand hygiene routines, including toileting and washing.</li> </ul>
Year 1	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> <li>• Changes – Life cycles – To understanding what a cycle is, to understand that changes happen constantly as we grow and to understand the life cycles of humans and animals.</li> <li>• Changes – The human life cycle – To understand the different stages of the human life cycle and to understand that humans, like other animals, change over time.</li> <li>• Being unique – To value their own body and recognise its capabilities and uniqueness. To recognise that people are similar in some ways and different in others.</li> <li>• Personal hygiene – To learn basic information about how the body works and ways of looking after it. To know how to keep themselves clean.</li> </ul>
Year 2  Objectives in bold were 'new' in 2021.	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> <li>• <b>Similarities and differences of body parts – To recognise the main external parts of the bodies of humans including agreed names for reproductive organs.</b></li> <li>• <b>Where do babies come from? To understand that all living things originate from other living things. To understand that humans produce babies that grow into children and then into adults.</b></li> <li>• Changes – Physical – To consider the ways they have changed physically since they were born. To consider physical changes that will take place as they move from childhood to adult hood (milestones of achievement, such as moving to secondary school and dreams for the future).</li> <li>• Changes – Becoming independent – To consider their responsibilities now and compare these to when they were younger. To understand the choices they are able to make in order to keep themselves healthy.</li> </ul>
Year 3  Objectives in bold were 'new' in 2021.	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> <li>• <b>Similarities and differences – Reproductive organs – To recognise the main organs or the bodies of humans including scientific names for reproductive organs. To identify the differences between men and women.</b></li> <li>• <b>Types of love – To understand that there are different types of love (friendship, family, sibling, marriage love) and we show it in different ways.</b></li> <li>• Personal hygiene – Hand washing – To understand how infection can spread and to understand how to prevent the spread of infection through good personal hygiene practices.</li> <li>• <b>Personal hygiene – Infection – To understand that sometimes the body needs to help fight infection and to understand that our bodies have four main lines of natural defence (skin, mucus, tears, stomach acid).</b></li> </ul>
Year 4  Objectives in bold were 'new' in 2021.	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> <li>• <b>Changes – Life cycles – To understand some of the physical changes that will happen as humans get older. This includes teaching about the menstruation cycle (periods) with Year 4 girls – a letter/portal message will be written to inform parents each year.</b></li> <li>• <b>Changes – Responsibilities – To consider their responsibilities and level of independence now and to understand that these have changed as they have grown and that they will continue to change into the future.</b></li> <li>• <b>Personal hygiene – Antibiotics – To understand that most common infections get better on their own through time, bed rest, intake of fluids and healthy living. To understand that antibiotics should be taken only as prescribed.</b></li> <li>• <b>Challenging stereotypes – To challenge gender based stereotypes.</b></li> </ul>
Year 5  Objectives in bold were 'new' in 2021.	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> <li>• Changes – Physical – To know and understand the physical changes that take place during puberty and why they happen. This includes teaching about the menstruation cycle (periods).</li> <li>• <b>Changes – Emotional – To understand the emotional as well as physical changes happen at different rates for different people.</b></li> <li>• Personal hygiene – To consider new aspects of personal hygiene relevant to puberty.</li> <li>• Genetic inheritance – To understand genetic inheritance (Year 5 content but taught within Year 6 science curriculum in Year 6).</li> </ul>
Year 6	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> <li>• Changes – Physical – To understand the functions of male and female reproductive organs. To know and understand about physical changes that take place at puberty and why they happen. This includes teaching about the menstruation cycle (periods).</li> <li>• Changes – Emotional – To be able to recognise their own changing emotions and be able to express their feelings and concerns positively.</li> <li>• Life cycle – Sexual intercourse – To know about the facts of the human lifecycle including sexual intercourse.</li> <li>• Relationship – To consider the need to trust and love in marriage and established relationships. To consider different types of love.</li> <li>• Birth and a new baby – To understand how babies are born and to explore the impact a new baby has on a family.</li> </ul>

## Appendix 4 No Outsiders – Equality & Diversity

### Book Titles & Learning Objectives

<b>EYFS</b>	You Choose (by Nick Sharratt and Pippa Goodheart)  I can choose.	Red Rockets and Rainbow Jelly (by Sue Heap and Nick Sharratt)  It's ok to like different things.	Hello Hello (by Brendan Wenzel)  To say hello.	Blue Chameleon (by Emily Gravett)  To make a friend.	The Family Book (by Todd Parr)  To understand all families are different.	Super Duper You (by Sophie Henn).  To think about what makes me different.
<b>KS1 Cycle A</b>	Elmer (by David McKee)  I like the way I am.	I Love Me (by Marvyn Harrison & Diane Ewen).  I like myself.	Going To The Volcano (by Andy Stanton)  To join in.	Errol's Garden (by Gillian Hibbs)  To ask for help.	The Boy Who Loved Everyone (by Jane Porter & Maisie Paradise Shearing)  To make you feel welcome.	My World, Your World (by Melanie Walsh)  To understand that we share the world with lots of people
<b>KS1 Cycle B</b>	Can I Join Your Club? (by John Kelly and Steph Laberis)  To welcome different people.	Splash (by Claire Cashmore)  I know I can be what I want to be.	Amazing (by Steve Antony)  To consider what makes a good friend.	How To Be A Lion (by Ed Vere)  To have self-confidence.	The Perfect Fit (by Naomi Jones and James Jones)  To know I fit in.	The First Slogge (by Jeanne Willis)  To understand how we share the world
<b>Year 3</b>	We're All Wonders (by RJ Palacio)  To find my wonder.	The Truth About Old People (by Elina Ellis)  To recognise a stereotype.	I am Nefertiti (by Annemarie Anang and Natelle Quek)  To show respect.	Shu Lin's Grandpa (by Matt Goodfellow and Yu Rong)  To show welcoming behaviour.	Aalfred and Aalbert (by Morag Hood)  To find common ground.	Beegu (by Alexis Deacon)  To be welcoming
<b>Year 4</b>	When Sadness Comes To Call (by Eva Eland).  To look after my mental health.	My Beautiful Voice (by Joseph Coelho and Allison Colpoys)  To speak up.	Remixed (by Arree Chung)  To understand how families change.	My Brother George (by Kelly and Zoey Allen)  To consider how my language affects others.	The Way Back Home (by Oliver Jeffers)  To overcome language as a barrier	The Flower (by John Light)  To ask questions
<b>Year 5</b>	The Girls (by Lauren Ace & Jenny Lovlie)  To explore friendship.	The Boys (by Lauren Ace & Jenny Lovlie)  To check in with people.	And Tango Makes Three (by Justin Richardson and Peter Parnell)  To exchange dialogue and express opinion.	The Artist Who Painted a Blue Horse (by Eric Carle)  To appreciate artistic freedom	Mixed (by Arree Chung)  To consider responses to racist behaviour.	Milo Imagines The World (by Matt De La Pena and Christian Robinson)  To try to not judge by appearance.
<b>Year 6</b>	The Island (by Armin Greder)  To consider the causes of racism.	The Proudest Blue (by Ibtihaj Muhammed and S.K.Ali)  To consider how new experiences affect us.	You're So Amazing (by James and Lucy Catchpole).  To consider attitudes towards disability.	Saving The Butterfly (by Helen Cooper & Gill Smith)  To consider how experiences shape us.	Rose Blanche (by Ian McEwan and Roberto Innocenti)  To justify my actions	Dreams of Freedom (by Amnesty International)  To recognise my freedom