



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

September 2026-2027

Approved by the Governing Board: July 2026

Next Review Date: Curriculum and Standards July 2027

Contents

1. Aims, vision & values
2. Statutory requirements
3. Policy development
4. Definition
5. Delivery of RHSE
6. Roles and responsibilities
7. Parents' right to withdraw
8. Training
9. Monitoring arrangements
10. Equality of opportunity
11. Related Policies

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 July 2025 Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers.
- 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 RHSE 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 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. We trust that parents at our school understand that RHSE is important for promoting and protecting the wellbeing of their child and other children. The consultation and policy development process undertaken involves the following steps:

Pupil consultation – the RHE leaders 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. Pupils continue to report feeling empowered by the revisited messages within RHE safety assemblies, which are undertaken termly, and that they know they had the right to speak out, both for themselves and for others.

Review and drafting – the RHE subject leader produced a draft policy for review by the headteacher and governors to check and approve. Governors have reviewed and drafted the policy alongside the RHE 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 when reviewing our bespoke RHE Curriculum due for implementation in September 2026. This involves all senior leaders, teachers and the Curriculum Leader.

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. This policy includes all RHSE subject coverage therefore all of our curriculum coverage and intentions are transparent for parents to view.

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 RHE 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. This has been known more widely at our school as the PinK/GHLL curriculum (People in the Know/Gloucestershire Healthy Living and Learning) until September 2026, where it will now be known as the Relationship Health Education (RHE) Curriculum. 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).

5.2 Our RHE Curriculum has been created by RHE leaders to reflect the needs of our school. It includes all the content required in the July 2025 Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers, which states what a child needs to have learnt by the end of primary school (see Appendix 1 of this policy). The RHE Curriculum coverage assigns specific questions, taught with phase cycles, enabling a progressive structure to ensure RHE coverage is truly comprehensive across our school so that it is revisited, discussed and embedded. (see Appendix 2 of this policy). It includes an Anti-Racism progression of questions as a result of working with Liz Pemberton in the academic year on 2025-2026, to ensure that clear messages of equality, acceptance and the beauty of diversity become the bedrock of every child's experience in our school (within Appendix 2 of this policy). Our No Outsider Equality/Diversity Curriculum, which is also taught termly, has an updated coverage which has been specifically designed through parent and staff consultation from January 2026 until March 2026 (see Appendix 3 of this policy). 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 (see Appendix 4 of this policy).

5.3 Our openness with parents: our school recognises that parents and carers are the primary educators of their children and values the importance of working in partnership to support pupils' learning and development. As part of this partnership, the school is committed to proactively engaging with parents and carers and ensuring that they are aware of the content being taught through RSHE. The school recognises the value of open communication and aims to maintain a positive partnership with families in supporting children's personal development. To support meaningful conversations between home and school, parents and carers will be provided with information about the content being taught, through this policy and its appendices, and may be shown representative examples of the resources used to deliver the curriculum. This enables parents and carers to reinforce and continue learning at home in a manner that reflects their family values and beliefs. Parents and carers are welcome to request access to view the curriculum materials used to teach RSHE, particularly in relation to more sensitive topics. **If parents or carers wish to view the materials used to teach topics relating to any content in Appendix 4, they need only contact their child's class teacher by email to express this request.** Parents and carers will be informed in advance when more sensitive aspects of the curriculum are due to be taught. For example, parents will be notified by class teachers when Year 4 girls receive teaching about menstruation and when Year 6 pupils undertake age-appropriate discussions relating to sexual intercourse. This advance notice enables parents and carers to support learning at home and to continue conversations with their children in a manner that reflects their family's values and beliefs.

5.4 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.

5.5 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.

5.6 Responding to Questions outside the Scope of the Curriculum

Pupils are encouraged to ask questions and explore their natural curiosity in a safe and respectful environment. Teachers will answer questions honestly and in an age-appropriate manner, while remaining mindful of the statutory content being taught and the wishes of parents who have chosen to withdraw their child from non-statutory sex education.

Where a question relates to content that is not covered within the primary curriculum, or to aspects of sex education from which a pupil has been withdrawn, staff will acknowledge the question positively and may respond with phrases such as, *“That is a good question. It is something you may discuss when you are older, and it would be helpful to talk about this with your parent or carer.”*

To respect and support pupils’ curiosity without providing teaching outside the agreed curriculum, pupils may be invited to write down their question. The question will then be shared with parents or carers so that they can choose how and when to discuss the topic at home. For pupils who have been withdrawn from sex education lessons, any such questions will be communicated directly to parents or carers, enabling them to address the subject in accordance with their own values and beliefs.

Teachers will not dismiss questions and will ensure that pupils feel listened to and valued. Responses will always be appropriate to the age and understanding of the child and will be consistent with the school's safeguarding responsibilities.

6. Roles and responsibilities

6.1 The governing body

The governing body has reviewed and approved the RHSE policy in July 2026. The responsibility for review and approval of this policy and holding the headteacher to account for the implementation of the policy thereafter has been delegated to the Curriculum and Standards Committee of the governing body.

6.2 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).

6.3 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.

6.4 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 the statutory right of a parent or legal guardian. If a pupil is withdrawn 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 RHE 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: June 2027 by the Curriculum and Standards Committee

Appendix 1

Extract taken from: Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers - July 2025

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

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. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
Respectful, kind relationships	1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners. 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online safety and awareness	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.

Primary health and wellbeing: content to be covered by the end of primary

General wellbeing	1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2. The importance of promoting general wellbeing and physical health. 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6. That isolation and loneliness can affect children, and the benefits of seeking support. 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. 9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 10. That it is common to experience mental health problems, and early support can help.
Wellbeing online	1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. 3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. 6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. 8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 9. How to understand the information they find online, including from search engines, and know how information is selected and targeted. 10. That they have rights in relation to sharing personal data, privacy and consent. 11. Where and how to report concerns and get support with issues online.
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 pupils.
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 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 Note: This is covered with Appendix 4 – please see below.	1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. 2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. 3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Appendix 2

Extract taken from: Relationship & Health Education (RHE) Curriculum Coverage - September 2026 Onwards

Overall aims, achieved together	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS – Year 6 Whole-school Safety Assemblies	Fire Safety Assembly	Road Safety	Clever Never Goes	NSPCC	Sun Safety	Water Safety
EYFS – Year 6 No Outsiders – Equality and Diversity Appendix 3	Equality /Diversity Books – Please see individual ‘No Outsiders: Fairford Edit’ for specific year group coverage below (Appendix 3). I accept the beliefs of others and respect of all neighbours in God’s world. I challenge injustice and inequality by being an ‘upstander’ for those who cannot or who do not feel brave enough at this moment in time to use their own voices in that moment.					
EYFS – Year 6 Online Safety	Online Safety skills are taught through our computing curriculum. I know how to report any concerns about things I read or see online I know never to meet up with anyone I speak to online and that I should tell an adult if anyone has contacted me. I know how to stay safe online (Kid smart poster).					
EYFS – Year 6 Physical Health and Wellbeing	Physical health and wellbeing – taught as part of PE curriculum. I can explain how to keep fit, including suggesting what exercise is and how it helps keeps my heart healthy I enjoy active60/a daily mile each week as part of my PE lesson.					
EYFS – Year 6 Kitchen Club/ Cookery	Kitchen Club/cookery experience – taught as part of DT coverage. I can give examples of healthy and unhealthy foods. I can tell you which foods are included in my ‘high five a day’ (Kitchen Club experience).					

Links to 2025 KS1/KS2 RHSE guidance	Physical Health & Fitness	Healthy Eating	Online Safety	Families & People Who Care for Me	Caring Friendships	General Wellbeing	Personal Development Links
Appendix 1	Drugs, Alcohol & Tobacco	Developing Bodies	Being Safe	Anti-Racism Progression	Respectful, Kind Relationships		
	Health Protection & Prevention		Online Wellbeing				
	Personal Basic First Aid						
Phase/Theme	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
EYFS (preschool will complete in the order they choose).	Theme: Health	Theme: Empathy	Theme: Law & Online Safety	Theme: Citizenship, Diversity and Community	Theme: Relationships	Theme: Wellbeing	
Nursery	Learn how to use the toilet including hygiene Engage with others through gesture, gaze and talk. Develops friendships with other children. Washes hands with soap and warm water Daily hand washing Discussions around healthy eating	Learn to use the toilet with help and then independently including hygiene Engage with others through gesture, gaze and talk. Notice and ask questions about differences between people. Develops friendships with other children. Continue to use large and small motor skills to build independence in feeding, pouring, and dressing. Daily hand washing Discussions around healthy eating	Feel strong enough to express a range of emotions. Safely explores emotion beyond their normal range through play and stories. Talks about feelings in more elaborate ways Engage with others through gesture, gaze and talk. Notice and ask questions about differences between people. Develops friendships with other children. Daily hand washing Discussions around healthy eating Share the Blob tree with children – who do I feel like today?	Begin to show ‘effortful control’ e.g. waiting their turn. Use engagement to achieve a goal. Notice and ask questions about differences between people. Develops friendships with other children. Understand and name some of the people in our community that help us Daily hand washing Discussions around healthy eating Small world activities set up with opportunity to role play ‘people who help us’	Use engagement to achieve a goal. Develops friendships with other children. Daily hand washing Discussions around healthy eating	Make connections between the features of their family and other families. Use engagement to achieve a goal. Notice and ask questions about differences between people. Begin to understand how to keep safe in the sun and around water Daily hand washing Discussions around healthy eating Activities around Holidays: opportunity to role play packing/ small world water bodies	

Pre-school 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.	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? (Physical Development - cleanliness and fitness)	What is a Blob Tree and who do I feel like today? Why? How do we use kind hands and kind words? (Personal Social Emotional Development - behaviours, treatment of others and emotions)	Who are the people in our community who help us? (Understanding of the World - community, the environment and citizenship) What is 'clever never goes'? When is it safe or unsafe to speak to strangers? NSPCC: What is the PANTS rule? (Keeping Myself Safe/Protective Behaviours and Relationships)	What does music from other cultures sound like and how is it different? (Understanding of the World - community, the environment and citizenship) & SMSC Spiritual, Moral, Social & Cultural) AR progression: • What is special about me? • What do I like about myself? • What makes me different? • Who is in my family? • Where do my family members come from? • What languages do we hear at home? • How do we say hello in different languages? • Why is it good that we are all different?	What different emotions are there and how do I feel? How do I show my feelings to other people? (Personal Social Emotional Development - behaviours, treatment of others and emotions)	What is a sensory room and how does it make me feel? What do I like about being outside? How does it make me feel?	Physical health, wellbeing and self-care. Positive relationships, respect and character development. Personal safety and safeguarding awareness. Respect for diversity, equality and different cultures (SMSC). Self-confidence, self-awareness and emotional wellbeing. Social development, cooperation and inclusion.
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Phase/Theme	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Personal Development Links
EYFS	Theme: Health	Theme: Empathy	Theme: Law & Online Safety	Theme: Citizenship, Diversity and Community	Theme: Relationships	Theme: Wellbeing	
EYFS 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.	How do you apply a plaster? RSE - Please see individual year group coverage given by GHLL for skills (year group specific, to be taught yearly in each year group) Appendix 4 Including: Physical Development (cleanliness and fitness) How do I know when my body needs rest? Why is sleep important?	What is a Blob School and what can we learn from it? How do we use kind hands and kind words? What are acts of kindness? (Personal Social Emotional Development - behaviours, treatment of others and emotions) How can I help someone feeling sad or lonely?	What is 'clever never goes'? When is it safe or unsafe to speak to strangers? NSPCC: What is the PANTS rule? (Keeping Myself Safe/Protective Behaviours and Relationships)	What does music from other cultures sound like and how is it different? What does art from different cultures look like and what do I notice or like about it? (Understanding of the World - community, the environment and citizenship) & SMSC Spiritual, Moral, Social & Cultural) Who helps us in the community? How can I help look after my classroom and my school? AR progression: • What is special about me and my family? • What makes my family the same as other families? What makes them different? • Where do different members of our families come from? • Where are these places on a map? • What traditions, celebrations, foods, or stories are important to my family? • What cultures are represented in our class? • How do people greet each other around the world? • How can we show kindness and respect to everyone?	What different emotions are there and how do I feel in different situations? How do I show my feelings to other people? What is self-respect? What makes me unique and what is it about me that other people love? (Personal Social Emotional Development - behaviours, treatment of others and emotions) Expressive Arts and Design (personal expression, sharing thoughts and feelings) What emotions do I feel?	What does a happy playtime look like? How can I help to include others? (Personal Social Emotional Development - behaviours, treatment of others and emotions) Which mindfulness techniques do I know?	Physical health, wellbeing and self-care. Positive relationships, respect and character development. Personal safety and safeguarding awareness. Respect for diversity, equality and different cultures (SMSC). Self-confidence, self-awareness and emotional wellbeing. Social development, cooperation and inclusion.

Phase/Theme	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Personal Development Links
KS1/KS2	Theme: Health	Theme: Developing Bodies	Theme: Law & Online Safety	Theme: Citizenship, Diversity and Community	Theme: Relationships	Theme: Wellbeing	
KS1 Cycle A	What is exercise and why is it good for us? How can moving and playing help our bodies? Which things are safe to eat or drink? Why must medicines only be taken with adults? How can washing hands stop germs? How do we keep clean and healthy? What can be dangerous in our home or school? How do we keep ourselves safe? What should we do if someone is hurt? Who can help in an emergency?	What foods help us grow and how do stay healthy? What is food variation? Why do we need water? What parts of the body are private? How do we look after our body and personal hygiene? RSE - Please see individual year group coverage given by GHLL for skills (year group specific, to be taught yearly in each year group) Appendix 4	What is 'clever never goes'? What does it mean to be safe online? Who can help if something online worries you? Whose body is it? Who can we tell if we feel unsafe? What is a safe and unsafe touch? What is good and bad about using the internet? Who can help if something worries you online? What are the emergency services and how do they keep me safe?	What makes a family important and different? Who takes care of you at home? How do families show love and support? There are no outsiders in our school. How does my community support everyone? What are my own beliefs? AR progression: • What makes each person in our classroom unique? • Why is it important to respect people who are different from us? • What does fair mean? • What is racism? • Why is racism wrong? What makes a good friend, classmate and community member? Environmental citizenship: How can we look after our school environment? What rules help our classroom and school work well?	What is the PANTS rule (NSPCC)? What is a friend? How can you be kind to a friend? How can you play with others nicely? How can we be polite and use good manners? How can talk and actions help to resolve conflicts effectively? How can we be kind to ourselves? What does a respectful disagreement look like?	What makes you feel happy or safe? How can rest, hobbies, and time with friends help us feel good? What is 'being in the right place to learn'? What mindfulness 'Dots' techniques do I know? Managing feelings What can I do when I feel worried, angry or upset? Financial education: What is the difference between things we need and things we want?	Awareness of safe, caring relationships; respect for diversity; early understanding of health, safety and wellbeing

Phase/Theme	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Personal Development Links
KS1/KS2	Theme: Health	Theme: Developing Bodies	Theme: Law & Online Safety	Theme: Citizenship, Diversity and Community	Theme: Relationships	Theme: Wellbeing	
KS1 Cycle B	How can we be active every day? How does exercise make us feel? What are harmful substances? How can we avoid risky substances? How can hygiene and dental care prevent illness? How do we stay safe at home and outside? How do we respond if someone is hurt? What are antibiotics? Do all illnesses need medicine to get better?	What makes a balanced meal? Why do we need water daily? How do our bodies grow and change? How can we keep ourselves clean? RSE - Please see individual year group coverage given by GHLL for skills (year group specific, to be taught yearly in each year group) Appendix 4	What is 'clever never goes'? How can we use the internet safely? What should we not share online? How do we recognise safe and unsafe situations? How do we ask for help? How does time online affect our mood and others? How can we show respect online? What are 'consequences' of my behaviour and actions?	How do families show care and support in different ways? How can we respect other families? There are no outsiders in our school. How does my community support everyone? What are my own beliefs? AR progression: • How might someone feel if they are treated unfairly because of who they are? • What can we do if we see someone being treated unkindly? • How can we make our classroom a fair place for everyone? What makes a good friend, classmate and community member?	What is the PANTS rule (NSPCC)? What is a safe relationship? How do we share and respect each other's needs? How can we set simple boundaries? How can we make new friends and be inclusive? How do we deal with feeling lonely? What does forgiveness look like?	How do hobbies and spending time with others help our wellbeing? What is feeling worried or sad and how can we cope? What is 'being in the right place to learn'? What mindfulness 'Dots' techniques do I know? Managing feelings What can I do when I feel worried, angry or upset? Financial education: What is the difference between things we need and things we want?	Empathy, inclusive friendships, safety awareness, early self-regulation and respect for diversity

Phase/Theme	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Personal Development Links
KS1/KS2	Theme: Health	Theme: Developing Bodies	Theme: Law & Online Safety	Theme: Citizenship, Diversity and Community	Theme: Relationships	Theme: Wellbeing	
Phase 3/4 Cycle A	Why is regular exercise important? How does it benefit our mind and body? How can we recognise early illness and take care of our health? What are common hazards and how do we stay safe? How do we make emergency calls? What would I do if someone cut themselves and was bleeding or if they had burnt themselves?	What makes a balanced diet? What foods can harm our health? RSE - Please see individual year group coverage given by GHLL for skills (year group specific, to be taught yearly in each year group) Appendix 4	What is 'clever never goes'? How do we recognise harmful online contact? How do we report it? How can we identify safe adults and ask for help? How can online content affect emotions and behaviour? How can we behave respectfully online?	How is each family different and diverse? How do our families support us during difficult times? What is spirituality? How can I use my imagination and creativity? How does a right choice make us feel? How does a wrong choice make us feel? What is Fairtrade? How do our choices make a difference? AR progression: • What does equality mean? • Is treating everyone the same always fair? Why or why not? • What does it mean to celebrate difference? • What is discrimination? • What is anti-racism? How can I be an upstander when I see unfairness? How can I contribute positively to my school and community? Why do communities need rules? Environmental citizenship: How can our choices affect the environment?	What is the PANTS rule (NSPCC)? How does the PANTS rule help keep us safe? How do we manage friendship disagreements? How can we support friends in need? How can we express our feelings respectfully? How can we resolve conflicts without violence? How do we recognise safe family relationships? When have there been times where I have needed to forgive and how I have moved on?	How are different feelings expressed? How do we judge if our reactions are appropriate? What reasons could be behind someone's emotions? What mindfulness 'PawsB' techniques do I know? Understanding emotions Why might different people react differently to the same situation? What can I do if I feel worried for a long time? Financial education: Why is it important to save money?	Developing resilience, emotional literacy, and understanding of personal safety and healthy habits

Phase/Theme	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Personal Development Links
KS1/KS2	Theme: Health	Theme: Developing Bodies	Theme: Law & Online Safety	Theme: Citizenship, Diversity and Community	Theme: Relationships	Theme: Wellbeing	
Phase 3/4 Cycle B	How can we build exercise into daily routines? What are the risks of inactivity? How can sleep, dental care, and hygiene protect us? (Links to Y4 Science) How do we keep safe around roads, water, and fire hazards? How can we provide first aid for common injuries? What are antibiotics? Which illness do not need a GP visit to help cure them? What would I do if someone was unresponsive?	How do we plan and prepare healthy meals? How do poor diets affect our bodies? RSE - Please see individual year group coverage given by GHLL for skills (year group specific, to be taught yearly in each year group) Appendix 4	What is 'clever never goes'? How do we evaluate online information critically? How do we recognise scams or unsafe content? How do we respond to unsafe adults or peers? How do we report concerns? How can social media and gaming affect wellbeing? How do we make safe choices online?	How do we respect different family choices and structures? How do we seek help if family relationships are difficult? What is spirituality? How do I show my enjoyment and fascination for learning? What helps my spirit to grow? What are different cultures? How do we celebrate the different cultures of individuals in our class? How do we show respect to others with different faiths and beliefs? AR progression: • Why is it important to challenge racism rather than ignore it? • How do our words and actions affect others? • How can we include and stand up for others in school and the community? What rights and responsibilities do I have as a citizen?	What is the PANTS rule (NSPCC)? How do we maintain friendships and repair them after conflict? How can we assert our needs while being kind? How do we balance respect and self-respect?	How can we manage loneliness and seek support? How do we deal with bullying? If I am feeling unhappy, how do we use words or actions to ask for help? What mindfulness 'PawsB' techniques do I know? Understanding emotions Why might different people react differently to the same situation? Financial education: How can we make sensible spending choices?	Developing independence, critical thinking, self-care skills, and responsible digital citizenship

Phase/Theme	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Personal Development Links
KS1/KS2	Theme: Health	Theme: Developing Bodies	Theme: Law & Online Safety	Theme: Citizenship, Diversity and Community	Theme: Relationships	Theme: Wellbeing	
Phase 5/6 Cycle A	How can physical activity improve confidence and wellbeing? How can substances impact long-term health? How can we refuse pressure to use them? (Links to Y6 Science) How can vaccinations and sun safety protect us? (Links to Y6 Science) What are the risks of vaping, smoking, alcohol and drugs? (Links to Y6 Science) How do we reduce risks from hazards and emergencies? How do we perform first aid for more serious injuries?	How can we maintain a healthy relationship with food? How do physical and emotional changes affect puberty? How do we manage self-care? RSE - Please see individual year group coverage given by GHLL for specific, to be taught yearly in each year group) Appendix 4	What is 'clever never goes'? How do we recognise and respond to unsafe situations online and offline? How do online relationships compare to face-to-face? How can we limit screen time? How do we recognise and manage risks in relationships and online? How do online games, apps and social media affect us? How do we manage addictive behaviour? How do the emergency services keep society safe and healthy – can how do I contact them?	How do families support children's independence? How can we help others in our family? In which ways does our community supports everyone through the mantra – there are no outsiders in our school? What makes a good citizen and how I can demonstrate an appreciation for my peers and elders, the school community and the wider world? How can I reflect on my experiences and what they meant to me, including in a spiritual sense? How can we offer reasoned views about moral and ethical issues? How can we demonstrate we show understanding and appreciation for the viewpoints of others? AR progression: • What is equity? • What is the difference between equity and equality? • What is racism and how does it affect individuals and communities? • Why is racism against the law? • What is the Equality Act 2010? • What are protected characteristics? How can I challenge racism safely and respectfully in my everyday life? How does democracy work and how can young people influence change?	What is the PANTS rule (NSPCC)? How can the PANTS rule help us recognise unsafe situations and seek help? How do we recognise unhealthy friendships and manage peer pressure? How can we respect different beliefs and preferences? How can we challenge stereotypes? How can we use settlement or resolution to resolve conflicts effectively? What is the difference?	How can we maintain wellbeing during change? How can we seek help early? Why is saving money a good idea? What could you save it for? How can we budget for things we want and need? How do money choices affect our future? What mindfulness 'PawsB' techniques do I know? How do they help me to regulate my emotions and improve my wellbeing? Emotional regulation What strategies help me manage difficult emotions?	Character development, resilience, safety awareness, responsible decision-making, and informed choices
Inward Personal Development and Outward Advocacy	First aid training Year 6 only – external company (responsibility and response) Raising money for charity providing training		Bikeability Year 5 only – external company (responsibility and response)		McMillian Coffee Morning held annually		

Phase/Theme	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Personal Development Links
KS1/KS2	Theme: Health	Theme: Developing Bodies	Theme: Law & Online Safety	Theme: Citizenship, Diversity and Community	Theme: Relationships	Theme: Wellbeing	
Phase 5/6 Cycle B	How can we plan and maintain a physically active lifestyle for life? How do we understand legal and health consequences of substance misuse? (Links to Y6 Science) How can we use personal hygiene, dental care, and sleep to protect health? How do tobacco and alcohol affect our health? (Links to Y6 Science) How can we provide basic first aid confidently?	How do we make long-term healthy eating choices? How do we manage puberty, menstruation, and emotional changes responsibly? RSE - Please see individual year group coverage given by GHLL for skills (year group specific, to be taught yearly in each year group) Appendix 4	What is 'clever never goes'? How do we critically evaluate online information and influence? How do we stay safe online? How do we recognise dangerous situations and respond appropriately? How can we make responsible choices online and understand data privacy? Mock Trial – project across Years 5/6 – What is Britain's democratic parliamentary system? How has it shaped our history and values, and how does it in continue to develop Britain?	How can we maintain safe, caring family and friendship relationships as we grow? In which ways does our community supports everyone through the mantra – there are no outsiders in our school? How do I uphold our British Values as an individual? How do we uphold our British Values as a school? What is democracy? What is the rule of law? What is individual liberty? What is mutual respect? What are 'legal boundaries' and how do they respect the civil and criminal law of England? AR progression: • How does the Equality Act protect people? • What does it mean to be an upstander rather than a bystander? • How can I safely challenge racism in school and online? • How can young people help create a more just and equal society? Environmental citizenship: What can young people do to make a positive difference to the world? What rights do children have and why are they important? What responsibilities come with those rights?	What is the PANTS rule (NSPCC)? How do we resolve complex friendship issues and support others? How do we manage conflicts, assert boundaries, and respect diversity?	How do we maintain mental health and wellbeing during transition? How do we cope with loss and grief? What mindfulness 'PawsB' techniques do I know? How do they help me to regulate my emotions and improve my wellbeing? Financial education: How can we budget for things we want and need? How can I maintain positive mental wellbeing during times of change?	Pupils demonstrate independence, resilience, moral and social understanding, and readiness for future life in line with Ofsted Personal Development standards
Inward Personal Development and Outward Advocacy	First aid training Year 6 only – external company Raising money for charity providing training		Bikeability Year 5 only – external company (responsibility and response)		McMillian Coffee Morning held annually		

Appendix 3

No Outsiders – Equality & Diversity – ‘Fairford Edit’

EYFS	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.	My Grandpa is Amazing (by Nick Butterworth) To recognise that people are different ages	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.
KS1 Cycle A	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 Shearring) To make you feel welcome.	My World, Your World (by Melanie Walsh) To understand that we share the world with lots of people
KS1 Cycle 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 Slodge (by Jeanne Willis) To understand how we share the world
Year 3	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
Year 4	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
Year 5	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.
Year 6	The Island (by Armin Greder) To consider the causes of racism.	Where the Poppies Now Grow (by Hilary Robinson and Martin Impey) To learn from the past.	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

Appendix 4

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

EYFS	Pupils will be taught about: - Responsibility – To understand what personal responsibility is, including teeth brushing, hair brushing, bathing and dressing yourself. - Growing up – To value their body, including physical achievements and capabilities, such as riding a bike, learning to swim. - 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. - Keeping ourselves clean – To understand hygiene routines, including toileting and washing.
Year 1	Pupils will be taught about: - 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. - 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. - 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. - Personal hygiene – To learn basic information about how the body works and ways of looking after it. To know how to keep themselves clean.
Year 2	Pupils will be taught about: - Similarities and differences of body parts – To recognise the main external parts of the bodies of humans including agreed names for reproductive organs. - 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. - 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). - 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.
Year 3	Pupils will be taught about: - 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. - Types of love – To understand that there are different types of love (friendship, family, sibling, marriage love) and we show it in different ways. - 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. - 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).
Year 4	Pupils will be taught about: - 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. Girls receive this learning a year earlier, in Year 4, to reflect the fact that some girls may begin menstruation before or at the start of Year 5, ensuring they are appropriately prepared and supported. - 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. - 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. - Challenging stereotypes – To challenge gender based stereotypes.
Year 5	Pupils will be taught about: - 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) – both girls and boys. - Changes – Emotional – To understand the emotional as well as physical changes happen at different rates for different people. - Personal hygiene – To consider new aspects of personal hygiene relevant to puberty. - Genetic inheritance – To understand genetic inheritance (Year 5 content but taught within Year 6 science curriculum in Year 6).
Year 6	Pupils will be taught about: - 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). - Changes – Emotional – To be able to recognise their own changing emotions and be able to express their feelings and concerns positively. - Life cycle – Sexual intercourse – To know about the facts of the human lifecycle including sexual intercourse (parents are able to withdraw pupils from this lesson if they wish). - Relationship – To consider the need to trust and love in marriage and established relationships. To consider different types of love. - Birth and a new baby – To understand how babies are born and to explore the impact a new baby has on a family (parents are able to withdraw pupils from elements this lesson where there is detailed teaching about conception and how babies are born, where this is delivered as sex education rather than within the science curriculum.).