

Policy Title	Relationships, Sex and Health Education
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Relationships, Sex and Health Education Policy

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Related policies and documents

Safeguarding and Child Protection Policy (2025)

IT and Internet Accessible Use (2025)

Online Safety Policy (2022)

DfE (2025) [Relationships Education, Relationships and Sex Education and Health Education](#)

DfE (September 2025) Keeping Children Safe in Education

DfE (March 2026) Working Together to Safeguard Children

DfE (2023) Teaching Online Safety in Schools

DfE (2014) Promoting Fundamental British Values as part of SMSC in Schools

DfE (2015) The Use of Social Media for Online Radicalisation

DfE (2025) Statutory Framework for the Early Years Foundation Stage

DfE (2014) National Curriculum

Ofsted (2025) Inspection Toolkit

UKCIS (2020) Education for a Connected World

[The right to withdraw](#)

Definitions

- Where the word 'Trust' is used in this document it refers to The Elliot Foundation Academies Trust.
- Where the word 'Governing Body' is used it refers to the Trust Board.
- Where appropriate individual academies will publish details of the procedures and practices to implement Trust policies.

Elliot Foundation Academies Trust Values

1. Put children first

- a. We trust and value your professionalism
- b. We share the responsibility for the learning and welfare of all of our children
- c. Our purpose is to improve the lives of children

2. Be safe

- a. Don't assume that someone else will do it
- b. Look after yourself, your colleagues and all children
- c. We are all responsible for each other's safety and well being
- d. Discuss any concerns with an appropriate member of staff

3. Be kind & respect all

- a. People are allowed to be different as are you
- b. Kindness creates the positive environment we all need to flourish
- c. This kindness should extend to ourselves as well as to others

4. Be open

- a. If you can see a better way, suggest it
- b. If someone else suggests a better way to you, consider it
- c. We exist to nurture innovators and support those who take informed risks in the interests of children

5. Forgive

- a. We all make mistakes
- b. Admit them, learn from them and move on

6. Make a difference

- a. Making the world a better place starts with you
- b. Model the behaviour that you would like to see from others

1. Policy statement and objectives

- a. This policy outlines our commitment to provide effective Relationships, Sex and Health Education (RSHE) for all pupils in support of that offered by parents, who are the first educators of their children in this area. It has been written with regard to the updated DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2025 and other relevant guidance documents and statutory requirements.
- b. 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 Relationships and Health Education compulsory for children receiving primary education. To meet the needs of our pupils we will also deliver sex education (see section 10 for more details).
- c. The RSHE teaching in this school contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSHE is taught in a developmentally appropriate manner throughout the school.

2. Scope and principles

- a. The RSHE policy has been developed following consultation with the whole school community. Consultation took place in the following ways:
 - Policy Notification: Distributed a letter with the policy to parents detailing the recent policy changes.
 - Feedback Collection: Issued a questionnaire alongside the letter to gather parental feedback on the updates.
 - Parent Workshop: Delivered a session dedicated to explaining curriculum content and key educational updates.
 - Staff Training: Conducted dedicated training sessions to prepare staff for the implementation of the changes.

In developing our policy and curriculum we have given due regard to the government's statutory guidance for RSE and Health Education issued in July 2025.

- b. This policy is available on the school website and free of charge to interested parties via school reception.
- c. The RSHE policy will be reviewed annually by Senior Leaders. This review will be informed by the following:
 - Changes in legislation and guidance
 - Teacher Assessment
 - Stakeholder feedback (including relevant information gathered via TEFAT's regular surveys of pupils, parents and staff).
- d. The Trust Board has responsibility for ensuring that RSHE is taught in line with statutory guidance and for monitoring the effectiveness of the subject. The Director of

Curriculum and Development, and Director of Safeguarding report to the Trust Board termly.

3. What is RSHE and why is it important?

- a. RSHE is lifelong learning about physical, moral and emotional development. Through RSHE children learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes, reproduction and birth in a sensitive and age-appropriate way. In primary school we are building the foundations of skills and knowledge that will be developed further at secondary level.
- b. Our key aim in providing RSHE throughout the school is to safeguard our pupils. During their time at this school children will learn key knowledge and skills to help keep them safe and prepare them for adult life. RSHE supports children to identify harmful behaviours including bullying and harassment. Pupils are taught that such behaviours are never acceptable and how to seek help.
- c. At Hillingdon Primary School, we value our Personal Development Curriculum of RSHE. Learning is not left to chance; it begins in the Nursery and is built upon as pupils progress through the school. The subject content underpins our school's values and ethos: 'Learning and Achieving Together.' We recognise that a child's personal development lays the foundations for a successful education: 'to enable each child to discover the joy of learning, to help them fulfil every aspect of their potential and to encourage their growth into effective and happy citizens, with a strong sense of their own agency, ready to play their part in the world and in their community.'
- d. We use Jigsaw as our chosen teaching and learning programme and tailor it to our pupils' needs. The programme provides a framework to ensure that we meet the statutory requirements. Our RSHE policy is delivered through the Jigsaw programme. The themes taught are relevant, safe, and reflective of the challenges young people face today, including online safety, mental wellbeing, and healthy relationships. The goal is to provide pupils with the knowledge they need to make informed decisions about their wellbeing, health, and relationships, while fostering an environment of respect and empathy.
- e. The RSHE policy covers aspects of:
 - Keeping Children Safe in Education (KCSIE): RSHE is a critical component of our safeguarding culture. It empowers pupils to recognise risks and seek support, while our Inclusion and Pastoral Care Team provides targeted interventions to promote emotional wellbeing and support those with additional social needs;
 - Our Pupil Behaviour Policy;
 - SMSC: Supporting spiritual, moral, social, and cultural growth; and
 - British Values: Promoting democracy, the rule of law, individual liberty, and mutual respect.

- f. We see our delivery of RSHE as supporting the vital role parents play in educating their child about these areas. We acknowledge that not all parents feel confident or comfortable talking to their children about some aspects of RSHE therefore our work in school ensures that all pupils have the information they need to keep safe and make positive, healthy choices.

4. Key Objectives

- a. The key objectives of our RSHE programme are to
- Develop knowledge and understanding of positive, healthy and respectful relationships;
 - Support pupils to recognise their rights and responsibilities, including personal boundaries and the importance of consent;
 - Enable pupils to develop essential social, emotional, and relationship skills;
 - Prepare pupils for the physical and emotional changes of puberty;
 - Develop pupils understanding of reproduction and birth taught within the context of loving and caring relationships;
 - Promote understanding and respect for a range of families, relationships, values, beliefs and faith perspectives;
 - Support pupils to use the internet and digital technologies safely and responsibly;
 - Develop pupils' skills in assessing risk and keeping themselves and others safe;
 - Enable pupils to gain the knowledge and skills needed to develop and maintain healthy bodies and minds;
 - Support pupils to recognise, understand and manage their emotions; and
 - Ensure pupils know how to access appropriate support.
- b. The RSHE programme is based on the needs of pupils in the school with learning outcomes appropriate to their age, development, ability and level of maturity. RSHE is firmly embedded within our broader curriculum areas, including Science and PE, in addition to more focused learning through RSHE sessions, circle-time and assemblies. Pupils are helped to appreciate differences and to respect themselves and others.
- c. The Jigsaw programme of learning supports the delivery of our key objectives through an explicit, spiral and progressive curriculum that has been coherently and carefully planned. It is taught in half-termly whole school units which are highlighted below:

Term	Unit	Key Content
Autumn 1	Being Me in My World	Understanding personal identity, my place in the class and school community, rights and responsibilities, democracy, making a positive contribution.
Autumn 2	Celebrating Difference	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.
Spring 1	Dreams and Goals	Setting and working towards goals, understanding aspirations and future possibilities, developing perseverance and resilience, recognising achievements, working collaboratively.
Spring 2	Healthy Me	The relationship between physical and emotional health; nutrition, sleep, exercise and hygiene; emotional wellbeing; drug education (including medicines); keeping safe; understanding habits and making healthy lifestyle choices.
Summer 1	Relationships	Understanding different relationships and their characteristics, our families, managing friendship challenges, conflict resolution and communication skills, recognising when relationships are unhealthy, understanding loss and bereavement.
Summer 2	Changing Me	Understanding life cycles and human growth, coping positively with change, body image and self-esteem, puberty education, changing relationships, and for upper Key Stage 2, human reproduction (where taught as sex education in Year 6, with parents/carers' permission)

- d. We use the guiding principles in the DfE RSHE guidance 2025 to inform our provision. You will see these principles reflected through our policy:
- Engagement with pupils
 - Engagement and transparency with parents
 - Positivity
 - Careful sequencing
 - Relevant and responsive
 - Skilled delivery of participative education
 - Whole school approach

5. Pupil voice and a needs-led curriculum

- a. Pupil voice is an important part of our RSHE programme. We provide opportunities for pupils to share their views and experiences of RSHE through class discussion, feedback activities, pupil surveys and the school community council. Pupils are encouraged to share their views and these are listened to and valued. Information gathered from pupil voice is used to inform curriculum planning and teaching approaches.
- b. Our RSHE programme is designed to be both proactive and responsive to the evolving needs of our pupils and the wider community. To ensure learning remains relevant, the curriculum is regularly informed by and adapted in response to:
 - Internal Behaviour and Safeguarding Trends: including specific peer-to-peer dynamics or emerging school-wide vulnerabilities.
 - Local and National Contexts: Shifting social trends, statutory guidance updates, and local authority notices.
 - Community and Agency Intelligence: Direct collaboration and information sharing with local community support networks, including the local policing team, to address hyper-local issues affecting our children.
 - Any significant changes to our planned programme of teaching will be notified to parents.

6. Equality and inclusion

- a. We are required to comply with the requirements of the Equality Act 2010. Our school values diversity, encourages respect for all, and promotes the celebration of difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic.
- b. RSHE will be accessible to all regardless of their gender. Through the delivery of RSHE teachers will explore gender stereotypes and how they may limit a person's potential and ensure that all pupils receive information that is relevant to their needs.
- c. There are many different faith and cultural perspectives on aspects of RSHE. As a school we will deliver RSHE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches respect. Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs and values. To support this process, we will ensure that parents are made aware of what will be taught and when.

- d. We will use a range of materials and resources that reflect the diversity of our school population and encourage acceptance and appreciation of difference. We want every child and family to feel included, respected and valued.
- e. Teachers will plan RSHE in different ways, using a variety of teaching strategies to meet the needs of pupils in their class. For some children, particularly those with special educational needs and disabilities, a differentiated approach may be necessary to ensure learning outcomes are met, this will be discussed with parents/carers and an individual support plan developed. Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case, parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.
- f. A range of different families and relationships will be explored within RSHE. All children, whatever their identity, developing identity, or family background need to feel that RSHE is relevant to them and sensitive to their needs. This means that resources and books used will show families of all kinds, including mum/dad, two mums, two dads, fostering, adoption, single parent, extended family and others. This reflects both our school community and wider society.

7. Curriculum

- a. RSHE is taught in every year group throughout the school. The curriculum we deliver is age-appropriate and progressive, building the children's knowledge, understanding and skills year on year. RSHE content and delivery supports children to develop a positive view of healthy relationships, being healthy and safe. We work to curriculum content in each year group that supports the outcomes outlined in the government RSHE guidance. You can find the curriculum content for each year group set out in Appendix 1, and the government guidelines in Appendix 2.
- b. Some elements of RSHE are delivered through National Curriculum Science:

Year 2

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of....hygiene.

Year 5

Pupils should be taught to:

- describe the changes as humans develop to old age.

- c. Below is a list of topics covered by our RSHE programme in line with government guidance:
- Families and people who care for me
 - Caring friendships
 - Respectful, kind relationships
 - Online safety and awareness
 - Being safe
 - General wellbeing
 - Wellbeing online
 - Physical health and fitness
 - Healthy eating
 - Drugs, alcohol, tobacco and vaping
 - Health protection and prevention
 - Personal safety
 - Basic First Aid
 - Developing bodies
- d. As part of RSHE, pupils will be taught scientific names for genitals in an age-appropriate and sensitive way. Some of the words we use are; *vulva*, *vagina*, *penis*, *testicles*, *breasts*, *anus*. Further information and details are made available to parents during our annual Parents' RSHE Workshops, and on the curriculum pages of the school website.
- e. We deliver our RSHE curriculum through assemblies, Personal Development lessons, circle time and cross-curricular opportunities.
- f. The teaching and learning of the curriculum will be monitored and reviewed by pupils and teachers on a regular basis. Book looks, learning walks, pupil voice and surveys inform the content. The Senior Leadership Team cross-reference the curriculum map against internal behaviour and safeguarding trends, local and national contexts (including Local Authority briefings) and community and agency intelligence (see 5b above).
- g. We keep the curriculum continuously under review to ensure it is relevant and responsive to children's needs. Senior Leaders and teachers may add content to the programme to address current safeguarding issues and trends in order to keep children safe. Where there are significant changes, parents will be informed in advance and be able to request access to the resources to be used.

8. Resources

- a. As with any other subject, the breadth of the RSHE curriculum means that we use a wide variety of age-appropriate activities, books and resources. Teachers select resources that support the learning outcomes for the year group they are teaching.
- b. A selection of resources are made available during the annual Parents' RSHE

Workshops, where parents and carers can familiarise themselves with what will be used. If parents would like to see these at other times of the year, they are encouraged to speak to their child's teacher. We will inform parents of what will be taught in each term through our Curriculum Overviews.

- c. We encourage engagement from parents in our RSHE programme. If parents would like to discuss any of the resources in more detail, they should contact their child's class teacher.

9. Sex Education

- a. In addition to Relationships and Health Education we also cover sex education in year 6. The content of sex education includes learning about reproduction, pregnancy and birth, as well as safer relationships. It is taught in an age and stage appropriate manner. Parents are able to withdraw their child from this learning if they choose to, see 'Parents' section 15 below.

10. Teaching and learning

- a. All teachers have responsibility for planning and delivering RSHE. Any member of teaching, pastoral and welfare team staff may provide additional support, in particular for children with special educational needs. Everyone involved in the teaching of RSHE will follow this school policy.
- b. The personal beliefs and attitudes of teachers will not influence the teaching of RSHE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSHE will work to the agreed values within this policy.
- c. Within RSHE pupils will develop confidence in talking, listening and thinking about relationships, keeping safe, health, puberty and sex. To achieve this, a number of teaching strategies will be used, including:
 - Establishing ground rules/group agreement with pupils
 - Using 'distancing' techniques (eg. Case studies)
 - The provision of a 'question box' during some sessions (see 11c below)
 - Dealing with children's questions in an appropriate manner
 - Using participative teaching methods, with opportunities for discussion
 - Opportunities for reflection
- d. RSHE will be delivered all year round, parents/carers will be informed of what will be covered via our termly Curriculum Overviews (published on the school website and emailed home), and our annual Parents' RSHE Workshops.

11. Safety

- a. It is important that all pupils feel safe and able to participate in RSHE lessons. To support the involvement of all pupils, teachers will create a group agreement with each class outlining expectations around rights, responsibilities and respect.

- b. The group agreement will outline rules regarding questions. As with any topic, pupils will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way. The group agreement will remind pupils that personal questions are not appropriate.
- c. Where senior leaders deem it appropriate to the topic being taught, our older pupils may be introduced to a 'question box' into which they can place a written question. This allows the teacher the opportunity to group questions into themes and filter any that may need answering on an individual basis or, in some cases, referred to parents. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of a safeguarding nature.
- d. Teachers will use the following strategies to deal with unexpected questions:
 - If a question is personal, the teacher will remind pupils of the rules set in the group agreement.
 - If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later if related to the topic and appropriate for the age group.
 - If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises safeguarding concerns, the teacher will attend to it on an individual basis.
- e. Sometimes pupils may ask questions about issues that are not part of the planned programme, this could show that the taught curriculum is not meeting their needs. This will be fed back to the RSHE lead as part of the evaluation and monitoring process.

12. External support

- a. Occasionally we may use external speakers to enhance our delivery of RSHE, for example the local policing team, fire service and educational workshop providers. All external speakers deliver in line with our RSHE policy and safeguarding procedures.
- b. All staff delivering RSHE are skilled and confident to do so. We provide regular training and updates to staff around RSHE through Inset days and staff meetings. If a staff member has additional learning and development needs these will be supported either through mentoring from a more experienced staff member in school, team-teaching, observations, or attendance at an internal or external training event.
- c. The relevant senior leader will keep their knowledge and practice relevant and up-to-date.

13. Assessment and review

- a. Teachers use a range of assessment strategies to track pupils' progress towards our published learning outcomes.
- b. The relevant senior leader may carry out learning walks to monitor the quality of RSHE across school. Outcomes from these, alongside pupil voice and data inform the development of the RSHE programme.

14. Parents and carers

- a. We believe that RSHE is a partnership between school and parents/carers. We recognise that parents are the first teachers of their children and welcome their engagement with our RSHE programme. It is important that RSHE delivered in school is explored in more detail within the context of individual families. Parents will be informed about RSHE through the school website and curriculum overviews to explain when RSHE will take place in different year groups and what will be covered.
- b. We will communicate with parents about any needs they may have in relation to our RSHE programme.
- c. Any parents wanting more information about our RSHE curriculum can contact the school.

15. Right to withdraw

- a. Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to withdraw their child from the sex education elements of our programme (other than that which comes within the Science curriculum). There is no right to withdraw from Relationships Education or Health Education.
- b. Parents can exercise their right to withdraw their child from sex education in Year 6. Parents will be invited to a workshop to learn more about this aspect of the curriculum to help them make an informed choice for their child. Teachers will plan appropriate, purposeful education for children who are withdrawn from sex education.

16. Confidentiality, safeguarding and child protection

- a. Everyone involved in the delivery of RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils through the development of a group agreement at the start of lessons, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed that if confidentiality has to be broken, due to safeguarding concerns, they will be informed first and then supported as appropriate.

- b. Teachers will be aware that effective RSHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSHE will be alert to signs of abuse and report concerns or suspicions to the Designated Safeguarding Lead as outlined in the safeguarding policy. Any disclosure of sexual activity from a primary age child would raise immediate child protection concerns that would be dealt with in a sensitive manner in line with the school's and local safeguarding procedures.

17. Menstrual wellbeing

- a. Some pupils will begin menstruation in primary school. To support pupils who are menstruating we have in place the following:
 - Sanitary disposal units are available in bathrooms.
 - Pupils can access sanitary products from the medical/ welfare room. Those experiencing period poverty, can also access free sanitary protection.
- b. When a pupil starts menstruating in school, we will support them on-site and inform parents. Our RSHE programme covers basic information about menstruation in Year 4, with more detailed input in Years 5 and 6. If your child has difficulties managing their periods at school please contact their class teacher or the Pastoral/Welfare team for support.

18. Further information

- a. If you would like to discuss our provision of RSHE further, please contact the school office.
- b. Complaints about RSHE will be handled in line with the school's complaints policy, which is available on the school website.

Appendix 1

Hillingdon Primary School Personal Development (including RSHE) Curriculum Long Term Plan

Age Group	Being Me In My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (EYFS)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Achieving and setting goals Overcoming obstacles Seeking help Jobs	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6 (Year 1)	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology)/ (use of NSPC PANTS to support) Linking growing and learning Coping with change Transition

Appendix 1

Age Group	Being Me In My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 6-7 (Year 2)	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Celebrating difference and remaining friends	Achieving realistic goals Staying healthy to achieve goals Perseverance and strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Healthy eating and nutrition Safety in the home Safety out and about Medicines	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness (use of NSPC PANTS to support) Preparing for transition
Ages 7-8 (Year 3)	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning Processes Contributing to the community Managing feelings Simple budgeting	Exercise Food labelling and healthy swaps Attitudes towards drugs Keeping safe online and off line Respect for myself and others Healthy and safe choices outdoors Water safety Asking for help	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Media influence Being a global citizen How my choices affect others Awareness of other children's different lives Expressing appreciation for family and friends	How babies grow (general not sex education) Differences in female and male bodies (correct terminology) Assertiveness Personal hygiene Family stereotypes Challenging my ideas Preparing for transition

Appendix 1

Age Group	Being Me In My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9 (Year 4)	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Peer influences Railway safety Staying safe with friends Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and falling out Friendships Showing appreciation to people and animals	Being unique (not sex education part) Puberty Boys and Girls (Introduction) Being part of a family Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10 (Year 5)	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Future dreams Spending, saving and value of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition/ self worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and risks Reducing screen time Dangers of online grooming Internet safety rules	Self and body image Influence of online and media on body image Puberty for girls Puberty for boys Growing responsibility Coping with change Preparing for transition

Appendix 1

Age Group	Being Me In My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 10-11 (Year 6)	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image & body-image Puberty and feelings Conception to birth (sex education with parents permission). Reflections about change Physical attraction Respect and consent Adolescent Friendships Online safety Transition

Appendix 2: RSHE Guidance 2025 - Primary Outcomes

Theme	Curriculum content
Families and people who care for me	That families are important for children growing up safe and happy because they can provide love, security and stability.
	The characteristics of safe and happy family life, including 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
	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
	That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
	That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
	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	How important friendships are in making us feel happy and secure, and how people choose and make friends.
	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.
	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.
	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.
	That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
	How to manage conflict, and that resorting to violence is never right.
	How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Appendix 2: RSHE Guidance 2025 - Primary Outcomes

Theme	Curriculum content
Respectful, kind relationships	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.
	The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
	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.
	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.
	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.
	Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
	The conventions of courtesy and manners
	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.
	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.
	What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
	How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Appendix 2: RSHE Guidance 2025 - Primary Outcomes

Theme	Curriculum content
Online safety and awareness	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.
	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.
	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.
	The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
	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.
	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	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 and so on.
	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.
	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
	How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
	How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.

Appendix 2: RSHE Guidance 2025 - Primary Outcomes

Theme	Curriculum content
	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.
	How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice eg. family, school and/or other sources.
General wellbeing	The benefits of physical exercise, time outdoors, and helping others for 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.
	The importance of promoting general wellbeing and physical health.
	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 and affect everyone at different times and are not in themselves a sign of a mental health condition
	How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
	How do they judge whether what they are feeling and how they are behaving is appropriate and proportionate?
	That isolation and loneliness can affect children, and the benefits of seeking support.
	That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing, and how to seek help for themselves or others.
	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.
	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).
	That it is common to experience mental health problems, and early support can help.
Wellbeing online	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.
	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.

Appendix 2: RSHE Guidance 2025 - Primary Outcomes

Theme	Curriculum content
	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.
	How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
	Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
	The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
	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.
	That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
	How to understand the information they find online, including from search engines, and know how information is selected and targeted.
	That they have rights in relation to sharing personal data, privacy and consent.
	Where and how to report concerns and get support with issues online.
Physical health and fitness	The characteristics and mental and physical benefits of an active lifestyle.
	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, moderate and/or vigorous physical activity.
	The risks associated with an inactive lifestyle, including obesity.
	How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	What constitutes a healthy diet (including understanding calories and other nutritional content).
	Understanding the importance of a healthy relationship with food.
	The principles of planning and preparing a range of healthy meals.
	The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (eg. the impact of alcohol on diet or health).

Appendix 2: RSHE Guidance 2025 - Primary Outcomes

Theme	Curriculum content
Drugs, alcohol, tobacco and vaping	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	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
	About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
	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.
	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.
	About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
Personal safety	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.
	About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
Basic first aid	How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
	How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
Developing bodies	Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
	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.
	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.
	The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of 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.