



Chorlton C of E Primary School Relationship, Sex and Health Education (RSHE) Policy

Approved by:	Chorlton C of E Governing Body	Date: June 2026
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Last reviewed on:	September 2025	
Next review due by:	June 2028	

***The smallest of seeds,
grow to become trees,
in which the birds make nests***

cf Matthew 13. 31-32

At Chorlton CE Primary, we believe that our values of **curiosity, community, courage, nurture** and **respect** create the environment that all of our pupils require to support their physical, personal and moral **growth**. These values are central to all aspects of our school life and recognise our aim that every child should be supported to not only grow to their own full potential, but to support others around them to do the same. We are here to give our pupils an excellent education with a rich and inspiring curriculum, at the same time providing nurture and care for their spiritual, emotional, moral, social and cultural wellbeing. When they leave Chorlton CE they will be prepared for life, with resilience, compassion and having developed courageous advocacy.

1) This policy has been developed through consultation with:

- Headteacher
- Parents
- Staff
- Pupils
- Governing body

This policy outlines our school's approach to **Relationships, Sex, and Health Education (RSHE)**. As a primary school, we have a statutory requirement to deliver Relationships Education and Health Education under Section 34 of the Children and Social Work Act 2017.

This policy is fully compliant with the Department for Education's (DfE) statutory guidance, including the updated mandates ensuring age-appropriateness, political and ideological neutrality, and parental transparency.

This guidance is available to view through the DfE's website here:

[Statutory RSHE Guidance from the DfE](#)

All school staff, parents and carers have been made aware of this policy, which is available to view via the schools' website; paper copies are also available at the school office.

2) Rationale

RSHE is a powerful tool to safeguard children and young people. It promotes self-worth and gives children and young people the skills to take responsibility for their health and wellbeing.

The Department of Education's guidance opens with the following:

"Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based

teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.”

Our RSHE curriculum adopts a holistic approach that promotes positive physical and mental health and wellbeing, encompassing the faith ethos of our school and its status as a Rights Respecting School.

This policy is informed by the UN Convention on the Rights of the Child, with specific reference to:

- Article 17: Every child has the right to reliable information from a variety of sources
- Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them.
- Article 19 (protection from violence, abuse and neglect)

3) Definition of RSHE:

Relationships education is:

- Learning accurate and age-appropriate skills, exploring values and attitudes, developing skills to enable them to build positive, respectful relationships, enabling them to lead fulfilling, happy lives.
- Learning about the fundamental building blocks of positive, safe, and respectful relationships, focusing on friendships, family structures, and online safety.

Health education is:

- Learning about physical health, mental wellbeing, the emotional and physical changes of puberty, and practical safety.

Sex education:

- Is not compulsory in primary schools, but the guidance recommends that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science.

4) Our school context:

Chorlton C of E Primary School is a single form entry school with approximately 230 pupils on roll. Whilst the number of pupils receiving free school meals is generally lower than other Manchester

Local Authority schools, we do have a greater number of pupils than average with SEND, EHCPs and who are Post LAC (adopted). We are proud to have many different and diverse family structures represented in the school community and work hard to ensure that our curriculum and the resources that are used are inclusive and representative of the families that we serve. We are a Rights Respecting school and are committed to ensuring that Relationships, Sex and Health Education represents and meets the needs of all children within our community.

Article 2 (non-discrimination): The UN Convention applies to every child without discrimination, regardless of their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

5) Aims and Objectives of this Policy:

The overall aim of this RSHE policy is to enable effective planning, delivery and assessment of RSHE and to ensure that parents and school are working together to keep our young people safe, healthy and prepared for the world that they are growing up in.

Our RSHE programme aims to prepare our pupils for adult life by equipping them to:

- **Build healthy relationships:** Develop a strong moral framework to form nurturing, respectful, and honest connections of all kinds.
- **Navigate boundaries:** Understand personal privacy, consent (seeking and giving permission), and the characteristics of healthy versus unhealthy relationships.
- **Value diversity:** Respect diverse family structures, including marriage and civil partnerships, within our school community and the wider world.
- **Stay safe online and offline:** Recognise and manage risk, resist peer pressure, and confidently identify, manage, or report unacceptable behaviour and abuse, including child on child abuse.
- **Understand personal growth:** Learn about the physical and emotional changes of growing from childhood to adulthood.
- **Make informed choices:** Cultivate self-esteem, responsibility, and compassion to make safe decisions regarding relationships and healthy lifestyles.

In order to achieve these aims, teaching staff will be confident in planning, delivering and assessing the RSHE and PSHE curriculum. They will be equipped to confidently handle sensitive issues and answer both pupil and parents' questions appropriately.

6) Morals, Values, and Equalities Framework

RSHE strives to promote acceptance and end discrimination in line with the Equalities Act, 2010. Chorlton C of E Primary School is working towards the promotion of spiritual, moral, cultural, mental and physical development of the child.

- The delivery of the RSHE statutory and non-statutory content through the PSHE curriculum (Appendix 1) and wider curriculum, will reflect the values of our school and our status as a Unicef Rights Respecting Gold School.

- The RSHE programme at Chorlton C of E Primary reflects our Christian ethos, and encourages children to explore faith and cultural perspectives in a respectful way.
- RSHE will be delivered as a whole school approach to ensure that every child has the same level of understanding and will equip them with the skills necessary for transition to adolescence.

The PSHE curriculum at Chorlton C of E primary aims to:

- Promote British Values, including acceptance of and celebration of difference and diversity.
- Promote gender equality and equality in relationships.
- Challenge gender stereotypes and inequality.
- Develop spiritual, moral, social and cultural awareness in accordance with the Equality Act 2010.

7. Roles and Responsibilities:

A robust RSHE curriculum requires a collaborative approach. Responsibility for the implementation, monitoring, and delivery of this policy is distributed across the school community as follows:

1. The Governing Body:

The Governing Body holds statutory responsibility for ensuring the school meets its legal obligations under current RSHE guidance. The governors will:

- Review and approve the RSHE policy every two years in cooperation with the Headteacher.
- Ensure the curriculum is delivered in accordance with the Equality Act 2010 and is accessible to all pupils, including those with SEND.
- Monitor the effectiveness of the policy through reports from the Senior Leadership Team (SLT) and the Link Governor for Safeguarding.

2. The Headteacher

The Headteacher has overall responsibility for the daily implementation of the RSHE programme. The Headteacher will:

- Ensure that RSHE is safe, balanced, and taught consistently across all year groups.
- Oversee requests from parents regarding the right to withdraw from non-statutory Sex Education, conducting the necessary parental consultations.
- Ensure that the school's Safeguarding and Child Protection procedures are robustly maintained during the delivery of the curriculum.

3. The PSHE / RSHE Lead (Mrs Foreman, Deputy Head)

The Subject Lead is responsible for the curriculum design, resource management, and quality assurance of the subject. The PSHE Lead will:

- Map the *IMatter* curriculum across the school to ensure full statutory coverage and age-appropriate sequencing.
- Provide high-quality resources, lesson plans, and support to teaching staff, ensuring materials are uploaded transparently to the school website.
- Monitor and evaluate the quality of teaching through lesson drop-ins, staff feedback, and pupil voice.

- Identify staff training needs and coordinate professional development opportunities.
- Vet and coordinate all input from external visitors and guest speakers.

4. Teaching and Support Staff (including Class Teachers and the Therapeutic Lead)

Staff cannot opt out of teaching RSHE. Those responsible for delivering the curriculum will:

- Deliver the *IMatter* curriculum in a sensitive, safe, and objective manner, adhering strictly to the established classroom ground rules.
- Use correct medical, scientific, and inclusive vocabulary to protect and safeguard pupils.
- Adapt and personalize lessons to meet the individual needs of learners, including pupils with SEND or EAL.
- Manage classroom inquiries safely, ensuring questions that fall outside the statutory primary framework are handled individually or referred to parents rather than answered in front of the class.
- Maintain strict safeguarding boundaries and report any disclosures immediately to the Designated Safeguarding Lead (DSL) in line with school policy.

5. Parents and Carers

As a child's primary educators, parents and carers are encouraged to:

- Engage with the school's RSHE policy, termly previews, and website resources.
- Support the school's values of respect, kindness, and safety by continuing healthy relationship discussions at home.
- Share any questions, contextual concerns, or specific individual needs regarding their child with the class teacher or PSHE Lead in a timely and constructive manner.

6. Pupils

Pupils are expected to participate fully in the RSHE curriculum in an age-appropriate manner. They are expected to:

- Respect and adhere to the classroom ground rules established at the start of each session.
- Treat peers and adults with kindness, respect, and tolerance during group discussions and active learning tasks.
- Use the class question box responsibly to seek clarification on topics related to their health, safety, and growing up.

8. Delivery of Relationships, Sex and Health Education

Curriculum Delivery and Organisation:

RSHE is carefully mapped within the school's wider PSHE (Personal, Social, Health, and Economic) curriculum, which is regularly updated and monitored by the PSHE Lead.

Our curriculum is inclusive, biologically accurate, and developmentally appropriate for primary-aged children. In Years 1–6, it is delivered primarily through discrete, weekly PSHE lessons taught by the class teacher and/or Key Therapist. These lessons are enhanced by drop-down days, whole-school events, and cross-curricular links with subjects such as Science, PE, and Design and Technology.

The IMatter Curriculum:

To ensure high-quality delivery, we use the Manchester Healthy Schools IMatter curriculum as the basis of our PSHE curriculum. Developed by education and healthcare experts, these resources ensure our curriculum meets statutory RSHE guidance while reflecting the unique context of growing up in Manchester. All resources are quality-assured and aligned with best practice advocated by the PSHE Association.

IMatter is a spiral curriculum, allowing pupils to regularly revisit and build upon prior learning year-on-year. It is structured around six themes, with one theme covered during each school term. This model ensures learners receive age-appropriate information while developing the practical skills needed to stay safe and maintain good physical and mental health.



Classroom Environment and Pedagogy:

PSHE and RSHE lessons are designed to promote dialogue and understanding through a varied range of active learning strategies, including:

- Circle time and whole-class discussions
- Role-play and scenario analysis
- Card-sorting and small group activities

Occasionally, home-learning tasks may be set via our online platform to encourage discussion at home. In these instances, relevant information will be shared with parents and carers in advance.

Safe Learning Environments and Confidentiality:

To ensure RSHE is taught in a safe, non-judgmental environment, clear ground rules are established and revisited at the start of every lesson. This ensures both adults and children feel safe, respected, and comfortable asking questions.

- Annuity: Pupils can ask questions anonymously at any time using the class question box.
- Managing challenging questions: If a pupil asks a question that falls outside the statutory primary curriculum, the teacher will not address it in front of the class. Instead, the teacher will acknowledge the question, reassure the child, and address it individually at a later date. In such instances, school will liaise with parents and carers to support any follow up discussions that might be required at home.
- Safeguarding: As part of our classroom ground rules, pupils are reminded that teachers and visitors cannot promise unconditional confidentiality. If a safeguarding disclosure is made, the school's child protection procedures will be followed immediately. In line with statutory guidance, correct medical, scientific, and inclusive language is used consistently across all

year groups. This ensures all pupils are safeguarded and equipped with the accurate vocabulary needed to confidently share their thoughts, feelings, and concerns, while preventing any ambiguity during discussions about boundaries and safety.

External Visitors and Guest Speakers:

External agencies may be invited to enhance the delivery of RSHE. This includes, but is not limited to: the school nursing team, Manchester Healthy Schools practitioners, local charities, first aid trainers, and emergency services outreach teams.

To ensure the safety and consistency of our delivery:

- All external visitors must familiarise themselves with and adhere to the school's RSHE, Confidentiality, Behaviour and Relationships and Safeguarding/Child Protection policies.
- Visitor input must be part of the planned curriculum, discussed and agreed with school staff in advance.
- Visitors are supervised and supported by a member of school staff at all times.
- All external input is monitored and evaluated by staff to inform future planning.

8. Inclusion and Accessibility:

In line with the Equality Act (2010), Chorlton C of E Primary School ensures that our RSHE policy and teaching programme are fully inclusive, accessible, and relevant to all pupils, including those with protected characteristics.

Teachers utilise inclusive, scientifically accurate language that reflects the diversity of our school and the wider community. We ensure all pupils feel valued and safe, regardless of gender, ability, religion, disability, sexual orientation, life experiences, or family background. Bullying, discrimination, and inappropriate behaviours are strictly not tolerated and are challenged immediately in line with our Anti-Bullying Policy.

As a Unicef Rights Respecting School, our RSHE curriculum upholds **Article 17 of the UN Convention on the Rights of the Child**, which guarantees children the right to access reliable information important to their well-being.

In line with statutory guidance, the curriculum focuses on established legal rights and objective facts, and the school does not promote or teach contested political or social ideologies as factual. However, this curriculum position does not alter our absolute commitment to pastoral care; every child will be fully accepted, valued, and supported at school exactly however they choose to express themselves, ensuring a safe and nurturing environment for all.

Adaptive Teaching and Targeted Support:

High-quality, adapted, and personalized teaching is our baseline for ensuring accessibility, in accordance with the SEND Code of Practice.

- **SEND and EAL:** Lessons and resources are selected and adapted based on each pupil's cognitive ability, language proficiency, and developmental understanding to ensure full participation. Where appropriate, pupils with Special Educational Needs and Disabilities (SEND) are supported using specific SEND-adapted IMatter lesson plans and resources.
- **Vulnerable Groups:** For pupils who may have gaps in their understanding or missed periods of school (including Looked After Children [LAC] and Previously Looked After Children [PLAC]), the school works closely with parents and carers to provide bespoke catch-up support. Where appropriate, targeted support may also be provided by the school's Therapeutic Lead.

Menstruation and Period Poverty:

We recognise that the physical changes of puberty are occurring earlier, with some pupils beginning to menstruate as early as Year 4. Research indicates that period poverty affects approximately 1 in 10 individuals who menstruate across the UK. Given the socio-economic context of Greater Manchester, this is an issue our school addresses with sensitivity and practical support.

To support our pupils and reduce barriers to education:

- **Accessible Products:** Free sanitary products are readily available to any pupil who needs them. They can be obtained discreetly from any member of staff, the school office, or within the Year 6 classroom spaces.
- **Facilities:** Standard sanitary bins are provided in all Key Stage 2 (Junior) toilets and all accessible toilets across the school site.

9. Evaluating and Monitoring the effectiveness of RSHE and the PSHE Curriculum:

To ensure our RSHE curriculum remains impactful, high-quality, and reflective of real-world needs, the delivery of the subject is systematically monitored and evaluated by the PSHE Lead.

Pupil Voice and Feedback:

Pupil voice is a cornerstone of our monitoring cycle. Pupils are actively involved in reviewing the RSHE offer through:

- Structured classroom self-assessments at the conclusion of learning blocks.
- Annual pupil voice questionnaires and focus group discussions focusing on the modern issues affecting them.
- *Note on Consultation:* The baseline configuration of this updated curriculum reflects extensive feedback gathered from our pupils during the 2025–26 consultation process, where children shared what they deemed most important to know as they grow up.

Staff and Curriculum Review:

Teaching staff are regularly invited to share their views and concerns about their class through termly pupil progress meetings with the Senior Leadership Team. This helps the PSHE Lead identify emerging local safety risks or contextual challenges unique to young people growing up in Manchester today and, more specifically, the issues that are directly affecting our pupils at Chorlton C of E Primary.

If updates or enhancements are made to the curriculum mid-year to address these emerging risks, the curriculum changes will be updated transparently on the school website.

Professional Development and Staff Support:

To maintain high standards of delivery, the school invests in continuous professional development (CPD) for all teaching staff:

- **Regular Updates:** Staff are kept informed of updates regarding RSHE, safeguarding, inclusion, and anti-bullying via staff briefings, meetings, and internal communications.
- **Targeted Training:** Regular, quality-assured training is provided during staff meetings and INSET days by expert external organizations, including Manchester Healthy Schools.
- **Training Needs:** Staff are encouraged to proactively identify any personal training or resource needs and report them to the PSHE Lead or Senior Leadership Team (SLT).

10. Parental Engagement and Partnership

Chorlton C of E Primary School firmly believes that parents and carers are a child's first educators. We are committed to working in close partnership with families to ensure our PSHE and RSHE curriculum is transparent, collaborative, and fully supported.

Communication and Transparency

To promote positive dialogue between home and school, our full RSHE curriculum overview—detailing both statutory and non-statutory elements—is available on the school website.

- **Resource Access:** Curriculum documents are shared on the school website, ensuring parents can view the overview at any point during the academic year. Full lesson resources from the IMatter curriculum are available to parents and carers upon request.
- **Termly Previews:** Termly newsletters highlight upcoming RSHE themes so families can proactively support these discussions at home.
- **Open-Door Approach:** We encourage open communication and invite parents to discuss any aspect of the curriculum with school staff in a sensitive, proactive manner.

Queries and Concerns

Any questions or concerns regarding the PSHE/RSHE curriculum should be directed in the first instance to your child's class teacher, or to **Mrs Foreman (Deputy Head / PSHE Lead)** via the school administration email: admin@chorlton.manchester.sch.uk.

11. The Right to Withdraw from Sex Education

The health and relationships components of the IMatter curriculum are statutory, form part of the compulsory primary framework, and are vital for safeguarding.

Statutory vs. Non-Statutory Content:

- **Compulsory Framework:** Parents do not have the right to withdraw their child from statutory Relationships Education or Health Education. This includes compulsory lessons on body parts (using correct scientific and medical terminology for genitalia), puberty, and diverse family structures.
- **The Right to Withdraw:** Sex Education is non-statutory in primary schools. Parents and carers retain the right to withdraw their child from the single, discrete Year 6 lesson titled *"How are babies made?"*.

The Withdrawal Process:

1. **Written Request:** Parents wishing to exercise this right must submit their request in writing to the Headteacher.
2. **Consultation:** Following the request, parents/carers will be invited to a meeting with the Headteacher and/or the PSHE Lead to discuss their concerns and clarify any potential impact the withdrawal may have on the child.
3. **Alternative Provision:** If the withdrawal is finalized, the school will make alternative provision for the pupil. They will receive a separate, purposeful PSHE activity with a familiar member of staff.
4. **Science Curriculum:** Please note that exercising the right to withdraw from the RSHE Sex Education lesson does not exempt a child from the biological elements of human development and reproduction mandated by the statutory National Curriculum for Science (Appendix 2).

12. Policy Links

This RSHE Policy operates in conjunction with, and directly links to, the following school policies and statutory documents:

- Safeguarding and Child Protection Policy
- Behaviour and Relationships Policy
- Anti-Bullying Policy

- Online Safety (E-Safety) Policy
- *Statutory Guidance on Knowledge of Human Development and Reproduction in the Primary Curriculum* (ASE / PSHE Association)
- DfE Statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance

13. Review, Consultation, and Implementation

This policy is a live document. It is formally reviewed at least every two years, or sooner in light of updated national guidance, local authority briefs, or relevant educational research.

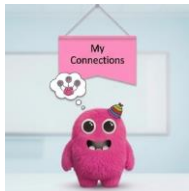
A note on the Implementation of the 2026 DfE Statutory Guidance:

Following the publication of the updated DfE statutory RSHE guidance, Chorlton C of E Primary School conducted a comprehensive consultation process within the school community—including gathering of voice from staff and pupils—during the 2025–26 academic year.

The feedback gathered during this consultation has been fully integrated into this document, ensuring our curriculum meets the updated September 2026 statutory requirements while remaining carefully tailored to the needs of our families and community.

This policy will be shared with parents and governors during the Summer term in draft form to allow an opportunity to provide feedback before being ratified in the final Meeting of the Full Governing Body in July 2026.

Appendix 1 - Chorlton C of E PSHE IMatter Curriculum Overview

KS1 (Year 1 and Year 2) overview	
Autumn 1 	- Why are families important for helping us feel loved, safe, and secure? - What makes a caring and happy family? - Why are friendships important? - How can we help others feel included? - Why do friendships sometimes have problems, and how can we solve them? - How can we tell if a family or friendship situation feels unsafe or upsetting?
Autumn 2 	- How can I share and be safe with others? - What is personal space and how can we keep safe? - Is it ok to keep secrets? - Who can we talk to if something makes us feel unsafe or unsure? - How can we recognise dangers around us and how can we keep safe? - How can we stay safe near roads, railways and water, including following simple safety rules?
Spring 1 	- How can we recognise different feelings and talk about them? - What activities help us feel happy and well? - What should we do if we feel lonely, sad, or worried, and who can help? - How can we be kind to others and understand how bullying affects people? - What does a healthy diet look like, and why is it important for our bodies? - Why is being active good for our bodies and minds?
Spring 2 	- What is the internet and how do people use it? - How can we be kind and respectful if I am online? - How much time should we spend online? - Why are some apps, videos and games not suitable for us? - Who should I share information with? - What should I do if I see something that makes me feel uncomfortable?
Summer 1 	- How can we keep our body clean and healthy? - How can we look after our teeth? - How can we stay safe in the sun? - Why do we need good sleep, and how can we develop healthy bedtime routines? - How can I understand me and my body? - How can change or loss make us feel different emotions?
Summer 2 	- What are class rules? (British Values) - What groups of communities am I part of? - What is the environment? - How can we look after the environment? - Where does money come from? - How do we make choices about spending money?

Lower KS2 (Year 3 and Year 4) overview	
Autumn 1 	• What qualities make a friendship trusting, respectful, and enjoyable? • How can we tell when a friendship is becoming unkind or unhealthy? • Why is it important to think about other people's needs, and why can balancing everyone's needs be difficult? • What are healthy boundaries in relationships, and how can we respect them? • How can we express our feelings safely and manage conflict? • What is the difference between being assertive and being controlling, and how can we be kind without forgetting our own needs?
Autumn 2 	• How can we understand privacy and body boundaries? • How can we recognise when a situation, relationship or request is unsafe? • What are the risks of smoking, vaping, alcohol and other harmful substances? • How can we recognise hazards in different places and make safer choices? • How can we stay safe near roads, railways and water by using safety codes and spotting danger? • How can we safely respond to injuries and know what to do when someone needs basic first aid?
Spring 1 	• How can different emotions affect us? • How do we know if our feelings and behaviour are appropriate? • What can we do to look after our general wellbeing each day and practice healthy routines? • What does self-care look like for me and how can I communicate my needs? • How can we build regular physical activity into our routines and why is it important? • What makes a healthy relationship with food, and how do we make choices about eating?
Spring 2 	• How do online relationships compare with in-person relationships, and what are their advantages and disadvantages? • How can we tell if online relationships or information are trustworthy, especially from people we've never met? • How can we use privacy settings and careful sharing to protect our information online? • Why is there a minimum age for social media, and how does it help keep children safe? • What happens when something is shared online, and why might people behave differently when online? • How can negative experiences online impact wellbeing?
Summer 1 	• How can we talk about our own boundaries and understand that our bodies belong to us? • How does the human body change as we grow? • How do our bodies change and why is personal hygiene important? • How do vaccines work, and why are immunisations offered to protect our health? • Why are regular dental check-ups and good oral hygiene important? • How can we improve the quality of our sleep, and how does poor sleep affect our body and mood?
Summer 2 	• How do rules and laws protect us? • What's the difference between my local British communities and global communities? • How do we look after our money? • What are the links between work and money? • What are the rights of the child? • What is sustainability?

Upper KS2 (Year 5 and Year 6) overview	
Autumn 1 	- Why is it important to respect others, especially people who are different from us? - What practical skills can we use to build strong, healthy relationships in different situations? - How do good manners and courtesy help us get along with others? - What is self-respect, and how can we develop our confidence and identity? - What kinds of bullying exist (including online), how does bullying affect people, and what should we do if we see it? - What are stereotypes, why are they harmful, and how can we challenge them and ask for help when we feel unsafe?
Autumn 2 	- How can we identify unsafe relationships, understand who to trust and how to respond safely? - How can we report unsafe situations or things that concern us? - What are the facts and risks of legal and illegal harmful substances, including nicotine addiction and vaping products? - How do we assess risks in different environments and take steps to keep ourselves and others safe? - How can we apply the water safety code and understand risk around roads and railways? - How do we make an efficient emergency call and use basic first-aid skills to help with common injuries?
Spring 1 	- How can we understand & talk about a range of emotions, including feeling worried or low? - What is the impact of bullying, including cyberbullying, on wellbeing & how can we help ourselves or others? - How can we keep ourselves mentally & physically healthy through active lifestyles & positive wellbeing habits? - What are the risks of being inactive and how can we make healthy choices to protect our physical health? - How can we plan and prepare healthy meals and understand the effects of poor diet on the body? - How do rest, hobbies, community involvement, and supportive relationships contribute to long-term wellbeing?
Spring 2 	- How can we show responsibility and respect through our online behaviour and understand its impact on others? - How can we make respectful choices online, even when people are anonymous or pressure us? - How can too much screen time or certain online content affect our mental and physical wellbeing? - Why are some websites, games, apps, and online activities age-restricted, and what risks do they protect us from? - How can we recognise online risks such as scams, monetisation in games, financial harm, or addictive behaviours? - How can we take a critical approach to online information, understand how it is targeted, protect our data rights?
Summer 1 	- What can we do to protect our long-term health? - How can change, loss or bereavement impact our wellbeing, and how do people respond differently? - What's normal for my body and my health? - How do we maintain good personal hygiene during puberty, and why is it important? - What are the physical and emotional changes of puberty? How are babies made? (Y6 only)- Non-statutory Sex Education, Parental Right to Withdraw
Summer 2 	- How are rules and laws made and changed? - What is Fairtrade? - How do people manage money? - How can I develop my enterprise skills? - Why is it important to be critical of the media online and offline? - What is racism? - What do I want to be?

Appendix 2 - Statutory Provision in Science Curriculum

Detailed below are sections taken directly from the Science Curriculum Statutory (2014). The sections detailed are those which specifically mention relationships and sex education.

Key Stage 1

Children should learn to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults

Key Stage 2

Children should learn to:

- Describe the changes as humans develop to old age

Notes and guidance: Pupils should draw a timeline to indicate changes in the growth and development of humans. They should learn about the changes experienced in puberty.

- Describe the life process of reproduction in some plants and animals
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Notes and guidance: Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals

Further Guidance:

Recommendations from the Association of Science Educators clarify best practice in their joint statement with the PSHE Association, *Human development and reproduction in the Primary Curriculum* (March 2016):

Year 5 teachers should cover development to maturity in humans and sexual reproduction in some animals, e.g. mammals (which should include humans), amphibians, insects or birds, to give a broader picture of the variety of life.

Teaching about sexual reproduction within the life cycles of different animals should include:

- *the joining of a sperm from the male and an egg from the female to enable an offspring, which has characteristics of both, to grow, (knowledge of cells and genetic material is not required in KS2 science),*
- *the differences between internal and external fertilisation (although not the mechanics), e.g. in terms of the larger number of eggs and sperm produced in external fertilisation and the greater risks from predators than internally fertilized young.*
- *viviparous and oviparous species (animals that have live births and those that lay eggs)*

Understanding what pregnancy and birth are (in the context of mammals in general) is a key aspect of learning both in terms of classification and for differentiating the life cycles of mammals from egg laying species – part of the progression between Y4 and Y6 classification statements. Knowledge of the process of sexual reproduction, including the passing of inherited characteristics to offspring, will also support pupils in understanding the basics of inheritance and evolution, which is covered in Year 6.

As with all teaching of the Science National Curriculum, correct scientific vocabulary should be taught and its use encouraged. The naming of internal parts and the process of internal fertilisation would be covered in KS3 science, but the correct naming of external parts should be included at KS1 and KS2.