WORTH PRIMARY SCHOOL
"lifelong learning"

Relationships, Sex Education **(RSE)** Personal, Social, Health and Economic Education **(PSHE)**

Policy

Approved by:	**Local Governing Body**	**Date: 06/09/2026**
Last reviewed on:	Sept 2026	
Reviewed by:	DEALT and K. Chance - Headteacher	
Next review due by:	September 2027 (Annual review)	

Personal, Social, Health and Economic Education (PSHE) is our comprehensive curriculum for supporting children's personal development, health, wellbeing, understanding of relationships, self-regulation and critical thinking.

We are required by law to teach **Relationships Education** and **Health Education** to all primary-aged pupils. We deliver these statutory subjects within our broader PSHE programme. Where we teach about human reproduction (sex education), we do so in line with the principles and approach of the 2025 Relationships, Sex and Health Education (RSE) statutory guidance, in which sex education itself remains non-statutory (but recommended) in primary schools.

Our PSHE curriculum also includes age-appropriate aspects of **economic education**, preparing children to understand spending, saving and the world of work, **citizenship education** including British Values, helping children understand their rights, responsibilities and role in society and **teaching online safety** in schools.

This policy explains our whole-school approach to PSHE and RSE education and how we meet our statutory duties.

1- Our Vision for RSE and PSHE Education

At Worth Primary School, we believe every child deserves an education that prepares them not only for academic success but also to thrive as rounded individuals in modern society. Personal, Social, Health and Economic (PSHE) education sits at the heart of this commitment.

PSHE is not an add-on to our curriculum; it is fundamental to our children's development as confident, healthy and respectful members of society. Through high-quality PSHE and RSE, we equip pupils with the knowledge, skills and attributes they need to stay safe, maintain wellbeing, and build positive relationships throughout their lives.

Our curriculum is carefully designed to be developmental and progressive. From the moment children join our school, they begin to explore emotional literacy—learning to recognise, name and talk about feelings. This foundation grows year by year, helping pupils to manage emotions, develop resilience, and make informed decisions that support their own and others' wellbeing.

By embedding PSHE across our school culture, we nurture a community where respect, inclusivity and responsibility flourish. In doing so, we prepare our pupils not only for the challenges of childhood but also for adulthood, work and active citizenship. In line with our ethos of **'Lifelong Learning'.**

We are committed to:

- Supporting the whole child - recognising that children's emotional and social development directly impacts their capacity to learn
- Creating a safe, inclusive environment where every child feels valued and able to discuss concerns without fear or stigma
- Building foundations for the future - providing age-appropriate learning that prepares children for the challenges and opportunities of adolescence and beyond
- Working in partnership with families, recognising that parents are children's first educators in many aspects of relationships and health
- Embedding PSHE across school life - not just in weekly lessons, but through our values, relationships, and everyday interactions

2- Statutory Requirements and Curriculum Framework

Under the Education Act 2002 and the Academies Act 2010, all schools must provide a curriculum that:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils
- Prepares pupils for the opportunities, responsibilities and experiences of later life

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (updated July 2025) make Relationships Education and Health Education statutory for all primary-aged pupils. These subjects must be taught in all maintained schools, academies, independent schools, maintained special schools, non-maintained special schools, and alternative provision settings.

Legislation and guidance documents that inform our school's PSHE and RSE policy include:

- Education Act (1996).
- Learning and Skills Act (2000).
- Education and Inspections Act (2006).
- Equality Act (2010).
- Keeping children safe in education (2026).
- Children and Social Work Act (2017).
- Relationships Education, Relationships & Sex Education (RSE) and Health Education (2025).

Sex education is not compulsory in primary schools, but the DfE recommend 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. The National curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

We deliver statutory Relationships and Health Education (RSE) within our comprehensive PSHE programme, using materials from **Kapow RSE and PSHE Mixed Age Scheme of Work**. This provides children with a carefully sequenced, age-appropriate curriculum that meets all statutory requirements whilst also developing wider personal and social capabilities. Our PSHE curriculum also supports our safeguarding responsibilities as set out in Keeping Children Safe in Education and the Prevent Duty, helping children to recognise concerns, stay safe online and offline, and seek help when needed.
Our curriculum addresses all statutory requirements including:

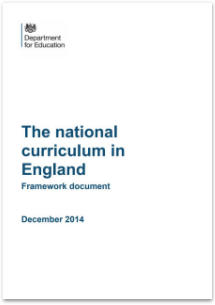
- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Basic first aid
- Developing bodies (including puberty as part of Health Education)

A detailed mapping document showing how the Kapow programme covers every statutory outcome is available to view on request and can be accessed via **our school website:** **https://worthprimary.co.uk**

How does Kapow Primary help meet the statutory (and non-statutory) guidance for RSE & PSHE?

Kapow Primary's RSE & PSHE curriculum meets the statutory requirements for Relationships and Health Education (2025) set out by the Department for Education. It also fulfils the National curriculum requirement to teach PSHE, offering a broad and balanced scheme that equips pupils with the knowledge, skills and attitudes they need to lead safe, healthy and fulfilling lives.

When taught alongside Kapow Primary's *Computing scheme*, the programme helps schools cover the Government's 'Education for a Connected World' framework (see *Education for a Connected World framework mapping - coming soon*) and helps schools meet the non-statutory guidance requirements of Teaching online safety in schools.



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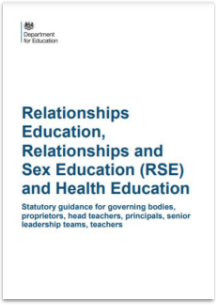

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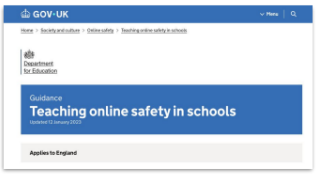

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https://www.kapowprimary.com/featured_documents/rse-pshe-statutory-guidance-coverage-26-27-preview/

3. The Kapow Approach: A Whole-School Framework

The framework provides a detailed overview of Kapow Primary's 36-week *RSE & PSHE scheme of work*, designed to support schools that deliver the subject weekly. It helps primary teachers confidently deliver a well-structured, engaging RSE & PSHE scheme, aligned with the RSHE Statutory guidance.

What does Kapow Primary's RSE & PSHE long-term plan contain?

The long-term plan outlines the suggested sequence of RSE & PSHE units from Reception to Year 6. It provides an overview of how learning is organised across the year and how key themes are revisited through a *spiral curriculum*.

A spiral curriculum

Kapow Primary's RSE & PSHE scheme has been designed as a spiral curriculum using the following key principles:

- Cyclical – Pupils revisit the key areas throughout KS1 and KS2.
- Increasing depth – Each time a key area is revisited, it is covered with greater depth and increasing maturity.
- Prior knowledge – Upon returning to each key area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.

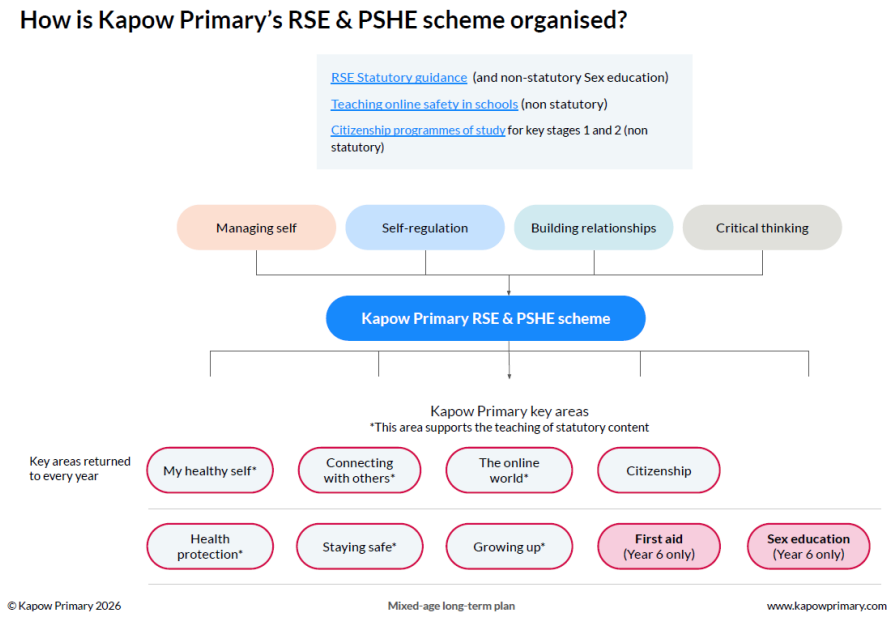
For each year group, the plan includes brief summaries of each unit, outlining the main focus and content taught. This helps schools see how learning builds over time and how pupils revisit key ideas such as relationships, wellbeing, safety and citizenship in increasingly complex ways.

The long-term plan is designed to support curriculum planning and whole-school overview. Further information is set out in the *RSE & PSHE: Progression of skills and knowledge* document, which should be used alongside the long-term plan.

How does Kapow Primary's RSE & PSHE scheme develop knowledge and skills?

This document provides a suggested long-term plan for each year group, ensuring a clear pathway for pupil learning. Content is covered through the following key areas:

- **My healthy self** – Learning how to look after their mental and physical health and make choices that support their wellbeing.
- **Connecting with others** – Learning how to build positive relationships, communicate with respect and understand the importance of kindness and boundaries.
- **The online world** – Learning how to use the internet safely, recognise risks and behave responsibly when communicating or accessing information online.
- **Citizenship** (non-statutory) – Learning how to take part in their communities, understand rules, rights and responsibilities, appreciate diversity and fairness and develop early financial literacy.
- **Staying safe** – Learning how to recognise risks, respond safely in different situations and seek help when something feels wrong or unsafe.
- **Health protection –** Learning how to prevent illness, manage basic first aid and understand how hygiene, vaccines and healthy habits help keep people well.
- **Growing up –** Learning about the changes that happen as they grow, including puberty and developing bodies and how to manage these changes with confidence.



The Kapow RSE and PSHE Long Term plan can be viewed via our school website: https://worthprimary.co.uk

Adapting Kapow for Our School Community

Whilst we follow the Kapow programme, we recognise that our children, families and context have specific needs and characteristics. Our RSE/PSHE lead and class teachers carefully consider each lesson's content and approach to ensure it is appropriate and relevant for our pupils, taking into account:

- The specific needs, experiences and developmental stages of pupils in each class
- Pupil voice - gathered through feedback within lessons, informal discussions with children, pupil surveys, class discussions and our pupil parliament.
- Local context and community considerations
- Feedback from parents, pupils and staff
- Our school's distinctive values and ethos

Where we make adaptations to the programme, these decisions are made thoughtfully, in consultation with senior leadership, and with reference to statutory requirements. Parents and carers are informed about significant adaptations, particularly where these relate to sensitive content.

4. Curriculum Time and Whole-School Approach

RSE/PSHE is taught weekly through dedicated curriculum time of 45 to 60 minutes per week by their class teachers. Learning is integrated naturally into the classroom environment so that teachers can draw connections between RSE/PSHE and other areas of learning.

Beyond the Classroom: Embedding RSE/PSHE in School Life

We recognise that effective RSE/PSHE education extends far beyond weekly lessons. The skills, values and understanding developed in RSE/PSHE sessions are reinforced and 'lived' throughout our school day and across all areas of school life such as:

- Collective worship and assemblies regularly explore RSE/PSHE themes, celebrating successes, exploring moral questions, and building whole-school awareness of current wellbeing and relationship topics.
- Our behaviour and relationships policy reflects the principles taught in RSE/PSHE, emphasising respect, kindness, responsibility and positive conflict resolution. Adults model these values in all interactions with children and each other.
- Playground and social times provide opportunities for children to practise the friendship and conflict-resolution skills learned in RSE/PSHE, supported by staff who understand the RSE/PSHE curriculum and can reference learning when supporting children.
- Emotional literacy taught in RSE/PSHE develops an extensive vocabulary for feelings and emotions which is reinforced throughout the school day, with staff supporting children to name and express their feelings, to understand others' emotions, and to use this awareness to build positive relationships and resolve difficulties. Display materials, including feelings vocabulary and visual prompts, support this learning across the school.
- Recognition and reward systems celebrate not just academic achievement, but the personal and social qualities developed through RSE/PSHE - kindness, perseverance, respect, courage, and contribution to the school community.
- Our learning environment reflects RSE/PSHE values, with working walls displaying current learning, vocabulary walls supporting emotional literacy, and visual prompts reinforcing key concepts, feelings vocabulary, and strategies for wellbeing.

Learning Outdoors: Connecting PSHE to Our Environment

"Schools should emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors."

DfE RSHE Guidance 2025, para 40

We recognise the significant benefits of outdoor learning for children's wellbeing, mental health, and sense of connection to the world around them. Statutory guidance emphasises the importance of time outdoors for happiness and wellbeing, and we actively incorporate outdoor experiences into our RSE/PSHE provision.

Outdoor learning provides structured opportunities to take RSE/PSHE learning outside, helping children to:

- Experience the wellbeing benefits of time in nature
- Develop a sense of connection to and responsibility for the environment
- Apply RSE/PSHE learning in different contexts, strengthening understanding
- Build confidence, independence and collaborative skills through outdoor challenges
- Understand the relationship between environmental health and personal health

We use our school grounds and local outdoor spaces to enhance RSE/PSHE learning, providing opportunities for children to experience the wellbeing benefits of time in nature, to develop environmental awareness, and to apply their learning in varied contexts.

Teachers plan regular opportunities to take RSE/PSHE learning outside where appropriate, and we encourage children to spend time outdoors during breaks and lunchtimes, recognising that unstructured outdoor play supports emotional regulation, creativity, and relationship-building. We also visit our allotment, local playing field and surrounding local environment.

5. Relationships and Health Education: Statutory Content

Relationships Education

Relationships Education is **compulsory** for all primary-aged children and there is no right of withdrawal. It focuses on teaching children the fundamental building blocks of positive, respectful relationships with family, friends, peers and adults.

By the end of primary school, our children will understand:

- Families and people who care for me - That families come in many forms and all can provide love, security and stability; the characteristics of healthy family life; how to recognise unhealthy family relationships and seek help; marriage and civil partnerships as legal commitments.
- Caring friendships - How friendships contribute to happiness and security; characteristics of healthy friendships including mutual respect, trust, loyalty and kindness; how to recognise and navigate friendship difficulties; how to make and maintain positive friendships.
- Respectful, kind relationships - The importance of paying attention to others' needs; setting and respecting boundaries; communicating effectively and managing conflict with kindness; the importance of respect and self-respect; different types of bullying and how to respond; understanding stereotypes and how to challenge them.
- Online safety and awareness - How to behave respectfully online; critically evaluating online relationships and information; understanding privacy and personal information; recognising and reporting online risks; age restrictions for social media; understanding that content online can be inappropriate or upsetting.
- Being safe - Understanding appropriate and inappropriate boundaries; concepts of privacy and consent; that each person's body belongs to them; how to recognise when relationships are unsafe; how to respond to concerning adults; how to report abuse and seek help with confidence.

Health Education

Health Education is **compulsory** for all primary-aged children and there is no right of withdrawal. It focuses on supporting children to make informed decisions about their health and wellbeing.

By the end of primary school, our children will understand:

- Mental wellbeing - The normal range of emotions; how to recognise, talk about and manage feelings; simple self-care techniques; that mental health challenges are common and can be supported, where and how to seek help when needed.
- Internet safety and harms - The benefits and risks of internet use; rationing screen time; recognising and displaying respectful online behaviour; age restrictions on games and apps; being discerning about online information, where to report concerns.
- Physical health and fitness - Benefits of an active lifestyle; building regular physical activity into routines; risks of inactive lifestyles, when to seek health support.
- Healthy eating - What constitutes a healthy diet; principles of healthy meal planning; risks of unhealthy eating including impacts on teeth and weight; impacts of alcohol on health.
- Drugs, alcohol, tobacco and vaping - Age-appropriate facts about legal and illegal substances and associated risks, including the risks of nicotine addiction.
- Health protection and prevention - Recognising early signs of illness; sun safety; importance of good quality sleep; dental health and oral hygiene; personal hygiene and germ spread; facts about vaccination and immunisation.

- Personal safety - Recognising hazards and reducing risks; road, water and rail safety, when and how to seek help in emergencies.
- Basic first aid - How to make emergency calls; dealing with common injuries including head injuries.
- Developing bodies - Understanding growth and body changes during adolescence; correct names for body parts; facts about the menstrual cycle including physical and emotional changes (noting that whilst average age of menstruation is 12, it can begin from age 8, so we teach this content before girls experience menstruation).

Building Foundations for Secondary RSHE

The primary RSE/PSHE curriculum is carefully designed to be age-appropriate and valuable for children's current stage of development. This learning also builds strong foundations that will support children as they encounter more complex content at secondary school. For example:

- Children learn skills for managing difficult feelings in friendships like disappointment or anger. These are essential skills for their current friendships and family relationships and support them to behave with kindness as their relationships become more complex.
- Children learn about appropriate boundaries, privacy and consent in age-appropriate ways from early primary. This learning is crucial for safeguarding - enabling children to recognise when something doesn't feel right, to understand that they have rights over their own bodies and personal information, and to seek help when needed. These concepts become increasingly important as children develop and encounter different situations, both now and in future relationships.
- We teach children to recognise healthy relationship characteristics and warning signs across all relationships. This helps them navigate their current friendships and family relationships, with skills they'll continue to apply throughout their lives.
- Understanding of online safety, digital literacy and respectful online behaviour builds progressively throughout primary. We recognise that some of our children are already spending time online, and those who are not will have questions or concerns about the online world. Our approach is preventative, equipping children with knowledge and skills to stay safe if they do encounter online content or situations, rather than normalising excessive or unsafe internet use. This prepares children to navigate the more complex digital relationships and challenges they'll encounter as teenagers.
- Learning about emotions, mental wellbeing and self-care begins early and deepens each year. This supports children's current wellbeing and helps them manage the everyday challenges of childhood, whilst ensuring they reach secondary with established vocabulary, awareness and strategies for protecting their mental health.

This progressive, developmental approach ensures that RSE/PSHE content is always age-appropriate and relevant to children's current lives, whilst also building solid foundations for more sophisticated understanding as they mature.

Challenging Stereotypes and Promoting Respect

Throughout our RSE/PSHE curriculum, we actively work to break down harmful stereotypes, including gender stereotypes that can limit children's aspirations, reinforce inequalities, or contribute to disrespectful behaviour, and explain how some characteristics are protected under UK law. As children progress through the programme, they encounter a number of protected characteristics in age-appropriate ways, understanding why certain groups have legal protection from discrimination and how this relates to treating all people with dignity and respect.

For example, children learn that all people deserve respect regardless of their sex, and we challenge outdated ideas about what boys and girls "should" be like, what they can achieve, or how they should behave. We help children understand that boys and girls can have diverse interests, strengths, and personalities, and that qualities like kindness, strength, nurturing, and courage are human qualities that everyone can demonstrate, not traits that belong only to one sex.

Age-appropriately, we address how stereotypes and prejudiced attitudes, including misogyny, can lead to unkind behaviour, bullying, and a lack of respect in relationships. We make clear that everyone - boys and girls - has responsibility for treating others with kindness and respect, and that harmful attitudes or language are never acceptable.

This approach supports both safeguarding and the development of healthy, equal relationships, helping all children to feel valued and to respect others.

6. Sex Education in Worth Primary School

Sex education is not compulsory in primary schools; however, the Department for Education recommends that all primary schools teach age-appropriate sex education to ensure children are prepared for the changes adolescence brings and understand how human life begins.

At Worth Primary School our approach to sex education is:

Sex Education as part of RSE/PSHE (subject to parental/carer withdrawal)

We teach age-appropriate sex education in Years 5 and 6 as part of our PSHE curriculum, going beyond the statutory content about puberty to include factual information about human reproduction. We believe this information is important for children before they leave primary school, particularly as children naturally become more aware and curious about how life begins and may seek information from less reliable sources if we do not provide age-appropriate, factual teaching.

We define sex education as learning about human reproduction. It is defined as those lessons covering sexual intercourse, conception, the stages of pregnancy and birth. It includes the emotional impact of having a baby as well as the physical facts. Sex education is not learning about different types of sexual activity.

This is distinct from the statutory Health Education content about puberty and menstruation, and from Science curriculum content about life cycles and reproduction in mammals, from which children cannot be withdrawn.
Kapow:

Sex education

Sex education is not compulsory in primary schools. However, some learning that parents might associate with sex education is already a statutory requirement within the National curriculum for Science and RHE guidance. This content is statutory because it is essential for safeguarding and for ensuring that pupils understand how their bodies work, grow and change.

The Science curriculum requires pupils 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 (Year 1).
- Notice that animals, including humans, have offspring which grow into adults (Year 2).
- Describe the life process of reproduction in some plants and animals and to describe the changes as humans develop to old age, including learning about puberty (Year 5).

The RHE statutory guidance also requires pupils to learn:

- About growth and the ways the body changes and develops over time, including puberty as part of the human life cycle.
- The physical and emotional changes that happen during puberty, including menstruation and what to expect as bodies mature.
- The correct names for external body parts, including private parts (e.g. penis, vulva, vagina, testicles, scrotum and nipples).
- That each person's body belongs to them and that they have the right to say no to unwanted touch.
- How to recognise and report when something feels unsafe or inappropriate.

Kapow Primary's RSE & PSHE scheme also includes a non-statutory Year 6 Sex education unit which builds on the Growing up units that come before.

Where possible, schools should aim to teach the sex education unit only to Year 6 pupils, delivered by the class teacher. At the same time, schools may wish to consider whether another suitable adult within the school can deliver the optional first aid unit to Year 5 pupils.

Parent/carer Engagement and the Right to Withdraw from Sex Education
Parents/carers have the right to request that their child be withdrawn from some or all of sex education taught as part of RSE/PSHE. Parents do NOT have the right to withdraw children from:

- Relationships Education (statutory)
- Health Education, including puberty education (statutory)
- Science curriculum content, including content about reproduction (statutory)

Before making a decision to withdraw a child from sex education, we invite parents/carers to discuss their concerns with the headteacher and our RSE/PSHE lead. This discussion helps us to understand the request and enables us to clarify the nature and purpose of the curriculum, discuss the benefits of the education, and consider any potential impacts of withdrawal on the child.

Where a parent/carer requests withdrawal, we will:
- Arrange a meeting to discuss the request and the curriculum content in detail
- Share relevant teaching materials so parents can see exactly what will be taught
- Explain how we will support the child during withdrawal (ensuring they receive appropriate, purposeful education)
- Respect the parent's final decision whilst documenting our professional advice

We inform parents/carers about sex education content by sending curriculum information letters at the start of the summer term and making all materials available for viewing on request.

A withdrawal request form is available from the school office and within our consent forms sent home for parents/carers to review annually.

Responding to children's questions

We recognise that children may ask questions beyond our planned curriculum. Teachers use professional judgement to respond and may answer briefly and factually if age-appropriate, suggest the child speaks with their parent or carer, or acknowledge the question while explaining they'll learn more when older.

If a withdrawn child asks questions about sex education content, teachers will sensitively explain this is something their parents would like to discuss at home. We will inform parents so they can follow up.

7. Inclusive Practice and Equality

We are committed to an inclusive RSE/PSHE curriculum that is accessible to and respectful of all children and families.

Meeting the Equality Act 2010
We comply with the Equality Act 2010 and the Public Sector Equality Duty, ensuring that RSE/PSHE is taught in a way that:

- Does not subject pupils to discrimination
- Promotes equality of opportunity
- Fosters good relations between people with protected characteristics and those without

The protected characteristics are: age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Teaching about Families and Relationships
Our curriculum presents families in all their forms, recognising that children come from diverse family backgrounds including:

- Single parent families
- Same-sex parent families
- Families headed by grandparents or other relatives
- Adoptive families
- Foster families
- Kinship care arrangements
- Blended families
- Families from different cultural and religious backgrounds
- Service families, including those where a parent or carer serves in the armed forces

We ensure that no child is stigmatised based on their home circumstances and that all family structures are represented positively in our teaching. When discussing families, we emphasise that the key characteristic of families is that they provide love, care, stability and security for children, not a particular structure.

Including LGBT Content
Throughout RSE/PSHE education, children learn that all people deserve to be treated with respect and kindness, regardless of difference. This is a fundamental principle that runs through all our teaching.
In teaching about families and relationships, we include same-sex parents alongside other family structures, presented naturally as one of the many different types of families that children may have or encounter. This content is integrated throughout the curriculum rather than taught as a standalone topic, ensuring that diverse families are visible and valued within our school community.
Children learn about treating others with kindness and respect, understanding that people have protection from discrimination and should be treated with dignity and respect, and that there are laws in place to protect people's rights. Pupils learn how bullying or discriminatory behaviour is never acceptable and how to report this for themselves or others.

Kapow does not include content on gender questioning or transgender topics. Our focus at primary level is on teaching children to respect all people and to challenge stereotypes about what boys and girls can do, be, or achieve, without introducing complex concepts about gender identity.

Supporting Children with SEND
Children with special educational needs and/or disabilities receive appropriate, adapted RSE/PSHE education that meets their needs. RSE/PSHE is particularly important for children with SEND, who may be more vulnerable to exploitation, abuse and bullying. Teachers adapt lessons to ensure content is accessible, using:

- Visual supports, simplified language, concrete examples
- Additional pre-teaching or small group work where needed
- Multi-sensory approaches and practical activities
- Extended time for processing and responding
- Personalised social stories or resources where appropriate

For some children with SEND, certain RSE/PSHE content may need to be taught in different ways or at different times to ensure understanding and safety. The SENCO works closely with the PSHE lead and class teachers to ensure appropriate provision.

Respecting Religion and Belief
We respect the religious backgrounds and beliefs of all families in our school community. RSE/PSHE content is delivered in a factual, objective manner, presenting scientific and medical information accurately whilst being sensitive to diverse religious perspectives.

Where relevant, we may discuss different views held by religious communities on particular issues, helping children to understand that people's beliefs inform their values and choices. This is done in a way that promotes respect for diversity of belief whilst being clear about the law and children's rights.

8. Safeguarding and Support

RSE/PSHE education has a crucial role in our safeguarding provision, equipping children with the knowledge and skills to keep themselves safe and to seek help when needed.
Through PSHE, children learn to:

- Recognise when relationships or situations are unsafe
- Understand that abuse is never their fault
- Know a range of trusted adults they can talk to
- Develop vocabulary to express concerns clearly
- Build confidence to keep asking for help until they are heard
- Understand their rights over their own bodies and personal information
- Recognise emotional, physical and sexual abuse
- Identify risks online and in the physical world
- Develop resilience and strategies for managing difficult situations

Managing Disclosures and Concerns
RSE/PSHE lessons, particularly those addressing sensitive topics, may lead to disclosures from children. All staff are trained to:

- Respond calmly and supportively to disclosures
- Never promise confidentiality (explaining that some concerns must be shared to keep children safe)
- Listen carefully without asking leading questions
- Record concerns accurately and immediately on our CPOMs system
- Report all concerns to the Designated Safeguarding Lead (or deputy DSL) without delay

Children are informed at the start of PSHE lessons how confidentiality works - that personal information shared by others during discussions will be treated with respect and care, but if a teacher is worried about a child's safety, they will need to share information with people who can help.

All staff delivering RSE/PSHE education are familiar with our safeguarding and child protection policy and procedures. Where external visitors contribute to RSE/PSHE delivery, they are briefed on safeguarding procedures before working with children.

Signposting to Support
We actively encourage children to talk with their families about their worries and concerns, recognising that parents and carers are often the first and most important source of support. At the same time, we understand that for a small number of children, there may be times when they want or need to seek support from other trusted adults, and we ensure children know how to do this when needed.

Within RSE/PSHE lessons and through displays, assemblies and other communications, children are regularly informed about sources of support both within school and externally:

- Named trusted adults within school
- How to access pastoral support
- External helplines relevant to their age (e.g., Childline) At Worth we follow the NSPCC Speak out Stay Safe programme.
- Basic first aid knowledge and understanding of when and how to seek medical help

- Emergency services and how to access them

It is positive and healthy for all children to have a range of trusted adults they can turn to for support - within their family, at school, and in the wider community. Our RSE/PSHE curriculum emphasises that seeking help is a sign of strength, not weakness, and that support is always available.

9. Working in Partnership with Parents and Carers

We recognise that parents and carers are children's first and most important educators, particularly regarding relationships and health. Effective RSE/PSHE education works in partnership with families, supporting parents to continue conversations started in school and keeping them informed about what their children are learning.

Consultation and Communication
We engage with parents and carers throughout the year and when developing and reviewing our RSE/PSHE policy, seeking their views on content, approach and resources. This includes:

- Gathering parent views through ongoing communication and opportunities to share feedback
- Opportunities to view teaching materials
- Parent information sessions to explain curriculum content and answer questions
- Regular communication about PSHE curriculum through newsletters, class communications and our website

Viewing PSHE Teaching Materials
We want parents to feel informed about what their children are learning in RSE/PSHE. We provide several ways for parents to access information about the curriculum:

- Parent/Teacher Knowledge Organisers - For each half-term unit, we provide accessible summaries showing the key learning objectives and content from the Kapow programme. These Knowledge Organisers can be adapted to show any changes we have made for our school context and are available for parents to view. They provide a clear overview of what will be taught in each unit without overwhelming detail.
- Parent Access to Lesson Materials - Parents who would like to see the standard Kapow lesson plans and teaching slides for their child's year group can request access. To request access, parents should contact their child's class teacher.
- Viewing Materials in School - We recognise that there is a large volume of teaching material across the full Kapow programme. For parents who would like to explore the materials in more depth or understand how we adapt content for our specific classes, we welcome you to arrange a time to view materials in school with a member of staff. This allows us to explain the teaching approach, answer any questions, and show how content is delivered in practice.

We actively encourage parents to engage with these resources so they can support and continue conversations at home. If you have any questions about RSE/PSHE content or would like to access any of these materials, please contact your child's class teacher, Headteacher or RSE/PSHE Lead.

Responding to Concerns
We welcome parents' questions and concerns about RSE/PSHE education. Parents who have concerns should contact the headteacher on headteacher@worth.kent.sch.uk.
We aim to address concerns through open, honest discussion, sharing curriculum materials, explaining the rationale for content, and demonstrating how teaching is age-appropriate and sensitively delivered. Where concerns relate to sex education, we will discuss the right of withdrawal and support parents to make informed decisions.

10. Teacher Support and Professional Development

High-quality PSHE education requires confident, well-supported teachers who have the knowledge, skills and resources to deliver sensitive content effectively.

Supporting Our Teachers
We support staff delivering RSE/PSHE through:

- Comprehensive resources - The Kapow programme provides detailed lesson plans, teaching resources, CPD Video clips, assessment materials and guidance, reducing planning burden and ensuring consistency across year groups.
- Regular professional development - Staff receive training on:
    - Using the Kapow programme effectively
    - Teaching sensitive and controversial topics
    - Managing difficult questions and discussions
    - Safeguarding and responding to disclosures
    - Creating safe, inclusive classroom environments
    - Current issues affecting children (e.g., online safety, mental health)
- Collaborative planning and review - to plan and share effective practice, discuss challenges, and support each other in delivering sensitive content.
- Senior leadership support - The RSE/PSHE lead and senior leadership team provide ongoing support, including observing lessons where helpful, advising on complex situations, and ensuring staff wellbeing.
- Access to specialist support - Where needed, we access support from external specialists including school nurses, RSE/PSHE advisors, mental health professionals and other local services to enhance staff knowledge and lesson delivery.

Creating Confident, Skilled Practitioners
We recognise that teaching RSE/PSHE requires particular skills:

- Creating safe, non-judgemental spaces for discussion
- Using distancing techniques when discussing sensitive content
- Facilitating participative, interactive learning rather than delivering information
- Responding to unexpected questions or disclosures
- Managing the balance between planned content and responsive teaching
- Supporting children who may find topics triggering or upsetting

Ongoing professional development helps our staff to develop and refine these skills, ensuring that RSE/PSHE teaching is consistently effective across our school.

11. Assessment, Monitoring and Evaluation

We monitor and evaluate our RSE/PSHE provision to ensure it is meeting children's needs, is delivered consistently across the school, and is having positive impact on children's wellbeing and development. We track children's progress to ensure learning is embedded and to identify where additional support may be needed. Assessment in RSE/PSHE focuses on:

- Knowledge and understanding of key concepts
- Development of skills (e.g., communication, conflict resolution, decision-making)
- Ability to apply learning to real situations

The Kapow programme includes assessment materials and opportunities for children to reflect on their learning. Teachers use a range of strategies including:

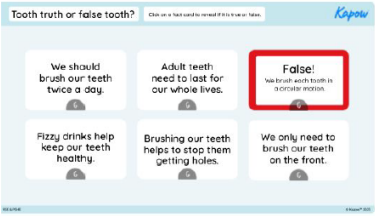
- Observation of discussions, role plays and collaborative activities
- Review of written work, children's self-assessments and reflections
- Formative assessments to check understanding

Assessment in RSE & PSHE

Formative assessment

Every lesson begins with the 'Recap and recall' section which allows pupils retrieval practice of key knowledge relevant to the upcoming lesson. This section also allows teachers to make informal judgements on whether pupils have retained prior learning and are ready to move on.

All lessons contain an 'Assessing progress and understanding' section which helps teachers to identify those pupils who are secure in their learning or working at a greater depth. These assessments can then be recorded on the *RSE & PSHE: Assessment spreadsheet* (coming soon) which supports teachers in identifying gaps in learning among the class or for individual pupils.



Summative assessment

Each unit includes a *Knowledge catcher* that can be used at the start of the unit and revisited at the end to check pupils' progress over time. This allows pupils to show what they already know before learning begins and to demonstrate how their knowledge and understanding have developed by the end of the unit.

RSE & PSHE is distinct from many other subjects in that pupils start with different levels of prior knowledge and life experience. Accordingly, assessment is primarily ipsative: focusing on where each pupil is starting from and the progress they make over a period of learning, rather than comparison with others.

As the scheme continues to be rolled out, further assessment support will be added over the coming months to support teachers in checking pupils' understanding and progression across the curriculum.

Note: The variety of assessment methods is provided so that schools can choose those which best fit their assessment practices.

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Progress in RSE/PSHE is reported to parents/carers as part of parent consultations, informal or formal parent/carer discussions, progress in PSHE is also shared with parents through written reports, with EYFS also using ongoing dialogue and regular updates for PSED. Where beneficial, the school works with parents to provide targeted support such as ELSA, nurture groups or pastoral check-ins. Worth Primary is also part of the NHS Emotional Wellbeing Team Kent and can refer children for additional support.

Monitoring Quality and Impact
The RSE/PSHE lead, working with senior leadership and governors, monitors PSHE provision through:

- Regular review of planning and teaching materials
- Learning walks and lesson observations
- Review of children's work and assessment information
- Pupil voice activities to understand children's experience of RSE/PSHE
- Staff feedback on confidence, resources and support needs
- Analysis of behaviour, wellbeing and safeguarding data
- Parent feedback through surveys and consultation

Monitoring enables us to celebrate effective practice, identify areas for development, and ensure consistency in quality across the school.

Evaluating Impact
We evaluate the impact of RSE/PSHE education by looking at:

- Children's knowledge, skills and confidence as evidenced through assessment
- Quality of relationships between children and between children and adults
- Positive behaviour and ability to resolve conflicts constructively
- Children's wellbeing and mental health indicators
- Children's confidence in seeking help and reporting concerns
- Safeguarding data and how well children identify and report concerns
- Preparedness for transition to secondary school

This evaluation informs ongoing improvement of our RSE/PSHE provision and contributes to our annual policy review.

12. Links to Other Policies and Curriculum Areas

RSE/PSHE does not exist in isolation but connects closely with other areas of school life and curriculum. This RSE/PSHE policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety / E-Safety Policy
- Equality and Diversity Policy
- SEND Policy
- Health and Safety Policy
- Science Policy [where relevant to RSHE content]

Links Across the Curriculum
RSE/PSHE learning is reinforced through other curriculum subjects including:

- Science: Learning about the human body, life cycles, health, drugs and their effects, puberty and reproduction.
- ICT: Online safety, respectful online communication, understanding how technology works and is used.
- PE: Physical health, benefits of exercise, teamwork, resilience, managing success and failure.
- Citizenship: Rights and responsibilities, democracy, community involvement, understanding diverse communities.
- Religious Education: Moral questions, values, beliefs and world views, diversity and respect.
- Literacy: Texts often provide opportunities to explore PSHE themes including relationships, diversity, moral dilemmas, resilience and identity.

Teachers actively make connections between RSE/PSHE and other learning, reinforcing understanding and helping children to see how RSE/PSHE knowledge and skills apply across different contexts.

13. Policy Development, Review and Approval

This policy was developed through consultation with:

- School staff, including teaching staff, support staff and senior leadership
- Parents and carers (Policy emailed to parents for comments and feedback)
- Pupils (pupil voice/survey)
- Governors

The policy is informed by:

- DfE Relationships Education, Relationships and Sex Education and Health Education statutory guidance (July 2025)
- Keeping Children Safe in Education (current statutory guidance)
- The Prevent Duty (Counter-Terrorism and Security Act 2015)
- Kapow RSE/PSHE programme of study and supporting documentation
- Local authority NHS Kent, PSHE association and support materials
- Evidence from educational research and best practice

Review and Update
This policy will be reviewed annually to ensure it remains up to date with:

- Statutory guidance and legal requirements

- Kapow programme updates and enhancements
- Jigsaw programme and updates and enhancements – DEALT PSHE
- Emerging needs of our pupils
- Feedback from stakeholders
- National and local developments in PSHE education

Responsibilities

The RSE/PSHE Lead is responsible for:

- Overall coordination of RSE/PSHE across the school
- Keeping up to date with statutory requirements and best practice
- Supporting and advising teachers
- Monitoring quality and impact of RSE/PSHE provision
- Leading policy review and consultation processes
- Liaising with parents and external agencies
- Reporting to senior leadership and governors

The Headteacher is responsible for:

- Ensuring statutory requirements are met
- Supporting the PSHE lead and teaching staff
- Ensuring adequate resources and professional development
- Engaging with parents, particularly regarding sensitive content
- Managing withdrawal requests from sex education
- Ensuring RSE/PSHE connects with whole-school safeguarding and behaviour approaches

Governors / Trustees are responsible for:

- Ensuring the school meets its statutory duties
- Approving this policy
- Monitoring implementation and impact
- Supporting the headteacher and staff
- Engaging with parent consultation processes

All Staff are responsible for:

- Delivering high-quality RSE/PSHE in line with this policy
- Reinforcing RSE/PSHE learning throughout school life
- Responding appropriately to disclosures and concerns
- Modelling the values and behaviour promoted through RSE/PSHE
- Engaging with professional development

Further Information and Resources

For more information about RSE/PSHE at Worth primary School please contact:
Katy Chance – Headteacher
Rhianna Jones – RSE/PSHE Lead

Key documents and resources are available:

- On our school website: **https://worthprimary.co.uk**
- From the school office

External resources and guidance:

- Kapow RSE/PSHE mapping documents showing coverage of statutory guidance
- DfE Relationships Education, Relationships and Sex Education and Health Education guidance (July 2025)
- New RSHE guidance: Free support session for schools Kent School Health

Policy Approval

This policy was approved by the Governing Body / Board of Trustees on:

Next Review Date: September 2027

Appendix A: RSE/PSHE Curriculum Overview

RSE & PSHE in EYFS (Reception)

Personal, social and emotional development is one of the three prime areas in the Statutory framework for EYFS. The prime areas – Communication and language, Physical development and Personal, social and emotional development – lay the foundations for pupils' success in all areas of learning and life.

The Early Learning Goals (ELG) below summarise the knowledge, skills and understanding that all pupils should have gained by the end of Reception within the Personal, social and emotional development area. These goals are referenced throughout Kapow Primary's RSE & PSHE lesson plans, alongside the relevant non-statutory Development Matters guidance. EYFS content is organised under the most relevant ELG, though these areas are closely linked and often overlap.

Communication and language | **Personal, social and emotional development** | Physical development

ELG: Self regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in an activity and show an ability to follow instructions involving several ideas or actions.

Kapow Primary unit: My feelings

Kapow Primary unit: Listening and following instructions

ELG: Managing self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Kapow Primary unit: Taking on challenges

Kapow Primary unit: My wellbeing

ELG: Building relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Kapow Primary unit: Special relationships

Kapow Primary unit: My family and friends

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Suggested long-term plan: RSE & PSHE - Outline (EYFS: Reception)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS: Reception	Self regulation My feelings	Building relationships Special relationships	Managing self Taking on challenges	Self-regulation Listening and following instructions	Building relationships My family and friends	Managing self My wellbeing

Suggested long-term plan: RSE & PSHE - Outline (Mixed-age cycle)

Cycle A	Year 1/2	Year 3/4	Year 5/6
Autumn 1	**Connecting with others** How can I help myself and others feel happy and safe? *Coming soon!*	**Connecting with others** What helps us feel safe and included? *Coming soon!*	**Connecting with others** Why are healthy relationships important? *Coming soon!*
Autumn 2	**The online world** How do we spend time online?? *Coming soon!*	**The online world** How should we treat each other online? *Coming soon!*	**The online world** How am I influenced by what I see online? *Coming soon!*
Spring 1	**Health protection** How can I protect myself and others in daily life? *Coming soon!*	**Citizenship 2** What careers do people choose and why? *Coming soon!*	**Citizenship 2** How can we be in control of our money? *Coming soon!*
Spring 2	**Staying safe** How do I know when something is safe? *Coming soon!*	**Staying safe** What signs help me recognise what is safe or unsafe? *Coming soon!*	**Connecting with others** What does it mean to stand up for myself and others? *Coming soon!*
Summer 1	**Connecting with others** How can I build safe, kind and caring relationships with others? *Coming soon!*	**Connecting with others** How can we respect each other? *Coming soon!*	**The online world** How do I feel about being online? *Coming soon!*
Summer 2	**The online world** How are things shared online? *Coming soon!*	**The online world** How can I evaluate what I see online? *Coming soon!*	**Staying safe** How can I stay safe as I grow up? *Coming soon!*

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Suggested long-term plan: RSE & PSHE - Outline (Mixed-age cycle)

Cycle B	Year 1/2	Year 3/4	Year 5/6
Autumn 1	**My healthy self** How can we look after our feelings? *Coming soon!*	**My healthy self** How can I take care of my mind and body? *Coming soon!*	**My healthy self** How can I support my mind and body as I grow? *Coming soon!*
Autumn 2	**Citizenship** How can I help others and the environment? *Coming soon!*	**Citizenship 1** What rights and responsibilities do we have? *Coming soon!*	**Citizenship 1** How can we make a difference in our communities and beyond? *Coming soon!*
Spring 1	**Citizenship** How do people belong to a community and earn money? *Coming soon!*	**Health protection** How can we prevent illness and injury and respond if they happen? *Coming soon!*	**Growing up** How can I manage the changes to my body and emotions as I grow up? *Coming soon!*
Spring 2	**My healthy self** How can we look after our bodies? *Coming soon!*	**My healthy self** How can I make healthy choices? *Coming soon!*	**My healthy self** How do my choices today shape my future wellbeing? *Coming soon!*
Summer 1	**Growing up** How can we look after and respect our bodies as we grow? *Coming soon!*	**Citizenship** How can I spend my money wisely? *Coming soon!*	**Citizenship** How can we protect everyone's rights? *Coming soon!*
Summer 2	**Staying safe** How can I make safe choices in different places? *Coming soon!*	**Growing up** How will my body and emotions change as I grow up? *Coming soon!*	First aid *Coming soon!* Sex education *Coming soon!*

Suggested long-term plan: Subject - Outline (EYFS)

	Reception		
Autumn 1	**Self regulation:** My feelings Learning to understanding their feelings, pupils begin to recognise specific emotions, express them appropriately and manage strong feelings effectively.	Autumn 2	**Building relationships:** Special relationships Exploring why families and special people are important, pupils develop an understanding of the value of relationships and the importance of sharing. They learn simple strategies to help them share fairly and begin to see themselves as valuable individuals.
Spring 1	**Managing self:** Taking on challenges Considering the value of persistence and perseverance when facing challenges, pupils learn how to communicate effectively with others, recognise why rules are important and practise simple grounding coping strategies.	Spring 2	**Self-regulation:** Listening and following instructions Listening to stories to develop their comprehension skills, pupils practise paying close attention to spoken language through games. They also begin to consider how rumours can spread quickly and change as they are passed on.
Summer 1	**Building relationships:** My family and friends Exploring cultural festivals, pupils reinforce the importance of sharing and turn-taking through role-play. They consider the ingredients of a good friend, explore how kind words make others feel and recognise the value of working together as a team.	Summer 2	**Managing self:** My wellbeing Learning why exercise is important for physical and mental health, pupils explore the effects of different types of exercise on the body. They discuss ways to take care of themselves, learn how to travel safely as pedestrians and consider the importance of making balanced food choices.

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Suggested long-term plan: Subject - Outline (Key stage 1)

	Year 1/2 Cycle A		
Autumn 1	**Connecting with others:** How can I help myself and others feel happy and safe? Identifying what makes themselves and others special, pupils develop an understanding of how family members help and support one another. They recognise that respect is shown through appropriate behaviour in different contexts and learn that disagreements within families and friendships are normal, exploring simple strategies to manage them.	Autumn 2	**The online world:** How do we spend time online? Understanding that they are often online when using everyday devices, pupils develop their awareness of when they are online and offline. They identify activities that can be done online or in person and begin to recognise when screen time prevents them from doing something important or interferes with healthy habits.
Spring 1	**Health protection:** How can I protect myself and others in daily life? Exploring the roles of people who help to prevent and treat illness, pupils recognise how germs spread and how actions such as hand washing can reduce the spread of illness. They practise asking for help when they or others are unwell or injured and begin to understand what constitutes a medical emergency.	Spring 2	**Staying safe:** How do I know when something is safe? Recognising how rules help to keep them safe, pupils learn that hot, sharp and chemical items can cause harm and that some things should not be eaten or put on the skin. They explore simple body clues that warn them when something is not right, identify how to stay safe near roads and practise asking a trusted adult for help when they feel unsure or unsafe.
Summer 1	**Connecting with others:** How can I build safe, kind and caring relationships with others? Exploring how families are unique, pupils celebrate similarities and differences within people and communities. They learn how to treat people with kindness and respect, recognise unfair or unkind behaviour, including bullying, and develop an understanding of personal space, privacy and boundaries. Through role-play, pupils practise asking for help and identify trusted adults they can talk to if they feel worried or unsafe.	Summer 2	**The online world:** How are things shared online? Considering how they use the internet and what they see shared online, pupils develop their awareness of online content and begin to recognise that not everything they encounter is suitable for them. They explore how to respond if something makes them feel uncomfortable and learn that information shared online cannot always be trusted or taken at face value.

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Suggested long-term plan: Subject - Outline (Key stage 1)

	Year 1/2 Cycle B		
Autumn 1	**My healthy self:** How can we look after our feelings? Recognising and naming a range of emotions, pupils learn to spot facial and body clues linked to feelings. Exploring what helps them feel calm or happy, they identify the importance of rest and enjoyable activities. They also practise simple ways to improve their mood and begin to understand that feelings can be big, medium or small.	Autumn 2	**Citizenship:** How can I help others and the environment? Considering how they can help others and the environment, pupils explore ways of caring for babies, young children and pets and explore how they can improve their school environment by sharing what they like and do not like. Pupils also investigate their local environment and learn how rules help people to help one another by keeping everyone safe, happy and treated fairly.
Spring 1	**Citizenship:** How do people belong to a community and earn money? Considering how people belong to communities and earn money, pupils explore the different groups they are part of and reflect on similarities and differences between themselves and others in their community. They learn how decisions can be made fairly by taking everyone's views into account, including through simple voting. Pupils are also introduced to what money is, where it comes from and how people earn it.	Spring 2	**My healthy self:** How can we look after our bodies? Learning how to look after their bodies to stay healthy and feel good, pupils explore how movement, sleep, food and drink affect how they feel. They identify healthy choices – including eating fruit and vegetables, drinking water, resting well and caring for their teeth – and use this learning to plan a simple healthy daily routine.
Summer 1	**Growing up:** How can we look after and respect our bodies as we grow? Learning how people grow and change as they get older, pupils recognise physical changes as a normal part of growing up and learn the correct scientific names for private body parts. They explore privacy and personal boundaries, develop an understanding of how to respect others' personal space and identify who to talk to if they feel worried or unsafe.	Summer 2	**Staying safe:** How can I make safe choices in different places? Understanding that unsafe situations can happen in different places, pupils explore common hazards in the home and in public spaces. They also recognise that people can make them feel unsafe through words, actions or touch and it is always okay to say they do not like something.

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Suggested long-term plan: Subject - Outline (Key stage 2)

	Year 3/4 Cycle A		
Autumn 1	**Connecting with others:** What helps us feel safe and included? Building a sense of self-worth and celebrating what makes them unique, pupils learn to express personal boundaries clearly and respectfully. They develop an understanding of how families support one another and that friendships are built on kindness and shared values, use role-play to explore repairing friendships and recognise different types of bullying.	Autumn 2	**The online world:** How should we treat each other online? Considering how relationships and communication work online, pupils learn how to interact respectfully with friends in digital spaces. They explore how words and actions online can affect others, what to do if a friend says something upsetting and how to respond safely if contacted by someone they do not know. They also learn to recognise online bullying and understand when and how to seek help.
Spring 1	**Citizenship 2:** What careers do people choose and why? Learning how people choose careers, pupils learn about a range of different jobs and the reasons why people choose them. They examine gender stereotypes linked to work and consider why these should not limit career choices. Pupils consider other important factors, such as what they enjoy, their strengths and pay. They also learn that careers can change over time and explore how workplace stereotypes can be challenged.	Spring 2	**Staying safe:** What signs help me recognise what is safe or unsafe? Learning to take greater responsibility for their personal safety, pupils practise spotting warning signs, removing themselves from uncomfortable situations and seeking help. They identify different types of road crossings and identify safe places to cross roads. Pupils also explore why water can be dangerous and learn to distinguish between medicines and harmful substances.
Summer 1	**Connecting with others:** How can we respect each other? Recognising respectful and disrespectful behaviours, pupils explore how behaviour can change depending on the setting. They learn how to build trust and solve challenges in friendships respectfully, role-play safe and supportive responses to bullying and develop an understanding of what stereotypes are and how they can harm others.	Summer 2	**The online world:** How can I evaluate what I see online? Considering how information is found and shared online, pupils develop their critical thinking skills when searching for and evaluating information. They learn how to choose the most useful results, explore what makes information reliable and recognise that some information can be misleading or deliberately untrue.

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	Year 3/4 Cycle B		
Autumn 1	**My healthy self:** How can I take care of my mind and body? Understanding the connection between the mind and body, pupils use more nuanced language to describe their own and others' emotions and feelings. They recognise habits that support a good night's sleep and reflect on how bullying can negatively affect feelings, identifying how and where to get support.	Autumn 2	**Citizenship 1:** What rights and responsibilities do we have? Exploring what is meant by rights and responsibilities, pupils learn about children's rights, human rights and why these matter. Focusing on caring for the environment, pupils learn about reducing, reusing and recycling waste and why responsible choices are important. Pupils also explore how responsibilities extend to the wider community by learning how local councils meet the needs of people in the local area.
Spring 1	**Health protection:** How can we prevent illness and injury and respond if they happen? Understanding how hygiene routines help prevent illness, pupils learn about sun safety and explore how vaccines support the body to build immunity. They practise making judgements on when health concerns can be managed independently and when help is needed, apply basic first aid responses for common injuries and role-play making clear and effective 999 calls.	Spring 2	**My healthy self:** How can I make healthy choices? Exploring the benefits of keeping active for both body and mind, pupils recognise the importance of a balanced diet and staying hydrated. They identify strategies to help build a growth mindset and explore different ways to be kind, recognising that helping others can positively affect how they feel.
Summer 1	**Citizenship:** How can I spend my money wisely? Considering how to spend money wisely, pupils explore the different ways people pay for things, including cash and card. They learn what budgeting means and why planning how money is spent can help people make better choices. Pupils also explore some of the feelings money can cause, understand why it is important to keep track of money and begin to think about what value for money means.	Summer 2	**Growing up:** How will my body and emotions change as I grow up? Learning about the physical and emotional changes that occur during puberty, pupils recognise that these changes are normal and happen at different times for everyone. They learn about periods and how to manage them and identify who they can talk to if they have questions about body changes. Pupils also consider issues surrounding privacy, boundaries and consent.

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	Year 5/6 Cycle A		
Autumn 1	**Connecting with others:** Why are healthy relationships important? Exploring what shapes identity, pupils consider how values and experiences influence choices. They develop an understanding of commitment and support within families and recognise where to get help if home feels unsafe. Pupils also identify what makes friendships healthy and learn to manage friendship challenges.	Autumn 2	**The online world:** How am I influenced by what I see online? Considering how online content can influence people's choices, pupils develop their critical thinking skills when exploring advertising, influencers and online persuasion. They learn how and why people may be encouraged to spend money both online and offline. Pupils also consider what to do if they feel pressured, learn to recognise possible scams and develop strategies to protect themselves.
Spring 1	**Citizenship 2:** How can we be in control of our money? Considering how to be in control of their money, pupils explore the difference between needs and wants and how this can affect spending choices. They learn what borrowing means, including the idea of interest and practise creating a simple weekly budget. Pupils also explore the risks linked to money, including handling money online, keeping money safe and the dangers of gambling.	Spring 2	**Connecting with others:** What does it mean to stand up for myself and others? Building self-respect by setting a personal growth goal, pupils practise respectful behaviour at school, in public and online, including repairing harm when things go wrong. They set and respect boundaries to build trust; challenge stereotypes, discrimination and bullying using upstander strategies; and judge problem size to identify when to seek help from trusted adults and services.
Summer 1	**The online world:** How do I feel about being online? Considering how being online can affect emotional wellbeing, pupils explore the impact that time online can have on their feelings, mood and sense of self. They learn how to recognise signs that they may have spent too much time online and reflect on how online experiences compare with in person relationships. Pupils consider the benefits of face to face connections, explore feelings that may arise when access to being online is limited and develop strategies for maintaining a healthy balance.	Summer 2	**Staying safe:** How can I stay safe as I grow up? Learning to prepare for greater independence, pupils assess risks at home and in public and plan ahead to stay safe when out with friends. They develop practical travel safety skills near roads and railways, manage hazards around different water environments, recognise and resist pressure from others and understand the risks and consequences of drug use, including when and how to seek help from a trusted adult.

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	Year 5/6 Cycle B		
Autumn 1	**My healthy self:** How can I support my mind and body as I grow? Learning to make informed choices about their health, pupils practise reading food labels and consider different types of physical activity, exploring how they can build more movement into their daily routines. They learn to recognise when emotions begin to build up, practise strategies to self-regulate and identify where they can go for help.	Autumn 2	**Citizenship 1:** How can we make a difference in our communities and beyond? Considering how people can make a difference in their communities, pupils explore the roles of people who care for others and learn how community groups help improve local life. Pupils are also introduced to how democracy works, including how local councillors listen to community concerns and how Parliament helps to make decisions that affect the wider society.
Spring 1	**Growing up:** How can I manage the changes to my body and emotions as I grow up? Learning about the physical and emotional changes that happen during puberty, pupils explore how these changes can affect feelings, behaviour and relationships. They also discuss personal hygiene, kindness and respect, emotional wellbeing, periods, personal boundaries and who to talk to for support during puberty.	Spring 2	**My healthy self:** How do my choices today shape my future wellbeing? Reflecting on how their current choices can affect future wellbeing, pupils develop an understanding of emotional responses and how to manage them. They explore how mindset can influence their approach to challenges; examine everyday habits such as sleep, physical activity, nutrition and dental care and their long-term impact; and consider how their actions can affect others now and in the future.
Summer 1	**Citizenship:** How can we protect everyone's rights? Exploring how rights are upheld in society, pupils develop an understanding of the rights people have and the responsibilities that come with them. They learn about human rights and why laws exist, including the consequences of breaking the law and how the justice system works. Pupils also explore prejudice and discrimination and consider how stereotypes, including those linked to the workplace, can be challenged to promote fairness and equality.	Summer 2	**Option 1:** First aid Practising basic first aid responses, pupils explore how to stay calm, check a scene is safe and assess someone who is unresponsive or not breathing normally. They recognise how to get the right help by making a clear 999 call and identifying when other support is more appropriate than an emergency call. **Option 2:** Sex education Learning the correct terminology for body parts, pupils develop an understanding of how babies are conceived, grow during pregnancy and are born. They learn about consent and the legal age of consent, explore different types of families, and understand the responsibilities and lifelong commitment involved in having a baby.

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