

Tottington Primary School



RSHE Policy

Purple highlighting identifies every addition or amendment –
NO ADDITIONS or AMENDMENTS MADE - Sept 26

Written by:	Natasha Brierley	Date: October 2025
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1. Purpose

Here at Tottington Primary School, we believe that effective Relationships, Sex and Health Education (RSHE) is vital in preparing our pupils for the opportunities, responsibilities, and experiences of life. This policy sets out how RSHE is delivered at our school, in accordance with the DfE Statutory Guidance 2025, which becomes mandatory from September 2026 DfE Statutory RSHE Guidance July 2025.

Our RSHE programme promotes the safeguarding, wellbeing and personal development of all pupils. It is intended to equip them with the knowledge and skills that will enable them to make informed and ethical decisions about their future 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.

2. Statutory Requirements

- Relationships Education is compulsory for all primary pupils.
- Health Education is compulsory in all state-funded primary schools.
- Sex Education beyond the National Curriculum for Science (e.g. human reproduction, biological aspects) is not compulsory in primary schools, though the DfE *recommends* that schools teach sex education in Years 5 and/or 6. At Tottington, we teach aspects of human conception and birth in Year 6 to prepare pupils for secondary school.
- Parents have the right to withdraw their child from Sex Education only (not Relationships or Health Education).

3. What Is Relationships, Sex **and Health** Education (RSHE)?

RSHE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. This should take place with consideration of the qualities of relationships within families. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Relationships education has an important role to play in supporting young people to develop the skills they need to build healthy relationships and grow into kind and respectful adults. Here at TPS, we help our children to develop skills for positive relationships, including skills for navigating boundaries with kindness and respect. We also support young children to behave with respect and to understand and to identify prejudice. As part of a whole school approach, we encourage them to develop the skills they need to build healthy relationships - strong relationships of all types involve kindness and care. These values underpin our school policies, including behaviour and safeguarding, to ensure that an ethos of kindness and respect is evident throughout the school.

4. Aims of RSHE

At Tottington Primary School, we provide our children with age-appropriate information, encouraging them to explore attitudes and develop skills to empower them to make positive decisions about their health-related behaviour, both now and in the future.

Our RSHE programme aims to ensure that by the end of primary school pupils:

- Understand the importance of healthy, respectful relationships, both offline and online.
- Develop knowledge and skills to recognise and manage risk, including online safety and understanding consent in age-appropriate ways.

- Learn how their bodies will change as they grow, using accurate scientific language.
- Promote positive mental health and emotional wellbeing, including how to cope with emotions, worries, grief, loss or bereavement.
- Develop self-respect, confidence, empathy and resilience.
- Understand the importance of healthy lifestyles, including exercise, hygiene, nutrition, and sleep.
- Know how to seek help and who they can trust.

5. **Content and Delivery**

It is our intention that all children at Tottington Primary School have the opportunity to experience a programme of RSHE at a level which is appropriate for their age and physical/emotional development, with adapted provision if required. Every child is entitled to receive RSHE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, additional needs, including disadvantaged and looked-after children. Our RSHE curriculum is based on key principles from the updated DfE Statutory Guidance (2025).

- **Pupil Engagement:** Our curriculum is inclusive, well-sequenced, and shaped through meaningful engagement with pupils to ensure relevance and engagement. A safe, supportive learning environment will be maintained, with clear ground rules agreed with pupils.
- **Parental Involvement and Transparency:** Parents are fully informed about RSHE content and materials, both of which are available to them. We share all RSHE materials upon request, including resources from external providers. Parents have the right to withdraw their children from sex education and will be made aware of sex education content within lessons in advance. Before approving a request to withdraw a child from sex education, the Head Teacher will discuss the request with the parents (and the child if appropriate) to understand their concerns and explain the curriculum's purpose. This discussion will cover the benefits of sex education, potential negative effects of withdrawal (such as social or emotional impacts), as well as the risk of the child receiving inaccurate information from peers. We will document this process for record-keeping. There is no right to withdraw from relationships nor health education. Alternative provision will be arranged.
- **Positive Focus:** We emphasise positive attitudes, healthy relationship norms (including sexual and mental health), and avoid language that could normalise harmful behaviour, such as gender stereotypes. We teach about respectful relationships, boundaries, and the risks of sharing images and information online, including naked images or online sexual content where relevant to pupils' experiences.
- **Sequenced Learning:** RSHE content will be sequenced for age-appropriate learning so that topics build gradually, and are appropriate to pupils' maturity and development. Sensitive topics are introduced at appropriate times, e.g. discussion of conception and birth in upper primary. We sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur and to prevent harms.
- **Relevance and Responsiveness:** Our curriculum is relevant, accessible and age/stage-appropriate. Where appropriate, we work with local partners, such as PCSOs, to understand specific local issues and ensure needs are met.
- **Skilled, Participative Teaching:** RSHE is taught primarily through PSHE lessons, but also through assemblies, science, PE, and pastoral activities. Lessons are delivered by knowledgeable class teachers, who are sometimes supported by trained staff or approved external visitors. RSHE is interactive and supportive, not alarmist. Our teachers and teaching assistants are trained in safeguarding and prepared for potential disclosures. Teaching will always use age-appropriate, inclusive language and resources. Teachers will use correct anatomical names for body parts from an early age to help reduce stigma and support safeguarding and confidence.
- **Whole-School Approach:** RSHE is delivered as part of a whole school approach to well-being and positive relationships, supported by other school policies, including behaviour and safeguarding policies.

Topics to be Included

Some of the key areas we will cover (not exhaustive) include:

- Families and Friendships: caring relationships, different family structures.

- Respectful Relationships: kindness, respect, bullying, stereotyping.
- Online Safety: safe use of devices, risks of harmful content, consent before sharing images, dealing with misinformation, misogynistic online influences.
- Keeping Safe: personal boundaries, permission, consent, recognising unsafe situations.
- Health Education: hygiene, healthy eating, physical activity, sleep, dental care, sun safety, first aid basics.
- Growing and Changing: naming body parts, puberty, emotional changes, understanding conception and birth (Year 6).
- Mental Wellbeing: feelings, coping strategies, resilience, where to get help, grief and bereavement.

6. Relationships Education

The intent of our PSHE curriculum is to enable our children to become independent, respectful, healthy and responsible members of our society. It is integrated into a broad and balanced curriculum. We want children at Tottington Primary School to develop their confidence and self-esteem, always aiming high. Our children are encouraged to develop their sense of self-worth by making a positive contribution to school life and the wider community, ultimately preparing them for life in modern Britain.

It is important that our pupils are aware of different factors that affect the world and learn how to deal with these. We prioritise mental well-being through the delivery of the NHS backed MyHappyMind programme. Our curriculum is in line with the needs of our pupils. This enables all children to be safe, as well as understanding and developing healthy relationships both now and in their future lives.. Effective, high quality teaching breaks down core knowledge and skills into manageable and well-sequenced units, including opportunities for pupils to practise skills so that they will be confident to use them in real-life situations. The guidance expands expectations for teaching about lesbian, gay, bisexual, transgender, and questioning (LGBTQ+) topics. This goes beyond compliance with the Equality Act 2010. We include same-sex parents/carers when discussing families. Teach the “facts and the law” regarding biological sex and gender reassignment, including where legal rights differ based on biological sex.

- Children will learn about themselves as individuals and the roles they play in their families, friendship groups and in their wider community.
- Children will have a deep understanding of how to keep themselves both physically and mentally healthy and how to support others. They will know about changes in their bodies and how our bodies change with age.
- Children will know how to keep themselves safe in terms of road safety, safety in the home, online safety, stranger danger, drug and alcohol awareness and how to use the emergency services and apply basic first aid.
- Recognise that as humans we have a huge impact on the world we live in and we can help shape this world with our actions such as recycling, supporting a local charity, fund raising.
- Staff actively challenge everyday sexism, misogyny, homophobia, and stereotypes.
 - Children are taught: The link between sexism/misogyny and violence against women and girls.
 - How to identify and learn from positive male role models.
 - Ethical behaviour in relationships, extending beyond boundaries and consent



At Tottington primary school, we teach PSHE and RSHE objectives using an online programme, **SCARF**. This programme is divided into 6 themed units:

1. **Me and My Relationships:** includes content on feelings, emotions, conflict resolution and friendships.
2. **Valuing Difference:** a focus on respectful relationships and British values.
3. **Keeping Safe:** looking at keeping ourselves healthy and safe.
4. **Rights and Respect:** learning about money, living the wider world and the environment.
5. **Being My Best:** developing skills in keeping healthy, developing a growth mindset (resilience), goal setting and achievement.
6. **Growing and Changing:** finding out about the human body, the changes that take place from birth to old age and being safe.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting

sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

6. Parental Engagement

Here at Tottington Primary School, we recognise the importance of working with parents and carers. We engage and consult parents when developing and reviewing our policy, ensuring parents understand that effective RSHE is important for promoting and protecting the wellbeing of all children. By listening and responding to the views parents, we ensure that our RSHE curriculum meets the needs of our pupils and topics are taught at the right time to support children to build positive relationships and avoid harms before they occur. We invite parents into school to discuss the curriculum content, supporting them in managing conversations with their children about RSHE topics. We consult with parents when developing our RSHE policy and they are able to see what their children are being taught, especially in relation to sensitive topics. Our RSHE policy and curriculum are shared on our website. We inform parents/carers in advance about the RSHE programme, including when sex education will be taught, and make all teaching materials available on request. The content will be published on the school website or via other accessible means. are able to view materials resources being used, if requested.

7. Safeguarding

RSHE plays a central role in safeguarding. Discussions about sensitive topics in RSHE can lead to increased safeguarding reports. Lessons will be delivered in a way that ensures children feel safe and supported, with ground rules agreed. Sensitive issues such as consent and online safety will be taught in age-appropriate ways. Pupils will be encouraged to talk to trusted adults about concerns. Staff will respond appropriately to disclosures in line with our Child Protection and Safeguarding Policy. If staff have any concerns about a child's welfare, they should act on them immediately (Part 1 of KCSIE). Staff should handle personal information with due care and know how to manage the requirement to maintain an appropriate level of confidentiality.

8. Inclusion & Equality

RSHE at Tottington Primary School is inclusive of all pupils, regardless of gender, family background, faith, ethnicity, disability or sexual orientation. Resources and teaching will reflect diversity and will avoid reinforcing stereotypes. Materials used will be reviewed to ensure they are inclusive and represent diverse family structures and backgrounds. Content and delivery will be adapted to meet the needs of pupils with SEND. All pupils are encouraged to engage respectfully, share ideas and raise concerns with trusted adults. The curriculum is developed to ensure that resources are accessible for pupils with SEND and prepare them for adulthood (as set out in the SEND code of practice: 0 to 25 years). Staff are aware that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. RSHE can be particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities.

We comply with relevant requirements of the Equality Act 2010 when teaching RSHE, including the teaching of protected characteristics through our curriculum. We ensure that RSHE topics are taught in a way which does not discriminate against pupils or amount to harassment. Children understand the importance of equality and respect and we teach pupils about healthy, loving relationships, including same-sex parents along with other family arrangements when discussing families. As a school, we encourage young people to consider how to express their views while remaining respectful of the opinions of others. We make it clear to all pupils that bullying, disrespectful language and behaviour is never appropriate.

9. Roles and Responsibilities

The Governing Body will approve this policy, ensure compliance with statutory obligations, ensure appropriate resourcing and monitor its implementation.

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, ensuring statutory requirements are met and that RSHE is resourced effectively. They will also manage requests to withdraw pupils from non- statutory/non-science components of the RSHE curriculum.

The PSHE Lead will oversee the planning and delivery of the curriculum, ensuring staff receive relevant training. They will also liaise with parents and update the RSHE policy if required. The lead teacher will need to work closely with colleagues in related curriculum areas to ensure the subjects complement and do not duplicate content covered in subjects such as citizenship, science, computing and PE. They will look for opportunities across other curriculum subjects to reinforce concepts introduced in RSHE, for example discussing misogyny in the context of history or using examples in literature to discuss positive and less positive examples of relationships.

Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people, but schools always remain responsible for the content and the way in which children are taught. Schools should check that external resources are accurate, age and stage appropriate and unbiased. Schools are responsible for checking the credentials of any visitor or visiting organisation. Schools should ask to see materials and a lesson plan in advance, and should seek the views of parents, making sure that all materials can be viewed by parents (see the section on openness with parents below).

Teachers are responsible for delivering lessons in line with this policy, ensuring inclusivity and safeguarding. They should maintain a safe, respectful learning environment; uphold confidentiality as appropriate; and attend relevant training. Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher or PSHE Lead.

Pupils are expected to engage actively; behave respectfully and sensitively, raising concerns through appropriate channels.

10. Staff Training and Support

All staff involved in teaching RSHE will receive regular training to keep up with current legal, safeguarding, online safety, mental health, and pedagogical developments. The RSHE lead will ensure that staff are aware of the new DfE statutory guidance (2025), including changes such as online harms, misogyny, age-appropriate content, digital issues. Teaching staff are familiar with Part 1 of the KCSIE document and have completed relevant training courses on Schoot. External expertise, for example school nurses, may be used where appropriate. All visitors are familiar with and understand the school's RSHE policy and work within it.

11. Controversial and Sensitive Issues

There will be a range of opinions regarding some topics within RSE. The starting principle should be that applicable law should be taught in a factual way so that pupils are clear about their rights and responsibilities as citizens. While personal views are respected, all RSHE issues should be taught without bias. Topics should be presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have differing opinions. When teaching sensitive topics, teachers can use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion, and using question boxes to allow pupils to raise issues anonymously. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, such as online behaviours including image and information sharing;

consent, including the age of consent, protected characteristics; the age of criminal responsibility. Both within and beyond the classroom, staff should be conscious of everyday sexism, misogyny, homophobia and stereotypes, and should take action to build a culture where prejudice is identified and tackled. Staff have an important role in modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes. Pupils should understand the importance of challenging harmful beliefs and attitudes and should understand the links between sexism and misogyny and violence against women and girls. Where misogynistic ideas are expressed at school, staff should challenge the ideas, rather than the person expressing them. RSE lessons should ensure that both boys and girls have opportunities to practise respectful communication and understand experiences which are different from their own, including menstruation and menopause. However, in some cases, such as when a school identifies a specific need, the school may consider that separating classes by sex is the best way to create a safe space for discussion of a particular topic.

12. Managing Difficult Questions

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil concerned, with the emphasis always on supporting the child. Questions do not have to be answered directly and can be addressed individually later. This may include asking a pupil to speak to their parents or a trusted adult, signposting to support services where needed, and recognising that children whose questions go unanswered might instead turn to inappropriate sources of information, including online. Teachers should use their professional judgement and speak to the DSL if they are concerned.

Assessing and Monitoring

The RSE policy is to be reviewed every 3 years and appropriate amendments to be made where needed taking into consideration the most recent statutory DfE guidance. Information from staff, survey results and quantitative data will all feed into the review of the RSE policy to ensure it is effective and relevant.

13. Monitoring, Evaluation & Review

The delivery of RSHE is regularly monitored to ensure quality, relevance and consistency. This is done through: learning walks, floorbooks, pupil voice and end of unit assessment. Pupil feedback is sought (e.g. through pupil voice, class discussions) to ensure RSHE reflects their needs. This policy and the curriculum content will be reviewed at least every two years, or earlier if there are changes to statutory guidance. The Governing Body will receive reports on RSHE implementation.

14. Policy Availability

This policy is accessible to all staff, governors, parents and carers. It is available on the school website and in a printed format (free of charge) on request. Teaching materials is available to parents and carers on request, including those used by external organisations (copyright permitting).

DfE Statutory Guidance Categories: Relationships Education (Primary)

By the end of primary school pupils should know:

Families and people who care for me (FPC)	1. that families are important for children growing up because they can give love, security and stability. 2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. 5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships (CF)	1. how important friendships are in making us feel happy and secure, and how people choose and make friends. 2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 5. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships (RR)	1. importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 2. practical steps they can take in a range of different contexts to improve or support respectful relationships. 3. the conventions of courtesy and manners. 4. the importance of self-respect and how this links to their own happiness. 5. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 6. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 7. what a stereotype is, and how stereotypes can be unfair, negative or destructive. 8. the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships (OR)	1. that people sometimes behave differently online, including by pretending to be someone they are not. 2. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

	- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. - how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. - how information and data is shared and used online.
Being safe (BS)	- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). - about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. - that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. - how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. - how to recognise and report feelings of being unsafe or feeling bad about any adult. - how to ask for advice or help for themselves or others, and to keep trying until they are heard, - how to report concerns or abuse, and the vocabulary and confidence needed to do so. - where to get advice e.g. family, school and/or other sources.
Mental wellbeing (MW)	- that mental wellbeing is a normal part of daily life, in the same way as physical health. - that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. - how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. - the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. - simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. - isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. - that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. - where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). - it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms (ISH)	- that for most people the internet is an integral part of life and has many benefits. - about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. - how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. - why social media, some computer games and online gaming, for example, are age restricted.

	5. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 7. where and how to report concerns and get support with issues online.
Physical health and fitness (PHF)	1. the characteristics and mental and physical benefits of an active lifestyle. 2. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. 3. the risks associated with an inactive lifestyle (including obesity). 4. how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating (HE)	1. what constitutes a healthy diet (including understanding calories and other nutritional content). 2. the principles of planning and preparing a range of healthy meals. 3. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco (DAT)	1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention (HP)	1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. 6. the facts and science relating to allergies, immunisation and vaccination.
Basic first aid (BFA)	1. how to make a clear and efficient call to emergency services if necessary. 2. concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body (CAB)	1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 2. about menstrual wellbeing including the key facts about the menstrual cycle.



Whole School Long Term Plan

PSHE & RSE

Year 1 of 2 2024-2025 (Y1/3/5)

PSHE/RSE is taught **weekly**. Units will be taught half-termly and lessons last approximately 30 minutes.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	ME AND MY RELATIONSHIPS	VALUING DIFFERENCE	KEEPING SAFE	RIGHTS AND RESPECT	BEING MY BEST	GROWING AND CHANGING
Reception	ME AND MY RELATIONSHIPS	VALUING DIFFERENCE	KEEPING SAFE	RIGHTS AND RESPECT	BEING MY BEST	GROWING AND CHANGING
KS1	ME AND MY RELATIONSHIPS	VALUING DIFFERENCE	KEEPING SAFE	RIGHTS AND RESPECT	BEING MY BEST	GROWING AND CHANGING
LKS2	ME AND MY RELATIONSHIPS	VALUING DIFFERENCE	KEEPING SAFE	RIGHTS AND RESPECT	BEING MY BEST	GROWING AND CHANGING
UKS2	ME AND MY RELATIONSHIPS	VALUING DIFFERENCE	KEEPING SAFE	RIGHTS AND RESPECT	BEING MY BEST	GROWING AND CHANGING



Whole School Long Term Plan

PSHE & RSE

Year 2 of 2 2025-2026 (Y2/4/6)

PSHE/RSE is taught **weekly**. Units will be taught half-termly and lessons last approximately 30 minutes.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	ME AND MY RELATIONSHIPS	VALUING DIFFERENCE	KEEPING SAFE	RIGHTS AND RESPECT	BEING MY BEST	GROWING AND CHANGING
Reception	ME AND MY RELATIONSHIPS	VALUING DIFFERENCE	KEEPING SAFE	RIGHTS AND RESPECT	BEING MY BEST	GROWING AND CHANGING
KS1	ME AND MY RELATIONSHIPS	VALUING DIFFERENCE	KEEPING SAFE	RIGHTS AND RESPECT	BEING MY BEST	GROWING AND CHANGING
LKS2	ME AND MY RELATIONSHIPS	VALUING DIFFERENCE	KEEPING SAFE	RIGHTS AND RESPECT	BEING MY BEST	GROWING AND CHANGING
UKS2	ME AND MY RELATIONSHIPS	VALUING DIFFERENCE	KEEPING SAFE	RIGHTS AND RESPECT	BEING MY BEST	GROWING AND CHANGING

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

Additional information for Year 5 & 6

Both Year 5 & 6 will have the body changes and puberty sessions delivered by the school nursing team, supported by TPS staff. The sessions will be delivered separately to the girls and boys but covering the same topics and issues. We feel this will allow children to ask sensitive questions more openly.

Year 5 – during this session children will learn the key facts about puberty and the changing adolescent body, including physical and emotional changes. The key facts about the menstrual cycle.

Year 6 - during this session children will learn more about puberty and the changing adolescent body, including physical and emotional changes. The key facts about the

menstrual cycle and menstrual wellbeing.

APPENDIX 1 - Parent request withdrawal from RSHE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

POLICY OVERVIEW

The RSE policy should:

Set out the subject content, how and when it will be taught, and who is responsible for teaching it, including any external providers the school will use.

Differentiate between relationships and sex education (where sex education is taught), so that parents have clear information.

ⁱ On 24 April 2025, the UK Supreme Court ruled that the legal definition of a woman is based on biological sex. This ruling means that any person with the protected characteristic of gender reassignment to female (i.e. a transgender woman) is not considered 'a woman' under equality legislation.

Relationships education doesn't involve explaining the detail of different forms of sexual activity, but can cover sensitive topics such as sexual violence in order to keep children safe.

Include information about a parent's right to request that their child is withdrawn from sex education.

Explain how content will be made accessible to all pupils, including those with special educational needs or disabilities (SEND)

Describe how the subject is monitored and evaluated.

Set out how parents can view curriculum materials.

Explain how teachers will answer questions about topics in sex education that the school does not cover (in primary) or that relates to sex education from which the child has been withdrawn.

Explain how the policy has been produced, who approves the policy, and how and when it will be reviewed.

