Geoffrey Field Junior School

Policy Name	Relationships, Sex and Health Education (RSHE)
Approved by	FGB
Date of Approval	19.10.26
Date of Next Review	Autumn 2027
Review Cycle	Annual
Type of Policy	Statutory
Policy Owner	Headteacher
Policy Published on School Website	Yes
This Policy should be read in conjunction with	PSHE Curriculum Child Protection and Safeguarding Policy Online Safety

Contents

1. Aims
2. Statutory requirements
3. Policy development
4. Definition
5. Curriculum
6. Delivery of RSHE
7. Use of external organisations and materials
8. Roles and responsibilities
9. Parents' right to withdraw
10. Training
11. Monitoring arrangements

Appendix 1: Curriculum map

Appendix 2: By the end of primary school pupils should know

1. Aims

The aims of relationships and sex education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Relationship, Sex and Health Education at Geoffrey Field Junior School is taught within the context of our PSHE curriculum. The RSHE syllabus for each year group (explained in section 5: Curriculum) is split into four strands: health, personal, relationships and sexual education. The RSHE curriculum also encompasses several statutory science units that are part of all pupils' compulsory education. The children are encouraged to ask questions to become informed, explore ideas and reflect on their learning; helping to prepare them for the opportunities, responsibilities and experiences of adult life.

Parental and Community Engagement Aims- The school is committed to open and transparent communication with parents and carers. In line with statutory guidance, parents have the right to view all curriculum materials and teaching resources used for RSHE lessons upon request. We will not use any third-party resources with contractual clauses that prevent parents from seeing the content. The school will continue to provide annual information sessions to discuss the RSHE curriculum and address any questions from parents.

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSHE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Geoffrey Field Junior School we teach RSHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers as is our statutory duty. We recognise the vital component parental engagement plays in a successful relationship and sex education policy. It is a policy that meets the needs of pupils and parents and reflects the community they serve. The consultation and policy development process involved the following steps:

1. **Review** – a working group of the SLT pulled together all relevant information including relevant national and local guidance
2. **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations
3. **Parent/stakeholder consultation** – parents/carers and any interested parties were invited to give their opinions and views about the policy and where aspects of the curriculum should be taught. Consultation Results are viewable on our school website.
4. **Ratification** – once amendments were made, the policy was shared with governors and parents/guardians

4. Definition

For the purpose of this policy:

- RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSHE involves a combination of sharing information, and exploring issues and values.
- RSHE is not about the promotion of sexual activity.

5. Curriculum

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. We shared our key objectives from our chosen RSHE scheme and invited parents to share their views on where in the Key Stage 2 curriculum the objective should be taught, if at all. The valuable feedback gathered in the consultation informed how we have sequenced our RSHE Curriculum. Parent consultation results can be viewed here July 2026

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers on request.

Under the statutory DfE guidance, the vast majority of our PSHE and RSHE curriculum is compulsory for all pupils. Parents do not have the right to withdraw their children from:

- Relationships Education: Learning about safe, caring friendships, family structures, digital safety and personal boundaries.
- Health Education: Learning about physical health, mental wellbeing, emotional resilience and the physical changes of puberty, including the menstrual cycle.
- The National Curriculum for Science: This includes statutory science lessons on the human life cycle, reproduction in plants and animals and basic human anatomy.

6. Delivery of RSHE

We use the Kapow Primary RSHE curriculum. This curriculum is structured to build children's confidence, emotional literacy, and understanding of safety year-on-year.

The RSHE forms an integral part of our PSHE curriculum, giving children age-appropriate information in an accurate, consistent and sensitive manner. We have developed the RSHE curriculum in consultation with parents and staff, taking into account the age and needs of pupils.

Given the sensitive nature of the RSHE curriculum, at Geoffrey Field Junior School we aim to deliver the RSHE curriculum within the following context:

- In a setting where ground rules are pre-established to foster trust, security and openness.

- By creating a trusting, safe atmosphere where questions can openly be asked and answered and without embarrassment, when appropriate within the defined units covered within each year group.
- Where information is clear, relevant and appropriate to the age and maturity of pupils.

As previously noted, the RSHE curriculum is separated into four strands: health, personal, relationships and sexual education. The RSHE units of work for each year group are displayed below with a brief summary of what is specifically being taught.

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Below is an overview of our curriculum and where elements are taught

Relationship, Sex and Health Education Curriculum (RSHE Curriculum)

Scheme of Work 2026/27

	Personal Education *(including Citizenship Curriculum)*	**Relationships Education**	**Health Education**	**Sex Education**
Y3	**What rights and responsibilities do we have?** *Learning about rights, responsibilities and citizenship by exploring children's rights, human rights and why they matter. Pupils explore how responsible choices support people and the environment, including reducing waste and understanding how local councils help meet the needs of their communities.* **What careers do people choose and why?** *Exploring careers, aspirations and equality by learning about different jobs, why people choose them and how careers can change over time. Pupils consider how interests, strengths and pay can influence career choices, while recognising and challenging gender stereotypes in the workplace.*	**What helps us feel safe and included?** *Recognising their own strengths, qualities and boundaries, pupils develop self-worth and confidence in expressing themselves respectfully. Pupils explore how families and friendships provide support, practise ways to repair friendships and identify different types of bullying and how to respond to them.*	**How can I take care of my mind and body?** *Examining the connection between the mind and body by recognising and describing a wide range of emotions and feelings. Pupils identify habits that support healthy sleep, consider the impact of bullying on wellbeing and learn how and where to access support when needed.* **How can we prevent illness and injury and respond if they happen?** *Investigating how healthy habits, medicines and healthcare help prevent illness and protect wellbeing. Pupils apply their understanding by making informed decisions about hygiene, sun safety and seeking medical help, while practising basic first aid and learning when to call 999.*	
Y4	**How can I spend money wisely?** *Learning about managing money*	**What signs help me recognise what is safe or**	**How will my body and emotions change as I**	

	by examining the different ways people pay for goods and services, including cash and cards. Pupils develop an understanding of budgeting, value for money and financial decision-making, while considering how money can influence people's feelings and choices.	**unsafe?** *This unit equips students with essential personal safety skills by teaching them to recognize visual and emotional warning signs of danger across various environments—including online, on the road, near water, and at home—while empowering them to plan ahead, prevent accidents, and confidently use strategies to exit or seek help in unsafe situations.* **How can we respect each other?** *Examining respectful and disrespectful behaviour by considering how actions and expectations can vary in different settings. Pupils develop strategies for building trust and resolving friendship challenges, practise responding to bullying and learn how stereotypes can negatively affect people and communities.*	**grow up?** *This unit equips students to navigate adolescence by normalising the physical and emotional changes of puberty while reinforcing body autonomy, personal boundaries, and the critical skills needed to identify unsafe adult behaviour and seek help.* **How can I make healthy choices?** *Understanding how healthy choices support both physical and mental wellbeing by exploring exercise, nutrition and hydration. Pupils identify strategies for developing a growth mindset and recognise how acts of kindness and helping others can have a positive impact on themselves and those around them.*	
Y5	**How can we make a difference in our communities and beyond?** *Developing active citizenship skills through exploring how people can make a difference in their communities and beyond. Pupils learn how individuals, community and pressure groups, local councillors and MPs can influence change in government.* **How can we be in control of our money?** *Exploring money management by learning how needs and wants can influence spending decisions and financial choices. Pupils develop budgeting skills, investigate borrowing and interest, and identify ways to manage money safely, including recognising the risks associated with online spending and gambling.*	**Why are healthy relationships important?** *Investigating identity, values and relationships by considering how experiences and beliefs can influence choices and behaviour. Pupils examine the role of commitment and support within families, identify where to seek help if home feels unsafe and develop strategies for building and maintaining healthy friendships.*	**How can I support my mind and body as I grow?** *Understanding how everyday choices can support physical and emotional wellbeing by exploring nutrition, physical activity and self-regulation. Pupils learn to read food labels, identify ways to build more movement into their routines and practise strategies for managing emotions and seeking support when needed.* **How can I manage the changes to my body and emotions as I grow up?** *Understanding the physical and emotional changes that happen during puberty, including their impact on feelings, behaviour and relationships. Pupils explore personal hygiene, periods, kindness, respect and personal boundaries, and identify trusted sources of support during puberty.*	
Y6	**How can we protect everyone's rights?** *Exploring human rights, laws and how the legal system helps uphold*	**What does it mean to stand up for myself and others?** *Developing self-respect and*	**How do my choices today shape my future health?** *Learning about the importance of*	**How do people become parents and carers?** *Learning the correct terminology for body parts, pupils develop an*

	fairness in society. Pupils consider the consequences of breaking laws, examine prejudice and discrimination, and identify ways to challenge stereotypes to promote equality and inclusion.	*resilience by setting personal goals and practising respectful behaviour in different situations, including online. Pupils build skills in setting boundaries, challenging stereotypes, discrimination and bullying, and recognising when to seek help from trusted adults and support services.*	*daily dental care and how choices about food, drink and lifestyle can affect long-term health and wellbeing. Pupils think critically about healthy eating, including calories as a unit of energy, and consider how habits and reactions can influence relationships, learning and future success. They also explore how a growth mindset can build confidence and resilience when facing challenges.* **How can I stay safe as I grow up?** *Developing understanding of hazards, risks and safer choices by exploring how to stay safe at home, outdoors, on public transport and around water. Pupils also consider how peer pressure, consent, boundaries and drug misuse can affect decisions and learn strategies to protect themselves and others.*	*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.*

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born (Year 6)

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos

- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

Geoffrey Field Junior School will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

For more details into the objectives for each subject within our RSHE curriculum, see Appendices 1

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- Give careful consideration to the level of differentiation needed

During lessons, makes pupils feel:

  - Safe and supported
  - Able to engage with the key messages

We will also make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats

6.2 Use of resources

We will consider whether any resources we plan to use:

  - Are aligned with the teaching requirements set out in the statutory RSHE guidance
  - Would support pupils in applying their knowledge in different contexts and settings
  - Are age-appropriate, given the age and maturity of the pupils

- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use. These resources are also available for parents to view in our parent sessions or upon request.

7. Use of external organisations and materials

We use the Kapow Primary RSHE curriculum (September 2026). This curriculum is structured to build children's confidence, emotional literacy, and understanding of safety year-on-year.

We will make sure that any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

This is reviewed annually to ensure the content is compliant with current guidance.

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSHE policy, and hold the headteacher to account for its implementation.

As well as fulfilling their legal obligations, the governing boards or management committee should also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

8.2 The Headteacher

The headteacher is responsible for making sure that RSHE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils

- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSHE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (Diana Choudhry) or deputy designated safeguarding leads (Rebecca Brown, Rose Ryan George, Dave Marks, Kelly BUnker, Faiza Milward).

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

8.4 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity following the guidelines set out at the beginning of each unit.

9. Parents and Guardians

Reviewing Resources

We understand that some parents and guardians may have questions or concerns regarding the teaching of Relationships, Sex, and Health Education (RSHE). We assure you that our curriculum is carefully designed to be age-appropriate, fact-based, and respectful of diverse cultural and religious perspectives.

To maintain an open dialogue, we warmly invite parents and guardians to attend our dedicated information sessions, where you can view the teaching materials firsthand and ask any questions with our team.

For those who are unable to attend in person, we will share these materials digitally so you can review them thoroughly at home.

The right to withdraw

Parents/carers do not have the right to withdraw their child from relationships, health and personal education. These are statutory aspects of the RSHE curriculum and must be delivered to all pupils in key stage two.

Parents/carers have the right to withdraw their child from the components of sex education within RSHE as noted below.

Sex Education and the Right to Withdraw (Year 6 Only)
https://www.geoffreyfieldjuniorschool.co.uk/page/?title=PSHE+%26amp%3B+RSHE&pid=20

In line with DfE recommendations and the Kapow curriculum, we do not teach explicit "Sex Education" in the lower primary years.

> **When does it happen?** The non-statutory "Sex Education" component of our curriculum is taught strictly in Year 6. This lesson focuses on human conception and birth (building upon, but distinct from, the factual biological concepts taught in statutory Science).
>
> **Your Right to Withdraw:** As a parent, you have the right to request that your child is withdrawn from this specific Year 6 Sex Education lesson.
>
> **How to make a request:** If you wish to withdraw your child from the Year 6 Sex Education lesson, we ask that you attend one of our parent/guardian RSHE sessions in Summer Term beforehand. This will give you an opportunity to review the teaching materials and make a more informed decision

regarding the lesson(s) you are considering withdrawing your child from. Should you still wish to withdraw your child following this session, then email or phone the school office to inform the Headteacher so we can support your request by arranging alternative provision for your child during that lesson.

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nuRSHEs or sexual health professionals, to provide support and training to staff teaching RSHE.

11. Monitoring arrangements

The teaching of RSHE across the school is monitored by the school's PSHE coordinator in collaboration with the Teaching & Learning link governor and a member of the senior leadership team.

Pupils' development in RSHE is monitored by class teachers as part of their PSHE attainment assessment. This policy will be subject to a full content review every three years, with technical reviews taking place annually to correct inaccuracies and reflect any legal changes. The policy will also be reviewed when a new DfE SRE announcement is made and will be approved by the chair of the governing body.

Appendix 1: Curriculum map- GFJS

Relationships, Health and sex education curriculum map

Relationship Education		
Year	**Unit of Work**	**What is taught**
Y3	What helps us feel safe and included?	● Family members often share responsibilities to keep the household running smoothly (e.g. doing chores/jobs, helping with younger siblings, or supporting with schoolwork). ● Every family faces challenges. ● That families should make them feel loved, safe and supported. ● That different families might show love and spend time together in different ways. ● Even though families may look very different, they usually have love and care for each other at their core. ● That there are many different family types: families come in many forms and deserve to be treated with kindness. ● That every family faces challenges at some point, and help is always available to children when they need it. ● That apologising and discussing feelings can help solve problems and maintain good relationships. ● Respect means treating others as you would like to be treated: with kindness and fairness. ● Respecting boundaries helps keep relationships safe and healthy. ● Self-respect means valuing youRSHElf and treating youRSHElf with kindness. ● Trying new things, learning from mistakes and achieving goals can build confidence. ● That there are different types of bullying, including physical, verbal and online (cyberbullying). ● That bullying may target someone's appearance, beliefs or abilities.
Y4	What signs help me recognise what is safe or unsafe?	● Identify warning signs that something is unsafe in a range of everyday situations (personal, online, road, water, home), including signs you can see (e.g. road signs, "deep water" notices, hazard symbols) and signs you can feel (e.g. uncomfortable feelings, pressure from others, unsafe online behaviour). ● **Demonstrate strategies to get help in or leave uncomfortable or unsafe situations.** ● Explain how recognising hazards and planning ahead can prevent accidents. ● Choose safe places to cross roads and explain why (considering traffic, speed and visibility). ● Explain key reasons why water can be dangerous, even for confident swimmers (e.g. because of depth, currents and cold temperatures). ● Distinguish between helpful and harmful medicines and explain how to use medicine safely.
	How can we respect each other?	● To know within families, just like in all relationships, violence is not an acceptable way to deal with problems. ● To know they do not have to be friends with everyone and others do not have to be friends with them, but everyone has the right to be treated with respect and kindness. ● To know healthy friendships should help them feel included, valued and supported, especially during difficult times. ● That many people experience feelings of loneliness at times. ● They should trust people who are kind, honest and respect their boundaries, as this shows they are a good friend.

		● That apologising and discussing feelings can help solve problems and maintain good relationships. ● That respectful disagreement is a normal part of healthy relationships. ● That compromise and fairness are vital to any friendship. ● Respect means treating others as you would like to be treated: with kindness and fairness. ● Good manners are a way of showing respect to other people. ● That different people may have different needs and preferences in the same space. ● That respecting boundaries helps keep relationships safe and healthy. ● Physical, emotional and digital boundaries are all important. ● Some secrets are safe (e.g. a surprise party) but others may be unsafe if they make someone feel worried, scared or uncomfortable. ● Being assertive means speaking up calmly and politely without being unkind. ● That being kind does not mean always agreeing or giving in. ● They cannot always have what they want and that others may want different things, so it is often important to find a compromise. ● Disappointment and frustration are normal feelings and will pass. ● Self-respect means valuing youRSHElf and treating youRSHElf with kindness. ● A stereotype is an unfair assumption about a group of people, without considering them as individuals. ● That people should be treated as individuals and with respect. ● There may be times when they see or become aware of bullying happening to others, either in person or online. ● They can speak to more than one trusted adult if the first person does not help or take action straightaway. ● They should seek help if someone touches them or speaks to them in a way that feels wrong, including online; they feel pressured to do something unsafe or that they do not want to do, including online; and they see or hear something that worries them, even if it is not about them, including online.
Y5	Healthy relationships	● Discussing how the time spent with family may change as they get older and how these relationships might evolve. ● Reflecting on how they support their families, how their families support them and why this is important to their families. ● Exploring different ways parents or carers might protect and show care for their children. ● Explaining why families are important and identifying the key features of positive family life (e.g. love, stability, care, protection, mutual respect). ● Analysing how different contexts can influence family roles and relationships. ● **Recognising and respecting different types of families.** ● Recognising when a family relationship seems unsafe or unhealthy. ● Considering the importance of friendships and the different ways friendships can enhance our lives. ● Suggesting ways people can make new friends throughout their lives. ● Recognising that friendships will change and evolve over time. ● Describing some signs of unhealthy or unhappy friendships. ● Resolving conflict using calm, assertive communication (e.g. 'I feel… when you…' statements). ● Self-identifying when they need to adjust their behaviour. ● Handling conflicts using a range of techniques such as negotiation, compromise and communicating their feelings. ● Reflecting on conflicts or impulsive behaviour, recognising areas for improvement and working to avoid similar situations in the future. ● Assertively challenging behaviour when it crosses a boundary, while staying respectful and safe. ● Practising discussing disagreements without blaming others or over-reacting. ● Recognising and celebrating their own identity and what makes them unique.

		• Practising ways to safely speak out against unfairness or exclusion, using respectful language. • Practising accessing help independently (e.g. with trusted adults, professionals or via Childline). • Recognising scenarios in which they should seek help from a trusted adult and those which can be safely dealt with themselves. • Explaining how they would report a concern confidently and clearly, in person or using school systems (e.g. talking to a trusted adult, using a worry box).
Y6	Standing up for Others *Respect* *Challenging unfairness* *Seeking help*	• Analysing how different contexts can influence family roles and relationships. • Resolving conflict using calm, assertive communication (e.g. "I feel… when you…" statements). • Handling conflicts using a range of techniques such as negotiation, compromise and communicating their feelings. • Using courtesy and manners in a variety of situations, such as being late, forgetting something, admitting a mistake, challenging something respectfully and in a new or unfamiliar environment. • Considering how to apply respectful behaviour across different settings (e.g. school, public places, online). • Practising adapting communication to show respect in formal and informal situations, with both peers and adults. • Recognising situations where their personal preferences may conflict with others' needs and responding appropriately (e.g. not playing music aloud on transport, being aware of body space). • Setting and maintaining clear personal boundaries in different situations (e.g. with friends, online, during disagreements). • **Assertively challenging behaviour when it crosses a boundary, while staying respectful and safe.** • **Recognising when to stand up for themselves and when to compromise.** • Discussing real-life examples of balancing their own needs with those of others. • Practising discussing disagreements without blaming others or over-reacting. • Recognising and celebrating their own identity and what makes them unique. • Reflecting on personal values and how these should influence their behaviour and choices. • Setting personal goals and planning how to work towards them. • Practising self-care strategies that support emotional wellbeing. • Noticing where stereotypes might appear, such as in books, games, adverts or everyday language. • Considering how people are shown respect or disrespect in real-life situations, such as in the news or sports. • Practising ways to safely speak out against unfairness or exclusion, using respectful language. • Analysing bullying scenarios and describing the different roles people play, including bystanders and upstanders. • Demonstrating safe and effective ways to respond to bullying, both in person and online. • Practising accessing help independently (e.g. with trusted adults, professionals or via Childline). • **Recognising scenarios in which they should seek help from a trusted adult and those which can be safely dealt with themselves.** • Explaining how they would report a concern confidently and clearly, in person or using school systems (e.g. talking to a trusted adult, using a worry box).

Health Education		
Year	**Unit of Work**	**What is taught**
Y3	How can I take care of	• Many different feeling words can be used to identify and describe their emotions. • How to recognise and name the following emotions and associated feelings: happiness (confident, hopeful); sadness (disappointed); fear (nervous); anger (frustrated, jealous, guilty); disgust (offended); surprise (curious).

	my mind and body?	• Their feelings and behavioural responses to a situation (e.g. bereavement, change) may differ from those of others. • Feelings can feel stronger or weaker depending on the situation. • Emotions and feelings can affect thoughts, decisions and behaviour. • Recognising and talking about feelings and emotions early can help us stay in control of our behaviour. • Taking care of their own feelings is part of staying healthy. • **Many people can struggle with their feelings and some of the signs might be seeming sad, crying, being unusually quiet, getting angry more easily or finding it hard to concentrate.** • Trusted adults (including teachers and other school staff) are there to help with problems, whether big or small. • Seeking help early can make a significant difference for someone struggling with their feelings or mood. • **Children of their age should get between 9–12 hours of sleep every night.** • **Poor sleep can affect concentration and mood, making people feel grumpy, worried or upset more easily.** • When someone is bullied repeatedly, they may start to believe the negative things said about them.
	How can we prevent illness and injury and respond if they happen?	• **To be confirmed (2026/27)**

Y4	How will my body and emotions change as I grow up?	• Describing some physical changes in adolescence and beginning to be aware of the changes puberty brings.
		• Describing some emotional changes that happen during adolescence.
		• Communicating personal boundaries clearly (e.g. "I'm not comfortable with that").
		• Unkind or negative comments about someone's body can affect how they feel about themselves and that it is important to treat all bodies with respect.
		• Their bodies will change as they grow into adults and these changes happen at different times and rates for everyone, which is completely normal.
		• As their bodies change during puberty, their emotions and feelings may also change and that can sometimes feel difficult to manage (e.g. experiencing mood swings).
		• **The correct names for the external parts of the body that may change in adolescence (e.g. breasts, armpits, Adam's apple, pubic hair).**
		• They should talk to trusted adults if they have any worries or concerns, including around body changes and growing up.
		• Their body belongs to them and that they can say no to any touch or behaviour that makes them feel uncomfortable, even from someone they know.
		• **The correct terms for private body parts, including the scrotum and nipples.**
		• Signs that an adult may be unsafe (e.g. they are ignoring 'no', they are asking you to keep secrets, offering gifts when it is not a special occasion, asking you for help instead of another adult).
		• They can speak to more than one trusted adult if the first person does not help or take action straightaway/
		• They should seek help if:
		  ○ Someone touches them or speaks to them in a way that feels wrong, including online.
		  ○ They feel pressured to do something unsafe or that they don't want to do, including online.
		  ○ They see or hear something that worries them, even if it's not about them, including online.

	How can I make healthy choices?	● Sleep, hobbies, exercise and time with others can all help them to look after their feelings. ● Some simple ways that they can help others each day. ● Some simple healthy choices they can make to incorporate physical activity into their normal day (for example, walking or cycling to school, taking the stairs, carrying their own bag). ● About opportunities in their community to be physically active. ● Some activities make their heart beat faster, their body warmer, and their breathing heavier, and this means their body is working hard and getting stronger. ● Physical activity strengthens their heart, lungs, muscles and bones. ● Being active helps with coordination, balance and energy levels. ● Sitting still for long periods (for example, lots of screen time with no breaks) is not good for their bodies and can cause low energy. ● A balanced diet includes a variety of food groups. ● Different food groups do different jobs in the body. ● Too much sugar, salt or fat can cause health problems over time, and these are commonly found in processed foods. ● They should aim to eat at least five portions of fruit or vegetables a day to get the vitamins and minerals they need. ● They should aim to drink 1.5 litres (6–8 glasses) of water a day to stay hydrated. ● Nutrients are the helpful parts in food that the body needs to grow, stay healthy and have energy. ● Processed foods are foods that have been changed or added to, like turning potatoes into crisps or fruit into fruit-flavoured sweets. ● Natural or less processed foods usually have more nutrients.
Y5	How can I manage the changes to my body and emotions as I grow up?	● Describing in greater detail the physical changes that occur during puberty, including those specific to boys and girls in adolescence. ● To know that everyone's body changes during puberty in different ways and at different times and that making comments about these changes can be unkind and harmful. ● To know the correct scientific names for the external and internal reproductive organs (e.g. uterus, fallopian tubes, ovaries, testicles). ● To know that the stage in which an individual changes from a child to an adult is called 'puberty' and this happens over a period of time as more hormones are released into the body. ● To know that puberty is the process of preparing the male and female body for reproduction, as part of the human life cycle. ● To know that many people find the changes during puberty difficult to deal with and should be supported and treated with kindness. ● To know that good personal hygiene is important during puberty and into adulthood to stay clean, healthy and comfortable. ● To know how to manage hygiene during a period, including how often to change sanitary products, how to dispose of them safely and how to keep the body clean and comfortable. ● To know they can seek support from a trusted adult when they have questions or concerns about their changing body, relationships or growing up. ● To know some simple ways people can manage period pain (e.g. rest, heat, gentle movement or asking a trusted adult for help). ● Describing the stages of the menstrual cycle. ● One of the physical changes that happens to female bodies when they go through puberty is starting their period (menstrual cycle). ● During a period a small amount of blood leaves the body from the vagina each month. ● Periods can start unexpectedly and there are ways to manage them, such as wearing pad or period pants and asking a trusted adult for help. ● To know that an erection is when the penis becomes firmer or harder, that this is temporary and that it usually goes away on its own.

	How can I support my mind and body as I grow?	● Poor nutrition can lead to tiredness, illness, low mood or long-term health problems. ● Nutritional labels show calories, fat, sugar and salt, which help people make informed choices. ● Others may try to influence their food choices (e.g. through packaging, advertising or online messaging) but they should try to make informed choices based on what their bodies need. ● As people get older, they can stay active in different ways (e.g. walking to work, going to the gym, dancing, gardening) to support health and wellbeing. ● Physical activity helps mental wellbeing by boosting mood and reducing stress. ● Children their age should get at least one hour of moderate to vigorous activity every day. ● Being active improves physical health by strengthening the body, improving fitness and helping them stay at a healthy weight. ● Moderate activity means moving enough to raise your heart rate and feel a bit out of breath (e.g. brisk walking, cycling or playground games). ● Vigorous activity (e.g. running, swimming, team sports, dancing) makes people breathe harder and sweat more. ● The difference between emotions and feelings and that while emotions happen automatically in their bodies, they can choose how to interpret and respond to them. ● How to describe the following emotions and associated feelings: happiness (content, optimistic); sadness (pessimistic, excluded, grief); fear (insecure, anxious, stressed, pressured, overwhelmed); anger (betrayed); disgust; and surprise (startled). ● It is important to speak openly about emotions and their associated feelings. ● Reflecting on their emotions, feelings and behaviour helps them understand themselves and others better and reframe any negative thoughts and feelings. ● Mental health affects how people feel, think, behave and cope with life. ● The importance of making time to prioritise their own emotional health. ● Spending time outdoors can help people feel calm, focused and more connected to the world around them. ● It is important to regulate responses to emotions so they do not control feelings and actions. ● Just like physical health, everyone has mental health and it can change over time. ● Many people experience mental ill health, and support is available. ● Some signs that someone might need support with their mental health (e.g. acting differently, feeling down, withdrawing from others, getting upset easily, losing interest in things they usually enjoy, etc). ● Different professionals support mental health in different ways, such as listening, giving advice, offering therapy or helping them access other support. ● There are free, confidential services they can contact (e.g. Childline) if they are worried, upset or need someone to talk to.
Y6	How do my choices today shape my future health?	● Flossing or using interdental brushes helps remove food and plaque from between the teeth where a toothbrush cannot reach. ● Most toothpastes in the UK contain fluoride, which helps to protect teeth by strengthening enamel and repairing early signs of tooth decay. ● Visiting the dentist every six months helps spot problems early before they become serious or painful. ● Some of the problems that can arise from poor dental health (e.g. tooth decay, fillings, extractions or bad breath). ● Eating well supports both physical and mental health, including energy levels, mood and concentration. ● Poor nutrition can lead to tiredness, illness, low mood or long-term health problems. ● Nutritional labels show calories, fat, sugar and salt, which help people make informed choices. ● Calories are a measure of energy in food. ● Others may try to influence their food choices (e.g. through packaging, advertising or online messaging) but they should try to make informed choices based on what their bodies need. ● Sleep and rest support mental wellbeing by helping the brain recover, reducing stress and improving mood and focus. ● Lack of sleep can reduce energy levels, leading to a more inactive lifestyle and poorer general wellbeing.

		● Some activities and habits can have a negative impact on emotional wellbeing (e.g. excessive screen time, staying inside for long periods, excessive unhealthy food, extended inactivity or insufficient time with friends and family). ● Being active improves physical health by strengthening the body, improving fitness and helping them stay at a healthy weight. ● Physical activity helps mental wellbeing by boosting mood and reducing stress. ● Obesity means carrying too much body fat, which can lead to health problems such as tiredness, joint pain and risk of illness. ● Not being active can lead to long-term health problems, including obesity and poor mental wellbeing. ● Having sugary snacks or drinks between meals is more harmful than having them at mealtimes. ● Feeling tired can lead to unhealthy eating, such as choosing more sugary or high-fat foods for energy. ● Sugary or fatty foods can be part of a healthy diet if eaten in moderation, alongside plenty of nutritious foods. ● The difference between emotions and feelings and that while emotions happen automatically in their bodies, they can choose how to interpret and respond to them. ● It is important to regulate responses to emotions so they do not control feelings and actions. ● Reflecting on their emotions, feelings and behaviour helps them understand themselves and others better and reframe any negative thoughts and feelings. ● How to describe the following emotions and associated feelings: happiness (content, optimistic); sadness (pessimistic, excluded, grief); fear (insecure, anxious, stressed, pressured, overwhelmed); anger (betrayed); disgust; surprise (startled). ● Friendships support mental health by helping people feel accepted, understood and less alone. ● Helping others can improve their own wellbeing by releasing feel-good chemicals in the brain, building connection and giving them a sense of purpose. ● People who are bullied may need support to feel better and rebuild their confidence. ● Evidence shows that bullying has a negative impact on mental health now and in the future.
	How can I stay safe as I grow up?	● To know that pressure from peers or adults to keep secrets, send images, or say yes to something uncomfortable is a warning sign. ● To know that someone asking them to keep conversations or photos private, especially online, may be unsafe. ● To know that friendly behaviour (e.g. compliments, flattery, gifts) can sometimes be used to trick or manipulate people. ● To know that not everyone online is who they say they are. ● To know that the absence of permission or consent means that a situation is likely to be unsafe. ● To know that they should always seek help if: – They experience or witness violence, threats or harm, either in person or online. – Someone tries to hurt them or others physically or emotionally, including online. – Someone touches them or talks to them in an unsafe or inappropriate way, including online. – They feel unsafe but are not sure why, or are unsure who to trust, including online. – They are worried about someone else being hurt or treated badly, including online. ● To know some common safety issues when crossing the road or around railways. ● To know that trains move faster than they appear and cannot stop quickly so it is dangerous to walk on or near railway lines. ● To know that distractions such as friends, phones and headphones can make it harder to stay safe near the roads and railway. ● To know what beach safety flags tell us about the conditions. ● To know the water safety code (Stop and think, Stay together, call 999, float). ● To know strategies for advocating for safe behaviour and resisting peer-pressure if others make unsafe choices. ● To know that hazards can be physical (e.g. fire, machinery), chemical (e.g. substances) or behavioural (e.g. dares, peer pressure, online risks). ● To know that some environments carry higher risk and require greater caution. ● To know the day-to-day roles of the emergency services, including the coastguards, search-and-rescue, air ambulance and mountain rescue.*

		• To know that filming or sharing videos of emergencies can be unhelpful, harmful or illegal and that calling emergency services is the correct action.* • To know that drugs are substances that change how the body or mind works. • To know that some drugs (e.g. medicines) can help people when used properly and given by a trusted adult or doctor. • To know that some drugs are illegal (e.g. cannabis) and dangerous because they can harm physical and mental health. • To know that legal drugs and products like tobacco, alcohol, caffeine, energy drinks and medicines can still be harmful if misused, especially for children. • To know that many legal drugs (e.g. caffeine and nicotine) are addictive, meaning it is not easy to stop using them.

Sex Education		
Year	**Unit of Work**	**What is taught**
6	How do people become parents and carers?	• Using correct scientific vocabulary to confidently and respectfully name and describe the functions of the male and female external reproductive organs. • Describing how a baby is conceived and born. • Asking questions about conception and birth in a respectful and appropriate way. • Reproduction happens when a sperm and egg join together to make a baby, usually through sexual intercouRSHE (sex). • Pregnancy begins when a fertilised egg grows in the uterus. • A baby develops in the uterus for approximately nine months. • Birth is the process by which a baby is delivered from the uterus, usually through the vagina or sometimes by caesarean section. • There are different ways people can become parents, including IVF and adoption. • Babies need constant care and attention. • Becoming a parent involves significant responsibility, time and support. • The legal age for sexual intercouRSHE in the UK is 16, although many people choose to wait until they are older.

Comparison between the Relationships, Sex, and Health Education (RSHE) and GFJS Online Safety Objectives- 2026/27

	Year 3	**Year 4**	**Year 5**	**Year 6**
Content *Content is anything posted online*	• To know that not everything on the internet is true	• To spot the difference between real and fake online content	• To recognise that not all information on the internet is accurate or unbiased (misinformation & disinformation)	• To spot how inaccurate and biased content online can be harmful, including generative AI in the creation of misinformation and disinformation

Contact *Contact is the risk of harm when interacting with other users online.*	• To recognise what is appropriate and inappropriate contact online • To know that bullying can occur online and how to report it	• To know how to respond to unwanted or inappropriate contact online	• To know how to make positive choices online (peer-pressure) • To understand that online behaviour can break the law	• To know how to stand up to unacceptable online behaviour *(behaviour passed off as social banter & mob mentality intensifying online emotions)* • To understand that online behaviour online *can* break the law
Conduct *Conduct means the way people behave online*	✔ To know what personal information is and how to protect it online (inc. strong passwords) ✔ To understand how spending too much time on screens can affect my health and happiness	✔ To understand that information I put online leaves a digital footprint that can be seen by others now and in the future.	✔ To know the risks of sharing inappropriate photos & videos online ✔ To explain how filters and editing can change the way people appear and how this can make others feel about their own bodies	✔ To know the risks of sharing inappropriate photos & videos online ✔ To understand the risks and benefits of using Artificial Intelligence (you can't always trust your eyes or your ears)
Commerce *Commerce is the risk from things like online advertising or scams.*	• To understand that some games try to encourage you to spend real money (in-app purchases)	• To identify misleading online adverts and pop-ups	• To learn strategies to spot misleading and harmful content online (linked to 'content')	• To recognise techniques used by apps, adverts and influencers (clickbait & targeted advertising) and how they are designed to keep us looking at them.
Reporting *Who? Where? When?*	• To know what action to take if they feel they may be in danger (trusted adults)	• To know how to report and block users online (inc. Roblox)	• To know how to report and block users online (inc. messenger, Childline and socials)	• To know how to report and block users online (inc. CEOP and IWF)

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	● That families are important for children growing up because they can give love, security and stability ● The characteristics of safe and happy family life, such as: commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives ● That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care ● That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up ● That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong ● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	● How important friendships are in making us feel happy and secure, and how people choose and make friends ● The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties ● That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships ● That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it ● That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened ● About managing conflict with kindness and respect, and that violence is never right ● How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	● The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated ● The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults ● How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration ● That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs ● The practical steps they can take in a range of different contexts to improve or support their relationships ● The conventions of courtesy and manners ● The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity ● Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. ● 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 ● How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust ● What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype
Online safety and awareness	● That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child ● 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 ● That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults ● That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online ● 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, including where pictures or words might be circulated ● Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up ● That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online

TOPIC	PUPILS SHOULD KNOW
Being safe	● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example ● About the concept of privacy and the implications of it for both children and adults, including that it's 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) including those they do/don't know ● How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust ● How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so ● Where to get advice, for example from their family, school and/or other sources