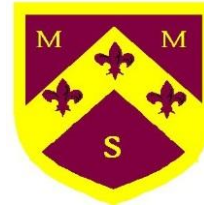


Maids Moreton CE School

Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy



Our school's policy on Relationships Education, Relationships and Sex Education (RSE) and Health Education is based on the DFE document Relationships Education, Relationships and Sex Education (RSE) and Health Education 2026

[https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_on_RSE_and_health_education_for_intro_1_September_2026 .pdf](https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_on_RSE_and_health_education_for_intro_1_September_2026.pdf)

This guidance was updated in 2025, offering schools a refined and strengthened framework for teaching children about safety, wellbeing, and personal development. While the revisions don't represent a full overhaul, they provide greater clarity and focus on key areas that reflect the realities of children's lives today. See Appendix 4

Rationale

At Maids Moreton CE School, we believe that a clearly planned and implemented Relationships Education, Relationships and Sex Education (RSE) and Health Education is essential for all pupils. To embrace the challenges of creating a happy and successful childhood and adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.

Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

Statutory Requirements and Working with Parents

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society. This is why we the DFE have made Relationships Education and Health Education **compulsory** in all primary schools.

Sex Education is non statutory for primary aged pupils, but is recommended for pupils of junior school age. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE, other than that covered in the science curriculum. We teach Sex Education when our pupils reach Upper Key Stage 2.

All schools must have in place a written policy/ies for Relationships Education and Relationships and Sex Education, and Health Education. We are aware of our duty to consult parents in developing and reviewing our policy to ensure it meets the needs of our pupils and parents and reflects the community we serve.

Our guiding principles have been that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law. We are clear that parents and carers are the prime educators for children on many of these matters and that schools complement and reinforce this role. It is vital that parents know what is being taught and how to support their child/children.

Appendix 3 details the content of our EYFS and Key Stage 1 and 2 Curriculum. We have an open door policy for any parents who wish to raise any queries regarding the curriculum.

Curriculum Content and Organisation

At Maids Moreton CE School, we believe that Relationships Education and Health Education should not be taught in isolation but be firmly rooted in our PSHE curriculum, as well as through aspects of our curricula for science, computing, Physical Education and Religious Education. The lead teacher works closely with colleagues in related curriculum areas to ensure Relationships Education, RSE and Health Education programmes complement, and do not duplicate, content covered in other national curriculum subjects.

Schools must determine how and when to deliver the statutory content set out by the DFE in the context of a broad and balanced curriculum. We have carefully selected age and developmentally appropriate content, based on the statutory guidance and building upon the pupils' prior knowledge. We have chosen to adopt the 1 Decision Scheme to teach our PSHE Curriculum. **[see Appendix 3]**

The RSE and Health Education programme is delivered by class teachers. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life.

The Equalities Act 2010

Our PSHE and wider provision is underpinned by the 2010 Equalities duty and provides an inclusive curriculum that promotes understanding and mutual respect for all. The programme will be delivered in line with the school's Equalities and Cohesion Scheme within an atmosphere of mutual respect. The whole school community will support an approach which ensures that no individual or family will be discriminated against on grounds of gender, race, disability, religion or sexual orientation. Resources selected to support the programme will be free from bias, prejudice and avoid all types of stereotyping.

It is our intention for all children to have the opportunity to experience a full programme of Relationships and Health Education at a level which is appropriate for their age and stage of development. Every child is entitled to receive high quality Relationships Education and Health Education regardless of age, gender, ethnicity, religion, culture, disability, sexuality, language or social background. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

Pupils with Special Educational Needs and Disabilities (SEND)

Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs. We recognise the need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility for all. Teachers will be aware that some pupils may be more vulnerable to exploitation and other issues due to the nature of their special education needs. These children will require help to develop skills to reduce risks and to learn what sort of behaviours are, and are not, acceptable. As with all teaching for these subjects, we will ensure that our teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

What is Relationships Education?

The focus for primary relationships education should be on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.

Building children's understanding and skills at primary is essential for preparing them for more complex content at secondary. For example, in primary, children will learn skills for managing difficult feelings in their friendships, like disappointment or anger. This prepares them to reflect on how to behave with kindness in more complex or challenging relationships at secondary.

Schools should be sensitive to pupils' circumstances, recognising that families of many forms provide a nurturing environment for children, and can include single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents/carers. Teaching should illustrate a wide range of family structures in a positive way, and care should be taken to ensure that children are not stigmatised based on their home circumstances.

Primary relationships education should be anchored in an understanding of positive relationships, but should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This can be delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information. Pupils should be able to recognise emotional, physical and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right. In addition, pupils should understand about bullying, and that this can include the use of derogatory

terms relating to sex, race, disability or sexual orientation.

Pupils should know how to report concerns and seek advice. While teaching children how to stay safe, including online, teachers should be clear that being a victim of abuse is never the fault of the child.

Primary children should be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. For example, in late primary, schools may decide to discuss the pressure to share naked images if this is affecting pupils in the school. There may also be cases, such as when they know that pupils have seen pornography, in which schools may feel the need to discuss online sexual content. Teaching should be age appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion. Schools should also inform parents of any deviation from their published RSE policy in advance and share any relevant materials with them on request

The DFE has set out statutory guidance for primary schools to enable them to fulfil the requirements of the Relationships Education Curriculum. **See Appendix 1. NB: this guidance is for the full primary age range 4-11 years. Appendix 3 lists the age appropriate aspects we will cover with our children at each stage of their schooling.**

What is Health and Wellbeing Education?

The aim of teaching about health and wellbeing is to enable pupils to make good decisions about their own health and wellbeing, to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to seek support when needed. Schools should support pupils to develop strategies for self-regulation, perseverance and determination, even in the face of setbacks.

Effective teaching should aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health. Schools should promote openness, so that pupils can check their understanding and seek any necessary help and advice.

Curriculum content related to puberty and menstruation should be complemented by sensitive arrangements to help girls prepare for and manage menstruation, including with requests for period products. Schools should use appropriate language such as period pads and

menstrual products instead of sanitary items or feminine hygiene products. The Department for Education's Period Products Scheme is available for statefunded primary schools, secondary schools, and colleges in England.

Health education in primary starts with the benefits and importance of physical activity, good nutrition and sufficient sleep, and supports pupils to develop emotional awareness. Schools should emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors. As in all of RSHE, care should be taken to avoid exposing pupils to concepts which are not appropriate for them.

The DFE has set out statutory guidance for primary schools to enable them to fulfil the requirements of the Relationships Education Curriculum. **See Appendix 2. NB: this guidance is for the full primary age range 4-11 years. Appendix 3 lists the age appropriate aspects we will cover with our children at each stage of their schooling.**

Language and Ground Rules in Lessons

Teachers will show sensitivity, dealing honestly with issues, answering appropriate questions and offering support where necessary. All staff teaching Relationships Education and Health Education will set ground rules in their classes. For example:

- no one (teacher or pupil) will have to answer a personal question
- no one will be forced to take part in a discussion
- the only language used will be easily understood and acceptable to everyone in the class
- only the correct names for body parts will be used
- meanings of words will be explained in a factual way.

Where visitors e.g. health professionals or the NSPCC, are invited to deliver aspects of the RSE and Health Education they will be used to support not supplant, the role of the teacher and they will always be accompanied in the lesson by the class teacher. Visitors will always be fully briefed on their contribution before the lesson. Health professionals, however, will be expected to also follow their own professional code.

Occasionally, issues and questions may arise spontaneously in PSHE lessons or at other times during the school day. Questions will always be answered honestly, taking into account the age and developmental level of the pupils. This is not considered to be part of the planned curriculum and parents or carers cannot withdraw pupils in these circumstances.

We have a variety of strategies for dealing with difficult questions. For example:

- if a question is too explicit, the teacher will attend to it later, on an individual basis and a decision will be taken whether or not to include/inform the child's parents/carers;
- if a child makes a disclosure that causes the teacher concern then they should follow child protection procedures set out in the School's Child Protection Policy.

Confidentiality

The following is of specific importance to the school's Relationships Education and Health Education programme;

- Reassuring pupils that their best interests will be maintained
- Encouraging pupils to talk to their parents or carers and giving them support to do so
- Ensuring that pupils know that teachers cannot offer or guarantee them unconditional confidentiality, for example in the event of disclosures made
- If abuse is suspected teachers must follow the school's Child Protection procedures. (see Child Protection Policy)
- In a classroom situation, health professionals will follow the school's Confidentiality Policy.

Teachers and parents need to be aware that effective RSE and Health Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. In such cases the child protection procedures will be followed.

Monitoring and Evaluation

The responsibility for monitoring and evaluation is undertaken by the school PSHE subject leader.

Continuous professional development and training will always be provided to ensure a high level of expertise for teachers involved in delivering the RSE and Health Education programme in the school.

This policy should be read in conjunction with the School's PSHE, PE, RE, science, safeguarding and child protection policies.

Written by: Keira Ainsworth

Date: June 2026

Ratified by Governors

Date: September 2026

Review Date: September 2029

Appendix 1

By the end of Primary School, the DFE statutory guidance sets out the following requirements

Relationships Education:

Families and people who care for me

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. 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.
3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent 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

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. 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.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

3. That there is a minimum age for joining social media sites, which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. 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.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Appendix 2

Health and Wellbeing Education:

By the end of primary school the DFE statutory guidance sets out the following requirements:

General wellbeing

Curriculum content:

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
10. That it is common to experience mental health problems, and early support can help.

Wellbeing online

Curriculum content:

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.

2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online

Physical health and fitness

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.
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

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. 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, tobacco and vaping

Curriculum content:

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health protection and prevention

Curriculum content:

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 health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety

Curriculum content:

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid

Curriculum content:

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies

Curriculum content:

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Appendix 3: The following appendix details the content of the Key Stage 1 and 2 Programme of Study for PSHE at Maids Moreton CE School.

Year 1 and 2	Autumn Module	Spring Module	Summer Module
Year A	Keeping/Staying Healthy	Fire Safety	Relationships
Year B	Keeping/staying safe	Being responsible	Feelings and emotions

Year 3 and 4	Autumn Module	Spring Module	Summer Module
Year A	World Without Judgement*	Computer Safety*	Our World*
Year B	Keeping/Staying Safe	Being Responsible	Feelings and emotions

Year 5 and 6	Autumn Module	Spring Module	Summer Module
Year A	Keeping/Staying Healthy	Computer Safety	Growing and Changing [match to science term]
Year B	The Working world	A World Without Judgement	First Aid

Year 1 and 2	Autumn Module	Spring Module	Summer Module
Year A	Keeping/Staying Healthy	Fire Safety	Relationships
	<p>[NB This unit is also covered through the KS1 science curriculum]</p> <p>In the module children will learn that food is needed for bodily health and growth, and will be able to identify what types of food are positive choices. They will practise simple cleanliness routines such as washing hands, and learn about how to minimise the spread of infectious diseases. They will explore simple safety rules related to medicinal drugs.</p> <p>Specifics covered include:</p> <ul style="list-style-type: none"> • Healthy eating and the importance of a balanced diet • The importance of physical activity and regular exercise • Dental hygiene and effective teeth cleaning • Managing basic personal hygiene, e.g. hand washing and preventing the spread of germs • How and when we use medicines and how to do so safely. • Human lifecycle • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular physical activity into daily and weekly routines 	<p>This module helps children identify potential dangers that could cause a fire or serious incident. Throughout the topics, students will be able to follow fire safety rules and practise simple ways of staying safe and finding help. The Fire Service module also includes a short fire safety documentary to help children understand the importance of being responsible, how their actions can affect others, and how to stay safe in the home and community.</p> <p>Specifics covered include:</p> <ul style="list-style-type: none"> • Dangers of fire and risk of causing fires through carelessness/play, • Fire prevention, • Calling the emergency services • The consequences of hoax calling, • Distracting a driver whilst driving. 	<p>The Relationships module helps children to explore and understand a range of feelings, how feelings can be communicated without words, and the importance of caring about other people's feelings. The topics in this module help students to understand situations from another person's point of view. Children will explore different types of relationships and from this they will gain an understanding of healthy and unhealthy relationships. They will also learn how to seek help and support if they feel uncomfortable in a relationship</p> <p>Specifics covered include:</p> <ul style="list-style-type: none"> • understanding and dealing with bullying, • friendships help us to feel happy and secure. • friendships have ups and downs. • friendship, how our behaviours impact others, • body language and feelings/emotions, • marriage and civil partnerships • appropriate and inappropriate touch and that they have some control over their actions and bodies. • Balancing our needs and the needs of others. • Courtesy and manners. • Managing conflict

Year B	Keeping/Staying Safe	Being Responsible	Feelings and Emotions
	<p>This module teaches children about the potential dangers in different environments. They will learn the rules for and practise simple ways of keeping safe and finding help.</p> <p>Specifics covered include:</p> <ul style="list-style-type: none"> • safety in the home • road safety • railway safety • preventing accidents, • personal safety, • managing risks, • sun safety, • internet safety. • Knowing it is not always right to keep secrets if they relate to being safe. 	<p>During our Being Responsible module, children will be able to identify what things they have learnt to do for themselves, what duties they are responsible for daily, and how this will change as they grow. The topics offer children the opportunities to learn how they can help those around them and the importance of taking responsibility for their own actions. Children will also look at how they can set goals to improve their skills in an area of their choice.</p> <p>Specifics covered include:</p> <ul style="list-style-type: none"> • Setting goals, • perseverance and determination, • preventing accidents, • helping someone in need, knowing who to help and the risk of helping someone we do not know well. • stealing and borrowing. 	<p>Our Feelings and Emotions module supports teachers to explore mindfulness. Children have the opportunity to recognise and name a range of emotions and develop an understanding of their physical effects, distinguishing between those that feel pleasant and those that feel unpleasant or uncomfortable. Students will acquire a range of strategies for managing unpleasant/uncomfortable emotions and be able to apply these in real-world scenarios. This module also offers a range of relaxation recordings that can be used to help children manage their feelings</p> <p>Specifics covered include</p> <ul style="list-style-type: none"> • Recognising and managing emotions and feelings including jealousy, worry, anger and grief. • friendships have ups and downs. • That isolation and loneliness can affect children.

Through the science curriculum the children will also learn to:

- recognise and name the main external parts of the human body
- recognise similarities and differences between themselves and others and treat others with sensitivity.
- that animals, including humans, grow and reproduce [lifecycles]
- That humans and animals can produce offspring and these grow into adults
- The needs of babies and toddlers and how our needs change as we grow.

Through the RE Curriculum, children will also learn:

Belonging and communities:

- to understand that they belong to various groups and communities and develop a sense of belonging.
- why families are special for caring and sharing

Year 3 and 4	Autumn Module	Spring Module	Summer Module
Year A	World Without Judgement	Computer Safety*	Our World*
	<p>Creating a world without judgement begins with understanding and respecting others. At 1decision, our A World Without Judgement learning area provides a carefully sequenced, age-appropriate progression that builds pupils' awareness and values year on year.</p> <p>Rooted in British Values, pupils explore democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, developing an understanding of how these shape fair and respectful communities.</p> <p>Specifics covered include:</p> <ul style="list-style-type: none"> • Democracy • Individual Liberty • Rule of the Law • Mutual respect and Tolerance 	<p>Our Computer Safety module helps children to understand the golden rules for staying safe online, how their online activity can affect others, and how to identify other positive and negative aspects of using technology. They will explore the potential outcomes for online bullying, sharing images, and making friends online with people who they do not know. They will also be introduced to a supporting network of helpful organisations.</p> <p>Specifics covered include:</p> <ul style="list-style-type: none"> • Online Bullying • Image Sharing • Making Friends Online • That the internet can contain inappropriate and upsetting content. • The positive and negative content online on their own and others' mental and physical wellbeing. • The benefits of limiting time spent online, the risks of excessive time spent on electronic devices • Why social media and some apps and games are age restricted. 	<p>This module helps children explore the living world through the following 4 themes: Growing in our world Living in our world Working in our world Looking after our world.</p> <p>Specifics covered include:</p> <ul style="list-style-type: none"> • Learning about how to keep your money safe and different ways we can receive money • Identifying the skills you made need in a future job or career • Looking after our planet • Looking after living things • Using the terms reduce, reuse, recycle • Understanding how we can reduce our carbon footprint and the amount of water and electricity we use. • Understanding the needs of a baby • Recognising what you can do for yourself a you get older. • Recognising the ways families are special and unique

Year 3 and 4	Autumn Module	Spring Module	Summer Module
Year A	Keeping/Staying Safe	Being Responsible	Feelings and emotions
	<p>Building on the KS1 Keeping/Staying Safe module, this module continues to support pupils in identifying ways of keeping themselves and others safe. Children will deepen their understanding of the impact and consequences that can happen as a result of their actions, exploring areas such as peer pressure. Children will have the opportunity to create their own documentaries, learn how to risk assess, recognise danger and warning signs, and further their understanding of the dangers that surround them.</p> <p>Specifics include:</p> <ul style="list-style-type: none"> • Cycle Safety [looking at distractions on the road and how our actions can cause others harm] • Peer Pressure [how we can be influenced and pressured to make unsafe choices]. • Water Safety [trespassing and the dangers of swimming in open or unknown waters]. • Railway safety [How to stay safe near railways and level crossings] 	<p>This module helps children to develop a deeper understanding of being responsible for themselves and how their actions can affect those around them. Throughout the topic, the children explore a range of situations that they may face now and in the future, which helps them to gain an understanding of how behaviour can be considerate, sensible, and responsible. They will also have the opportunity to create their own documentaries to teach younger children about being responsible.</p> <p>Specifics include:</p> <ul style="list-style-type: none"> • Coming Home on Time [looking at rules and guidelines children may have to follow] • Looking Out for Others [the responsibility we have if we witness someone being bullied]. • Stealing [taking something from a family member without asking]. 	<p>Building on the KS1 Feelings and Emotions module, this module allows children to explore their own feelings further, as well as the feelings of those around them. Within the topics, there are many opportunities to help pupils gain the skills to manage their emotions positively and to understand how and where to seek help if needed. This module also offers a range of relaxation recordings. Children will create their own documentaries about feelings and emotions.</p> <p>Specifics include:</p> <ul style="list-style-type: none"> • Jealousy [how the feeling of jealousy can arise when someone new is introduced to a friendship group]. • Anger [the ways in which we can manage our emotions when we are unable to do something we wanted] • Worry [feelings a child can experience when faced with changes].

Year 5 and 6	Autumn Module	Spring Module	Summer Module
Year A	Keeping/Staying Healthy	Computer Safety	Growing and Changing [match to science term]
	<p>This module encourages children to research and gain more knowledge about healthy and unhealthy food choices, balanced diets and how our food choices affect our bodies. They will learn about healthy lifestyle choices and the potential dangers of experimenting with cigarettes and alcohol.</p> <p>Specifics include:</p> <ul style="list-style-type: none"> • Healthy Living [looking at how certain types of food can affect our performance in a sports event] • Understanding the importance of a health relationship with food. • Smoking and vaping [how someone can feel pressured in to smoking/vaping]. • Alcohol [the dangers of alcohol and how people can be affected by alcohol in different ways]. • Sun safety 	<p>This module enables the children to deepen their understanding of the negative and positive aspects of using computers and being online, including laws that have been created to protect us. Throughout this module, children will gain the skills and knowledge to enable them to cope in the media generation. Pupils will also have the opportunity to create their own documentaries on computer safety.</p> <p>Specifics include:</p> <ul style="list-style-type: none"> • Online Bullying [the actions we can take if we feel like we are being bullied online]. • Making Friends Online [the dangers of meeting people we have only spoken to online]. • The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • The importance of avoiding putting pressure on others to 	<p>This module covers the expected statutory content for Sex and Relationships Education. Children will have the opportunity to look at how we change and grow, including how we grow at different rates. Children will look at healthy and unhealthy relationships and what to do if they feel worried. This module also includes informative animations on puberty and conception.</p> <p>Specifics include:</p> <ul style="list-style-type: none"> • Appropriate Touch (Relationships) This explores the difficult subject of how relationships can be unhealthy or uncomfortable. • Puberty [this looks at the different changes boys and girls go through during puberty]. • Conception [this looks at how a baby is conceived and the various stages of pregnancy. • marriage and civil partnerships

		<p>share information and images online and strategies to resist peer pressure.</p> <ul style="list-style-type: none">• How online relationships can complement and support meaningful in-person relationships and the reason why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of using online connection.• How to take a critical approach to what you see and read online.• The risks related to online gaming.• How to understand the information they find online from search engines.• Minimum age for joining social media and why some apps and games are age restricted.	
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Year 5 and 6	Autumn Module	Spring Module	Summer Module
Year B	The Working world	A World Without Judgement	First Aid
	<p>The Working World module supports children’s understanding of the world around them, and introduces them to why and how we pay taxes and how these contribute to the services that look after us. Pupil will gain an understanding of how they can contribute to their families and communities now and in the future. Throughout the topic, children will explore many areas including enterprise skills, budgeting, and price comparisons.</p> <p>Specifics include:</p> <ul style="list-style-type: none"> • Chores at Home [this explores the responsibilities that children may have now and in the future. • Enterprise [This looks at how children can help pay for items they would like]. • In-App Purchases [This provides a subtle introduction to debt and looks at paying for items through apps or games]. 	<p>This module supports children in exploring and celebrating the diverse world in which we live. Pupils will have the opportunity to research British values and the laws that exist to protect us. This module helps children to focus on people’s strengths, celebrate differences, and understand that everyone has the right to live the life they choose as long as they are not hurting others. The topics look at discriminating against others due to disability, same sex marriage, and differences within religion.</p> <p>Specifics include:</p> <ul style="list-style-type: none"> • Breaking Down Barriers [This explores removing barriers and supporting those who have physical disabilities. • Inclusion and Acceptance [This explores the topic of a child having same sex parents]. • British Values [This looks at how we can be inclusive and ensure everyone’s beliefs and needs are respected]. • Marriage and civil partnerships 	<p>This module offers a series of videos with dual endings, which provide students with basic first aid knowledge. Throughout the topics, students will explore many areas including breathing difficulties, basic life support, severe bleeding, and head injuries, and will gain an understanding of how they can support a casualty in a first aid emergency situation, including calling for appropriate help.</p> <p>Specifics include:</p> <ul style="list-style-type: none"> • Identifying the signs and taking the correct steps for seeking immediate medical help in the event of: • Asthma attacks • Choking • Anaphylaxis • Head injuries • Seizures • Severe bleeding • Broken bones • Scalds and burns • Heart attacks.

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In the Reception class the children will be taught Relationships Education and Health Education through the PSED and other strands of the Early Years Developmental Matters. For example, they will learn about lifecycles and how young animals grow. They will learn about how we look after babies and toddlers and their needs change as they grow. They will find out about and identify some features of living things and look closely at similarities and differences, patterns and change. They develop skills to make sensible choices, form friendships and think about relationships with others. They develop a sense of right and wrong, considering the consequences of their words and actions for themselves and others. They learn to manage their own personal hygiene and begin to recognise the importance of keeping healthy.

Appendix 4 Key changes to the RSHE Guidance in 2025/2026

- **A Stronger Focus on Everyday Safety.** New teaching requirements on water, road, fire and railway safety.
- **Body Awareness.** Pupils must be taught the correct terminology for body parts to avoid ambiguity or misinterpretation for reasons of safety and safeguarding,
- **Emphasising Wellbeing in a Digital World- Online Safety and Harm.** The new expectations recognise that children’s emotional health is often shaped by their digital interactions and how online activity can affect mood, confidence, and social connections. This includes supporting pupils in understanding screen time balance, online pressures, age restrictions, handling peer influence online, deep fakes, scams and knowing when to seek help. This shift reflects a wider recognition that digital life is inseparable from daily life and that wellbeing online is just as important as wellbeing offline.
- **Mental Health and Emotions.** More focus on grief, loss and loneliness. The aim is not to introduce heavy or distressing content, but to help children build empathy, resilience, and coping strategies. Lessons will give pupils the language to talk about loss and isolation in age-appropriate ways, supporting emotional literacy and mutual care across the school community. There is also more focus on assertiveness skills, building resilience and emotional regulation.
- **Key Updates on Inclusivity and Families.** Greater expectations for teaching about diverse families, including those with same-sex parents.

- By expanding the focus on real-world safety, digital wellbeing, and emotional awareness, the updated framework helps ensure that every child gains the skills and understanding they need to make safe and informed choices. The scheme we use [1 Decision], has been revised to align with the national expectations and make teaching RSHE both engaging and effective

- **Developing Consistent Teaching and Sequencing**
- Beyond content, the updated RSHE guidance also provides useful direction for schools when it comes to **curriculum sequencing** ensuring that knowledge builds logically across year groups. This helps teachers deliver lessons in a clear, progressive order, enabling pupils to develop a deep, connected understanding of key concepts rather than treating topics in isolation. This is embedded in our long term planning for PSHE,

- The guidance also encourages schools to strengthen **pupil voice**, allowing children to contribute to how RSHE is delivered. This ensures lessons remain engaging, relevant, and responsive to pupils’ experiences.