



Maids Moreton CE School

Personal, Social, Health and Economic Education Policy (PSHE)

School ethos/ rationale.

Personal, Social, Health and Economic Education is a distinct curriculum subject and has both statutory and non-statutory elements as defined by the DfE. High quality PSHE education supports pupils' personal, social, health and economic development, and helps to give them the knowledge, skills, strategies and attributes to make informed choices and decisions about the different opportunities and challenges life presents. Pupils will learn about relationships, health and wellbeing, keeping safe, managing their off and online lives, living in the wider world and financial education at an age appropriate level. Providing a high quality PSHE curriculum gives pupils opportunities to explore issues that are real and relevant to them in their daily lives in a safe and managed environment. At Maids Moreton CE School, we therefore believe that a clearly planned and implemented PSHE curriculum is essential for all pupils.

The aim of this policy is to:

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching PSHE Education
- Help parents and carers to understand PSHE Education and support them to work with their child to secure the very best outcomes for all pupils
- Demonstrate how our school meets legal requirements with regards to teaching Relationships Education, Sex Education and Health Education.

The legalities

At Maids Moreton CE School we teach the statutory parts of PSHE – Relationships education and Health Education (please see our Relationships and Health Education Policy) through our PSHE curriculum. We teach sex education to our pupils when they reach Upper Key Stage 2. [Year 5 and Year 6]. We do cover ‘Being Safe’, in Key Stage 1 as an aspect of the statutory Relationships Education curriculum which includes learning related to privacy and safeguarding.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 [updated 2021], made under sections 34 and 35 of the Children and Social Work Act 2017, made Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools.

We comply with the 2026 ‘Relationships Education, Relationships and Sex Education(RSE) and Health Education statutory guidance issued by the DfE

https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RS_E_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.

- **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.

Sex Education

Whilst primary schools are not mandated to provide sex education, it is recommended, so we offer this as part of our PSHE curriculum for Upper Key Stage 2 in addition to the statutory elements of sex education contained in the science curriculum. We are required to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

It is the statutory responsibility of the governing body to ensure the school has a compliant and up to date Relationships and Sex Education policy.

The Curriculum

Intent

We aim to provide high quality PSHE provision that will support pupils to develop life skills which will enable them to manage change, make healthy and safe choices, build character and be resilient, reflective and responsible members of society.

Our PSHE provision has been designed to be age appropriate, whilst being sensitive to the needs of our whole school community to ensure PSHE provision gives our pupils an education which will support them both now and in the future.

Our PSHE provision is underpinned by the 2010 Equalities Act and provides an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no pupil feels excluded and teach pupils to understand, respect and celebrate difference and challenge stigma.

Our PSHE provision extends beyond the curriculum and includes themed days / weeks, assemblies and fully supports our school's ethos and values. PSHE is part of our school's broad and balanced curriculum supporting spiritual, moral, social and cultural education, citizenship, equalities, and safeguarding.

The personal, social, health and economic development of our pupils is a vital element of education and we aim to work collaboratively with parents/ carers to ensure our children are well informed and supported to make healthy, safe and positive choices in all aspects of their daily lives.

Implementation

At Maids Moreton CE School statutory Relationships Education and Health Education are taught as part of a structured PSHE curriculum. We also teach Economic Education and relevant themes to support our pupils to manage their lives both now and in the future.

At Maids Moreton CE School we use the 1 Decision PSHE scheme of work for the planning and delivery of PSHE throughout the school. The programme of study is adapted to provide a relevant and age appropriate curriculum. We provide a spiral curriculum to ensure pupils are taught key aspects of PHSE at a relevant and age appropriate level and in line with their continuing personal, social and emotional

development. The scheme of work for PSHCE will provide a progression of skills and concepts and provide a framework for a programme of learning, which will build on previous knowledge.

At Maids Moreton CE School, PSHE is a taught subject. PSHE is timetabled in termly six week blocks and delivered by class teachers. The PSHE curriculum has been designed to help pupils develop their knowledge and skills over time, embedding learning to ensure pupils receive a relevant and age appropriate education to support them in their lives now and in the future. PSHE is taught in units and the themes and knowledge organisers are available to view on the school website.

Impact

- PSHE provision provides pupils with well-chosen opportunities and contexts to explore and embed new knowledge that can be applied confidently in real life situations.
- Pupils are able to form healthy, happy relationships with other children and adults and recognise the features of unhealthy relationships and have strategies to challenge negative behaviour of others and seek help when needed
- Pupils know how and when to ask for help and where to access support
- Pupils are well informed and recognise the risks they may encounter both on and off line and are able to make safe choices
- Pupils are enabled to take responsibility for their actions and understand the implications and consequences of their own decisions
- Pupils are well prepared for the next steps of their lives
- Pupils have the knowledge, skills and attributes to live healthy, happy lives
- Pupils understand and respect differences between themselves and others

Relationships Education

Our PSHE curriculum covers statutory Relationships education (please see our Relationships, Sex Education and Health Education Policy for further details). Relationships Education in primary schools focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. By the end of primary school pupils will have been taught content on:

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

Pupils will be taught Relationships Education from the start of Key Stage 1 at an age appropriate level. Further details on what we are required to teach can be found in our Relationships, Sex Education and Health Education Policy.

Sex Education

We teach Sex Education to our Upper Key Stage 2 pupils. This is an important and recommended aspect of the curriculum. As a non-statutory element of PSHE parents / carers have the right to withdraw their child from designated sex education lessons. We encourage parents and carers to talk through any concerns they may have and make an informed choice about whether to exercise the right to withdraw their child. Please see our Relationships, Sex Education and Health Education Policy.

Health Education

We deliver statutory Health education through our PSHE curriculum. Health Education aims to teach pupils about physical and mental wellbeing and give pupils the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue with regards to themselves and others. Pupils will be taught how to seek support as early as possible and from a safe and trusted source. By the end of primary school [Year 6], pupils will have been taught content on:

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping.

- Health protection and prevention
- Personal Safety
- Basic first aid
- Developing Bodies*

*The developing bodies education is part of the statutory Health Education curriculum and is mandatory for all pupils. This is taught in Upper Key Stage 2. [Year 5 and 6]. We will teach the correct scientific names of all body parts. Introducing the scientific names of genitalia is recommended by the NSPCC, the PSHE Association and is recognised good practice, supporting the safeguarding of pupils.

Further details on what we are required to teach can be found in our Relationships, Sex Education and Health Education Policy.

Living in the wider world/Economic Education

Our PSHE curriculum covers Economic Education and Living in the Wider World. Pupils will learn about managing money, saving and enterprise skills and climate change).

Managing difficult Questions and confidentiality

In PSHE pupils learn about personal safety and the law. Should a pupil make a disclosure to a member of staff this will be reported to a designated safeguarding lead and followed up in accordance with our safeguarding disclosure procedures. Please see our safeguarding policy on the school website for further information.

All aspects of PSHE are underpinned by shared and understood ground rules **[see appendix 2]** with lessons being delivered in a safe and well managed environment. To ensure the content and delivery of PSHE education is appropriate and relevant to our pupils we use simple baselines to ascertain what pupils already know, before moving their learning on. Distancing techniques are used in PSHE education, which provide depersonalised examples which support children to explore what is being taught without sharing their own personal experiences in the lesson. Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis.

Opportunities are made available for pupils who do not feel confident to ask questions or wish to have a separate conversation with a member of staff. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

We also respect that some questions are better addressed at home with parents/ carers and the school will share information with parents/carers on an individual basis should the need arise.

Whilst it is vital to have trust and openness we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures

Pupils with Special Educational Needs and Disabilities (SEND)

PSHE 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.

Equal opportunities

In line with our Equal Opportunities Policy, all pupils have equal access to a broad, balanced and relevant PSHE curriculum irrespective of gender, ethnicity, religion, language, cultural background, disability, social circumstances and aptitude.

Working with outside agencies and visiting speakers

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.

Working with parents

It is vital that parents and carers know what is being taught and how to support their child/children. The PSHE curriculum overview is published on the school website along with the PSHE policy, and RSE or Relationships policy and Sex education and Health education policy.

Appendix 1 shows what is being taught by year group.

We have an open door policy for any parents/ carers who wish to find out more about our PSHE provision. We consult with parents and carers to ensure we all work together for the greatest benefit of the children. We understand that parents and carers may wish to approach the school to access help with concerns they may have about their child and where they can go to obtain further support.

Our PSHE policy and PSHE curriculum overview can be found on the school website. We welcome and encourage parents and carers to speak with the class teacher or the head teacher to discuss any aspect of the PSHE curriculum or to raise any concerns they may have regarding this vital area of education.

Parents and carers are **only** entitled to withdraw their child from designated Sex education lessons (please see the Relationships, Sex education and Health Education policy for further details) and there is no right to withdraw from PSHE which includes statutory Relationships Education and Health Education. The science curriculum also includes content on human development, including reproduction, for which there is no right to withdraw from. We highly recommend all students receive the full PSHE curriculum.

Links Across the Curriculum

PSHE will be taught as a discrete subject with the priority being the sequential acquisition of hierarchical knowledge and skills. Links between subjects will be made where there is positive benefit to the quality of teaching and learning. These will always be purposeful and relevant and not contrived or tenuous. Sometimes PSHE will be taught in combination with other subjects such as science [humans], computing [e-safety] or geography [the environment].

Continuity and Progression

Children in the Early Years Foundation Stage will be introduced to PSHE through the Early Years Foundation Stage Framework within the *Personal Social and Emotional development* strand. In Key Stage 1 and 2 the school planning will follow the Programmes of Study for set out in Appendix 1. Throughout the school, we have adopted the 1 Decision scheme of work to deliver our PSHE curriculum.

In Key Stage 1 and 2, we have designed our Curriculum over a 2 year rolling programme for our three classes: KS1, Lower Key Stage 2 and Upper Key Stage 2. Regardless of whether children start on Year A or B of the rolling programme, they will acquire the cumulative skills, knowledge and vocabulary required for the next stage of their learning in a logical sequence. We have ensured that the units taught in Upper Key Stage 2, build upon those taught previously in lower Key Stage 2 and Key Stage 1. We have also ensured that where relevant a cross curricular approach will be applied, e.g. the Keeping Healthy unit in PSHE will be taught alongside the science unit on exercise, health and nutrition in Key Stage 1. As such our PSHE curriculum is rigorous and coherent, promoting a clear and explicit progression in teaching and learning, ensuring fluency and avoiding gaps in learning. This is mapped out in our whole school subject progression and key vocabulary documents.

Knowledge Organisers

At Maids Moreton, our aim is for our pupils to have a solid grounding in the fundamentals of each unit within each national curriculum subject, developing the skills, knowledge and vocabulary required for each stage of their schooling. We want them to make connections in their learning, know more, remember more and be able to do more. We use knowledge organisers to support this aim. Each organizer poses questions, identifies the key facts and information that children need to have learned by the end of a unit and provides a list of technical vocabulary with definitions. They are a valuable tool in supporting children in making links, retaining and retrieving knowledge for life-long learning.

Assessment

In PSHE and citizenship there are two broad areas for assessment:

- Children's knowledge and understanding, for example, information on health, understanding of rules.

How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships

We use assessment to inform and plan our teaching and monitor and compare standards across all national curriculum subjects. At Maids Moreton we assess children's learning both formatively and summatively.

Formative assessment

In PSHE we make informal judgements based on observations during lessons, written and graphic responses.

Summative assessment

In Key Stage 1 and 2, at the end of a unit of work the teacher makes a summary judgement about each child's achievements in relation to the criteria set for the particular unit of work. This is recorded on the school tracking system. This forms the basis for assessing the achievement of each child and enables children who are under performing and children who demonstrate high ability, to be identified and supported. Subject leaders will also analyse this data and use it as one of the tools for monitoring standards in their subject and identifying any areas for improvement, such as staff training needs in a particular area.

In EYFS, teachers will identify formative and summative assessment opportunities related to the Early Years Foundation Stage Framework for *Personal, social and emotional development*.

Recording and Reporting

Recording and reporting will provide opportunities for teachers, parents and children to discuss achievement. Each teacher will maintain records of children's achievement in accordance with the agreed school procedures, according to the school's Assessment, Recording and Reporting policy. The child's progress is discussed with parents/carers at termly Parents' Evenings. A detailed written report for parents is

provided for each child at the end of each school year. Staff are always available to talk to parents regarding their child's performance in this subject should the need arise at other times during the year.

Role of Subject Leader

The subject leader is responsible for providing a strategic lead and direction for their subject in the school. She is responsible for long and medium term planning to ensure full, sequential coverage of the EYFS Foundation Stage Framework and the National Curriculum for Key Stages 1 and 2. She will have due regard for breadth and balance whilst ensuring the hierarchical building of knowledge, skills, vocabulary and concepts year on year. She is responsible for monitoring standards and the quality of teaching and learning in her subject. This includes lesson observations, pupil voice, monitoring of planning, analysis of assessment data, and work scrutiny. The subject leader is also responsible for supporting colleagues in the teaching of her subject and being informed about current developments. The subject leader gives the Head teacher an annual action plan which takes into account the strengths in the subject and indicates areas for further improvement. She is also responsible for the audit and housekeeping of resources as well as updating resources as and when appropriate.

Roles and Responsibilities

The Governing Body will approve the policy and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring PSHE is taught consistently across the school and for managing requests with regards to the parental right to withdraw from non-statutory Sex Education.

The PSHE lead is responsible for leading and managing the subject. Teachers are responsible for delivering PSHE.

Pupils are expected to fully engage with PSHE provision and treat other with respect.

Monitoring and Evaluation

PSHE provision will be monitored and evaluated by the PSHE lead, Head teacher and Governors in line with the monitoring cycle agreed by the school. The PSHE policy will be reviewed annually.

To ensure staff are confident to deliver all aspects of the PSHE curriculum, access training will be made available and in accordance with the school's CPD programme for staff development

The teaching and learning of PSHE will be monitored and evaluated termly by:

- reviews of the quality of teaching and learning in PSHE e.g. through work and planning scrutiny, lesson observations and discussion with staff and pupils.
- analysis of data to monitor pupil progress and attainment.
- consultancy with advisory staff as required.

Resources

Children will use a variety of resources when involved in PSHE activities, primarily based on the 1 Decision scheme of work. The school makes use of topic themed library collections from the Bucks School Library Service to support teaching and learning. Visits and visitors also support the delivery of the curriculum. Curriculum forecasts and knowledge organisers keep parents informed of current PSHE topics. There is an annual review of resource needs for PSHE by the subject leader. This leads to a prioritised list of requirements to be funded within the school budget plan for the financial year.

Health and Safety

High regard is always given to the health, well-being and safety of the children. The children are taught to handle any equipment with respect and given instruction for its correct usage. Where children are to participate in activities outside the classroom, a risk assessment is carried out prior to the activity to ensure the activity is safe and appropriate for all pupils. The health and safety of the children on visits to support the PSHE curriculum will be in accordance with the School Visits and Journeys Policy

Useful information for parents

The designated Safeguarding section on our school website provides a wealth of information for parents.

Linked policies

Safeguarding Policy

Anti -Bullying Policy

Relationships Education Policy, Sex Education and Health Education Policy

Child Protection Policy

E-Safety Policy

Policy development

This policy has been written by the head teacher, following national and local guidance. The policy has been consulted on with the PSHE lead, the staff, parents and Governors and is available to access on our school website or from our school office as a hard copy.

Policy Written by: Keira Ainsworth

Date: June 2026

Ratified by Governors: September 2026

Review Date: September 2029

Appendix 1: 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	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 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 <ul style="list-style-type: none"> • 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

Teaching and Learning in the Early Years Foundation Stage at Maids Moreton CE School.

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.

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. 	<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

		<ul style="list-style-type: none">• The importance of avoiding putting pressure on others to share information and images online and strategies to resist peer pressure.• 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.

Appendix 2

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 PSHE 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.

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.

Appendix 3

DEF information from statutory guidance

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 (currently 13), 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.

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 4. Weblinks:

Relationships and sex education (RSE) and health education

https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RS_E_and_health_education_for_intro_1_September_2026.pdf

Relationships Education

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

Physical Health and mental wellbeing.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary>