

The Richard Pate School



Relationships, Sex and Health Education Policy

September 2026

Trustees sign off 28 September 2026

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1. Introduction

1.1 This policy was produced by The Richard Pate School staff and Governors following a period of consultation with pupils and parents/carers.

1.2 RSHE develops personal, social and health knowledge, skills and understanding so that young people can navigate childhood and adulthood with confidence. It promotes positive relationships and personal attributes such as perseverance, honesty, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

2. Aims and Ethos of Relationships, Sex and Health Education (RSHE)

At The Richard Pate School, our RSHE provision reflects our core values: Aim High, Be Kind and Be Brave. We are committed to delivering a high-quality, inclusive curriculum that supports every child to grow into a confident, respectful and resilient individual.

2.1 Aims of RSHE

The aims of Relationships, Sex and Health Education the Richard Pate School are to:

- Provide a safe, supportive framework in which sensitive discussions can take place
- Prepare pupils for puberty, including an understanding of physical development, health and hygiene
- Help pupils develop self-respect, confidence, empathy and emotional resilience
- Create a positive and respectful culture around relationships and growing up
- Teach pupils the correct vocabulary to describe their bodies and emotions
- Equip pupils with the knowledge and skills to make informed decisions about their wellbeing, health and relationships

Through these aims, we encourage pupils to aim high in their personal development, be kind in their relationships with others and be brave in expressing themselves and seeking support when needed.

2.2 Rationale and Ethos

We believe RSHE is a vital part of our pupils' education because it:

- Equips children with the knowledge and understanding to make informed decisions about their wellbeing, health and relationships
- Builds self-efficacy, resilience and the confidence to face challenges and manage risk
- Helps pupils know how and when to seek help and access appropriate support
- Supports children in navigating the complexities of relationships in the present, not just preparing them for the future
- Has, at its core, the aim of keeping children safe from harm as they develop and grow

RSHE at The Richard Pate School is delivered in partnership with parents and carers, recognising the important role that families play in reinforcing learning and supporting children both offline and online.

We are committed to ensuring that RSHE is inclusive and accessible to all pupils, including those with special educational needs and disabilities (SEND), through differentiated, age-appropriate and sensitive teaching

2.3 Intended Outcomes for Pupils

Through our RSHE curriculum, pupils will:

- Understand the characteristics of positive relationships, including friendships, family relationships and relationships with others
- Develop respect for personal space and boundaries, recognising appropriate and inappropriate physical contact
- Know how to recognise and report concerns or abuse, including emotional, physical and sexual abuse
- Treat others with kindness, respect and consideration, including in online environments, understanding privacy and consent
- Develop the ability to express their emotions, build friendships and support their own mental wellbeing
- Demonstrate our school values by showing kindness, integrity, resilience and a sense of fairness and justice
- Understand how the Equality Act 2010 relates to them, and recognise and challenge discrimination
- Think critically and independently about relationships, choices and influences

3. Legislation and Statutory Requirements

The Richard Pate School is an independent school and therefore complies with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (DfE, updated 2025 for implementation from September 2026). This guidance is issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, require that:

- Relationships Education is compulsory for all primary-aged pupils, including those in independent schools

- Independent schools must meet the requirements for Personal, Social, Health and Economic education (PSHE) under the Education (Independent School Standards) Regulations 2014

As an independent school, The Richard Pate School delivers RSHE within a broad and balanced PSHE curriculum, ensuring that pupils are prepared for the opportunities, responsibilities and experiences of life in British society, and that their spiritual, moral, social and cultural (SMSC) development is supported.

In line with statutory expectations:

- We teach Relationships Education and age-appropriate Health and wellbeing content
- We recognise that Sex Education at primary level is non-statutory; however, at The Richard Pate School we provide a carefully planned and age-appropriate lesson in Year 6 (“Let’s Talk About Sex”) to support pupils’ understanding of growing up. This lesson is delivered sensitively, using correct scientific vocabulary, and covers topics such as sexual relationships, consent, the law and basic contraception in line with our school ethos and safeguarding principles.
- We ensure RSHE is delivered within a strong safeguarding framework, in accordance with Keeping Children Safe in Education (KCSIE)
- We maintain an up-to-date RSHE policy and ensure that parents are informed and consulted about the curriculum

To support transparency and partnership with families, we provide opportunities for parents and carers to engage with our RSHE curriculum, including sharing curriculum information and responding to questions.

This RSHE policy should be read alongside, and is supported by, the following school policies:

- PSHE Policy
- Safeguarding (Child Protection) Policy
- Anti-Bullying Policy
- Equality Policy and Statement
- Teaching and Learning
- E-Safety (Acceptable use of IT)
- Behaviour
- SEN and Disabilities

4. Policy Development

This policy has been developed in consultation with staff, pupils and parents/carers at The Richard Pate School to ensure it reflects the needs and values of our school community.

The development process included the following steps:

1. Review: Relevant national guidance and best practice were carefully reviewed and a draft policy was prepared by appropriate members of staff.
2. Staff Training and Consultation: Staff received training to support their understanding of RSHE requirements and were given the opportunity to review the policy and contribute feedback to ensure confidence and consistency in delivery.
3. Pupil Consultation: The School Council was consulted to gather pupil voice, ensuring that the RSHE curriculum reflects pupils' experiences, questions and needs in an age-appropriate way.
4. Parent Communication: Information about the policy and RSHE curriculum was shared with parents and carers, providing transparency and the opportunity for awareness and engagement.
5. Ratification: Following feedback and any necessary amendments, the policy was reviewed and formally ratified in line with the school's governance procedures.

5. Definitions

Relationships, Sex and Health Education (RSHE) at The Richard Pate School is concerned with the emotional, social and cultural development of pupils. It includes learning about relationships, sexual health, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing factual information and providing opportunities for pupils to explore values, attitudes and questions in a safe and supportive environment. It is not about the promotion of sexual activity.

5.1 Relationships Education

Relationships Education focuses on teaching pupils about positive and respectful relationships, including:

- Families, recognising that these can take many different forms
- Friendships and respectful behaviour
- Online relationships and staying safe in digital environments
- Safeguarding, including developing the vocabulary and confidence to report concerns such as physical, emotional, sexual abuse or neglect

Pupils are taught that they have a responsibility to treat others with kindness, consideration and respect, including understanding privacy, permission and appropriate behaviour both offline and online.

Key concepts developed through Relationships Education include:

- Identity and self-awareness
- Risk, safety and safeguarding
- Diversity, equality and inclusion
- Rights, responsibilities and consent
- Change and resilience
- Power, including bullying and peer influence
- Online safety

There is no right to withdraw from Relationships Education.

5.2 Sex Education

Sex Education is not compulsory at primary level. At The Richard Pate School, we provide a carefully planned, age-appropriate lesson in Year 6 (“Let’s Talk About Sex”) as part of our RSHE provision.

This lesson supports pupils to understand:

- What a sexual relationship is and who can legally have one
- The concept of consent
- Basic information about contraception
- How to recognise and respond to unacceptable physical contact

This content is delivered sensitively, using correct scientific vocabulary and in line with our school values and safeguarding approach.

The National Curriculum for Science is also taught, which includes learning about reproduction in plants and animals.

Health Education

Health Education supports pupils in understanding and managing their physical and mental wellbeing. It helps children to develop the knowledge, skills and attitudes needed to live healthy, safe and balanced lives.

This includes:

- Understanding how to care for physical and mental health

- Making informed choices about food, exercise and daily routines
- Recognising and managing risks, both offline and online
- Knowing how to seek help and support when needed
- Learning about substances such as drugs, alcohol, tobacco and vaping, focusing on awareness and informed decision-making
- Developing practical life skills such as basic first aid and responding to emergencies
- Understanding how to stay safe in different environments (e.g. roads, water, railways)

Pupils are also supported to understand how their bodies grow and change, including puberty and menstruation, so they feel prepared and confident as they develop.

There is no right to withdraw from Health Education.

6. National Curriculum Science- Primary

6.1 At The Richard Pate School, the Science curriculum reflects the expectations of the Key Stage 1 and Key Stage 2 National Curriculum. Pupils are taught about:

- The main external parts of the human body
- The growth and development of humans from birth to old age, including the changes experienced during puberty
- Reproduction in plants and animals
- The importance of exercise, nutrition and healthy lifestyles
- The effects of diet, drugs and lifestyle on the functioning of the body

This scientific learning is delivered in an age-appropriate and structured way and supports pupils' understanding within RSHE by providing a clear and factual foundation.

6.2 These areas are taught as part of the school's broad and balanced Science curriculum, ensuring progression in knowledge and understanding across year groups and supporting pupils as they develop an understanding of their bodies and how they change over time.

There is no right to withdraw from the National Curriculum Science content.

7. Curriculum

- At The Richard Pate School, our RSHE curriculum forms an integral part of our wider Personal, Social, Health and Economic (PSHE) education and Personal Development provision.
- We primarily use resources published by Twinkl, which are aligned with the PSHE Association Programme of Study. This programme is widely used by schools in England and is recommended by the Department for Education, ensuring that our curriculum reflects current guidance and good practice. We also draw upon additional high-quality

resources from Gloucestershire Healthy Living and Learning (GHLL) to further support and enhance our provision, particularly in relation to health, wellbeing and safeguarding.

- Our RSHE curriculum and PSHE overview is set out in Appendix 1. It is designed to be flexible and may be adapted where appropriate to respond to the needs of individual pupils, cohorts or emerging issues.
- The curriculum has been developed in consultation with staff, pupils and parents/carers, taking into account the age, developmental stage, needs and feelings of our pupils. Where pupils ask questions beyond the planned curriculum, teachers respond in a sensitive, age-appropriate manner to ensure pupils feel supported and do not seek potentially unreliable information elsewhere.
- RSHE is embedded within our wider curriculum and is closely linked to learning across subjects, including Science, Physical Education, Computing and SMSC development, supporting pupils' understanding of relationships, health and personal safety.
- Our curriculum aims to develop pupils' knowledge, skills and understanding so they can navigate friendships, challenges and change with confidence. It promotes positive relationships and personal qualities that reflect our school values, including kindness, respect, integrity, resilience and a sense of justice, encouraging pupils to *Aim High, Be Kind and Be Brave*.
- We ensure that our RSHE curriculum is inclusive and responsive, with adaptation where needed to support pupils with additional needs, working in partnership with parents and, where appropriate, external agencies.
- Parents and carers are able to access information about the curriculum and view materials on request, supporting openness and partnership between home and school.

8. Delivery of RSHE

At The Richard Pate School, RSHE is delivered through a planned and progressive programme within our Personal, Social, Health and Economic (PSHE) education and Personal Development curriculum, supported by other areas of the wider curriculum.

8.1 Curriculum Structure and Organisation

RSHE is primarily taught through timetabled PSHE lessons, alongside learning in other curriculum areas. From Year 1 to Year 6, PSHE is delivered for approximately 30 minutes per week or 60 minutes on alternate weeks. In the Early Years Foundation Stage (EYFS), learning is delivered through the Early Years Statutory Framework, where personal, social and emotional development underpins children's learning and development.

Our programme of study is based on three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

Planning is supported by the Twinkl scheme of work, supplemented by resources from Gloucestershire Healthy Living and Learning (GHLL). Long-term and medium-term planning follow a structured progression, while allowing flexibility to respond to emerging themes, pupil needs and local or national priorities.

8.2 Content and Approach

Biological aspects of RSHE are taught within the Science curriculum, while wider aspects of relationships, wellbeing and safety are addressed through PSHE, assemblies, and cross-curricular links including Computing, PE and SMSC development.

Relationships Education focuses on the fundamental building blocks of healthy relationships, including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life, ensuring that there is no stigmatisation of pupils based on their home circumstances. We recognise and respect that families can take many forms, including single-parent families, families with same-sex parents, families led by grandparents, adoptive or foster families and others. We are also sensitive to children who may have different support structures, including looked-after children and young carers.

At The Richard Pate School, we also provide an age-appropriate Sex Education lesson in Year 6 (“Let’s Talk About Sex”), which builds on prior learning and prepares pupils for the next stage of their education. In addition, Year 6 pupils are taught a range of broader life skills and awareness topics to support their transition to secondary school and the wider world. These include discussions around misogyny and respect, understanding dementia, introductory CV writing skills and the importance of voting and democratic participation.

8.3 Teaching Approach

Teaching and learning take place in a supportive and inclusive environment, using a range of approaches such as:

- Whole-class discussions
- Circle time
- Role play and scenario-based learning

- Collaborative group work

Staff establish clear ground rules to ensure a safe, respectful and non-judgemental climate, enabling pupils to participate with confidence while understanding appropriate boundaries.

We are mindful of legal requirements, ensuring that teaching remains balanced and does not condone or encourage illegal activity, including violence, criminal damage, hate crime, terrorism or the misuse of drugs.

8.4 Resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

8.5 Accessibility & Inclusion

At The Richard Pate School, we are committed to ensuring that RSHE is fully accessible to all pupils, including those with special educational needs and disabilities (SEND) and those identified as more able. Our approach ensures that all pupils can engage meaningfully with the curriculum and make progress appropriate to their individual starting points. Teaching is carefully planned to provide appropriate challenge and support for all learners. Through effective questioning, differentiation and adaptation, teachers ensure that pupils are supported or extended as needed, enabling both the most and least able to benefit from RSHE.

Particular care is taken to ensure that pupils with SEND:

- Are able to access lessons through adapted resources and teaching approaches
- Receive appropriate adult support where required
- Are given sufficient time and opportunities to understand key concepts
- Are supported in a way that is sensitive to their individual needs and experiences

Teachers ensure that pupils with an Education, Health and Care Plan (EHCP) are supported appropriately within lessons, in line with their individual targets and provision.

SEND pupils are clearly identified within planning documentation (including the Topic Teaching Order), and the needs of pupils with My Plans are carefully considered when planning and delivering RSHE lessons.

Our inclusive approach ensures that all pupils can develop their understanding, confidence and skills in relation to relationships, health and wellbeing, enabling them to participate fully and safely in school life.

9. Use of External Organisations & Materials

At The Richard Pate School, we may from time to time use external organisations, visitors or materials to enrich our RSHE provision. This may include contributions from organisations such as the NSPCC, or the use of nationally recognised campaigns and guidance to support pupils and families- for example, information relating to online safety, responsible technology use, and the impact of smartphones and digital media on children's wellbeing.

The school remains fully responsible for all content delivered to pupils, including that provided by external agencies. We ensure that any external input supports, and does not replace, the planned curriculum delivered by school staff.

We will ensure that any external organisation and the materials they use are appropriate, carefully selected and in line with our legal duties, including maintaining political impartiality and upholding the fundamental British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs

9.1 Quality Assurance and Safeguarding

When working with external organisations, we will:

- Carry out appropriate checks to ensure the organisation's approach to RSHE is balanced and suitable
- Ensure all materials and content:
 - Are age-appropriate
 - Are aligned with pupils' developmental stage
 - Comply with:
 - This RSHE policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998

- The Education Act 1996
- Only work with organisations where we have full confidence in their professionalism, approach and resources
- Ensure that any contribution supports the intended learning outcomes of the curriculum
- Review materials in advance and, where appropriate, seek feedback from other schools or settings
- Be clear about:
 - The content to be delivered
 - The organisation's position on relevant issues
- Request and review materials before delivery
- Be aware of the named individuals delivering sessions and follow appropriate safeguarding procedures
- Carry out basic checks (including online searches) to identify any potential concerns
- Ensure compliance with data protection requirements, including how any images or personal data may be used
- Ensure that a member of school staff is always present during sessions with external speakers
- Make clear that staff have the right to pause or stop a session if concerns arise
- Share relevant information with parents and carers, including guidance or signposting (for example, around online safety or managing children's use of technology)

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

10. Roles & responsibilities

10.1 Governing Body

The Governing Body is responsible for:

- Holding the Headteacher to account for the implementation of this policy
- Ensuring that RSHE is well-led, effectively managed and appropriately planned
- Monitoring that provision is regularly reviewed and evaluated
- Ensuring that RSHE is accessible to all pupils, including those with SEND
- Ensuring that clear and appropriate information is provided to parents and carers
- Confirming that RSHE is adequately resourced, staffed and timetabled, and that the school meets its legal obligations

10.2 Headteacher and RSHE Leadership

The Headteacher, supported by the RSHE/PSHE Curriculum Co-ordinators, is responsible for:

- Ensuring that RSHE is taught consistently across the school
 - Making sure that staff, parents and carers are informed about the policy and curriculum
 - Organising and supporting high-quality staff training to ensure effective delivery
 - Monitoring the implementation of the RSHE curriculum and reporting to governors
 - Liaising with any external agencies or visitors, ensuring all contributions align with this policy
 - Ensuring pupils know who they can go to for support, including relevant staff such as the Safeguarding Team
 - Managing any requests relating to withdrawal from non-statutory elements of RSHE
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10.3 PSHE and Relationships Education Curriculum Co-ordinators

At The Richard Pate School, the Curriculum Co-ordinators for PSHE and Relationships Education are:

- Mrs K. Jones (Pre-Prep)
- Mrs J. Miller-Howell (Pastoral & DSL)
- Mrs H. Pearce (Juniors)

They are responsible for:

- Leading and promoting RSHE and PSHE across the school
 - Supporting staff in planning and delivering high-quality lessons
 - Monitoring, reviewing and managing resources to ensure effectiveness
 - Keeping up to date with national guidance and training, and sharing this with colleagues
 - Leading curriculum development and staff discussions
 - Reporting on progress and identifying priorities for development
-

10.4 Teaching Staff

All teaching staff are responsible for:

- Delivering RSHE in a sensitive, inclusive and age-appropriate way
- Modelling positive attitudes and respectful relationships
- Responding to the needs of individual pupils
- Supporting pupils' wellbeing and ensuring they feel safe and comfortable in school
- Working within this policy to ensure consistency in practice

All staff play a vital role in helping pupils to develop positive relationships and a strong sense of safety and belonging within the school community.

Staff do not have the right to opt out of teaching RSHE. Any concerns should be discussed with the Headteacher.

10.5 External Visitors

External visitors may support RSHE delivery where appropriate. The school will ensure that:

- All visitors are appropriately vetted and briefed
 - Materials and content are checked in advance and align with this policy
 - Sessions are age-appropriate, inclusive and educational
 - A member of school staff is present at all times
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10.6 Parents and Carers

Parents and carers play a key role in supporting RSHE. They will:

- Receive clear and accessible information about the RSHE curriculum
 - Have opportunities to view materials and attend information sessions
 - Be supported in continuing discussions about relationships, health and wellbeing at home
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10.7 Pupils

Pupils are expected to:

- Engage fully in RSHE lessons
- Contribute positively to discussions
- Treat others with respect, kindness and sensitivity
- Follow agreed ground rules to help ensure a safe and supportive learning environment

11. Parents' Right to Withdraw

At The Richard Pate School, we believe that RSHE is an important part of every pupil's education and wellbeing. Parents and carers do not have the right to withdraw their child from Relationships Education or Health Education, as these are statutory elements of the curriculum.

The majority of our RSHE curriculum is statutory. However, the school does provide a small element of non-statutory Sex Education in Year 6 through the "Let's Talk About Sex" lesson. This lesson is carefully planned to be age-appropriate and supports pupils in preparing for the next stage of their education. Parents and carers have the right to withdraw their child from this non-statutory Sex Education lesson.

Requests for withdrawal should:

- Be made in writing
- Be addressed to the Headteacher
- Use the form provided in Appendix 4 of this policy

The Headteacher (or a delegated member of staff) will offer to meet with parents/carers to discuss the request, ensure that they understand the content and purpose of the lesson, and clarify any concerns. Pupils who are withdrawn from the non-statutory elements of Sex Education will be provided with appropriate alternative learning activities during this time.

Where a pupil has been withdrawn, it is recognised that they may still have questions or seek information from peers. Staff will respond to any such questions in a sensitive, age-appropriate manner and will encourage the pupil to discuss these matters with their parents or carers. School staff will avoid delivering the withdrawn content directly but will ensure that the pupil feels supported, safe, and able to ask for guidance where needed.

12. Staff Training

At The Richard Pate School, we recognise that delivering effective RSHE requires ongoing professional development to ensure staff feel confident, knowledgeable and well-supported.

Staff receive appropriate training to enable them to deliver RSHE effectively as part of their role. This includes:

- Induction training, where relevant, for new staff
- Ongoing continuing professional development (CPD) opportunities
- Training in safeguarding procedures, managing disclosures and handling sensitive questions

The school makes use of high-quality training opportunities, including those provided by Gloucestershire Healthy Living and Learning (GHLL), to ensure that our provision reflects current guidance and best practice.

The PSHE/RSHE Curriculum Co-ordinators play a key role in supporting staff by:

- Attending local and national training, including GHLL training opportunities
- Sharing updates, resources and best practice with colleagues

- Providing guidance and support to ensure consistency in delivery across the school

Where appropriate, the school may also draw on expertise from external organisations such as the PSHE Association and NSPCC, to support both staff development and the continuous improvement of our RSHE provision.

Through this structured approach to training, we ensure that all staff are equipped to deliver RSHE in a confident, sensitive and informed manner, in line with statutory guidance and the values of The Richard Pate School.

13. Safe and Effective Practice

At The Richard Pate School, we are committed to creating a safe, respectful and non-judgemental learning environment where pupils feel confident to engage in RSHE lessons and are assured that their views will be respected.

13.1 Teachers and pupils establish clear ground rules at the beginning of RSHE learning, building on existing classroom expectations. These help to create a supportive atmosphere for discussion.

13.2 Ground rules include:

- The appropriate and respectful use of language
- Understanding the boundaries of asking and answering personal questions
- Awareness of confidentiality and its limits, particularly in relation to safeguarding
- Knowing how to access accurate information and support

13.3 Teaching makes use of distancing techniques- such as scenarios, case studies, role play, stories and media clips- to enable pupils to discuss sensitive topics without referring to personal experiences. These approaches support pupils in developing decision-making and critical thinking skills in a safe context.

13.4 Distancing is further supported through the use of neutral language, such as “some people” or “someone”, to avoid placing personal pressure on pupils. Staff do not use personal anecdotes when teaching RSHE, ensuring a professional and appropriate learning environment.

13.5 We recognise that pupils may ask spontaneous or sensitive questions. Teachers will:

- Answer questions that are relevant to the planned curriculum in an age-appropriate way for the whole class
- Respond to questions beyond the curriculum sensitively, and where appropriate, on an individual basis
- Seek guidance from the PSHE/DSL if unsure about how to respond

- Work in partnership with parents/carers where appropriate

13.6 Opportunities for anonymous questions (e.g. question boxes) may be provided to allow pupils to raise concerns or queries privately.

13.7 We recognise that some aspects of RSHE may be more appropriately delivered in smaller groups or single-gender groups. Professional judgement is used to determine when this approach best supports pupil understanding and comfort.

13.8 All teaching is underpinned by the school's safeguarding procedures. Any disclosures or concerns arising during RSHE lessons are managed in line with the school's Safeguarding (Child Protection) Policy.

14. Safeguarding

RSHE is a key component of safeguarding. It creates curriculum opportunities to teach healthy behaviour, caring relationships, online safety, seeking help and reporting concerns. Staff follow the school's Safeguarding and Child Protection policy, consult the Designated Safeguarding Lead (DSL) where concerns arise and comply with statutory procedures, including specific protocols for issues such as FGM. Visitors are required to follow the school's safeguarding protocols and inform the DSL of any concerns.

15. Communication and Stakeholder Engagement

15.1 The Richard Pate School recognises that parents and carers play a primary role in their children's Relationships, Sex and Health Education. We are committed to building a positive and supportive partnership based on mutual understanding, trust and cooperation.

15.2 The development of this policy has included communication with parents and carers. Information about the policy has been shared, and parents/carers have been given opportunities to engage with and understand the school's approach to RSHE.

15.3 We will continue to provide regular opportunities for engagement, including:

- Sharing information about the RSHE curriculum
- Providing opportunities for parents/carers to view curriculum plans and resources
- Offering opportunities for questions and discussion

The RSHE policy is made available to parents and carers via the school website.

15.4 We are committed to supporting parents and carers in discussing RSHE topics at home. This includes:

- Signposting to trusted resources (e.g. guidance on online safety or the impact of technology use)
- Ensuring clear communication about what is being taught and when

15.5 Parents and carers will be informed about RSHE teaching through written communication and curriculum overviews, ensuring transparency about the content and timing of lessons.

15.6 Pupil voice is an important part of our approach. Feedback gathered through avenues such as the School Council helps to inform ongoing review and development of the curriculum, ensuring it remains relevant and responsive to pupils' needs.

15.7 The Governing Body plays an important role in ensuring that this policy reflects the views of the school community. Governors:

- Review and monitor the implementation of the RSHE policy
- Ensure that it is accessible to parents and carers
- Receive updates as part of the school's governance processes
- Work with designated leaders, including those responsible for safeguarding, to maintain high standards

16. Monitoring, Assessment & Evaluation

16.1 The delivery of RSHE at The Richard Pate School is monitored by the Headteacher and PSHE/RSHE Curriculum Co-ordinators (Mrs K Jones, Mrs J. Miller-Howell and Mrs H. Pearce). Monitoring activities include:

- Planning scrutinies
- Learning walks
- Work reviews
- Pupil voice, including feedback gathered through the School Council

These processes help to identify strengths and areas for development in RSHE provision.

Assessment

16.2 Assessment in RSHE is an ongoing and reflective process, which includes:

- Observation of pupils' learning and engagement
- Discussions with pupils
- Informal teacher assessment

Pupils also complete end of unit self-assessment tasks each half term, enabling them to reflect on their own learning and progress.

16.3 Within lessons, pupils are provided with a variety of opportunities to demonstrate their understanding, including:

- Activities requiring the application of knowledge
- Quizzes and reflection tasks
- Goal-setting activities
- Anonymous question boxes (where appropriate)

We recognise that aspects of RSHE- such as confidence, personal values and attitudes- are not always easily measured. Therefore, assessment combines teacher judgement with pupil self- and peer-reflection, allowing pupils to evaluate their own development.

16.4 Pupil progress is communicated to parents and carers through verbal and written reports, including class teacher comments.

Evaluation and Review

16.5 Teachers reflect on the effectiveness of lessons through evaluation and professional dialogue, supporting continuous improvement in practice.

16.6 The RSHE curriculum is responsive to need. The school may refer to local and national data, as well as emerging issues, and adapt the curriculum where appropriate to ensure it continues to safeguard and support pupils effectively.

16.7 The Governing Body monitors the implementation of this policy and receives regular updates, including annual review information.

16.8 This policy will be reviewed annually (or sooner if required) by the PSHE/RSHE Curriculum Co-ordinators and the Headteacher and will be approved by the Governing Body.

PSHE and Citizenship KS1 and KS2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<u>Be Yourself</u>	<u>Safety First</u>	<u>Diverse Britain</u>	<u>VIPs</u>	<u>It's My Body</u>	<u>One World</u>
Year 2	<u>TEAM</u>	<u>Think Positive</u>	<u>Money Matters</u>	<u>Digital Wellbeing</u>	<u>Growing Up</u>	<u>Aiming High</u>
Year 3	<u>Be Yourself</u>	<u>Safety First</u>	<u>Diverse Britain</u>	<u>VIPs</u>	<u>It's My Body</u>	<u>One World</u>
Year 4	<u>TEAM</u>	<u>Think Positive</u>	<u>Money Matters</u>	<u>Digital Wellbeing</u>	<u>Growing Up</u>	<u>Aiming High</u>
Year 5	<u>Be Yourself</u>	<u>Safety First</u>	<u>Diverse Britain</u>	<u>VIPs</u>	<u>It's My Body</u>	<u>One World</u>
Year 6	<u>TEAM</u>	<u>Think Positive</u>	<u>Money Matters</u>	<u>Digital Wellbeing</u>	<u>Growing Up</u>	<u>Aiming High</u>

The Relationships Education, Relationships and Sex Education (RSE) and Health Education **objectives** were updated in July 2025, becoming statutory in September 2026. This coverage map demonstrates where each objective is covered within the Twinkl Life PSHE scheme of work. Lessons listed demonstrate some coverage of the specified objective and lessons written in **bold** show where more detailed coverage of the objective can be found. Every objective is covered within the scheme so using the whole scheme will ensure each objective has been taught. For ease of reference, we have provided a short code for each topic within the objective framework:

Relationships Objectives

- RF** Families and People Who Care for Me
- RC** Caring Friendships
- RK** Respectful, Kind Relationships **RO** Online Safety and Awareness **RS** Being Safe

Health Objectives

- HW** General Wellbeing
- HO** Wellbeing Online
- HF** Physical Health and Fitness
- HE** Healthy Eating
- HD** Drugs, Alcohol, Tobacco and Vaping **HP** Health Protection and Prevention **HS** Personal Safety
- HA** Basic First Aid
- HB** Developing Bodies



RSHE 2026 Objective

By the end of primary school, pupils should know:

Relationships		KS1 Lesson Coverage	LKS2 Lesson Coverage	UKS2 Lesson Coverage
Families and People Who Care for Me				
RF1	That families are important for children growing up safe and happy because they can provide love, security and stability.	KS1 Be Yourself Lesson 5 KS1 Growing Up Lesson 4 KS1 One World Lesson 1 KS1 One World Lesson 2 KS1 One World Lesson 4 KS1 Safety First Lesson 6 KS1 TEAM Lesson 1 KS1 Think Positive Lesson 5 KS1 VIPs Lesson 1 KS1 VIPs Lesson 2 KS1 VIPs Lesson 6	LKS2 Be Yourself Lesson 2 LKS2 Think Positive Lesson 1 LKS2 VIPs Lesson 1	UKS2 Be Yourself Lesson 2 UKS2 Be Yourself Lesson 3 UKS2 Be Yourself Lesson 4 UKS2 TEAM Lesson 4 UKS2 VIPs Lesson 1
RF2	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.	KS1 One World Lesson 1 KS1 One World Lesson 2 KS1 One World Lesson 4 KS1 TEAM Lesson 1 KS1 TEAM Lesson 2 KS1 TEAM Lesson 3 KS1 Think Positive Lesson 4 KS1 Think Positive Lesson 5 KS1 VIPs Lesson 1 KS1 VIPs Lesson 2 KS1 VIPs Lesson 6	LKS2 TEAM Lesson 1 LKS2 TEAM Lesson 2 LKS2 Think Positive Lesson 3 LKS2 Think Positive Lesson 5 LKS2 VIPs Lesson 1 LKS2 VIPs Lesson 3 LKS2 VIPs Lesson 6	UKS2 TEAM Lesson 5 UKS2 VIPs Lesson 1 UKS2 VIPs Lesson 5 UKS2 VIPs Lesson 6

RF3	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.	KS1 Growing Up Lesson 4 KS1 One World Lesson 1 KS1 One World Lesson 2 KS1 TEAM Lesson 1 KS1 VIPs Lesson 1 KS1 VIPs Lesson 2	LKS2 Diverse Britain Lesson 1 LKS2 Growing Up Lesson 5	UKS2 Growing Up Lesson 4 UKS2 Growing Up Lesson 6 UKS2 VIPs Lesson 1
RF4	That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	KS1 Growing Up Lesson 4 KS1 One World Lesson 1 KS1 One World Lesson 2 KS1 VIPs Lesson 1 KS1 VIPs Lesson 2 KS1 VIPs Lesson 6	LKS2 VIPs Lesson 1	UKS2 Growing Up Lesson 4 UKS2 VIPs Lesson 1
RF5	That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	KS1 Growing Up Lesson 5	LKS2 Growing Up Lesson 5	UKS2 Growing Up Lesson 4 UKS2 VIPs Lesson 1
RF6	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	KS1 Growing Up Lesson 4 KS1 It's My Body Lesson 1 KS1 VIPs Lesson 2	LKS2 It's My Body Lesson 1 LKS2 Safety First Lesson 3 LKS2 VIPs Lesson 1 LKS2 VIPs Lesson 3	UKS2 Growing Up Lesson 5 UKS2 It's My Body Lesson 1 UKS2 VIPs Lesson 1 UKS2 VIPs Lesson 5 UKS2 VIPs Lesson 6

Caring Friendships				
RC1	How important friendships are in making us feel happy and secure, and how people choose and make friends.	KS1 Digital Wellbeing Lesson 2 KS1 Diverse Britain Lesson 1 KS1 Growing Up Lesson 6 KS1 TEAM Lesson 1 KS1 TEAM Lesson 3 KS1 VIPs Lesson 1 KS1 VIPs Lesson 3 KS1 VIPs Lesson 4 KS1 VIPs Lesson 6	LKS2 Be Yourself Lesson 3 LKS2 Be Yourself Lesson 6 LKS2 Think Positive Lesson 1 LKS2 VIPs Lesson 1 LKS2 VIPs Lesson 2 LKS2 VIPs Lesson 3	UKS2 Be Yourself Lesson 1 UKS2 Be Yourself Lesson 4 UKS2 TEAM Lesson 4 UKS2 VIPs Lesson 1
RC2	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.	KS1 Digital Wellbeing Lesson 5 KS1 TEAM Lesson 3 KS1 VIPs Lesson 3 KS1 VIPs Lesson 6	LKS2 TEAM Lesson 5 LKS2 VIPs Lesson 1 LKS2 VIPs Lesson 2 LKS2 VIPs Lesson 3 LKS2 VIPs Lesson 4	UKS2 Be Yourself Lesson 1 UKS2 TEAM Lesson 2 UKS2 TEAM Lesson 4 UKS2 TEAM Lesson 5 UKS2 VIPs Lesson 6
RC3	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.	KS1 Be Yourself Lesson 2 KS1 Think Positive Lesson 4 KS1 VIPs Lesson 3 KS1 VIPs Lesson 6	LKS2 Be Yourself Lesson 3 LKS2 Digital Wellbeing Lesson 6 LKS2 TEAM Lesson 5 LKS2 Think Positive Lesson 3 LKS2 VIPs Lesson 1 LKS2 VIPs Lesson 4	UKS2 TEAM Lesson 4 UKS2 Think Positive Lesson 3 UKS2 VIPs Lesson 6

RC4	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.	KS1 Digital Wellbeing Lesson 5 KS1 TEAM Lesson 1 KS1 TEAM Lesson 2 KS1 TEAM Lesson 3 KS1 VIPs Lesson 1 KS1 VIPs Lesson 3 KS1 VIPs Lesson 4 KS1 VIPs Lesson 5 KS1 VIPs Lesson 6	LKS2 Digital Wellbeing Lesson 2 LKS2 TEAM Lesson 2 LKS2 Think Positive Lesson 3 LKS2 VIPs Lesson 1 LKS2 VIPs Lesson 2 LKS2 VIPs Lesson 3 LKS2 VIPs Lesson 4	UKS2 Digital Wellbeing Lesson 3 UKS2 TEAM Lesson 2 UKS2 TEAM Lesson 3 UKS2 TEAM Lesson 4 UKS2 VIPs Lesson 1 UKS2 VIPs Lesson 2 UKS2 VIPs Lesson 3
RC5	That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.	KS1 Be Yourself Lesson 6 KS1 VIPs Lesson 3 KS1 VIPs Lesson 4	LKS2 Be Yourself Lesson 6 LKS2 TEAM Lesson 5 LKS2 VIPs Lesson 1 LKS2 VIPs Lesson 2 LKS2 VIPs Lesson 3 LKS2 VIPs Lesson 4	UKS2 TEAM Lesson 3 UKS2 VIPs Lesson 3
RC6	How to manage conflict, and that resorting to violence is never right.	KS1 It's My Body Lesson 1 KS1 TEAM Lesson 4 KS1 VIPs Lesson 3 KS1 VIPs Lesson 4	LKS2 Be Yourself Lesson 4 LKS2 Safety First Lesson 3 LKS2 VIPs Lesson 1 LKS2 VIPs	UKS2 Be Yourself Lesson 5 UKS2 Safety First Lesson 2 UKS2 Safety First Lesson 3 UKS2 VIPs Lesson

			Lesson 3 LKS2 VIPs Lesson 4 LKS2 VIPs Lesson 5	4 UKS2 VIPs Lesson 6 UKS2 Digital Wellbeing Lesson 3 UKS2 Digital Wellbeing Lesson 4 UKS2 Digital Wellbeing Lesson 5
RC7	How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	KS1 Digital Wellbeing Lesson 5 KS1 Growing Up Lesson 2 KS1 It's My Body Lesson 1 KS1 Safety First Lesson 1 KS1 Safety First Lesson 5 KS1 TEAM Lesson 4 KS1 VIPs Lesson 3 KS1 VIPs Lesson 4	LKS2 Be Yourself Lesson 4 LKS2 Be Yourself Lesson 5 LKS2 Digital Wellbeing Lesson 3 LKS2 Digital Wellbeing Lesson 6 LKS2 It's My Body Lesson 1 LKS2 Safety First Lesson 3 LKS2 VIPs Lesson 1 LKS2 VIPs Lesson 3 LKS2 VIPs Lesson 5	UKS2 Digital Wellbeing Lesson 3 UKS2 Digital Wellbeing Lesson 4 UKS2 Digital Wellbeing Lesson 5 UKS2 Growing Up Lesson 5 UKS2 It's My Body Lesson 1 UKS2 It's My Body Lesson 4 UKS2 Safety First Lesson 2 UKS2 Safety First Lesson 3 UKS2 VIPs Lesson 4 UKS2 VIPs Lesson 5 UKS2 VIPs Lesson 6
Respectful, Kind Relationships				
RK1	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.	KS1 VIPs Lesson 2 KS1 VIPs Lesson 3	LKS2 VIPs Lesson 2 LKS2 VIPs Lesson 3	UKS2 VIPs Lesson 1 UKS2 VIPs Lesson 3 UKS2 VIPs

				Lesson 6
RK2	The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	KS1 VIPs Lesson 3 KS1 VIPs Lesson 4	LKS2 VIPs Lesson 1 LKS2 VIPs Lesson 3	UKS2 VIPs Lesson 6
RK3	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.	KS1 Be Yourself Lesson 6 KS1 VIPs Lesson 4	LKS2 Be Yourself Lesson 3 LKS2 TEAM Lesson 5 LKS2 VIPs Lesson 3 LKS2 VIPs Lesson 4	UKS2 Be Yourself Lesson 2 UKS2 Be Yourself Lesson 4 UKS2 TEAM Lesson 2 UKS2 VIPs Lesson 3 UKS2 VIPs Lesson 4
RK4	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.	KS1 Be Yourself Lesson 6 KS1 TEAM Lesson 3	LKS2 Be Yourself Lesson 4 LKS2 VIPs Lesson 3	UKS2 Be Yourself Lesson 2 UKS2 TEAM Lesson 2 UKS2 VIPs Lesson 6

RK	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.	KS1 Be Yourself Lesson 1 KS1 Be Yourself Lesson 6 KS1 Diverse Britain Lesson 1 KS1 Diverse Britain Lesson 4 KS1 Diverse Britain Lesson 5 KS1 Growing Up Lesson 2 KS1 Growing Up Lesson 3 KS1 Growing Up Lesson 4 KS1 Money Matters Lesson 5 KS1 Money Matters Lesson 6 KS1 One World Lesson 1 KS1 One World Lesson 2 KS1 One World Lesson 3 KS1 One World Lesson 4 KS1 TEAM Lesson 1 KS1 TEAM Lesson 2 KS1 TEAM Lesson 3 KS1 VIPs Lesson	LKS2 Aiming High Lesson 6 LKS2 Be Yourself Lesson 1 LKS2 Be Yourself Lesson 4 LKS2 Be Yourself Lesson 5 LKS2 Digital Wellbeing Lesson 2 LKS2 Digital Wellbeing Lesson 6 LKS2 Diverse Britain Lesson 1 LKS2 Diverse Britain Lesson 5 LKS2 Growing Up Lesson 5 LKS2 Money Matters Lesson 2 LKS2 Money Matters Lesson 3 LKS2 Money Matters Lesson 5 LKS2 Money Matters Lesson 6 LKS2 One World Lesson 1 LKS2 One World Lesson 2 LKS2 One World Lesson 3 LKS2 One World Lesson 4 LKS2 One World Lesson 6	UKS2 Aiming High Lesson 1 UKS2 Aiming High Lesson 2 UKS2 Aiming High Lesson 4 UKS2 Be Yourself Lesson 1 UKS2 Digital Wellbeing Lesson 3 UKS2 Digital Wellbeing Lesson 4 UKS2 Digital Wellbeing Lesson 5 UKS2 Diverse Britain Lesson 1 UKS2 Growing Up Lesson 3 UKS2 Growing Up Lesson 4 UKS2 Growing Up Lesson 5 UKS2 It's My Body Lesson 1 UKS2 It's My Body Lesson 5 UKS2 Money Matters Lesson 1 UKS2 Money Matters Lesson 3 UKS2 Money Matters Lesson 4 UKS2 Money Matters Lesson 5 UKS2 TEAM Lesson 1 UKS2 TEAM Lesson 2 UKS2 VIPs Lesson 1
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		4		UKS2 VIPs Lesson 3
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K6	Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	KS1 Be Yourself Lesson 1 KS1 Be Yourself Lesson 6 KS1 Diverse Britain Lesson 1 KS1 Diverse Britain Lesson 5 KS1 Growing Up Lesson 2 KS1 Growing Up Lesson 3 KS1 Growing Up Lesson 4 KS1 Money Matters Lesson 6 KS1 One World Lesson 1 KS1 One World Lesson 2 KS1 One World Lesson 4 KS1 TEAM Lesson 1 KS1 TEAM Lesson 2 KS1 TEAM Lesson 3 KS1 TEAM Lesson 6 KS1 VIPs Lesson 4 KS1 VIPs Lesson 5 KS1 VIPs Lesson 6	LKS2 Aiming High Lesson 6 LKS2 Be Yourself Lesson 1 LKS2 Be Yourself Lesson 4 LKS2 Be Yourself Lesson 5 LKS2 Digital Wellbeing Lesson 2 LKS2 Digital Wellbeing Lesson 6 LKS2 Diverse Britain Lesson 5 LKS2 Growing Up Lesson 5 LKS2 TEAM Lesson 2 LKS2 TEAM Lesson 3 LKS2 TEAM Lesson 4 LKS2 TEAM Lesson 5 LKS2 TEAM Lesson 6 LKS2 VIPs Lesson 3 LKS2 VIPs Lesson 4	UKS2 Be Yourself Lesson 1 UKS2 Digital Wellbeing Lesson 3 UKS2 Digital Wellbeing Lesson 4 UKS2 Digital Wellbeing Lesson 5 UKS2 Diverse Britain Lesson 1 UKS2 Growing Up Lesson 3 UKS2 Growing Up Lesson 4 UKS2 Growing Up Lesson 5 UKS2 It's My Body Lesson 1 UKS2 It's My Body Lesson 4 UKS2 It's My Body Lesson 5 UKS2 Money Matters Lesson 4 UKS2 One World Lesson 1 UKS2 TEAM Lesson 2 UKS2 TEAM Lesson 3 UKS2 TEAM Lesson 4 UKS2 TEAM Lesson 6 UKS2 VIPs Lesson 1 UKS2 VIPs Lesson 2 UKS2 VIPs Lesson 3
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RK7	The conventions of courtesy and manners.	KS1 Be Yourself Lesson 6 KS1 Diverse Britain Lesson 1 KS1 Diverse Britain Lesson 2 KS1 TEAM Lesson 2 KS1 TEAM Lesson 3		UKS2 Be Yourself Lesson 1 UKS2 Be Yourself Lesson 6
RK8	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.	KS1 Aiming High Lesson 1 KS1 Aiming High Lesson 2 KS1 Aiming High Lesson 3 KS1 Aiming High Lesson 5 KS1 Aiming High Lesson 6 KS1 Be Yourself Lesson 1 KS1 Be Yourself Lesson 3 KS1 Growing Up Lesson 2 KS1 Safety First Lesson 5 KS1 TEAM Lesson 2 KS1 TEAM Lesson 5 KS1 Think Positive Lesson 1 KS1 Think Positive Lesson 2 KS1 Think Positive Lesson 3	LKS2 Aiming High Lesson 1 LKS2 Aiming High Lesson 2 LKS2 Aiming High Lesson 3 LKS2 Aiming High Lesson 4 LKS2 Aiming High Lesson 5 LKS2 Aiming High Lesson 6 LKS2 Be Yourself Lesson 1 LKS2 Safety First Lesson 3 LKS2 TEAM Lesson 1 LKS2 TEAM Lesson 5 LKS2 TEAM Lesson 6 LKS2 Think Positive Lesson 1 LKS2 Think Positive Lesson 2 LKS2 Think Positive Lesson 6	UKS2 Aiming High Lesson 1 UKS2 Aiming High Lesson 2 UKS2 Aiming High Lesson 3 UKS2 Aiming High Lesson 5 UKS2 Aiming High Lesson 6 UKS2 Be Yourself Lesson 1 UKS2 Be Yourself Lesson 6 UKS2 Digital Wellbeing Lesson 3 UKS2 Digital Wellbeing Lesson 4 UKS2 Growing Up Lesson 3 UKS2 It's My Body Lesson 1 UKS2 It's My Body Lesson 5 UKS2 Safety First Lesson 3 UKS2 TEAM Lesson 4

		KS1 Think Positive Lesson 4 KS1 Think Positive Lesson 6 KS1 VIPs Lesson 3 KS1 VIPs Lesson 4 KS1 VIPs Lesson 6	LKS2 VIPs Lesson 3	UKS2 Think Positive Lesson 1 UKS2 Think Positive Lesson 2 UKS2 Think Positive Lesson 5 UKS2 Think Positive Lesson 6 UKS2 VIPs Lesson 1 UKS2 VIPs Lesson 4 UKS2 VIPs Lesson 6
RK9	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.	KS1 TEAM Lesson 4 KS1 VIPs Lesson 4	LKS2 Digital Wellbeing Lesson 2 LKS2 VIPs Lesson 5 LKS2 VIPs Lesson 6	UKS2 TEAM Lesson 5 UKS2 Diverse Britain Lesson 4 UKS2 Digital Wellbeing Lesson 2 UKS2 Digital Wellbeing Lesson 3 UKS2 Digital Wellbeing Lesson 4 UKS2 Digital Wellbeing Lesson 5
RK10	What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	KS1 Aiming High Lesson 4 KS1 Growing Up Lesson 3	LKS2 Aiming High Lesson 5 LKS2 Diverse Britain Lesson 4 LKS2 Diverse Britain Lesson 5 LKS2 One World Lesson 2 LKS2 VIPs Lesson 5 LKS2 VIPs Lesson 6	UKS2 Aiming High Lesson 4 UKS2 Digital Wellbeing Lesson 5 UKS2 Diverse Britain Lesson 4 UKS2 Growing Up Lesson 3 UKS2 It's My Body Lesson 5 UKS2 TEAM Lesson 5

RK1 1	How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	KS1 Digital Wellbeing Lesson 3 KS1 Digital Wellbeing Lesson 5 KS1 Growing Up Lesson 2 KS1 It's My Body Lesson 1 KS1 It's My Body Lesson 5 KS1 Safety First Lesson 1 KS1 Safety First Lesson 3 KS1 Safety First Lesson 4 KS1 Safety First Lesson 5 KS1 Safety First Lesson 6 KS1 VIPs Lesson 2	LKS2 Digital Wellbeing Lesson 2 LKS2 Digital Wellbeing Lesson 3 LKS2 Digital Wellbeing Lesson 5 LKS2 It's My Body Lesson 1 LKS2 It's My Body Lesson 5 LKS2 Safety First Lesson 3 LKS2 VIPs Lesson 3	UKS2 Be Yourself Lesson 5 UKS2 Digital Wellbeing Lesson 2 UKS2 Digital Wellbeing Lesson 3 UKS2 Digital Wellbeing Lesson 4 UKS2 Digital Wellbeing Lesson 5 UKS2 It's My Body Lesson 1 UKS2 Safety First Lesson 2 UKS2 VIPs Lesson 4 UKS2 VIPs Lesson 5
Online Safety and Awareness				
RO1	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.	KS1 Digital Wellbeing Lesson 5	LKS2 Be Yourself Lesson 5 LKS2 Be Yourself Lesson 6 LKS2 Digital Wellbeing Lesson 1 LKS2 Digital Wellbeing Lesson 2 LKS2 Digital Wellbeing Lesson 5 LKS2 Digital Wellbeing Lesson 6	UKS2 Digital Wellbeing Lesson 3 UKS2 Digital Wellbeing Lesson 4 UKS2 Digital Wellbeing Lesson 5 UKS2 Digital Wellbeing Lesson 6 UKS2 VIPs Lesson 1

			LKS2 Safety First Lesson 3 LKS2 VIPs Lesson 1 LKS2 VIPs Lesson 5	
RO2	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.	KS1 Digital Wellbeing Lesson 3 KS1 Digital Wellbeing Lesson 4 KS1 Digital Wellbeing Lesson 6	LKS2 Digital Wellbeing Lesson 3 LKS2 Digital Wellbeing Lesson 4 LKS2 Digital Wellbeing Lesson 5	UKS2 Digital Wellbeing Lesson 2 UKS2 Digital Wellbeing Lesson 3 UKS2 Digital Wellbeing Lesson 4 UKS2 Digital Wellbeing Lesson 5 UKS2 Digital Wellbeing Lesson 6
RO3	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.	KS1 Safety First Lesson 1 KS1 Digital Wellbeing Lesson 3	LKS2 Digital Wellbeing Lesson 6	UKS2 Digital Wellbeing Lesson 4
RO4	The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.	KS1 Digital Wellbeing Lesson 4	LKS2 Digital Wellbeing Lesson 3 LKS2 Digital Wellbeing Lesson 5	UKS2 Digital Wellbeing Lesson 2 UKS2 Digital Wellbeing Lesson 4
RO5	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.	KS1 Digital Wellbeing Lesson 3	LKS2 Digital Wellbeing Lesson 5 LKS2 Digital Wellbeing Lesson 6	UKS2 Digital Wellbeing Lesson 4
RO6	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	KS1 Digital Wellbeing Lesson 3 KS1 Digital Wellbeing	LKS2 Digital Wellbeing Lesson 6	UKS2 Digital Wellbeing Lesson 2 UKS2 Digital Wellbeing

	about something they have seen or engaged with online.	Lesson 4		Lesson 3 UKS2 Digital Wellbeing Lesson 4
Being Safe				
RS1	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.	KS1 Be Yourself Lesson 6 KS1 Digital Wellbeing Lesson 3 KS1 Digital Wellbeing Lesson 5 KS1 Growing Up Lesson 2 KS1 It's My Body Lesson 1 KS1 It's My Body Lesson 6 KS1 Safety First Lesson 1 KS1 Safety First Lesson 4 KS1 Safety First Lesson 5	LKS2 Digital Wellbeing Lesson 6 LKS2 It's My Body Lesson 1 LKS2 VIPs Lesson 3	UKS2 Digital Wellbeing Lesson 2 UKS2 Digital Wellbeing Lesson 3 UKS2 It's My Body Lesson 1 UKS2 It's My Body Lesson 4 UKS2 Safety First Lesson 2 UKS2 VIPs Lesson 4 UKS2 VIPs Lesson 6
RS2	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.	KS1 Growing Up Lesson 1 KS1 It's My Body Lesson 1 KS1 Safety First Lesson 5	LKS2 Digital Wellbeing Lesson 5 LKS2 It's My Body Lesson 1 LKS2 VIPs Lesson 3	UKS2 Digital Wellbeing Lesson 3 UKS2 Digital Wellbeing Lesson 4 UKS2 Growing Up Lesson 1 UKS2 It's My Body Lesson 1 UKS2 VIPs Lesson 5 UKS2 VIPs Lesson 6
RS3	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	KS1 Growing Up Lesson 2 KS1 Growing Up Lesson 4 KS1 It's	LKS2 It's My Body Lesson 1 LKS2 Safety First Lesson 1 LKS2	UKS2 Digital Wellbeing Lesson 3 UKS2 Growing Up Lesson 1 UKS2 Growing Up

		My Body Lesson 1 KS1 It's My Body Lesson 6 KS1 Safety First Lesson 5	VIPs Lesson 3	Lesson 5 UKS2 It's My Body Lesson 1 UKS2 It's My Body Lesson 4 UKS2 It's My Body Lesson 6
RS4	How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.	KS1 Digital Wellbeing Lesson 3 KS1 Digital Wellbeing Lesson 5 KS1 Safety First Lesson 1 KS1 Safety First Lesson 3 KS1 Safety First Lesson 4 KS1 Safety First Lesson 5 KS1 Safety First Lesson 6 KS1 VIPs Lesson 2	LKS2 Digital Wellbeing Lesson 3 LKS2 Safety First Lesson 2 LKS2 VIPs Lesson 3	UKS2 Digital Wellbeing Lesson 3 UKS2 VIPs Lesson 4 UKS2 VIPs Lesson 5
RS5	How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	KS1 Growing Up Lesson 2 KS1 Growing Up Lesson 4 KS1 It's My Body Lesson 1 KS1 Safety First Lesson 1 KS1 Safety First Lesson 4 KS1 Safety First Lesson 5 KS1 VIPs Lesson 2	LKS2 Digital Wellbeing Lesson 3 LKS2 It's My Body Lesson 1 LKS2 Safety First Lesson 1 LKS2 Safety First Lesson 3 LKS2 VIPs Lesson 3	UKS2 Be Yourself Lesson 5 UKS2 Digital Wellbeing Lesson 3 UKS2 Growing Up Lesson 5 UKS2 It's My Body Lesson 1 UKS2 Safety First Lesson 2 UKS2 Safety First Lesson 3 UKS2 VIPs Lesson 4 UKS2 VIPs Lesson 5

				UKS2 VIPs Lesson 6
RS6	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.	KS1 Growing Up Lesson 2 KS1 It's My Body Lesson 1 KS1 Safety First Lesson 5 KS1 VIPs Lesson 2	LKS2 Digital Wellbeing Lesson 2 LKS2 Digital Wellbeing Lesson 3 LKS2 It's My Body Lesson 1 LKS2 Safety First Lesson 1 LKS2 Safety First Lesson 3	UKS2 Be Yourself Lesson 5 UKS2 Digital Wellbeing Lesson 3 UKS2 Digital Wellbeing Lesson 4 UKS2 Digital Wellbeing Lesson 5 UKS2 It's My Body Lesson 1
RS7	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.	KKS1 Be Yourself Lesson 2 KS1 Be Yourself Lesson 5 KS1 Be Yourself Lesson 6 KS1 Digital Wellbeing Lesson 3 KS1 Digital Wellbeing Lesson 5 KS1 Growing Up Lesson 2 KS1 Growing Up Lesson 6 KS1 It's My Body Lesson 5 KS1 Safety First	LKS2 Digital Wellbeing Lesson 5 LKS2 It's My Body Lesson 2 LKS2 It's My Body Lesson 5 LKS2 Safety First Lesson 1 LKS2 Safety First Lesson 2 LKS2 Safety First Lesson 3 LKS2 VIPs Lesson 3	UKS2 Digital Wellbeing Lesson 2 UKS2 Digital Wellbeing Lesson 3 UKS2 Growing Up Lesson 5 UKS2 It's My Body Lesson 1 UKS2 It's My Body Lesson 6 UKS2 Safety First Lesson 2 UKS2 VIPs Lesson 4 UKS2 VIPs Lesson 5

		Lesson 1 KS1 Safety First Lesson 2 KS1 Safety First Lesson 3 KS1 Safety First Lesson 4 KS1 Safety First Lesson 5 KS1 TEAM Lesson 4 KS1 Think Positive Lesson 4 KS1 VIPs Lesson 2		
		KS1 Lesson Coverage	LKS2 Lesson Coverage	UKS2 Lesson Coverage
Health				
General Wellbeing				

HW 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.	KS1 Be Yourself Lesson 1 KS1 Be Yourself Lesson 3 KS1 Be Yourself Lesson 4 KS1 Be Yourself Lesson 5 KS1 Diverse Britain Lesson 1 KS1 Diverse Britain Lesson 2 KS1 It's My Body Lesson 2 KS1 It's My Body Lesson 3 KS1 It's My Body Lesson 6 KS1 TEAM Lesson 1 KS1 TEAM Lesson 3 KS1 Think Positive Lesson 1 KS1 Think Positive Lesson 2 KS1 Think Positive Lesson 6 KS1 VIPs Lesson 3 KS1 VIPs Lesson 4 KS1 VIPs Lesson 6 KS1 Digital Wellbeing Lesson 2	LKS2 Digital Wellbeing Lesson 1 LKS2 Growing Up Lesson 4 LKS2 It's My Body Lesson 2 LKS2 It's My Body Lesson 3 LKS2 It's My Body Lesson 6 LKS2 TEAM Lesson 1 LKS2 Think Positive Lesson 1 LKS2 Think Positive Lesson 3 LKS2 Think Positive Lesson 4 LKS2 Think Positive Lesson 5 LKS2 VIPs Lesson 2 LKS2 VIPs Lesson 6	UKS2 Diverse Britain Lesson 2 UKS2 Diverse Britain Lesson 6 UKS2 It's My Body Lesson 2 UKS2 It's My Body Lesson 3 UKS2 It's My Body Lesson 6 UKS2 TEAM Lesson 4 UKS2 Think Positive Lesson 2 UKS2 Think Positive Lesson 5 UKS2 Think Positive Lesson 6 UKS2 VIPs Lesson 1 UKS2 VIPs Lesson 2
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HW 2	The importance of promoting general wellbeing and physical health.	KS1 Diverse Britain Lesson 1 KS1 It's My Body Lesson 2 KS1 It's My Body Lesson 6 KS1 TEAM Lesson 3 KS1 TEAM Lesson 5 KS1 Think Positive Lesson 1 KS1 Think Positive Lesson 2 KS1 Think Positive Lesson 3 KS1 Think Positive Lesson 4 KS1 Think Positive Lesson 5 KS1 Think Positive Lesson 6 KS1 VIPs Lesson 6	LKS2 Be Yourself Lesson 2 LKS2 Be Yourself Lesson 3 LKS2 It's My Body Lesson 2 LKS2 It's My Body Lesson 6 LKS2 Think Positive Lesson 1 LKS2 Think Positive Lesson 2 LKS2 Think Positive Lesson 4 LKS2 Think Positive Lesson 5 LKS2 Think Positive Lesson 6	UKS2 Be Yourself Lesson 3 UKS2 It's My Body Lesson 3 UKS2 It's My Body Lesson 6 UKS2 Think Positive Lesson 1 UKS2 Think Positive Lesson 2 UKS2 Think Positive Lesson 3 UKS2 Think Positive Lesson 5 UKS2 Think Positive Lesson 6
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HW 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.	KS1 Aiming High Lesson 6 KS1 Be Yourself Lesson 2 KS1 Be Yourself Lesson 3 KS1 Be Yourself Lesson 4 KS1 Be Yourself Lesson 5 KS1 Be Yourself Lesson 6 KS1 Digital Wellbeing Lesson 2 KS1 Digital Wellbeing Lesson 5 KS1 Growing Up Lesson 2 KS1 Growing Up Lesson 4 KS1 Growing Up Lesson 6 KS1 It's My Body Lesson 6 KS1 Safety First Lesson 1 KS1 TEAM Lesson 5 KS1 TEAM Lesson 6 KS1 Think Positive Lesson 1 KS1 Think Positive Lesson 4 KS1 VIPs Lesson 4 KS1 VIPs Lesson 6	LKS2 Be Yourself Lesson 1 LKS2 Be Yourself Lesson 2 LKS2 Be Yourself Lesson 3 LKS2 Be Yourself Lesson 4 LKS2 Be Yourself Lesson 5 LKS2 Be Yourself Lesson 6 LKS2 Digital Wellbeing Lesson 1 LKS2 Digital Wellbeing Lesson 6 LKS2 Growing Up Lesson 4 LKS2 It's My Body Lesson 1 LKS2 Money Matters Lesson 3 LKS2 TEAM Lesson 1 LKS2 TEAM Lesson 4 LKS2 TEAM Lesson 5 LKS2 Think Positive Lesson 2 LKS2 Think Positive Lesson 3 LKS2 VIPs Lesson 1 LKS2 VIPs Lesson 3 LKS2 VIPs Lesson 4	UKS2 Be Yourself Lesson 1 UKS2 Be Yourself Lesson 2 UKS2 Be Yourself Lesson 3 UKS2 Be Yourself Lesson 4 UKS2 Be Yourself Lesson 5 UKS2 Be Yourself Lesson 6 UKS2 Growing Up Lesson 1 UKS2 Growing Up Lesson 2 UKS2 Growing Up Lesson 5 UKS2 It's My Body Lesson 1 UKS2 It's My Body Lesson 2 UKS2 TEAM Lesson 2 UKS2 TEAM Lesson 4 UKS2 Think Positive Lesson 1 UKS2 Think Positive Lesson 2 UKS2 Think Positive Lesson 3 UKS2 Think Positive Lesson 6 UKS2 VIPs Lesson 2 UKS2 VIPs Lesson 3
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HW 4	How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	KS1 Be Yourself Lesson 2 KS1 Be Yourself Lesson 3 KS1 Be Yourself Lesson 4 KS1 Growing Up Lesson 2 KS1 Growing Up Lesson 6 KS1 It's My Body Lesson 6 KS1 Safety First Lesson 5 KS1 Think Positive Lesson 1 KS1 Think Positive Lesson 4 KS1 VIPs Lesson 2	KS2 Be Yourself Lesson 2 LKS2 Be Yourself Lesson 3 LKS2 Digital Wellbeing Lesson 6 LKS2 Growing Up Lesson 4 LKS2 It's My Body Lesson 1 LKS2 Safety First Lesson 3 LKS2 TEAM Lesson 1 LKS2 TEAM Lesson 4 LKS2 TEAM Lesson 5 LKS2 Think Positive Lesson 3 LKS2 Think Positive Lesson 5	UKS2 Be Yourself Lesson 2 UKS2 Be Yourself Lesson 3 UKS2 Be Yourself Lesson 4 UKS2 Be Yourself Lesson 5 UKS2 Growing Up Lesson 2 UKS2 Growing Up Lesson 4 UKS2 It's My Body Lesson 1 UKS2 TEAM Lesson 4 UKS2 Think Positive Lesson 1 UKS2 Think Positive Lesson 2 UKS2 Think Positive Lesson 3 UKS2 VIPs Lesson 2
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HW 5	How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	KS1 Be Yourself Lesson 6 KS1 Digital Wellbeing Lesson 5 KS1 Diverse Britain Lesson 1 KS1 Diverse Britain Lesson 2 KS1 Diverse Britain Lesson 3 KS1 It's My Body Lesson 6 KS1 TEAM Lesson 5 KS1 TEAM Lesson 6 KS1 Think Positive Lesson 1 KS1 Think Positive Lesson 2 KS1 Think Positive Lesson 4 KS1 VIPs Lesson 4	LKS2 Be Yourself Lesson 1 LKS2 Be Yourself Lesson 3 LKS2 Be Yourself Lesson 4 LKS2 Be Yourself Lesson 5 LKS2 Be Yourself Lesson 6 LKS2 Digital Wellbeing Lesson 1 LKS2 Digital Wellbeing Lesson 2 LKS2 Digital Wellbeing Lesson 3 LKS2 It's My Body Lesson 1 LKS2 TEAM Lesson 5 LKS2 Think Positive Lesson 2 LKS2 Think Positive Lesson 4 LKS2 Think Positive Lesson 5	UKS2 Be Yourself Lesson 1 UKS2 Be Yourself Lesson 2 UKS2 Be Yourself Lesson 3 UKS2 Be Yourself Lesson 4 UKS2 Be Yourself Lesson 5 UKS2 Be Yourself Lesson 6 UKS2 Digital Wellbeing Lesson 1 UKS2 Digital Wellbeing Lesson 4 UKS2 Digital Wellbeing Lesson 5 UKS2 Digital Wellbeing Lesson 6 UKS2 Growing Up Lesson 2 UKS2 Growing Up Lesson 5 UKS2 It's My Body Lesson 1 UKS2 It's My Body Lesson 2 UKS2 It's My Body Lesson 4 UKS2 Think Positive Lesson 3 UKS2 Think Positive Lesson 4 UKS2 VIPs Lesson 2
HW 6	That isolation and loneliness can affect children, and the benefits of seeking support.	KS1 Be Yourself Lesson 2 KS1 It's My Body Lesson 6 KS1 TEAM Lesson 3 KS1 Think Positive Lesson 4 KS1 VIPs Lesson 2	LKS2 Digital Wellbeing Lesson 2 LKS2 Digital Wellbeing Lesson 6 LKS2 TEAM Lesson 5 LKS2 Think Positive Lesson 3 LKS2 Think Positive Lesson 5	UKS2 TEAM Lesson 4 UKS2 TEAM Lesson 5 UKS2 Think Positive Lesson 3

		KS1 VIPs Lesson 4 KS1 VIPs Lesson 6		
HW 7	That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	KS1 Digital Wellbeing Lesson 5 KS1 TEAM Lesson 4 KS1 VIPs Lesson 4	LKS2 Be Yourself Lesson 6 LKS2 Digital Wellbeing Lesson 2 LKS2 Digital Wellbeing Lesson 6 LKS2 VIPs Lesson 5 LKS2 VIPs Lesson 6	UKS2 Digital Wellbeing Lesson 3 UKS2 Digital Wellbeing Lesson 4 UKS2 Digital Wellbeing Lesson 5 UKS2 TEAM Lesson 5 UKS2 VIPs Lesson 6
HW 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.	KS1 Aiming High Lesson 6 KS1 Growing Up Lesson 6	LKS2 Be Yourself Lesson 2 LKS2 Think Positive Lesson 5	UKS2 Be Yourself Lesson 2

HW 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).	KS1 Be Yourself Lesson 2 KS1 Be Yourself Lesson 3 KS1 Be Yourself Lesson 4 KS1 Be Yourself Lesson 5 KS1 Digital Wellbeing Lesson 3 KS1 Digital Wellbeing Lesson 5 KS1 Growing Up Lesson 4 KS1 Growing Up Lesson 6 KS1 It's My Body Lesson 1 KS1 It's My Body Lesson 6 KS1 TEAM Lesson 4 KS1 Think Positive Lesson 4 KS1 VIPs Lesson 4 KS1 VIPs Lesson 6	LKS2 Be Yourself Lesson 2 LKS2 Be Yourself Lesson 3 LKS2 Digital Wellbeing Lesson 2 LKS2 Digital Wellbeing Lesson 3 LKS2 Digital Wellbeing Lesson 5 LKS2 Digital Wellbeing Lesson 6 LKS2 Safety First Lesson 1 LKS2 TEAM Lesson 1 LKS2 TEAM Lesson 5 LKS2 Think Positive Lesson 3 LKS2 Think Positive Lesson 5 LKS2 VIPs Lesson 5 LKS2 VIPs Lesson 6	UKS2 Be Yourself Lesson 2 UKS2 Be Yourself Lesson 3 UKS2 Be Yourself Lesson 4 UKS2 Be Yourself Lesson 5 UKS2 Digital Wellbeing Lesson 5 UKS2 TEAM Lesson 4 UKS2 TEAM Lesson 5 UKS2 Think Positive Lesson 3
HW10	That it is common to experience mental health problems, and early support can help.	KS1 Think Positive Lesson 4	LKS2 Be Yourself Lesson 3 LKS2 Think Positive Lesson 1 LKS2 Think Positive Lesson 5	UKS2 Think Positive Lesson 3
Wellbeing Online				

HO1	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.	KS1 Digital Wellbeing Lesson 1 KS1 Digital Wellbeing Lesson 2 KS1 Digital Wellbeing Lesson 3 KS1 Digital Wellbeing Lesson 4 KS1 Digital Wellbeing Lesson 5 KS1 Digital Wellbeing Lesson 6	LKS2 Digital Wellbeing Lesson 1 LKS2 Digital Wellbeing Lesson 2 LKS2 Digital Wellbeing Lesson 3 LKS2 Digital Wellbeing Lesson 4 LKS2 Digital Wellbeing Lesson 5 LKS2 Digital Wellbeing Lesson 6	UKS2 Digital Wellbeing Lesson 1 UKS2 Digital Wellbeing Lesson 2 UKS2 Digital Wellbeing Lesson 3 UKS2 Digital Wellbeing Lesson 4 UKS2 Digital Wellbeing Lesson 5 UKS2 Digital Wellbeing Lesson 6
HO2	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.	KS1 Digital Wellbeing Lesson 5	LKS2 Digital Wellbeing Lesson 1	UKS2 Digital Wellbeing Lesson 1 UKS2 Digital Wellbeing Lesson 3 UKS2 VIPs Lesson 3
HO3	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.	KS1 Digital Wellbeing Lesson 2 KS1 It's My Body Lesson 2 KS1 It's My Body Lesson 6 KS1 Think Positive Lesson 2	LKS2 Digital Wellbeing Lesson 1	UKS2 Digital Wellbeing Lesson 1 UKS2 Digital Wellbeing Lesson 4 UKS2 It's My Body Lesson 3 UKS2 It's My Body Lesson 6
HO4	How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	KS1 Digital Wellbeing Lesson 1 KS1 Digital Wellbeing Lesson 3 KS1 Digital Wellbeing Lesson 4 KS1 Digital Wellbeing Lesson 5 KS1 TEAM Lesson 4	LKS2 Be Yourself Lesson 5 LKS2 Be Yourself Lesson 6 LKS2 Digital Wellbeing Lesson 1 LKS2 Digital Wellbeing Lesson 2 LKS2 Digital Wellbeing	UKS2 Digital Wellbeing Lesson 2 UKS2 Digital Wellbeing Lesson 3 UKS2 Digital Wellbeing Lesson 4 UKS2 Digital Wellbeing Lesson 5 UKS2 Digital Wellbeing Lesson 6

			Lesson 3 LKS2 Digital Wellbeing Lesson 4 LKS2 Digital Wellbeing Lesson 5 LKS2 Digital Wellbeing Lesson 6	
HO5	Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.	KS1 Digital Wellbeing Lesson 3	LKS2 Digital Wellbeing Lesson 6	UKS2 Digital Wellbeing Lesson 2 UKS2 Digital Wellbeing Lesson 4
HO6	The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.	KS1 Digital Wellbeing Lesson 3	LKS2 Digital Wellbeing Lesson 6 LKS2 Money Matters Lesson 4	UKS2 Digital Wellbeing Lesson 2 UKS2 Money Matters Lesson 5
HO7	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.	KS1 Digital Wellbeing Lesson 6	LKS2 Digital Wellbeing Lesson 4 LKS2 Digital Wellbeing Lesson 6	UKS2 Digital Wellbeing Lesson 2 UKS2 Digital Wellbeing Lesson 4 UKS2 Digital Wellbeing Lesson 6
HO8	That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.	KS1 Digital Wellbeing Lesson 5 KS1 VIPs Lesson 4	LKS2 Digital Wellbeing Lesson 1 LKS2 Digital Wellbeing Lesson 2 LKS2 VIPs Lesson 5	UKS2 Digital Wellbeing Lesson 1 UKS2 Digital Wellbeing Lesson 2 UKS2 Digital Wellbeing Lesson 3 UKS2 Digital Wellbeing Lesson 4 UKS2 Digital Wellbeing Lesson 5 UKS2 TEAM Lesson 5 UKS2 VIPs Lesson 1
HO9	How to understand the information they find online, including from search engines, and know how information is selected	KS1 Digital Wellbeing Lesson 6	LKS2 Be Yourself Lesson 5 LKS2 Digital Wellbeing	UKS2 Digital Wellbeing Lesson 4

	and targeted.		Lesson 4	UKS2 Digital Wellbeing Lesson 6
HO10	That they have rights in relation to sharing personal data, privacy and consent.	KS1 Digital Wellbeing Lesson 3 KS1 Digital Wellbeing Lesson 4	LKS2 Digital Wellbeing Lesson 5	UKS2 Digital Wellbeing Lesson 2
HO11	Where and how to report concerns and get support with issues online.	KS1 Safety First Lesson 4 KS1 Safety First Lesson 6 KS1 Digital Wellbeing Lesson 3 KS1 Digital Wellbeing Lesson 5 KS1 Digital Wellbeing Lesson 6	LKS2 Digital Wellbeing Lesson 2 LKS2 Digital Wellbeing Lesson 3 LKS2 Digital Wellbeing Lesson 4 LKS2 Digital Wellbeing Lesson 5 LKS2 Digital Wellbeing Lesson 6	UKS2 Digital Wellbeing Lesson 2 UKS2 Digital Wellbeing Lesson 3 UKS2 Digital Wellbeing Lesson 4 UKS2 Digital Wellbeing Lesson 5 UKS2 Digital Wellbeing Lesson 6 UKS2 VIPs Lesson 1 UKS2 VIPs Lesson 4
Physical Health and Fitness				
HF1	The characteristics and mental and physical benefits of an active lifestyle.	KS1 Be Yourself Lesson 4 KS1 It's My Body Lesson 2 KS1 Think Positive Lesson 2	LKS2 It's My Body Lesson 2 LKS2 Think Positive Lesson 1 LKS2 Think Positive Lesson 5	UKS2 It's My Body Lesson 2 UKS2 It's My Body Lesson 3 UKS2 It's My Body Lesson 6 UKS2 TEAM Lesson 4
HF2	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.	KS1 It's My Body Lesson 2	LKS2 It's My Body Lesson 2	UKS2 It's My Body Lesson 2 UKS2 It's My Body Lesson 3
HF3	The risks associated with an inactive lifestyle, including obesity.	KS1 It's My Body Lesson 2	LKS2 It's My Body Lesson 2	UKS2 It's My Body Lesson 2 UKS2 It's My Body Lesson 6

HF4	How and when to seek support including which adults to speak to in school if they are worried about their health.	KS1 It's My Body Lesson 5	LKS2 It's My Body Lesson 2 LKS2 It's My Body Lesson 3 LKS2 It's My Body Lesson 5	UKS2 It's My Body Lesson 3 UKS2 It's My Body Lesson 6 UKS2 Safety First Lesson 4
Healthy Eating				
HE1	What constitutes a healthy diet (including understanding calories and other nutritional content).	KS1 It's My Body Lesson 3 KS1 Think Positive Lesson 2	LKS2 It's My Body Lesson 2	UKS2 It's My Body Lesson 3 UKS2 It's My Body Lesson 6
HE2	Understanding the importance of a healthy relationship with food.	KS1 It's My Body Lesson 3	LKS2 It's My Body Lesson 2	UKS2 It's My Body Lesson 3
HE3	The principles of planning and preparing a range of healthy meals.	KS1 It's My Body Lesson 3		UKS2 It's My Body Lesson 3
HE4	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).	KS1 It's My Body Lesson 3 KS1 It's My Body Lesson 4	LKS2 It's My Body Lesson 2 LKS2 It's My Body Lesson 6	UKS2 It's My Body Lesson 3 UKS2 It's My Body Lesson 4 UKS2 It's My Body Lesson 6
Drugs, Alcohol, Tobacco and Vaping				
HD1	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.	KS1 Safety First Lesson 2 KS1 It's My Body Lesson 5	LKS2 It's My Body Lesson 2 LKS2 It's My Body Lesson 5 LKS2 Safety First Lesson 5	UKS2 It's My Body Lesson 4 UKS2 It's My Body Lesson 6 UKS2 Safety First Lesson 5
Health Protection and Prevention				
HP1	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.		LKS2 It's My Body Lesson 4	UKS2 It's My Body Lesson 3 UKS2 It's My Body Lesson 6

HP2	About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	KS1 It's My Body Lesson 6	LKS2 It's My Body Lesson 6	UKS2 It's My Body Lesson 3 UKS2 It's My Body Lesson 6
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HP3	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.	KS1 Think Positive Lesson 2 KS1 Digital Wellbeing Lesson 2 KS1 It's My Body Lesson 2 KS1 It's My Body Lesson 6	LKS2 It's My Body Lesson 2 LKS2 It's My Body Lesson 3	UKS2 It's My Body Lesson 2 UKS2 It's My Body Lesson 3 UKS2 It's My Body Lesson 6
HP4	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.	KS1 It's My Body Lesson 3 KS1 It's My Body Lesson 4	LKS2 It's My Body Lesson 2	UKS2 It's My Body Lesson 3
HP5	About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	KS1 It's My Body Lesson 4	LKS2 It's My Body Lesson 4	UKS2 Growing Up Lesson 5 UKS2 It's My Body Lesson 3 UKS2 It's My Body Lesson 6
HP6	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.		LKS2 Safety First Lesson 4	UKS2 It's My Body Lesson 3
Personal Safety				
HS1	About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	KS1 Safety First Lesson 2 KS1 Safety First Lesson 3 KS1 Safety First Lesson 4 KS1 Safety First Lesson 5	LKS2 Safety First Lesson 2 LKS2 Safety First Lesson 4 LKS2 Safety First Lesson 5	UKS2 Safety First Lesson 1 UKS2 Safety First Lesson 2 UKS2 Safety First Lesson 5 UKS2 Safety First Lesson 6
HS2	How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	KS1 Safety First Lesson 3	LKS2 Safety First Lesson 4	UKS2 Safety First Lesson 6
Basic First Aid				

HA1	How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.	KS1 Safety First Lesson 6	LKS2 Safety First Lesson 2 LKS2 Safety First Lesson 6	UKS2 Safety First Lesson 4
HA2	Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.		LKS2 Safety First Lesson 6	UKS2 Safety First Lesson 4
Developing Bodies				
HB1	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.	KS1 Growing Up Lesson 1 KS1 Growing Up Lesson 5	LKS2 Growing Up Lesson 1 LKS2 Growing Up Lesson 2 LKS2 Growing Up Lesson 3 LKS2 Growing Up Lesson 4 LKS2 Growing Up Lesson 6	UKS2 Growing Up Lesson 1 UKS2 Growing Up Lesson 2 UKS2 Growing Up Lesson 5 UKS2 Growing Up Lesson 6
HB2	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.	KS1 Growing Up Lesson 1 KS1 It's My Body Lesson 1 KS1 It's My Body Lesson 6	LKS2 Growing Up Lesson1 LKS2 Growing Up Lesson 2 LKS2 Growing Up Lesson 3 LKS2 Growing Up Lesson 6 LKS2 It's My Body Lesson 1	UKS2 Growing Up Lesson 1 UKS2 It's My Body Lesson 1
HB3	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.		LKS2 Growing Up Lesson 3 LKS2 Growing Up Lesson 4	UKS2 Growing Up Lesson 1

Appendix 2: DFE Guidance for teaching Relationships, Sex and Health Education 2025

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

Appendix 3: Parent form: Withdrawal from sex education within RSE

Please email the form to smorgan@richardpate.co.uk at least a week before the lesson/s concerned.

To be completed by parent/carer			
Name of child			
Year group			
Name of parent/carer			
Reason for withdrawing from Sex Education within Relationships & Sex Education			
Date of lesson/s to withdraw child from.			
Parent/carer signature		Date	
Best times for school to phone me about this.			
To be completed by the school			
Agreed actions from discussion with parent/carer			
Staff name			
Staff signature		Date	