



# Kingsland CE Primary School



## Relationships, Sex and Health Education (RSHE) Curriculum Plan 2025

Relationships Education							
Area of Learning	DfE Objectives: by the end of Y6 pupils should know ...	ELGs	Goodness and Mercy KS1			Goodness and Mercy KS2	
		Class 1	Class 2	Class 3	Class 4	Class 5	
<b>Families and people who care for me</b>	<p>Curriculum content:</p> <ol style="list-style-type: none"> <li>1. That families are important for children growing up safe and happy because they can provide love, security and stability.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>6. How to recognise if family relationships are making them feel</li> </ol>	<p><b>Family</b></p> <p><b>ELG Past and Present</b> Talk about the lives of the people around them and their roles in society;</p> <p><b>ELG People, Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p><b>ELG Building Relationships</b> Form positive attachments to adults and friendships with peers,</p> <p>Talk about the lives of the people around them and their roles in society</p>	<p><b>Family</b></p> <ul style="list-style-type: none"> <li>• Pupils can talk about the people who care for them and give them love, and the things that they do to share that care.</li> <li>• Pupils can talk about the ways that they might show that they enjoy being in their families.</li> </ul>	<p><b>Family</b></p> <ul style="list-style-type: none"> <li>• Pupils can show that they understand that different people have different kinds of families.</li> <li>• Pupils can talk about what is the same across all families.</li> <li>• Pupils can tell you who they might go to for help if they feel unsafe or unhappy in their family.</li> </ul>	<p><b>Family</b></p> <ul style="list-style-type: none"> <li>• <i>Pupils can explain that caring relationships are a key feature of positive family life and can describe the different ways in which people care for one another.</i></li> <li>• <i>Pupils can discuss and evaluate the different ways that they can show appreciation to those who care for them.</i></li> <li>• Pupils can demonstrate that they recognise shared characteristics of healthy family life, (commitment, care, spending time together, being there for each other in times of difficulty etc).</li> </ul>	<p><b>Family</b></p> <ul style="list-style-type: none"> <li>• <i>Pupils can explain that caring relationships are a key feature of positive family life and can describe the different ways in which people care for one another.</i></li> <li>• <i>Pupils can discuss and evaluate the different ways that they can show appreciation to those who care for them.</i></li> <li>• Pupils can explain why it is important to recognise and give respect, that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents,</li> </ul>	

	unhappy or unsafe, and how to seek help or advice from others if needed.					multi-generational families). <ul style="list-style-type: none"> <li>Pupils can explain how to recognise if family relationships are making them feel unhappy or unsafe, and can show that they know how to seek help or advice.</li> </ul>
<b>Caring friendships</b>	Curriculum content: <ol style="list-style-type: none"> <li>How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.</li> <li>How to manage conflict, and that resorting to violence is never right.</li> </ol>	<b>Friendship</b>  <b>ELG: Building Relationships</b> Form positive attachments to adults and friendships with peers;  Work and play cooperatively and take turns with others;  Show sensitivity to their own and to others' needs.  <b>ELG: Self-regulation</b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;	<b>Friendship</b> <ul style="list-style-type: none"> <li><i>Pupils can describe what a good friend is like.</i></li> <li><i>Pupils can talk about how someone can show kindness to someone who is a friend in a way that they will like.</i></li> <li><i>Pupils can describe how to recognise if someone is lonely; can talk about ways in which people can show kindness to someone who is not their friend and try to include them in a game or activity.</i></li> </ul>	<b>Friendship</b> <ul style="list-style-type: none"> <li><i>Pupils can describe what a good friend is like.</i></li> <li><i>Pupils can talk about how someone can show kindness to someone who is a friend in a way that they will like.</i></li> <li><i>Pupils can describe how to recognise if someone is lonely; can talk about ways in which people can show kindness to someone who is not their friend and try to include them in a game or activity.</i></li> <li><i>Pupils can talk about what you can do if you fall out with your friend.</i></li> </ul>	<b>Friendship</b> <ul style="list-style-type: none"> <li><i>Pupils can describe what makes a good friendship, including trust, truth, respect, loyalty, kindness, generosity and shared interests. They can explain why it is important to welcome people who others might leave out and to make efforts to understand and enjoy people who are different to them.</i></li> <li><i>Pupils can talk about the ways in which friends can cope when there are fallings-out and can describe how someone can make peace again and not resort to violence.</i></li> <li><i>Pupils can give examples of how</i></li> </ul>	<b>Friendship</b> <ul style="list-style-type: none"> <li><i>Pupils can describe what makes a good friendship, including trust, truth, respect, loyalty, kindness, generosity and shared interests. They can explain why it is important to welcome people who others might leave out and to make efforts to understand and enjoy people who are different to them.</i></li> <li><i>Pupils can talk about the ways in which friends can cope when there are fallings-out and can describe how someone can make peace again and not resort to violence.</i></li> <li><i>Pupils can give examples of how</i></li> </ul>

	7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.				<i>someone can think carefully of the needs and preferences of the other person in their friendship or family and how they might make them happy and listen to their choices.</i>	<i>someone can think carefully of the needs and preferences of the other person in their friendship or family and how they might make them happy and listen to their choices.</i> <ul style="list-style-type: none"> <li>Pupils can describe what it means to have high expectations in friendships and family, and list some of the behaviours that should never be acceptable.</li> </ul>
<b>Respectful, kind relationships</b>	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.	<b>Relationships and marriage</b>  <b>ELG: People, Culture and Communities</b> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –	<b>Relationships and marriage</b>	<b>Relationships and marriage</b>	<b>Relationships and marriage</b>	<b>Relationships and marriage</b> <ul style="list-style-type: none"> <li>Pupils can explain that marriage is a formal and legal commitment which is intended to be lifelong.</li> <li>Pupils will be able to give examples of positive long-term relationships that bring joy and meaning to those involved.</li> <li>Pupils can explain the benefits of strong life-long relationships: they are good for people, through relationships people have fun, they learn who</li> </ul>

	<p>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.</p> <p>6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</p> <p>7. The conventions of courtesy and manners.</p> <p>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.</p> <p>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.</p> <p>10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.</p> <p>11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.</p>	when appropriate – maps.				<p>they are, how to be less selfish, how to think of others and learn about forgiveness.</p> <ul style="list-style-type: none"> <li>Pupils can explain the significance of special ceremonies and rituals of promises that mark marriage (in the Christian tradition and at least one other faith tradition or worldview)</li> </ul>
<p><b>Online safety and awareness</b></p>	<p>Curriculum content:</p> <p>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.</p>	<p><b>Anti-bullying</b></p> <p><b>ELG Managing Self</b> Explain the reasons for rules, know right from wrong and try to behave accordingly;</p>	<p><b>Anti-bullying</b></p> <ul style="list-style-type: none"> <li>Pupils can talk about why it is good to be kind to people.</li> <li>Pupils can talk about how you might support someone who</li> </ul>	<p><b>Anti-bullying</b></p> <ul style="list-style-type: none"> <li>Pupils can describe what bullying is, the different kinds of bullying and why it is hurtful.</li> <li>Pupils can talk about where to</li> </ul>	<p><b>Anti-bullying</b></p> <ul style="list-style-type: none"> <li>Pupils can show understanding about the different types of bullying that people can encounter.</li> </ul>	<p><b>Anti-bullying</b></p> <ul style="list-style-type: none"> <li><i>Pupils can describe how to be safe on the internet and how to avoid cyberbullies and cyberbullying.</i></li> </ul>

	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p><b>ELG Building Relationships</b> Form positive attachments to adults and friendships with peers.</p>	<p>has been hurt because someone has been unkind to them.</p>	<p>go for help if they are bullied.</p>	<ul style="list-style-type: none"> <li>• <i>Pupils can describe how to be safe on the internet and how to avoid cyberbullies and cyberbullying.</i></li> <li>• <i>Pupils can explain what stereotyping is and how bullying can be damaging for someone.</i></li> <li>• <i>Pupils can explain how people can keep themselves safe and ask for help when bullied.</i></li> <li>• <i>Pupils can describe how not to be a bystander when someone else is bullied.</i></li> <li>• <i>Pupils can explain how to report bullying and support someone who has suffered unkindness.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Pupils can explain what stereotyping is and how bullying can be damaging for someone.</i></li> <li>• <i>Pupils can explain how people can keep themselves safe and ask for help when bullied.</i></li> <li>• <i>Pupils can describe how not to be a bystander when someone else is bullied.</i></li> <li>• <i>Pupils can explain how to report bullying and support someone who has suffered unkindness.</i></li> </ul>
<p><b>Being safe</b></p>	<p>Curriculum content:</p> <p>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.</p>	<p><b>Making good boundaries</b></p> <p><b>ELG Managing Self</b> Explain the reasons for rules, know right from wrong and try to behave accordingly;</p>	<p><b>Making good boundaries</b></p> <ul style="list-style-type: none"> <li>• <i>Pupils can talk about how their bodies belong to them, are incredibly special and</i></li> </ul>	<p><b>Making good boundaries</b></p> <ul style="list-style-type: none"> <li>• <i>Pupils can talk about how their bodies belong to them, are incredibly special and</i></li> </ul>	<p><b>Making good boundaries</b></p>	<p><b>Making good boundaries</b></p> <ul style="list-style-type: none"> <li>• Pupils can explain what right and wrong touching is and can show an</li> </ul>

	<p>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.</p> <p>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.</p> <p>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.</p> <p>5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.</p> <p>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.</p> <p>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.</p>	<p><b>ELG Building Relationships</b> Form positive attachments to adults and friendships with peers.</p>	<p><i>should be protected.</i></p> <ul style="list-style-type: none"> <li>• <i>Pupils can identify what is safe and unsafe touching.</i></li> <li>• <i>Pupils can describe why it is wrong to keep bad secrets and that people should not ask us to do that.</i></li> <li>• <i>Pupils will be able to explain how someone can tell a trusted adult if they feel unsafe.</i></li> </ul>	<p><i>should be protected.</i></p> <ul style="list-style-type: none"> <li>• <i>Pupils can identify what is safe and unsafe touching.</i></li> <li>• <i>Pupils can describe why it is wrong to keep bad secrets and that people should not ask us to do that.</i></li> <li>• <i>Pupils will be able to explain how someone can tell a trusted adult if they feel unsafe.</i></li> </ul>		<p>understanding of what is appropriate behaviour in private and in public.</p> <ul style="list-style-type: none"> <li>• Pupils can explain what a bad secret is like and how to get help.</li> </ul>
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# Health Education

Area of Learning	DfE Objectives: by the end of Y6 pupils should know ...	Goodness and Mercy KS1			Goodness and Mercy KS2	
		ELGs Class 1	Class 2	Class 3	Class 4	Class 5
<b>General wellbeing</b>	<p>Curriculum content:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. The importance of promoting general wellbeing and physical health.</li> <li>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.</li> <li>4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.</li> <li>5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>6. That isolation and loneliness can affect children, and the benefits of seeking support.</li> <li>7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.</li> <li>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.</li> </ol>	<p><b>Spiritual practices</b></p> <p><b>ELG Self-regulation</b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p><b>Mental health, wellbeing and emotional literacy</b></p> <p><b>ELG Self-regulation</b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p>	<p><b>Spiritual practices (Worship)</b></p> <ul style="list-style-type: none"> <li>• <i>Pupils will have observed/ experienced / participated in some calming spiritual time.</i></li> </ul> <p><b>Mental health, wellbeing and emotional literacy</b></p> <ul style="list-style-type: none"> <li>• Pupils can talk about their emotions, (such as when they are happy, sad, angry or afraid) and understand when those emotions are helpful.</li> </ul>	<p><b>Spiritual practices (Worship)</b></p> <ul style="list-style-type: none"> <li>• <i>Pupils will have observed/ experienced / participated in some calming spiritual time.</i></li> </ul> <p><b>Mental health, wellbeing and emotional literacy</b></p> <ul style="list-style-type: none"> <li>• Pupils can talk about how taking exercise, eating healthily, spending time outdoors and praying or meditating can be good for their feelings</li> </ul>	<p><b>Spiritual practices (Worship)</b></p> <ul style="list-style-type: none"> <li>• <i>Pupils can explain why having some sort of spiritual practice may improve physical, emotional and mental health.</i></li> </ul> <p><b>Mental health, wellbeing and emotional literacy</b></p> <ul style="list-style-type: none"> <li>• Pupils can talk about how people can express their emotions such as anger and fear. Pupils can explain why feelings can affect the way people behave. Pupils can describe strategies to manage feelings so that they do not have a negative impact on others.</li> </ul>	<p><b>Spiritual practices (Worship)</b></p> <ul style="list-style-type: none"> <li>• <i>Pupils can explain why having some sort of spiritual practice may improve physical, emotional and mental health.</i></li> </ul> <p><b>Mental health, wellbeing and emotional literacy</b></p> <ul style="list-style-type: none"> <li>• Pupils can understand that keeping healthy physically and spiritually will help their mental health. Pupils can identify some of the worries and concerns that people might feel moving to a new school. Pupils can identify ways in which someone can positively manage such a move.</li> </ul>

	<p>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).</p> <p>10. That it is common to experience mental health problems, and early support can help.</p>					
<b>Wellbeing online</b>	<p>Curriculum content:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.</p> <p>5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.</p> <p>6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.</p>	<p><b>Screen time and screen-safety</b></p> <p><b>ELG Managing Self</b> Explain the reasons for rules, know right from wrong and try to behave accordingly;</p>	<p><b>Screen time and screen-safety</b></p> <p>(ICT &amp; Internet Safety Day)</p> <ul style="list-style-type: none"> <li>• Pupils can list some of the ways that screens improve their lives.</li> <li>• Pupils can list some rules about the limits for using screens that can keep people healthy.</li> </ul>	<p><b>Screen time and screen-safety</b></p> <p>(ICT &amp; Internet Safety Day)</p> <ul style="list-style-type: none"> <li>• Pupils can identify how people use 'masks' online to be nasty and who to ask for help.</li> <li>• Pupils can list what information should or should not be shared.</li> </ul>	<p><b>Screen time and screen-safety</b></p> <p>(ICT &amp; Internet Safety Day)</p> <ul style="list-style-type: none"> <li>• <i>Pupils can explain how to make wise choices online and why limiting screen time is a good idea.</i></li> <li>• <i>Pupils can show understanding of the different ways that people use the internet for bad purposes and outline how to avoid harm.</i></li> </ul>	<p><b>Screen time and screen-safety</b></p> <p>(ICT &amp; Internet Safety Day)</p> <ul style="list-style-type: none"> <li>• <i>Pupils can explain how to make wise choices online and why limiting screen time is a good idea.</i></li> <li>• <i>Pupils can show understanding of the different ways that people use the internet for bad purposes and outline how to avoid harm.</i></li> </ul>

	<p>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.</p> <p>8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.</p> <p>9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.</p> <p>10. That they have rights in relation to sharing personal data, privacy and consent.</p> <p>11. Where and how to report concerns and get support with issues online.</p>					
<b>Physical health and fitness</b>	<p>Curriculum content:</p> <p>1. The characteristics and mental and physical benefits of an active lifestyle.</p> <p>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.</p> <p>3. The risks associated with an inactive lifestyle, including obesity.</p> <p>4. How and when to seek support including which adults to speak to in school if they are worried about their health.</p>	<p><b>Exercise</b></p> <p><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>Demonstrate strength, balance and coordination when playing;</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p><b>Exercise</b> (PE Lessons &amp; Science)</p> <ul style="list-style-type: none"> <li><i>Pupils can name and talk about different kinds of exercise.</i></li> </ul>	<p><b>Exercise</b> (PE Lessons &amp; Science)</p> <p><i>Pupils can name and talk about different kinds of exercise</i></p>	<p><b>Exercise</b> (PE Lessons &amp; Science)</p> <ul style="list-style-type: none"> <li><i>Pupils can describe different kinds of exercise, the impact on people's bodies and explain why exercise is good for your health.</i></li> </ul>	<p><b>Exercise</b> (PE Lessons &amp; Science)</p> <ul style="list-style-type: none"> <li><i>Pupils can describe different kinds of exercise, the impact on people's bodies and explain why exercise is good for your health.</i></li> </ul>
<b>Healthy eating</b>	<p>Curriculum content:</p> <p>1. What constitutes a healthy diet (including understanding calories and other nutritional content).</p>	<p><b>Healthy Eating</b></p> <p><b>ELG Managing Self</b></p>	<p><b>Healthy Eating</b> (Science and Healthy School Week)</p>	<p><b>Healthy Eating</b> (Science and Healthy School Week)</p>	<p><b>Healthy Eating</b> ( Healthy School Week)</p>	<p><b>Healthy Eating</b> (Science and Healthy School Week)</p>

	<p>2. Understanding the importance of a healthy relationship with food.</p> <p>3. The principles of planning and preparing a range of healthy meals.</p> <p>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).</p>	<p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<ul style="list-style-type: none"> <li>• <i>Pupils can identify and list many healthy and less healthy foods</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Pupils can identify and list many healthy and less healthy foods</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Pupils can plan a healthy diet and describe the dangers of an unhealthy one</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Pupils can plan a healthy diet and describe the dangers of an unhealthy one</i></li> </ul>
<p><b>Drugs, alcohol, tobacco and vaping</b></p>	<p>Curriculum content:</p> <p>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.</p>	<p><b>Alcohol, smoking and drugs</b></p>	<p><b>Alcohol, smoking and drugs</b></p>	<p><b>Alcohol, smoking and drugs</b></p>	<p><b>Alcohol, smoking and drugs</b></p>	<p><b>Alcohol, smoking and drugs</b></p> <ul style="list-style-type: none"> <li>• Pupils can explain the facts and laws surrounding the use of alcohol, smoking and drugs.</li> <li>• Pupils show understanding of the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/ vaping, alcohol and medicines) and their impact on health; can recognise that drug use can become a habit which can be difficult to break.</li> <li>• Pupils can talk about why people choose to use or not use drugs (including nicotine, alcohol and medicines).</li> <li>• Pupils can talk about the organisations that can support people around</li> </ul>

						alcohol, tobacco or other drug use; know people they can talk to if they have concerns.
<b>Health protection and prevention</b>	<p>Curriculum content:</p> <ol style="list-style-type: none"> <li>1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>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.</li> <li>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 check ups at the dentist.</li> <li>5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>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.</li> </ol>	<p><b>Sleep, rest and hygiene</b></p> <p><b>ELG Managing Self</b></p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p><b>Sleep, rest and hygiene</b> (Science &amp; Healthy School Week)</p> <ul style="list-style-type: none"> <li>• <i>Pupils can describe how to look after themselves.</i></li> <li>• <i>Pupils can show someone how people can clean their teeth and talk about how people can help themselves to have good sleep</i></li> </ul>	<p><b>Sleep, rest and hygiene</b> (Science &amp; Healthy School Week)</p> <ul style="list-style-type: none"> <li>• <i>Pupils can describe how to look after themselves.</i></li> <li>• <i>Pupils can show someone how people can clean their teeth and talk about how people can help themselves to have good sleep</i></li> </ul>	<p><b>Sleep, rest and hygiene</b></p> <ul style="list-style-type: none"> <li>• Pupils can explain why it is important to look after themselves.</li> <li>• Pupils can demonstrate how to look after their teeth and their skin in the sun; can explain why this is important and what happens if people do not do this.</li> </ul>	<p><b>Sleep, rest and hygiene</b></p> <ul style="list-style-type: none"> <li>• Pupils can talk about how to practise personal hygiene and can explain why it can be anti-social not to do so.</li> <li>• Pupils can explain why good sleep and rest are important and what the effects of not getting enough sleep can be.</li> </ul>
<b>Personal safety</b>	<p>Curriculum content:</p> <ol style="list-style-type: none"> <li>1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.</li> <li>2. How to recognise risk and keep safe around roads, railways, including level</li> </ol>					

	crossings, and water, including the water safety code.					
<b>Basic first aid</b>	<p>Curriculum content:</p> <p>1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.</p> <p>2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.</p>	<b>First Aid</b>	<p><b>First Aid</b></p> <ul style="list-style-type: none"> <li>Pupils can talk about what to do if there is an accident and someone is hurt, how to get help in an emergency (how to dial 999 and what to say).</li> </ul>	<b>First Aid</b>	<p><b>First Aid</b></p> <ul style="list-style-type: none"> <li><i>Pupils can explain how to make an emergency call and demonstrate how to apply basic First Aid (e.g. dealing with common injuries including head injuries).</i></li> </ul>	<p><b>First Aid</b></p> <ul style="list-style-type: none"> <li><i>Pupils can explain how to make an emergency call and demonstrate how to apply basic First Aid (e.g. dealing with common injuries including head injuries).</i></li> </ul>
<b>Developing bodies</b>	<p>Curriculum content:</p> <p>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.</p> <p>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.</p> <p>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.</p>	<b>Puberty</b>	<b>Puberty</b>	<b>Puberty</b>	<b>Puberty</b>	<p><b>Puberty (Y5/6)</b></p> <ul style="list-style-type: none"> <li>Pupils can talk about puberty and how it affects girls and boys, particularly the emotional and physical changes including menstruation; about key facts about the menstrual cycle, menstrual wellbeing and wet dreams.</li> <li>Pupils can identify the external genitalia and internal reproductive organs in males and females and explain how the process of puberty relates to human reproduction.</li> </ul>

		<p><b>Key Theology</b></p> <p><b>ELG People, Culture and Communities</b></p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p><b>Key Theology (RE)</b></p> <ul style="list-style-type: none"> <li><i>Pupils will be able to show an understanding of key Christian teachings about how they are of great value and worth: "You are fearfully and wonderfully made" (Psalm 139) and "God saw that it was very good" (Genesis 1).</i></li> <li><i>Pupils can make a link between these teachings and how people can regard, celebrate and protect their bodies, minds and souls.</i></li> </ul>	<p><b>Key Theology (RE)</b></p> <ul style="list-style-type: none"> <li><i>Pupils will be able to show an understanding of key Christian teachings about how they are of great value and worth: "You are fearfully and wonderfully made" (Psalm 139) and "God saw that it was very good" (Genesis 1).</i></li> <li><i>Pupils can make a link between these teachings and how people can regard, celebrate and protect their bodies, minds and souls.</i></li> </ul>	<p><b>Key Theology</b></p> <ul style="list-style-type: none"> <li><i>Pupils will be able to explain the Christian belief about how humans are made in the image of God (Genesis 1:27); how it may be interpreted and lived out in people's regard for themselves and enjoyment of living in their bodies.</i></li> </ul>	<p><b>Key Theology</b></p> <ul style="list-style-type: none"> <li><i>Pupils will be able to explain the Christian belief about how humans are made in the image of God (Genesis 1:27); how it may be interpreted and lived out in people's regard for themselves and enjoyment of living in their bodies.</i></li> <li><i>Pupils will be able to explain the Christian concept of stewardship: that humans have been given a gift that they should take care of and how that might affect the way that Christians look after their own bodies and minds.</i></li> </ul>
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The school's RSHE policy and the DfE RSHE guidance can be found [here](#).

The school's RSHE curriculum covers only statutory objectives, as outlined by the DfE. No non-statutory 'sex education' material is taught. Therefore the 'right to withdraw' a child from the school's RSHE curriculum is not applicable.