



Relationships, Sex and Health Education (RSHE) Policy

Policy:	Relationships, Sex and Health Education (RSHE)
Approved:	FGB July 2026
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Relationships, Sex and Health Education Policy

(To be read in conjunction with the school's Safeguarding and Child Protection Policy)

Vision

At Overton CE Primary School, we work together as a team to celebrate and value the unique contributions of each individual child and adult. We strive to be an inclusive community where children grow, learn and achieve together. A nurturing, supportive and safe environment provides opportunities for all to flourish. The mental health and wellbeing of the whole school community is a shared responsibility. Children's natural curiosity is fostered through a broad and balanced curriculum that excites, includes, challenges, and enables pupils to be successful learners and responsible citizens. Supported by a culture of equality and aspiration, we aim to remove barriers to learning so that every child can flourish.

1. Introduction

Our Relationships, Sex and Health Education (RSHE) programme promotes the spiritual, moral, cultural, mental and physical development of pupils at Overton CE Primary School, preparing them for the opportunities, responsibilities and experiences of later life.

As a Church of England school, our approach is rooted in our Christian values of Love, Hope and Faith. We believe every child is valued and loved, and that the PSHE and RSHE curriculum should help children develop healthy relationships, positive wellbeing and respect for themselves and others.

Aims of Relationships, Sex and Health Education

At Overton CE Primary School, we aim for pupils to:

- Value themselves and others as unique and wonderfully made, treating everyone with dignity and respect.
- Develop self-respect, confidence, resilience and empathy, alongside qualities such as kindness, honesty and integrity.
- Develop the knowledge, language and confidence to express their views, ask questions and make informed decisions.
- Recognise and build healthy relationships based on respect, trust, kindness, boundaries and responsibility.
- Understand the importance of physical and mental wellbeing, healthy lifestyles and positive self-care.
- Know how to keep themselves safe both online and offline, recognising risks, including those associated with social media, misinformation, scams and emerging technologies, and knowing when and how to seek help.
- Respect diversity and understand that families and communities may be different whilst sharing values of love, care and belonging.

- Be prepared for puberty and adolescence, developing an understanding of human development, health, hygiene, personal boundaries and body autonomy, enabling them to make informed and responsible choices throughout their lives.

We deliver PSHE and RSHE primarily through the HeartSmart programme, which has been selected by the school to support the delivery of our curriculum and is aligned with guidance from the Diocese of Winchester and Portsmouth. HeartSmart supports children in developing emotional literacy, resilience, positive relationships and a strong sense of self-worth. We recognise the value of educating the heart alongside educating the mind. HeartSmart materials are supplemented and enhanced through the use of Kapow PSHE resources, Science, Computing, Religious Education, Collective Worship and wider safeguarding education.

As a school we already deliver a comprehensive PSHE and RSHE programme; we have reviewed and adjusted it to meet the Department for Education (DfE) expectations for Relationships and Health education.

Further information can be found in the Department for Education's statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education.

www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

Relationships and health education will be taught as part of our PSHE curriculum. Our provision is delivered in accordance with the Equality Act 2010.

2. Right to Withdraw

Relationships Education and Health Education are statutory elements of the primary curriculum and all pupils are expected to participate in these aspects of learning. As of September 2020, parents and carers cannot withdraw their child from Relationships Education, Health Education or the statutory elements of the National Curriculum for Science. Parents do, however, have the right to request that their child is withdrawn from any non-statutory Sex education taught beyond the National Curriculum. Requests for withdrawal should be put in writing and addressed to the headteacher.

3. Intent

Our Relationships, Sex and Health Education curriculum supports our wider curriculum intent and ensures that all pupils are provided with:

- Accurate, balanced and age-appropriate knowledge that enables them to develop healthy relationships, understand themselves and others and become responsible members of society.
- Opportunities to develop their understanding of physical health, mental wellbeing, personal safety and healthy lifestyles, helping them to make informed choices now and in the future.

- Opportunities to explore, discuss and reflect upon their own values, attitudes and beliefs whilst developing respect for the views, experiences and backgrounds of others.
- The knowledge, skills, language and confidence needed to build positive relationships, communicate effectively, manage emotions and seek support when needed.
- Learning that prepares them to navigate an increasingly digital world safely and responsibly, including understanding online relationships, social media, misinformation, online scams, artificial intelligence and other emerging technologies.
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, empathy, kindness and responsibility.

RSHE makes a significant contribution to the school's safeguarding responsibilities. Through a progressive curriculum, pupils learn how to recognise and manage risk, establish healthy boundaries, identify trusted adults and seek help when they are worried about themselves or others. They develop an understanding of personal safety, both online and offline, and are equipped with the knowledge and confidence to recognise unsafe situations and respond appropriately.

Children are taught within a safe, supportive and inclusive learning environment where questions can be explored sensitively and respectfully. Where a pupil indicates that they may be vulnerable or at risk, staff will respond in accordance with the school's safeguarding and child protection procedures to ensure that appropriate support is provided.

4. Implementation

RSHE is delivered through a planned and progressive curriculum that builds on children's prior learning and experiences. Teaching is age-appropriate, inclusive and responsive to the needs of pupils.

The curriculum covers the statutory areas of Relationships Education and Health Education, including families and friendships, respectful relationships, online safety, physical and mental wellbeing, healthy lifestyles, personal safety and growing up. In response to the updated statutory guidance, children also learn about online risks such as scams, misinformation, harmful online influences, artificial intelligence and deepfakes, alongside road, rail and water safety, vaping, vaccination and emotional wellbeing.

As part of our programme, children in Upper Key Stage Two receive age-appropriate learning about puberty, human development and reproduction. This teaching is delivered sensitively and professionally using suitable resources and correct vocabulary.

Children revisit key themes throughout each phase of the school to ensure knowledge, understanding and skills are developed progressively and embedded over time.

We ensure that we incorporate and respect all social, moral, spiritual and cultural issues, encouraging our children to think about their place within Britain as citizens. We include

the five British Values (democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths/beliefs) within all of our teaching to establish an effective and safe school environment.

As a Church of England school, we will ensure that our curriculum protects, informs and nurtures all pupils. We aim to differentiate between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that these sometimes merge. These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Further details of curriculum content can be found in Appendix 2 of this policy.

5. Provision

RSHE is taught through a variety of planned learning experiences across the curriculum. Dedicated curriculum time is provided through the HeartSmart programme, which forms the basis of our RSHE provision. Learning is further enriched through Science, Computing, Religious Education and Collective Worship, ensuring that children are able to make meaningful links between their learning and their everyday lives.

In addition to discrete lessons, RSHE is developed through wider school experiences and opportunities that promote personal development, wellbeing, responsibility and positive relationships. These include:

- Our School Council, where representatives from each class meet regularly to discuss school matters and contribute to decision-making within the school community.
- Pupil leadership opportunities, including School Council members, Worship Ambassadors, Wellbeing Ambassadors, Sports Ambassadors, Courageous Advocacy Ambassadors and Eco Ambassadors, which encourage children to develop responsibility, leadership and active citizenship.
- Residential visits, including the Year 4 residential Stubbington and the Year 6 PGL residential, which provide opportunities for pupils to develop independence, resilience, teamwork, leadership skills and positive relationships.
- Curriculum enrichment days, themed weeks and national awareness events, such as Anti-Bullying Week, Children's Mental Health Week, Online Safety activities, courageous advocacy projects and other opportunities that promote personal development and wellbeing.
- Visiting speakers and external agencies who enhance pupils' understanding of health, wellbeing, relationships, safety and citizenship.
- Whole-school, key stage and class worship, which support pupils' spiritual, moral, social and cultural development and reinforce the school's Christian values.

- The school's restorative approach to behaviour, which supports children in developing empathy, accountability, respect, conflict resolution skills and positive relationships.

Through these experiences, pupils are given regular opportunities to apply their learning, develop confidence and contribute positively to both the school community and the wider world.

6. Early Years Foundation Stage (EYFS)

In the EYFS, PSHE is taught as an integral part of the themes covered during the year alongside regular HeartSmart lessons (see appendix 3). We relate the PSHE aspects of the children's work to the areas of learning set out in the Foundation Stage guidance to develop a child's personal, emotional and social development. This is also supported through other areas of learning such as Understanding the World, Communication and Language and Literacy. The September 2021 reforms include emphasis on self-care and healthy eating. Please note that some of the lessons taught in Appendix 3 are not included in HeartSmart's Church Schools curriculum.

7. Children with Additional Needs (SEND)

The RSHE curriculum is inclusive and accessible to all pupils. We believe that every child, regardless of need or ability, is entitled to high-quality Relationships, Sex and Health Education that supports them in developing healthy relationships, maintaining positive wellbeing and keeping themselves safe.

Teaching is adapted to meet the needs of individual pupils and may include adapted resources, visual supports, pre-teaching of vocabulary, additional adult support and opportunities to revisit key concepts. We recognise that some pupils may need learning to be broken down into smaller steps or revisited over time to secure understanding and enable them to apply their learning confidently in different contexts.

For some pupils, particularly those with SEND, additional support may be required to understand and apply learning relating to relationships, personal safety, emotional wellbeing, online safety and growing up. Where appropriate, staff work closely with families and external professionals to ensure learning is meaningful, relevant and responsive to individual needs. Consideration is also given to outcomes identified within a pupil's Education, Health and Care Plan (EHCP).

We recognise that some pupils may be more vulnerable to bullying, exploitation, unhealthy relationships, online risks and safeguarding concerns. Our curriculum therefore places particular emphasis on developing communication skills, recognising risk, understanding boundaries, identifying trusted adults and knowing how and when to seek help.

We are equally committed to ensuring that pupils with particular strengths and talents are challenged appropriately. Opportunities are provided for pupils to develop

leadership, responsibility, creativity and active citizenship through wider curriculum experiences and leadership roles within the school community.

8. Equality and Diversity

At Overton CE Primary School, we are committed to ensuring that our RSHE curriculum is inclusive, accessible and reflective of the diverse society in which we live. Our provision is delivered in accordance with the Equality Act 2010 and supports our commitment to dignity, respect and belonging for all.

Teaching takes account of pupils' age, stage of development, ability, special educational needs, religion, culture, family background and language needs, ensuring that all children can access and engage with learning.

Through RSHE, pupils are encouraged to value themselves and others, challenge stereotypes and develop respect for diversity within families, communities and wider society. In line with the Equality Act 2010, we actively promote equality of opportunity and foster good relations between people with different protected characteristics.

9. Online Safety and Digital Citizenship

The school recognises that children's online lives are an important part of their everyday experiences. Through RSHE, Computing and safeguarding education, pupils learn about online relationships, privacy and personal information, social media age restrictions, cyberbullying, online scams and financial exploitation, misinformation, AI-generated content, deepfakes, harmful online influences and how to report concerns and seek support.

Children are encouraged to think critically about online information and develop the skills needed to use technology safely, responsibly and respectfully.

10. Assessment

Assessment in RSHE focuses on two key areas:

- Pupils' knowledge and understanding of relationships, health, wellbeing, personal safety and online safety.
- Pupils' ability to apply this knowledge through the development of skills and attitudes, such as communication, decision-making, managing relationships, showing respect and seeking support when needed.

Teachers will assess pupils' understanding before and after learning takes place through discussion, observation and learning activities. Any gaps in knowledge or understanding will be identified and addressed through future teaching.

11. Roles and Responsibilities

The Governing body

The Governing Body is responsible for approving the RSHE policy, monitoring its implementation and ensuring statutory compliance.

The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, ensuring staff receive appropriate support and training and managing requests to withdraw pupils from non-statutory components of RSHE.

Staff

Staff are responsible for delivering RSHE sensitively and professionally, modelling positive relationships and attitudes, responding to the needs of individual pupils and following the school's safeguarding procedures.

Class teachers are responsible for delivering the full RSHE curriculum and implementing arrangements for pupils withdrawn from the non-statutory elements of Sex Education. Staff do not have the right to opt out of teaching RSHE. Any concerns about delivering aspects of the curriculum should be discussed with the Headteacher.

Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

12. Monitoring and Review

The PSHE/RSHE Lead and Senior Leadership Team are responsible for monitoring the standards of children's work and the quality of teaching and learning in RSHE. They will support colleagues in the delivery of the curriculum, by giving them information about current developments in the subject.

This policy will be reviewed annually and updated in response to changes in statutory guidance, local needs or school priorities.

Appendix 1: Statutory Relationships & Health Education Primary

Relationships	
Families and people who care for me	Pupils should know: • That families are important for children growing up safe and happy because they can provide love, security and stability. • The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • That 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. • That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. • That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	Pupils should know • How important friendships are in making us feel happy and secure, and how people choose and make friends. • 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. • 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. • 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. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • How to manage conflict, and that resorting to violence is never right. • How to recognise when a friendship is

Respectful, kind relationships	Pupils should know: • 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. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • 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. • 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. • 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. • Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. 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. • 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. • What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online safety and awareness	Pupils should know • 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. • 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. • 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.

	• The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being safe	Pupils should know • 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. • 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. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. • How to report 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. • 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.

Physical Health and Mental Wellbeing

General wellbeing	Pupils should know • 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. • The importance of promoting general wellbeing and physical health. • 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. • How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • That isolation and loneliness can affect children, and the benefits of seeking support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. • 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. • 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). • That it is common to experience mental health problems, and early support can help.
Wellbeing Online	Pupils should know • 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. • 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. • 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. • How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.

	• Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. • 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. • That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. • How to understand the information they find online, including from search engines, and know how information is selected and targeted. • That they have rights in relation to sharing personal data, privacy and consent. • Where and how to report concerns and get support with issues online.
Physical health and fitness	Pupils should know • The characteristics and mental and physical benefits of an active lifestyle. • 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. • The risks associated with an inactive lifestyle, including obesity. • How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy Eating	Pupils should know • What constitutes a healthy diet (including understanding calories and other nutritional content). • Understanding the importance of a healthy relationship with food. • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol, tobacco and vaping	Pupils should know • The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.
Health protection and prevention	Pupils should know • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • 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.

	• 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. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
Personal Safety	Pupils should know: • About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic First Aid	Pupils should know: • How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. • Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing bodies	Pupils should know: • 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. • 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. • The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Appendix 2: HeartSmart coverage of statutory objectives – Year 1 to Year 6

RELATIONSHIPS EDUCATION — Families and People Who Care for Me							
Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
F1	That families are important for children growing up safe and happy because they can provide love, security and stability.	✓	✓	✓	✓	✓	✓
F2	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.	✓	✓	✓	✓	✓	
F3	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.	✓	✓	✓	✓	✓	✓
F4	That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	✓	✓	✓	✓	✓	✓
F5	That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.					✓	✓
F6	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.			✓	✓	✓	✓
RELATIONSHIPS EDUCATION — Caring Friendships							
Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
CF1	How important friendships are in making us feel happy and secure, and how people choose and make friends.	✓	✓	✓	✓	✓	✓
CF2	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.	✓	✓	✓	✓	✓	✓
CF3	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.	✓	✓	✓	✓	✓	✓
CF4	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.	✓	✓	✓	✓	✓	✓
CF5	That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.	✓	✓	✓	✓	✓	✓
CF6	How to manage conflict, and that resorting to violence is never right.	✓	✓	✓	✓	✓	✓
CF7	How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	✓	✓	✓	✓	✓	✓
RELATIONSHIPS EDUCATION — Respectful, Kind Relationships							
Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
RR1	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.	✓	✓	✓	✓	✓	✓
RR2	The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	✓	✓	✓	✓	✓	✓

RR3	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.	✓	✓	✓	✓	✓	✓
RR4	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.	✓	✓	✓	✓	✓	✓
RR5	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.	✓	✓	✓	✓	✓	✓
RR6	Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	✓	✓	✓	✓	✓	✓
RR7	The conventions of courtesy and manners.	✓	✓	✓	✓	✓	✓
RR8	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.	✓	✓	✓	✓	✓	✓
RR9	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.	✓	✓	✓	✓	✓	✓
RR10	What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.		✓	✓	✓	✓	✓
RR11	How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.		✓	✓	✓	✓	✓

RELATIONSHIPS EDUCATION — Online Safety and Awareness

Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
OS1	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.	✓	✓	✓	✓	✓	✓
OS2	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.			✓	✓	✓	✓
OS3	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.					✓	✓
OS4	The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.			✓	✓	✓	✓
OS5	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.				✓	✓	✓
OS6	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.		✓	✓	✓	✓	✓

RELATIONSHIPS EDUCATION — Being Safe

Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
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BS1	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.	✓	✓	✓	✓	✓	✓
BS2	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.	✓	✓	✓	✓	✓	✓
BS3	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	✓	✓	✓	✓		
BS4	How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.	✓	✓		✓	✓	
BS5	How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	✓	✓	✓	✓	✓	✓
BS6	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.	✓	✓		✓	✓	✓
BS7	How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	✓	✓	✓	✓	✓	✓
HEALTH EDUCATION — Health and Wellbeing (General Wellbeing)							
Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
GW1	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.	✓	✓	✓	✓	✓	✓
GW2	The importance of promoting general wellbeing and physical health.	✓	✓	✓	✓	✓	✓
GW3	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.	✓	✓	✓	✓	✓	✓
GW4	How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	✓	✓	✓	✓	✓	✓
GW5	How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	✓	✓	✓	✓	✓	✓
GW6	That isolation and loneliness can affect children, and the benefits of seeking support.		✓	✓	✓	✓	✓
GW7	That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	✓	✓	✓	✓	✓	✓
GW8	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.	✓	✓	✓	✓	✓	✓
GW9	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).	✓	✓	✓	✓	✓	✓
GW10	That it is common to experience mental health problems, and early support can help.			✓	✓	✓	✓
HEALTH EDUCATION — Wellbeing Online							

Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
WO1	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.	✓	✓	✓	✓	✓	✓
WO2	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.					✓	✓
WO3	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.		✓	✓	✓	✓	✓
WO4	How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.			✓	✓	✓	✓
WO5	Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.			✓	✓	✓	✓
WO6	The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.				✓	✓	✓
WO7	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.			✓	✓	✓	✓
WO8	That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.		✓	✓	✓	✓	✓
WO9	How to understand the information they find online, including from search engines, and know how information is selected and targeted.			✓	✓	✓	✓
WO10	That they have rights in relation to sharing personal data, privacy and consent.		✓	✓	✓	✓	✓
WO11	Where and how to report concerns and get support with issues online.		✓	✓	✓	✓	✓
HEALTH EDUCATION — Physical Health and Fitness							
Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
PH1	The characteristics and mental and physical benefits of an active lifestyle.	✓	✓	✓	✓	✓	✓
PH2	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.		✓			✓	✓
PH3	The risks associated with an inactive lifestyle, including obesity.		✓	✓	✓	✓	✓
PH4	How and when to seek support including which adults to speak to in school if they are worried about their health.			✓		✓	✓
HEALTH EDUCATION — Healthy Eating							
Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
HE1	What constitutes a healthy diet (including understanding calories and other nutritional content).			✓	✓	✓	
HE2	Understanding the importance of a healthy relationship with food.				✓	✓	✓

HE3	The principles of planning and preparing a range of healthy meals.		✓	✓	✓	✓	✓
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).		✓		✓	✓	✓
HEALTH EDUCATION — Drugs, Alcohol, Tobacco and Vaping							
Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
DAT1	The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.				✓	✓	✓
HEALTH EDUCATION — Health Protection and Prevention							
Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
HP1	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.			✓	✓		✓
HP2	About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	✓	✓	✓			
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.			✓	✓	✓	✓
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 check-ups at the dentist.	✓	✓	✓	✓		
HP5	About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	✓	✓	✓	✓		
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.			✓			✓
HEALTH EDUCATION — Personal Safety							
Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
PS1	About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	✓	✓	✓			
PS2	How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	✓	✓	✓			
HEALTH EDUCATION — Basic First Aid							
Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
BF1	How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.			✓		✓	
BF2	Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.			✓		✓	
HEALTH EDUCATION — Developing Bodies							
Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6

DB1	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.			✓	✓	✓	✓
DB2	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.	✓	✓	✓	✓		
DB3	The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.				✓	✓	✓

Appendix 3: HeartSmart coverage in Nursery and Year R

Nursery



Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
GET HEARTSMART HEARTSMART (Meet Boris)	Boris' Beginnings Boris the robot story- which voice should you listen to?	Build-a-Boris Make a robot from junk	Boris Shapes Make a robot from 2D shapes.	Happy and you know it Song to demonstrate different emotions.	Boris Face dough Different emotions using play dough	Boris' Hanging Hearts Heart rewards for children who are caught being kind.	N/A
	STORY PSED-SR	ACTIVITY PSED-BR	ACTIVITY PSED-BR	ACTIVITY PSED-SR	ACTIVITY PSED-BR	ACTIVITY PSED-BR	
DON'T FORGET TO LET LOVE IN! (I am special)	VIP Crowns Design and make a crown	Mirror, mirror Describe self in mirror and draw a self-portrait	I am special because I am... Game to encourage children to think about why they are special.	I am special song Children to suggest reasons they are special	Fingerprint tree Looking at uniqueness of fingerprints	All about me ball Circle time to tell the other children about yourself	N/A
	ACTIVITY PSED-BR	ACTIVITY PSED-BR	ACTIVITY PSED-SR	ACTIVITY PSED-BR	ACTIVITY PSED-BR	ACTIVITY PSED-BR	
TOO MUCH SELFIE ISN'T HEALTHY! (I love others)	Who is special to me? Who loves and cares for Boris? Who do you love and care for?	My house Who lives in your house?	Catch a smile Game to encourage children to share there smiles	Friendship web Circle time to use kind/encouraging words about one another.	A friend in need Game about look out for and helping friends in need.	Bird feeders How can we love the wildlife in our garden	N/A

Nursery



	CIRCLE TIME PSED-BR	ACTIVITY PSED-BR	GAME PSED-SR	CIRCLE TIME PSED-BR	GAME PSED-BR	ACTIVITY PSED-SR	
DON'T HOLD ON TO WHAT'S WRONG (I am a good friend)	We're all friends together Thinking about what we like to do with our friends	Sharing Island game Game to encourage sharing and co-operation	Robots and mechanics Listening to instructions and co-operating with one another	I am a kind friend Game to help children find simple ways to be kind to each other.	I make a good friend How to be a good friend.	Emoji emotions Encouraging children to describe how they are feeling using emotions.	N/A
	GAME PSED-BR	GAME PSED-BR	GAME PSED-BR	ACTIVITY PSED-BR	ACTIVITY PSED-BR	ACTIVITY PSED-SR	
FAKE IS A MISTAKE (I tell the truth)	Boris has... Game to demonstrate the importance of being kind and truthful.	The truth according to Arthur story Talking about the importance of telling the truth.	Sorting words Sorting words into kind and unkind	Animal Game-thankful to be me Pretending to be something else is fun but being me is better.	Thankful Walk Walk around the school to spot things children are thankful for.	In my house Circle time to celebrate the different things we do with are families.	N/A
	GAME PSED- BR	STORY PSED-MS	ACTIVITY PSED-BR	ACTIVITY PSED-MS	ACTIVITY PSED-SR	ACTIVITY PSED-BR	

Nursery



'NO WAY THROUGH', ISN'T TRUE (I can do it)	Nuts and bolts Challenge the children to match the correct nuts to the correct bolts	With my...I can Describing different things that the children can do with there amazing body	We're going on a bear hunt Interactive retelling of the story.	Incy Wincy Spider Learning perseverance from incy wincy spider.	Road blocks Moving cars around the mat by adhering to the road signs.	Cup stack challenge Challenge to see how many cups the children can stack before they collapse.	N/A
	ACTIVITY PSED-MS	CIRCLE TIME PSED-SR	ACTIVITY PSED-MS	ACTIVITY PSED-MS	ACTIVITY PSED-MS	ACTIVITY PSED-BR	

Reception



Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
GET HEARTSMART (Meet boris)	My HeartSmart Tool-belt Looking at Boris' special tools to learn what it means to be HeartSmart	Becoming Boris Using junk materials to dress up as Boris	Fill Boris' Toolbox Roll a dice to find the missing tools from Boris' toolbox	How do they feel? Learning to read facial expressions and body language to understand how someone is feeling	My heart is full Talking about the things we love and how they make us feel.	Heart hunt Looking for hidden hearts	N/A
	ACTIVITY PSSED-BR	ACTIVITY PSSED-MS	GAME PSSED-MS	ACTIVITY PSSED-SR	ACTIVITY PSSED-SR	GAME PSSED-BR	
DON'T FORGET TO LET LOVE IN! (I am special)	I am loved! Learning that each one of us is loved, special and important	My favourite things Thinking about our favourite things and how they are all different.	My Heart Talking about how we demonstrate different emotions.	Twinkle Twinkle Thinking about what makes our friends special.	Who am I? Children to find different objects they like	EYFS has talent Demonstrating our different skills and talents.	N/A
	CIRCLE TIME PSSED-BR	ACTIVITY PSSED-SR	ACTIVITY PSSED-SR	GAME PSSED-BR	ACTIVITY PSSED-MS	ACTIVITY PSSED-MS	
TOO MUCH SELFIE ISN'T HEALTHY! (I love others)	I love to... Discussion about who you love and what you love to do together	Parachute families Game to demonstrate how everyone's family is different	Sorting feelings Looking at ways people express how they are feeling and ways we can show we care	How do you do? Exploring ways to show care and affection for others.	Helpful Hearts Thinking about how we show others we care when we offer our help.	Thank you for helping me Thanking members of the school community for their help.	N/A
	ACTIVITY	GAME	ACTIVITY	GAME	ACTIVITY	ACTIVITY	



Reception

	PSED-BR	PSED-BR	PSED-BR	PSED-BR	PSED-BR	PSED-BR	
DON'T RUB IT IN, RUB IT OUT (I am a good friend)	Super friends Discussing what makes a super friend.	Musical Friends Game to show the importance of including others	Listening ears Game to encourage children to listen to one another.	Soft words, Hard words Thinking about the types of words we use and how they make others feel	If I met the scrap man Being kind to others even when their behaviour is unkind.	Grumpy Frog story Exploring saying sorry through story	N/A
	ACTIVITY PSED-SR	GAME PSED-BR	GAME PSED-BR	ACTIVITY PSED-BR	ACTIVITY PSED-SR	STORY PSED-SR	
FAKE IS A MISTAKE (I tell the truth)	Boris and the scrapman's lies Children to differentiate between lies and truth	Cheer up Boris! Write or draw a postcard for Boris using kind and encouraging words.	How Rabbit got his long Ears Story to explore the importance of telling the truth	Hat Games Pretending to be someone else is fun but being me is better.	Thankful Heart Circle time to think about what the children are thankful for.	Tell me about you Sharing and celebrating differences in our home and families.	N/A
	ACTIVITY PSED-SR	ACTIVITY PSED-BR	STORY PSED-MS	ACTIVITY PSED-MS	CIRCLE TIME PSED-MS	SHOW AND TELL PSED-BR	
'NO WAY THROUGH', ISN'T TRUE (I can do it!)	Boris in the kitchen Considering how we can move forward from mistakes we make.	I can challenge Series of challenges for children to practice and complete	Stuck! Circle time to consider what to do when the children are stuck	When I grow up Game and discussion around what children want to do when they grow up	Magnetic Maze Activity to demonstrate persevering to find a way through	Changing Caterpillars Considering change through the life cycle of a caterpillar.	N/A

Reception



	DISCUSSION PSED-MS	ACTIVITY PSED-SR	CIRCLE TIME PSED-MS	GAME PSED-MS	ACTIVITY PSED-MS	ACTIVITY PSED-MS	
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