

Applecroft School



Personal, Social, Health and Economic Education (PSHE) Policy (Including Relationships, Sex and Health Education)

Person Responsible:	RSHE Curriculum Leader
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Personal, Social, Health and Economic Education (PSHE) Policy

1) Introduction:

School Vision:

'To be a positive and inspiring community that nurtures each individual and empowers leaders for life'.

School Mission Statement:

'Nurturing Potential, Inspiring Minds, Changing Lives'.

School Values:

- Ambition and Leadership
- Kindness and Supportiveness
- Respect and Honesty
- Determination and Resilience.

2) Our aims and objectives including breadth of study:

Using the objectives from both the Early Years Foundation Stage Statutory Framework and the National Curriculum as our base, it is our aim to:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

All schools must have in place a written policy for Relationships Sex & Health Education (RSHE). The Department for Education published revised guidance on Relationships Education, Relationships and Sex Education, and Health Education in July 2025. In the foreword to that document, the Secretary of State noted:

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. The key decisions on these subjects have been informed by a thorough engagement process, including a public call for evidence that received over 23,000 responses from parents, young people, schools and experts and a public consultation where over 40,000 people contacted the Department for Education."

On page 32 of the same guidance, it is stated that:

"Schools have significant freedom to implement this guidance in the context of a broad and balanced curriculum. Effective, high-quality teaching will break down core knowledge and skills into manageable and well-sequenced units, including opportunities for pupils to practise skills so that they will be confident to use them in real-life situations. The curriculum should build knowledge and skills sequentially, with regular feedback provided on pupil progress".

At Applecroft School, we include the statutory RSHE requirements within our school PSHE curriculum for Key Stage 1 and Key Stage 2 and Personal, Social and Emotional Development (PSED) for EYFS. To ensure clear progression across the key stages we use a scheme of work from EC Publishing for Reception to Year 6 and we tailor this curriculum to our school and community needs, as well as to individuals within each class. Content is adapted to address emerging issues, identified pupil needs and local risks, with additional lessons and assemblies delivered on topics such as vaping awareness, water safety and other safeguarding concerns relevant to the local area. For nursery, we have mapped the PSED objectives across the year.

We recognise that parents/carers are the first teachers of their children. They have the most significant influence in enabling their children to grow, mature and form healthy relationships. We respect that parents/carers have a right to remove their children from certain aspects of the RSHE curriculum and we seek to consistently engage, inform and listen to their feedback on all aspects of PSHE.

Our curriculum long term plan can be found on our school website [here](#).

This policy should also be read in conjunction with other relevant policies, including our [Equalities](#) policy, [Safeguarding](#) policy, [Anti-bullying](#) policy and [Behaviour](#) policy.

3) PSHE Curriculum Intent:

At Applecroft School, our intention is to develop and implement a comprehensive PSHE curriculum that reflects the statutory guidance and meets the requirements outlined in the PSHE Association's programme of study. Our curriculum is designed to meet the needs of all pupils in age-appropriate ways and prepare them to make the most of life now and in the future, emphasising:

- The importance of stable, loving relationships
- Respect for self and for all
- Rights, responsibilities and the law
- Equality and acceptance of diversity
- Kindness and generosity
- Honesty

Our PSHE curriculum is delivered in the context of our comprehensive approach to wider personal development opportunities and enrichment, including our Leader in Me programme. A wide range of leadership roles are available to pupils and their participation in school committees is actively encouraged. The curriculum is also developed in tandem with the school's wide-ranging assembly programme and in alignment with other areas of the curriculum, such as [Religious Education](#),

[Computing](#), [Science](#) and [PE](#).

Our spiral curriculum ensures that key topics are revisited, enabling students to build upon prior knowledge and skills as they progress through their education.

To achieve our intent, we will:

1. Create a Spiral Curriculum: We will plan a PSHE curriculum that covers the statutory guidance and is fully mapped to the coded requirements of the PSHE Association's programme of study. This will ensure a cohesive and progressive approach to PSHE education.

2. Foster Inclusivity and Challenge: We are committed to providing an inclusive curriculum that challenges and supports all pupils. We will adopt adaptive teaching principles by setting ambitious learning objectives while incorporating varying levels of support and resources scaffolded to assist lower attaining pupils. Where appropriate, we will provide differentiated instruction to these children, allowing them to fully engage with the curriculum and enabling them to develop essential life skills.

4) PSHE Curriculum Implementation:

To ensure the effective implementation of our PSHE curriculum, we will:

1. Provide Professional Development: We will designate a suitably trained PSHE Curriculum Leader who will support teachers in delivering high-quality PSHE education. Our school will offer ongoing professional development opportunities to enhance teachers' knowledge of PSHE subject matter and pedagogical strategies and keep the development of staff expertise under review.

2. High-Quality PSHE Resources: We have invested in high-quality, editable PSHE resources from EC Publishing, a reputable company specialising in PSHE education. These resources have been carefully selected to align with our curriculum intent. They include comprehensive lesson plans that are mapped to British values and the PSHE Association codes. The lessons provided by EC Publishing are engaging, scaffolded, and incorporate assessment for learning opportunities. Additionally, the resources include progression documentation and learning journeys, ensuring a coherent and progressive learning experience for our students.

3. Support Literacy, Numeracy and Science Skills: Our PSHE curriculum will incorporate varied and well-planned activities that support the development of literacy, numeracy and science skills. This approach will reinforce the importance of these subjects and provide opportunities for students to apply their knowledge in real-life contexts, fostering a holistic understanding of PSHE.

4. Reduce Teacher Workload: The resources obtained from EC Publishing are designed to minimise teacher workload while maintaining a high-quality PSHE programme. The lesson plans, activities, and assessments provided by EC Publishing are well-structured, accessible, and editable, enabling our teachers to efficiently plan and deliver engaging lessons. This reduction in administrative burden allows our teachers to focus on providing meaningful and impactful learning experiences for our students.

5) PSHE Curriculum Impact:

The impact of our PSHE provision will be measured through the following:

- 1. Preparedness for Life:** We will demonstrate that our PSHE curriculum prepares pupils for their future, enabling smooth transitions to secondary school and equipping them with the necessary skills for further education, employment or training.
- 2. Academic Performance:** We will monitor and evaluate the impact of our PSHE curriculum on academic performance. Research shows that well-delivered PSHE education can contribute to improved academic outcomes, particularly for disadvantaged children. We will strive to close attainment gaps and support the holistic development of these pupils.
- 3. Student Well-being and Resilience:** Through our PSHE curriculum, we aim to enhance pupils' well-being, emotional resilience, and ability to make informed choices. We will regularly assess the impact of our provision on children's mental health, emotional literacy, and their ability to navigate challenges effectively.
- 4. Review and Evaluation:** This policy will be reviewed annually to ensure its effectiveness and relevance. We will gather feedback from teachers, pupils, and parents to continually refine and improve our PSHE curriculum. Regular evaluation and reflection on the intent, implementation, and impact of our PSHE provision will inform future planning and enhance the overall quality of education at Applecroft.

6) What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education Relationships Education is the age-appropriate teaching of knowledge, skills and values that enable pupils to form and maintain safe, respectful and positive relationships with others. It includes understanding different types of relationships (e.g. family types, for example, same-sex families/single parent families, friendships, and relationships with trusted adults), recognising the importance of kindness, respect and honesty, managing conflict, and developing awareness of personal boundaries, consent (in an age-appropriate way), and how to seek help if they feel unsafe.

By the end of primary, pupils should have explored and understand the following themes (see additional details in Appendix 1):

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

Additional School-Defined Sex Education (beyond the National Curriculum for Science) In addition to the statutory National Curriculum for Science, we provide age-appropriate sex education in Year 6 to further support pupils' understanding of their bodies and development. This includes conception and reproduction in a sensitive and developmentally appropriate way. Our content is

carefully planned, reflects the school's values and ethos, is delivered in an inclusive manner, and is communicated clearly with parents, including their right to request withdrawal where appropriate.

From Reception onwards, we deliver PSHE through the 'EC Publishing' scheme. EC Publishing have created a spiral approach to teaching statutory content, ensuring that key themes such as relationships, diversity, health, and safety are revisited and deepened through age-appropriate lessons across the year. This structure enables pupils to build knowledge and skills progressively and confidently, in line with statutory RSHE guidance.

7) What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will be delivered through the following themes:

- Mental wellbeing
- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies

Teaching children about puberty is a statutory requirement which sits within the Health Education part of the DfE guidance under 'Changing adolescent body' 'Developing bodies' strand, and at Applecroft we teach this in the summer term in Reception and years 1, 2, 4, 5 and 6.

8) Sex Education

The DfE Guidance 2025 (p.12) states "Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum."

At Applecroft School, we believe children should understand the facts about human reproduction before they leave primary school. We define Sex Education as understanding human reproduction

and we teach this as part of PSHE.

Puberty is taught as a statutory requirement of Health Education through the 'Health and Wellbeing' strand of EC Publishing.

9) Parents'/Carers' right to request their child be excused from Sex Education

The DfE Guidance 2025 (p.7) states that "Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE."

We conclude that sex education refers to human reproduction and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this in Year 6.

Year 6	• describe what happens during the menstrual cycle • describe how changes in puberty differ from person to person
	Parental right to withdraw: Conception/Human Reproduction: • describe how human reproduction happens and how a baby starts to be created • Identify the names of the male and female sex cells and their role in creating a new human life. • Identify some of the different ways loving couples may decide to have children (e.g., natural conception, IVF, and adoption).

The school will inform parents of this right at the beginning of the term Sex Education will be taught.

However, the teaching of reproduction in a mammal that is covered by the Science curriculum is statutory - parents cannot withdraw children from science.

10) Learning and Teaching Styles - Making PSHE inclusive

Teachers plan with detail and attention to their individual children. Learners are supported with scaffolds where necessary to enable any individual needs to be supported. Challenge is provided where necessary to ensure that children are being given the opportunities to enrich their learning further.

We teach PSHE as a whole-school approach to give all children across the school a sense of belonging and community whilst valuing each and every individual by praising an attitude or behaviour each week through our weekly achievement assemblies, bringing the whole school together and celebrating every child's contribution to the 'Applecroft Family'.

Central to the ethos of PSHE is the belief that we are all unique and that should be celebrated and enjoyed. World events have highlighted issues where this belief in equality may either not be shared or perhaps not passed on to our young people explicitly.

We promote and discreetly teach British Values, respect for all and value every individual. We also respect the right of our children, their families and our staff, to hold beliefs, religious or

otherwise.

EC publishing is written as a universal core curriculum for all children. Inclusivity is part of its philosophy. Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that a class mission statement is written and agreed at the beginning of the year and is reinforced in every lesson alongside the ground rules revisited at the beginning of each lesson.

The DfE Guidance 2025 (p.37) states, *"Schools are required to comply with relevant requirements of the Equality Act 2010, including the Public sector equality duty (PSED) (s.149), when teaching RSHE. Schools must ensure topics in RSHE are taught in a way which does not discriminate against pupils or amount to harassment. Pupils should understand the importance of equality and respect and learn about the law relating to the protected characteristics by the end of their secondary education. The protected characteristics are age, disability, gender reassignment, sexual orientation, marriage or civil partnership, pregnancy and maternity, race, religion or belief, and sex."*

At Applecroft School we promote respect for all and value every individual. We respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

To ensure that pupils make worthwhile progress in lessons, teachers use a range of teaching styles in each lesson to match the range of learning styles represented in a typical class. All pupils cover the same core objectives. Teachers provide suitable ways for pupils of different abilities to access the lessons by increasing the degree of support, by using relevant resources, or by using other adults.

11) How do we plan and organise our lessons?

In Nursery, learning objectives are mapped out for each half term from autumn to summer. The nursery teacher plans a carpet-time discussion session linked to a Personal, Social and Emotional Development (PSED) objective from the EYFS framework.

In Reception, we use the EC Primary Complete Reception PSHE package to support delivery of the EYFS framework and Development Matters guidance, with a focus on developing children's Personal, Social and Emotional Development (PSED) and Communication and Language skills. The lesson plans form part of a spiral curriculum, laying strong foundations for future learning in line with the DfE's Relationships and Health Education requirements.

Year 1-6: From Year 1 to Year 6, children are taught PSHE following the DfE Statutory Guidance and the PSHE Association's recommended thematic approach, covering Health and Wellbeing, Relationships Education, and Living in the Wider World. Lessons are designed to be engaging, accessible, and appropriately challenging, with a creative and well-structured curriculum that supports all learners, including those with SEND.

Each lesson is divided into eight parts which act as the essential elements to each PSHE lesson. These parts are listed below:

An opening scenario - Lessons begin with a thought-provoking scenario, image, or question to engage pupils and prompt initial discussion around the theme.

Learning Objective - Each lesson begins with a clearly stated learning objective, helping children understand the focus of the session.

Ground Rules - Each lesson reinforces agreed class ground rules to ensure a safe, respectful environment where pupils feel confident sharing their thoughts.

Key terms - Key vocabulary is introduced at the start of the lesson to support understanding and enable accurate use of topic-specific language.

Main teach - This section of the lesson is used to introduce new information, concepts and skills, using a range of teaching approaches and activities.

Video or Information Sheet - Short videos or clearly presented information sheets provide accessible, age-appropriate content to support the main teaching and stimulate discussion.

Main Task - Children complete a structured activity or task designed to apply new learning, encourage critical thinking, and deepen understanding of the topic. This could be individual work, group tasks or paired work. At least 3 activities a half term will be differentiated into three colour-coded levels: **Challenge**, **More Challenging**, and **Mega Challenging**. This allows children to progress at their own pace, selecting or being guided to the appropriate level of challenge. It also supports self-assessment, enabling pupils to reflect on how well they met the learning objective. Teachers have flexibility and autonomy in deciding what their main task activity will look like.

Plenary - The lesson concludes with a reflective question or summary activity to consolidate learning and encourage personal reflection.

12) How do children record their work?

In EYFS their PSED curriculum is mainly discussion. When appropriate teachers and staff will record evidence in the form of quotes or photographs on Tapestry. In Year 1 children use whole class books to record their work and discussion. In Year 2-6 record their thoughts/reflections into their PSHE book where they can also refer to their previous learning.

13) How do we use feedback to support children's progress?

As children are introduced to thought provoking topics, they are presented with a variety of views and beliefs. The class teacher will provide unbiased feedback within whole class discussion. They will ask questions to guide the pupil to form their own, informed opinion, considering that others have the right to a different opinion. The pupils' personal reflection made in their PSHE book will be viewed by the teacher in the same manner - as unbiased feedback. The feedback will provide an understanding of the pupils' viewpoint.

Both formal and informal PSHE and RSHE questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that teachers must use their skill and discretion in this area

and refer to the Designated Safeguarding Lead and/or Deputies if they are concerned/where relevant.

14) How do we assess and report children's progress and attainment in PSHE?

Assessment in PSHE is both formative and summative, designed to monitor and support pupils' personal development. Each lesson is structured around clear learning objectives, enabling teachers to assess progress and adapt future planning accordingly. Activities are included in each lesson to give children the opportunity to self-assess using simple pictorial resources designed in a child-friendly, age-appropriate manner. This approach encourages reflection, supports self-awareness and informs ongoing teaching strategies.

15) How do we set Home Learning?

We do not set specific PSHE Home Learning tasks weekly although they may be set occasionally. However, we do encourage the children to share any achievements with the adults in school, to celebrate the successes of all children from activities both in and out of school.

16) How do we monitor PSHE across the school?

The monitoring of PSHE is the responsibility of the PSHE Curriculum Leader in line with the school's expectations of Curriculum Leadership. Every year group's planning will be monitored along with collecting pupil and staff voice, work sampling and observation of lessons. The effectiveness of PSHE and RSHE will be monitored by the Senior Leadership Team and the PSHE Leader through:

- Learning walks
- Work scrutiny
- Feedback from pupils, staff and parents/carers
- Observations
- Planning scrutiny

17) How is PSHE resourced?

PSHE is resourced through our subscription to EC Publishing, which provides us with comprehensive lesson plans, worksheets, and information sheets. This subscription ensures that we have access to high-quality, structured resources that are carefully designed to meet the PSHE curriculum requirements. These materials are used to support and enhance our teaching, offering both teachers and students clear, engaging content for each lesson.

18) How do we involve parents and carers in PSHE learning?

The government guidance on '[Parental Engagement on Relationships Education](#)' (DfE 2019), emphasises the importance of schools working in partnership with parents and carers. There are key moments in the academic year when the parents are informed about RSE including at the beginning

of the year and ahead of the summer term when parents are informed about the focus of Sex Education and puberty content coming up. In addition, our website contains information and resources on both the PSHE and RSE curriculum at Applecroft School. Within these communications, we outline the parents'/carers' rights of withdrawal as directed by the DfE Guidance. The PSHE curriculum leader sends letters asking for parents and carers support with the delivery of our curriculum. Objectives have been given for each year group and the skills or jobs that would benefit that unit. The letters will also go out to parents and carers before the spring and summer units to invite parents or carers in to support the upcoming themes.

19) How is the Board of Trustees involved?

The Board of Trustees monitors this policy on an annual basis and makes recommendations if it needs modification. Serious consideration is given to any comments from parents about the PSHE and RSHE curriculum at Applecroft. Trustees work alongside school leaders to ensure the curriculum is effective for all pupils at the school.

The curriculum leader also meets with trustees once a term. They are made aware of any updates in PSHE, offer support and organise dates to shadow any subject monitoring to deepen their understanding of the subject.

The Board of Trustees will ensure that:

- All pupils make good progress in achieving the expected educational outcomes
- The subject is well led, effectively managed and well planned
- The quality of provision is subject to regular and effective self-evaluation
- Teaching is delivered in ways that are accessible to all pupils with SEND
- Clear information is provided for parents/carers on the subject content and the right to request their child is withdrawn
- The subject is resourced, staffed and timetabled in a way that ensure that the school can fulfil its legal obligations

20) British Values and the Law within PSHE:

Applecroft is committed to promoting British Values — democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs —throughout its Relationships & Sex Education curriculum.

Teaching reflects current legislation, including the Equality Act 2010, ensuring that pupils develop an age-appropriate understanding of how the law applies to relationships, behaviour and equality. Pupils are taught to recognise the importance of fairness, respect and inclusion, and to understand that discrimination is not acceptable.

Within RSHE, pupils learn:

- the importance of respectful relationships and treating others equally
- that families and relationships may differ, and should be respected

- about their rights and responsibilities as individuals within a community
- how rules and laws help to keep people safe.

These principles are reinforced through the wider school curriculum and personal development opportunities, including assemblies, themed events and the school's behaviour policy.

The school respects the right of all pupils, families and staff to hold religious and personal beliefs. Teaching is delivered in a balanced, sensitive and inclusive manner, ensuring that all pupils feel valued while also understanding the legal and social expectations of life in modern Britain.

21) Dealing with Sensitive Issues:

PSHE is delivered by the class teacher to ensure that pupils feel comfortable and supported when discussing and exploring sensitive topics. Class teachers are familiar with the individual needs and backgrounds of their pupils, enabling them to approach such subjects with sensitivity, care and appropriate consideration.

We will continue to answer children's questions, as they arise, in an appropriate manner. There may be occasions when a teacher will respond to a question on a one-to-one basis, or when children are referred to their parents for further information or discussion. Due to the sensitive content, RSE lessons will be delivered to the children by their class teacher where possible.

22) Child Protection and Confidentiality:

The school recognises that Relationships, Sex & Health Education (RSHE) plays a vital role in supporting pupils' safety, wellbeing and personal development. Teaching is delivered in a safe, supportive environment where pupils feel able to ask questions and discuss sensitive issues appropriately.

Teachers are clear about their legal and professional responsibilities regarding confidentiality. Pupils are informed that staff cannot offer unconditional confidentiality; however, if confidentiality needs to be broken for safeguarding reasons, this will be explained to the pupil and they will be supported throughout the process. Where a member of staff has concerns about possible abuse or inappropriate sexual behaviour, the school's child protection procedures will be followed.

Clear procedures are in place for responding to sensitive questions. Staff will answer questions in an age-appropriate and factual manner and may choose to address certain questions individually where necessary. All teaching is delivered with sensitivity and awareness of pupils' backgrounds and needs.

This policy should be read in conjunction with the school's [Safeguarding Policy](#). Any disclosures or concerns arising during RSHE lessons are managed in line with these procedures to ensure that all pupils are protected and supported effectively.

Staff who teach RSHE are expected to:

- deliver RSHE in accordance with this policy, promoting respect, values and the importance of family life
- participate in appropriate training to support effective delivery of the curriculum

- implement the agreed scheme of work
- raise any concerns about teaching materials with the Headteacher
- follow appropriate quality assurance and vetting procedures when inviting external visitors
- respond appropriately where parents have requested withdrawal from sex education (in line with statutory guidance).

This section will be reviewed in accordance with the school's policy review cycle. A record will be maintained of pupils withdrawn from sex education, along with any parental concerns or complaints.

Relationships Education in Primary Schools - DfE Guidance 2025

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

The guidance states that, by the end of primary school:

	Pupils should know:	How we teach this through EC Publishing:
Families and people who care for me	1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	• Families and people who care for us • Respectful relationships • Mental wellbeing • How to stay safe (both physically and emotionally)
Caring Friendships	1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that	• Caring friendships • Respectful relationships • Online safety and relationships • Mental wellbeing

	most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	
Respectful, kind relationships	1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.	• Families and people who care for us • Caring friendships • Respectful relationships • Online safety and relationships • Mental wellbeing • How to stay safe (both physically and emotionally)

	6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners. 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	
Online safety and awareness	1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate	• Respectful relationships • Online safety and relationships • Mental wellbeing • How to stay safe (both physically and emotionally)

	content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.	
Being Safe	1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.	• Caring friendships • Respectful relationships • Online safety and relationships • Mental wellbeing • How to stay safe (both physically and emotionally)

	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.	
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Health Education (in relation to puberty)

	Pupils should know:	How we teach this through EC Publishing:
Developing Bodies	1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. 2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. 3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.	• Physical Health: The importance of exercise, healthy eating, and sleep. • Mental Health: Recognising and talking about emotions, and strategies for building resilience. • Puberty and the Changing Adolescent Body: Taught in Years 4 to 6, preparing pupils for the physical and emotional changes during adolescence.
Year 6: Sex Education	1. Identify the names of the male and female sex cells and their role in creating a new human life. 2. Identify some of the different ways loving couples may decide to have children (e.g., natural conception, IVF, and adoption). 3. Describe how human reproduction happens and how a baby starts to be created	• Year 6 – A lesson on sexual intercourse and conception, separate from the Science curriculum.

Personal, Social, Health and Economic (PSHE) Education Government Guidance
Relationships Education, Relationships and Sex Education (RSE), and Health Education