Relationship, Sex and Health Education (RSHE) Policy

Havelock Primary School, Nursery and ARP

2026-2027

As a Rights Respecting School we uphold the articles from the United Nations Convention on the Rights of the Child (UNCRC).

Many of these articles underpin our RSHE policy:

Article 2 – Non-discrimination: All children have the right to access RSHE regardless of their background, gender, disability, religion, race or family circumstances.

Article 3 – Best interests of the child: RSHE should promote children's wellbeing, safety and development.

Article 12 – Respect for the views of the child: Pupils should have opportunities to express their views and ask questions about relationships, health and wellbeing.

Article 13 – Freedom of expression: Children have the right to seek, receive and share information and ideas.

Article 16 – Right to privacy: RSHE teaching should respect pupils' dignity, privacy and confidentiality.

Article 17 – Access to information: Children have the right to reliable information that supports their health and wellbeing.

Article 19 – Protection from violence, abuse and neglect: RSHE helps children recognise unsafe situations, understand consent, and know how to seek help.

Article 24 – Health and health services: Health education supports children's physical and mental health and helps them make informed choices.

Article 28 – Right to education: Every child has the right to receive education, including RSHE.

Article 29 – Goals of education: Education should develop children's personalities, talents, respect for others, and prepare them for life in society. This aligns closely with RSHE objectives.

Article 34 – Protection from sexual exploitation and abuse: RSHE supports safeguarding by teaching children about personal safety, appropriate boundaries and trusted adult.

Contents

1. Aims

This RSHE policy refers to the delivery of the Relationships, Sex and Health Education curriculum, known at Havelock Primary School as Relationship Sex and Health Education. For pupils, these lessons are referred to as **Relationships Education and Growing Up (REGU)**. In this document, the subject will henceforth be referred to as 'RSHE' throughout this policy.
The aims of RSHE at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture and promote healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017. We must also teach health education.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSHE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Havelock Primary School, we teach RSHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a small working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to review and give feedback on the policy.
4. Pupil consultation – we investigated what exactly pupils want from their RSHE.

5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

For the purpose of this policy:

RSHE will:

- Teach the skills and knowledge that form the building blocks of all positive relationships
- Support children from the start of their education to grow into kind, caring adults who:
    - Have respect for others
    - Know how to keep themselves safe
- Have emotional awareness
- Understand the concept of consent
- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health
- Teach pupils about changes to their body over time
- Refer, in one year 6 lesson, to 'conception'.

5. Curriculum

Our RSHE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. Teaching will be developed to ensure the curriculum is accessible for pupils with SEND.

We will share all curriculum materials with parents and carers on request.

6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum every week. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

The school will make sure that:

- Parent workshops are held to ensure parents know what the curriculum will include.
- RSHE is taught in the Spring term.
- Dedicated lessons are delivered to all pupils.
- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work.

- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations
- “Over blocking” by the school’s filtering and monitoring system doesn’t lead to unreasonable restrictions as to what children can be taught
- Providing scaffolded tasks and talk opportunities to ensure children with special educational needs

Relationships education focuses 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, including:

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

Health education will:

- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing

Primary sex education taught in year 6 will be taught in line with the National Curriculum for science, and focus on:

- The main external body parts
- The human body as it grows from birth to old age (including puberty)
- Reproduction in some plants and animals
- How a baby is conceived (in line with the factual curriculum of conception set out in the science curriculum)

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Guided discussions and practical activities

Teachers will make sure that all pupils’ views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The program will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

Pupils will be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

- **Assessment and Approval of RSHE Resources and Materials**

All RSHE resources and materials used within the school will be carefully reviewed before use to ensure they are:

- Age-appropriate and suitable for the developmental stage of pupils.
- Accurate, balanced and factually correct.
- Inclusive and reflective of the diverse backgrounds, cultures, faiths and family structures represented within the school community as per our No Outsiders curriculum.
- Consistent with statutory guidance on Relationships Education, Health Education and the National Curriculum.
- Aligned with the school's safeguarding responsibilities and values.
- Free from bias, stereotypes and discriminatory content as per our No Outsiders curriculum.
- Supportive of pupils' emotional wellbeing and understanding of healthy relationships.

- The PSHE Leads, **Aisha Abbasi and Anna Lynch**, will be responsible for overseeing the review and approval of RSHE resources. Resources may be evaluated through:
  - Review against statutory RSHE and safeguarding guidance.
  - Consultation with the Designated Safeguarding Lead (DSL) where appropriate.
  - Discussion with teaching staff and senior leaders.
  - Consideration of pupil needs, including SEND and additional vulnerabilities.
  - Regular reviews to ensure materials remain current, effective and relevant.
- Where external organisations or visitors contribute to RSHE provision, all materials and resources will be reviewed and approved by the school prior to delivery. External contributions will complement, rather than replace, the planned RSHE curriculum.
- Parents and carers may request to view curriculum resources used to teach RSHE, in line with the school's commitment to transparency and partnership with families.

For more information about our RSHE curriculum, see Appendices 1 and 2.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures) as per our No Outsiders curriculum, along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is accessible to pupils with SEND
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
- Safe and supported
- Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

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

We will make sure that when we consult parents/carers we provide a representative sample of the resources that the school plans to use.

We will ensure that parents/carers are able to view all curriculum materials used to teach RSHE on request.

Parents/carers are not able to veto curriculum content.

We will comply with any applicable copyright laws when sharing resources with parents or carers, and will include a statement that parents agree to as a condition of access that the content should not be copied or shared further except as authorised under copyright law.

7. Use of external organisations and curriculum materials

We use the 2026 Ealing scheme of work to deliver our RSHE curriculum and ensure we meet statutory requirements.

Whilst the school may work with external organisations to deliver the curriculum, it remains responsible for the content and the way in which pupils are taught.

We will make sure that any agency and any materials used are accurate, age and stage-appropriate, and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
- Are age-appropriate
- Are in line with pupils' developmental stage
- Are accessible for all pupils, including those with SEND
- Are sensitive to pupils' needs
- Comply with:

- This policy
- The Teachers' Standards
- The Equality Act 2010
- The Human Rights Act 1998
- The Education Act 1996

- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed
- Ask to see in advance any materials and lesson plans that the agency may use
- Know the named individuals who will be there, check the credentials of the visitor and/or visiting organisation, and follow our usual safeguarding procedures for these people
- Make sure the visitor understands and agrees in advance:
- How confidentiality will work in any lesson
- How safeguarding reports should be dealt with, in line with our school policies
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers
- Consult parents/carers on the content of external resources on the topic of biological sex and gender reassignment in advance and make all materials available to them on request
- Avoid materials that use cartoons or diagrams that oversimplify the topics of biological sex and gender reassignment, that could be interpreted as being aimed at younger children, or that perpetuate stereotypes or encourage pupils to question their gender

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers. The school will communicate to agencies that it is legally obliged to have regard to the expectation that all content can be shared with parents and carers

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSHE policy and hold the headteacher to account for its implementation.

The governing board will ensure that:

- All pupils make progress in achieving the expected educational outcomes • teaching is accessible to all pupils with SEND
- Curriculum content and teaching materials are aligned with the guidance
- Clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education

8.2 The headteacher

The headteacher is responsible for making sure that RSHE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSHE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny/misandry, homophobia, biphoboia, sexual violence/harassment, derogatory behaviour and stereotypes
- Where misogynistic ideas are expressed at school, challenging the ideas, rather than the person expressing them
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL), Gurjit Chhina.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

Anna Lynch and Aisha Abbasi are the RSHE leaders at the school and are also available for discussions.

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships and health education.

Parents/carers have the right to withdraw their child from the non-statutory components of sex education within RSHE – the headteacher will grant all requests to withdraw a pupil from the non-statutory parts of sex education.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

11. Monitoring arrangements

The delivery of RSHE is monitored by, Aisha Abbasi and Anna Lynch PSHE leads, through:

- Regular scrutiny of long-term plans, medium-term plans and lesson resources to ensure curriculum coverage and progression.
- Lesson observations and learning walks focused on the quality of teaching and learning in RSHE.
- Monitoring of pupils' work, including class books, floor books, reflection journals and other evidence of learning.
- Pupil voice activities, including surveys, questionnaires and discussions, to gather feedback on pupils' experiences and understanding.
- Staff voice and consultation to identify strengths, areas for development and professional development needs.
- Review of assessment information where appropriate to ensure pupils are making progress in their knowledge and understanding.
- Monitoring the effective use of agreed RSHE schemes of work and resources.
- Evaluating the impact of whole-school events and enrichment activities, such as Anti-Bullying Week, Children's Mental Health Week and Safer Internet Day.
- Reviewing safeguarding, behaviour and wellbeing data to identify any emerging trends or issues that may inform curriculum development.
- Reporting findings and recommendations to the Senior Leadership Team and Governing Body as appropriate.

Pupils’ development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Aisha Abbasi and Anna Lynch PSHE leads annually. At every review, the policy will be approved by headteacher and governing body.

Adopted	October 2026
To be reviewed	September 2027

Appendix 1: Ealing Primary School PSHE Scheme of Work Yearly Overview

The Ealing PSHE Scheme of Work – Yearly Overview

	Autumn: Relationships and Health Education		Spring: Living in the Wider World		Summer: Relationships and Health Education	
Year group	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Nursery	Who are we?	How do I look after my body? Part 1	How do I stay safe in different places? Part 1	How do I look after my body? Part 2	How do I stay safe in different places? Part 2	Who is there for me?
Reception	Who am I?	What do I need to do to be healthy?	What is a rule and do we need them?	What makes me special?	How can I keep myself safe?	Who is important to me?
Year 1	Who is there to help me?	What things does a healthy person do?	What are rules and why do we have them?	What will I bring to my community?	What is personal safety?	What do we have in common?
Year 2	What is a good friend?	What things make us healthy and what things might harm our bodies?	What are rights and responsibilities?	What is money?	How does being safe make me feel?	How do I recognise risk?
Year 3	How do we make our relationships safe and fair?	What are healthy habits and why are they important?	How do communities make a difference?	How do I make informed choices about money?	How do I keep my body safe?	Who is there to help me when I think there's a risk?
Year 4	Why are respectful relationships important?	What action can I take to look after my health?	What is citizenship?	How can I support my community?	What changes happen as I grow up?	What can I do about risks?
Year 5	What are the consequences of unhealthy and unfair relationships?	How do different parts of our bodies impact our health?	What is global citizenship?	What do I want to do when I grow up? What is the media?	What can I expect during puberty?	How do we respond to change, risk and harm?
Year 6	How can I maintain healthy relationships?	How are our physical health and mental health connected?	How do we create equality for all citizens?	How can I be prepared for work in the future? How do I stay critical online?	How is my body preparing for adulthood?	How do relationships change as we grow up?
Colour Code:	Health and Wellbeing		Living in the Wider World		Relationships	

APPENDIX 2: Curriculum coverage – science, sex education, relationships education and health education

Science

Key Stage 1:
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- notice that animals, including humans, have offspring which grow into adults

Key Stage 2:
- describe the changes as humans develop to old age
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Sex Education – Year 6 only
- The process of sexual reproduction and birth in humans
- How the reproductive systems of males and females combine to conceive (sperm must meet egg)
- Questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education

2025 Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance	
Relationships Education Curriculum Content	**Health Education Curriculum Content**
Families and people who care for me o That families are important for children growing up safe and happy because they can provide love, security and stability. o 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. o 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. o That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. o That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. o How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	**General wellbeing** o 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. o The importance of promoting general wellbeing and physical health. o 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. o How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. o How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. o That isolation and loneliness can affect children, and the benefits of seeking support. o That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. o 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.

	o 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). o That it is common to experience mental health problems, and early support can help.
Caring friendships o How important friendships are in making us feel happy and secure, and how people choose and make friends. o 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. o 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. o 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. o That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. o How to manage conflict, and that resorting to violence is never right. o How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	**Wellbeing online** o 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. o 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. o 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. o How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. o Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. o The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. o 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. o That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. o How to understand the information they find online, including from search engines, and know how information is selected and targeted. o That they have rights in relation to sharing personal data, privacy and consent. o Where and how to report concerns and get support with issues online.
Respectful, kind relationships o 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	**Physical health and fitness** o The characteristics and mental and physical benefits of an active lifestyle. o The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to

of different people in relationships and why this can be complicated. o The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. o 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. o 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. o 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. o Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. o The conventions of courtesy and manners. o 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. o 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. o What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. o How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. o The risks associated with an inactive lifestyle, including obesity. o How and when to seek support including which adults to speak to in school if they are worried about their health.
Online safety and awareness o 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. o How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For	**Healthy eating** o What constitutes a healthy diet (including understanding calories and other nutritional content). o Understanding the importance of a healthy relationship with food. o The principles of planning and preparing a range of healthy meals. o 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).

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. o 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. o The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. o 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. o 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 o 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. o 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. o That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. o How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. o How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. o 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. o How to ask for advice or help for themselves or others, and to keep trying until they are	**Drugs, alcohol, tobacco and vaping** o 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.

heard. Where to get advice e.g. family, school and/or other sources.	
	Health protection and prevention o How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. o About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. o 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. o About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist. o About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. o 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 • 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 o How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. o Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries..
	Developing bodies o 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. o 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.

	o 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: Relationships and Health Education Learning Questions for Autumn and Summer Half-Terms – Ealing Scheme of Work

PSHE Yearly Overview Year 2		
Autumn Term 2026		
Lesson	**Lesson Focus**	**Resource Source**
1 – 7th	What do we study PSHE?	Ealing SoW Autumn 1 Lesson 1
2 – 14th	What is a friend and how do I make friends? **National Recycling Week**	Ealing SoW Autumn 1 Lesson 2 **TBA by Geography/PSHE Lead**
3 – 21st	How can we be a good friend?	Ealing SoW Autumn 1 Lesson 3
4 – 28th	What is bullying and how does our behaviour affect others?	Ealing SoW Autumn 1 Lesson 4
5 – 5th	**Mind Up Lesson 1**	PSHE Mind Up folder Lesson 1 **World Mental Health Day – 10th October**
6 – 12th	Why does resilience matter in our relationships?	Ealing SoW Autumn 1 Lesson 5
7 – 19th	No Outsiders	No Outsiders Year 2 Lesson 1
Half term holidays		
8 – 2nd	No Outsiders	No Outsiders Year 2 Lesson 2
9 – 9th	No Outsiders	No Outsiders Year 2 Lesson 3
10 – 16th	**No Outsiders** **Anti Bullying Week**	No Outsiders Year 2 Lesson 4 **TBA by PSHE Lead** World Children's Day 20th Nov
11 – 23rd	No Outsiders **Road Safety Week**	No Outsiders Year 2 Lesson 5 **TBA by PSHE Lead**
12 – 30th	Outright Lesson 1 **UK Parliament Week**	Outright Campaign lesson (see folder) **TBA by PSHE Lead**
13 – 7th	Outright Lesson 2 **UNICEF Day of Change (Friday 11)**	Outright Campaign lesson (see folder) **TBA BY PSHE Lead**
14 – 14th	**No outsiders**	No Outsiders Year 2 Lesson 6
N.B. Anti-bullying, Road Safety, No Outsiders and Outright lessons to be announced by PSHE Lead and taught at specified time.		
Spring Term 2027		
Lesson	**Lesson Focus**	**Resource Source**
1 – 5th Jan	What are my rights and responsibilities?	Ealing SoW Spring 1 Lesson 1
2 – 11th Jan	What are my rights and responsibilities online?	Ealing SoW Spring 1 Lesson 2
3 – 18th Jan	What is a community?	Ealing SoW Spring 1 Lesson 3
4 – 25th Ja	PSHE: What is the difference between a secret and a surprise?	Ealing SoW Summer 1 Lesson 4
5 – 1st Feb	**Mindup Lesson 2** **Children's Mental Health Week Lesson**	PSHE Mind Up folder Lesson 2 **TBA by PSHE Lead**

6 – 8th Feb	RSHE: How do different types of touch make me feel?	Ealing SoW Summer 1 Lesson 5
Half term holidays		
7 – 22nd Fe	What are unsafe substances such as drugs and alcohol?	Ealing SoW Autumn 2 Lesson 4
8 – 1st Ma	What communities do I belong to? How are communities diverse? **National Careers Week**	Ealing Spring 1 Lesson 4
9 – 8th Ma	What can we learn from other communities?	Ealing SoW Spring 1 Lesson 5
10 – 15th	What happens when I sleep?	Ealing SoW Summer 1 Lesson 1
11 – 22nd	How can being online affect my health? **International Women's Day**	Ealing SoW Summer 1 Lesson 2 **TBA by PSHE Lead**
N.B. The RSHE, Safer Internet, International Women's Day and Children's Mental Health Week lessons are to be announced by PSHE Lead and taught at specified time.		
Summer Term 2027		
Lesson	**Lesson Focus**	**Resource Source**
1 – 13th A	What things do I need to make time for?	Ealing SoW Summer 1 Lesson 3
2 – 19th A	What is physical health?	Ealing SoW Autumn 2 Lesson 1
3 – 26th A	What is mental health?	Ealing SoW Autumn 2 Lesson 2
4 – 4th Ma	What are medicines and how do I use them safely?	Ealing SoW Autumn 2 Lesson 3
5 – 10th M	What are the dangers of smoking or vaping?	Ealing SoW Autumn 2 Lesson 5
6 – 17th M	RSHE: What does my family do for me?	Ealing SOW Summer 2 Lesson 1
7 – 24th M	RSHE: What's the difference between risks, unsafe events and emergencies?	Ealing SOW Summer 2 Lesson 2
Half term holidays		
8 – 7th Jun	How do I keep myself safe in unfamiliar places? **World Environmental Day**	Ealing SOW Summer 2 Lesson 3
9 – 14th J	How do I help someone in need? (Basic First Aid)	Ealing SOW Summer 2 Lesson 4
10 – 21st J	What is money? What are different forms of money?	Ealing SOW Spring 2 Lesson 1
11 – 28th J	Where does money come from? How do we make money?	Ealing SOW Spring 2 Lesson 2
12 – 5th Ju	How do we decide what to do with our money?	Ealing SOW Spring 2 Lesson 3
13 – 12th Ju	**Mind up Lesson 3**	PSHE Mind Up folder Lesson 2
N.B. National Event lessons to be announced by PSHE Lead and taught at specified time.		

APPENDIX 4: Sample letters for PARENTS/CARERS

Dear Parents and Guardians,

As we approach the summer term, children will be focusing on the topics of relationships and health education as part of their PSHE Lessons. By the end of Key Stage 1, students will learn about public versus private body parts and the correct scientific names for body parts. From Key Stage 2 onwards they will be exploring the statutory health topic of developing bodies and exploring how their bodies are changing in preparation for the next stage of the life cycle, and exploring relationships with family and professionals who play a vital role in protecting them from harm.

It is at this point that children in Year 6 will receive their one non-statutory sex education lesson, which develops their knowledge of puberty and the reproductive systems by covering the scientific process of reproduction. As this lesson is a non-statutory component, parents have the right to withdraw their children from this lesson. However, we encourage parents to engage with the school and our PSHE lead before finalising this decision.

Our aim is to ensure that your children grow up happy, healthy, and safe. This element of the curriculum is essential in ensuring children have the necessary knowledge and skills to make safe, informed choices in their lives. We include this lesson in Year 6 to follow best practice Relationships and Health Education, which builds on understanding relationships and health topics in a spiral curriculum by introducing new concepts gradually in safe, age and stage-appropriate ways.

We want to emphasise that we recognise and respect the vital role parents play as the primary educators of their children, especially when it comes to matters of relationships and growing up. The school and the local authority continue to value and support your role in shaping your child's understanding of these crucial aspects of life.

We also believe that a well-rounded education involves a collaborative effort between school and home. The curriculum serves as an essential tool to reinforce and complement the values and lessons you instill at home. It provides a structured and age-appropriate platform for delivering important messages about relationships, health, personal well-being and safety.

We encourage you to take an interest in your child's learning by engaging with them about the topics covered in the PSHE curriculum. We believe that open communication between school and home plays a crucial role in reinforcing positive values and fostering a supportive environment for your child's overall development.

We would like to take this opportunity to invite you to a Parent Workshop to discuss the upcoming content which is a statutory part of the PSHE curriculum, allowing us to meet the statutory Department for Education (DfE)'s requirements for Relationships and Health Education in primary schools. We will also be discussing the one non-statutory sex education lesson for Year 6 during this workshop, including specific content covered in this lesson.

Our RSHE workshop will be held in Spring term) and will be delivered by our PSHE Leads Aisha Abbasi.

Should you have any questions or concerns about PSHE or the upcoming Relationships and Health topic(s), please feel free to reach out to your school's PSHE Lead (INSERT name and details here)

We value your partnership in providing the best possible education for your children.

Thank you for your continued support and collaboration.