

RSHE POLICY

Date reviewed: Autumn 2026
Date of next review: Autumn 2027

SAT SIKH ACADEMIES TRUST
Faith Inspired Education

1. Rationale

Definition:

The following policy refers to Relationships Education and Health Education at Khalsa Primary School.

At our school, Relationships and Health Education focuses on teaching students about caring friendships, families, respectful relationships, online safety, general wellbeing, personal safety, growing up, and puberty, in line with the DfE guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' 2025. This guidance will be referred to as the 'statutory RSHE guidance' throughout this policy.

Relationships and Health Education is a compulsory subject taught as part of our PSHE (Personal, Social, Health, and Economic) education from Nursery to Year 6. Our PSHE and RSHE (Relationships, Sex, and Health Education) curriculum is designed to help children grow up happy, healthy, and safe, providing them with age-appropriate knowledge and skills throughout their time at school. PSHE includes all elements of Relationships and Health Education as well as elements of citizenship and financial literacy. For more detailed information on PSHE, please refer to our PSHE policy, available on our school website along with our other school policies.

Sex Education is included within the Relationships and Health Education curriculum for Year 6 and builds on the understanding of puberty and growing up, which is a required part of Health Education. Sex education in Year 6 specifically covers the scientific process of reproduction, including how a baby is conceived and born. While this is a statutory part of the National Science Curriculum, it is the only non-statutory element within Year 6 RSHE lessons. It is, however, taught as part of the Relationships and Health education topic - 'Developing bodies'. Further details on this curriculum can be found in Appendix 2.

The goal of Relationships and Health Education is to equip students with the life skills needed to make informed decisions and protect themselves from harmful or exploitative situations. It also supports their personal development, including their Spiritual, Moral, Social, and Cultural (SMSC) growth. This education promotes equality, explores human and social diversity, and fosters self-worth while encouraging the recognition, acceptance, and respect of differences.

2. Statutory requirements

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and school's advice. The DfE guidance states that schools should pay particular attention to the Public Sector Equality Duty (PSED).

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the 'protected characteristics'). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

As a primary academy school, we must provide Relationships Education and Health Education to all pupils as per Section 34 of the Children and Social Work Act 2017.

We offer all pupils a curriculum that is in line with the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

Our school also delivers sex education as part of Relationships and Health Education to Year 6 pupils. This is the **one non-statutory lesson** of this curriculum, therefore parents can withdraw their children from it. Parents do not have the right to withdraw from the rest of the Relationships and Health Education curriculum (see section 8).

In teaching Relationships Education and Health Education, we are required by our funding agreements to have regard to the 2025 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' issued by the DfE under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996.

At Khalsa Primary School we teach Relationships Education, Health Education and Sex Education as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The steps taken to review the policy are as follows.

The DfE and Ofsted have clearly outlined aspects of Relationships and Health Education that are statutory in all primary schools, therefore some recommendations or comments made during the consultation process may not be reflected in the final policy as our school has to ensure we are meeting statutory guidelines.

1. **Review** – a member of school staff/members of the Relationships and Health Education working party looked through the existing Relationships and Health Education policy as well as local and national guidance for Relationships and Health Education. The working party then returned to the school's policy and implemented any advice and changes from these local and national levels.
2. **Staff consultation** – Staff were consulted via a staff meeting . All staff were sent the draft policy in advance of the staff meeting and were then invited to comment on the policy and make suggestions/amendments. The feedback was used to inform policy development and also inform additional support needed to enhance the delivery of RSHE.
3. **Parent consultation** – Parents were consulted via a parent coffee morning. Parents were given the opportunity to look through the policy and offer comments/suggestions. All parents were sent the draft policy and were then invited to comment on the policy and make suggestions via email or phone call.
4. **Pupil consultation** – We consulted with pupils via the 2025 Health Related Behaviours Survey. The results of this survey were then used to inform the policy and inform the delivery of RSHE in our school. A pupil focus group was also held so that pupils could feed into the content of the policy.

5. **Governor consultation** - Governors were consulted on this policy via a governor meeting. All governors were sent the draft policy in advance of the staff meeting and were then invited to comment on the policy and make suggestions/amendments.
6. **Ratification** – Once amendments were made, the policy was shared with governors and ratified.

This policy will be reviewed every two years. This policy will be reviewed next in Autumn 2028.

4. Aims and objectives

The aim of this policy is to enable the effective planning, delivery and assessment of Relationships and Health Education.

The objective of Relationships and Health Education at our school is to ensure all children have the opportunity to develop the knowledge and skills they need to keep themselves happy, healthy and safe, now and in the future.

The aims of the curriculum are designed to:

- Support children in becoming resilient, confident, and well-informed individuals;
- Develop confidence in talking, listening and thinking about feelings and relationships;
- Teach pupils the correct vocabulary to describe themselves and their bodies;
- Be prepared for puberty and understand the basic changes that happen during puberty;
- Understand how to keep themselves and their bodies healthy, clean and safe, both online and in-person;
- Help pupils develop feelings of self-respect, tolerance and empathy;
- Help pupils recognise and maintain healthy age-appropriate relationships both online and in-person;
- Equip pupils with the knowledge and skills to make safe, informed choices;
- Provide a framework in which sensitive discussions can take place;
- Prepare children for life in modern Britain though understanding diversity, equality, and responsible citizenship, aligned with the Fundamental British Values (FBV);
- Foster respect for the views of other people.

Relationships and Health Education (RHE) is closely aligned with the school's ethos and values of **Kindness, Honesty, Achievement, Love, Service and Aspiration**. The curriculum supports pupils to develop positive, respectful and healthy relationships, understand how to care for themselves and others, and make safe and responsible choices. These principles are reinforced through the school's wider values and daily routines, helping pupils to understand the importance of treating others with kindness, showing respect, communicating openly and recognising when they or others may need support.

5. Equal Opportunities

Khalsa Primary School believes that Relationships and Health Education should meet the needs of all pupils. Our school is committed to the provision of Relationships and Health Education to all

pupils and the differing needs of different students. All staff are expected to give every pupil the chance to experience and participate in a comprehensive understanding of Relationships and Health Education. Equal time and provision will be allocated for all groups, but there may be occasions where children with special educational needs and disabilities (SEND) are given extra support. The school is committed to offering reasonable adjustments to any pupil(s) that may need them to be able to fully engage with Relationships and Health Education.

The planning and organising of teaching strategies will be consistently reviewed, e.g. through lesson observations, to ensure that no pupil is disadvantaged.

The following considerations have been made to adapt to students' needs:

Preparation for puberty:

The school follows a planned, age-appropriate RSHE curriculum which introduces learning about puberty progressively. Leaders consider the age, maturity and individual needs of pupils when deciding how content is delivered. Staff are alert to pupils who may require additional preparation, reassurance or support, particularly pupils with SEND or those who may find changes associated with puberty difficult to understand. Teaching is adapted where necessary so that pupils can access the key knowledge and develop confidence in managing the physical and emotional changes associated with growing up.

SEND

The school takes an inclusive approach to Relationships and Health Education (RSHE) and ensures that pupils with SEND, physical disabilities and learning difficulties can access the curriculum and develop the knowledge and skills they need to keep themselves safe, build healthy relationships and prepare for adulthood. Staff know pupils' individual needs and adapt the delivery of sensitive content accordingly. This includes the use of visual resources, carefully sequenced and simplified language, vocabulary support, modelling, repetition, social stories, structured discussion and additional adult support where appropriate. Pupils with SEND are not excluded from important aspects of RSHE; instead, teaching is adapted to ensure that key messages about relationships, personal safety, boundaries, health, puberty and growing up are understood.

The curriculum supports the principles within the SEND Code of Practice, including preparation for adulthood, by developing pupils' independence, confidence, self-care, understanding of healthy relationships and ability to recognise when they are unsafe or need help. Learning is revisited and reinforced where pupils require additional support to retain and apply this knowledge. Leaders and staff work with parents and carers, the SENDCO and relevant health or external professionals where specialist advice is required. Advice from professionals is used to inform individual adaptations and support.

Staff are alert to concerns or disclosures that may arise through RSHE and follow established safeguarding and pastoral procedures. Where a pupil's needs go beyond the support that can be provided in school, concerns are referred through the appropriate safeguarding, pastoral or SEND pathways and, where necessary, to specialist external services. This ensures that pupils receive

appropriate and timely support and that their individual needs are considered alongside their wider wellbeing and preparation for adulthood.

Provision for pupils who are looked after

The school works closely with carers, social workers, the Virtual School and other professionals to ensure that looked-after pupils receive appropriate support. Pupils have full access to the RSHE curriculum, with adaptations and additional support provided where needed. Staff are alert to concerns relating to pupils' wellbeing, relationships and personal safety and follow the school's safeguarding, pastoral and SEND procedures. Where specialist support is required, appropriate referrals are made in partnership with carers, social workers, the Virtual School and relevant external professionals.

6. Delivery of RSHE: Content, delivery and training

Our RSHE curriculum is taught as part of our PSHE curriculum which is split into three main topics: Relationships Education, Living in the Wider World, and Health Education. Relationships and Health Education are divided across Autumn and Summer terms while Living in the Wider World is taught across Spring Term. Biological aspects of Relationships and Health Education are also taught within the science curriculum. A breakdown of what is covered in Science, Health Education and Relationships Education can be found in appendix 2.

As a school we use the Ealing PSHE Scheme of Work to deliver PSHE. This scheme was relaunched in September 2025 with updated resources to provide greater consistency in materials across the local authority. The Scheme of Work meets all statutory requirements for Relationships and Health Education. The Children and Social Work Act 2017, the Equality Act 2010 and Keeping Children Safe in Education (KCSIE) also underpin this curriculum. The updated Scheme of Work has been developed in collaboration with experts across the Local Authority including school staff as well as public health and race equality specialists.

Relationships and Health Education are mainly taught across Autumn and Summer terms. Autumn term explores friendships and personal health including physical and mental health. Summer term explores families and relationships with people in the community who can support us such as emergency services.

Health Education in Summer term for pupils in Year 3 onwards discusses developing bodies and the changes that will happen as children grow up. This sequence of lessons for Year 6 pupils culminates in the one sex education lesson which covers reproduction. This lesson builds upon the knowledge of the male and female reproductive systems which has been taught within health education lessons.

Themes related to Relationships and Health Education, such as keeping safe; personal boundaries; good and bad touch; healthy friendships; online safety; peer pressure; saying no; the PANTS rule; and families and people who care for me are also integrated into lessons throughout the school year to ensure a consistent spiraling approach to keeping pupils happy, healthy and safe.

Relationships Education:

Relationships Education at primary school focuses on relationships that are relevant to children at this life stage. Lessons focus on families, friends and other professionals who support children.

As defined in the statutory RSHE guidance, Relationships Education is categorised as teaching about the following topic areas which are covered in an age-appropriate way from EYFS to Year 6 (see appendix 2 for more detail):

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

When discussing family life, care is taken to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, same-sex parents, families headed by grandparents, adoptive parents, foster parents/carers, and 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). In addition, this supports the application of the statutory responsibility to uphold the Equality Act 2010 and is in alignment with the teaching of the Fundamental British Values (FBV) which promote mutual respect and tolerance.

Health Education:

As defined in the statutory RSHE guidance, Health Education is categorised as teaching about the following topic areas which are covered in an age-appropriate way from EYFS to Year 6 (see appendix 2 for more detail):

- 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

These topics are taught at age-appropriate intervals between Nursery and Year 6. A significant proportion of these lessons are delivered in Autumn and Summer terms, however themes are

revisited throughout the year to ensure information is being applied to other relevant areas of the curriculum.

Developing bodies (puberty) is covered in Years 3, 4, 5 and 6. It is covered at this age to ensure children are prepared for the emotional and physical changes that will happen during puberty. Lessons around puberty begin by ensuring children understand the distinct stages of the life cycle. Children should recognise that whilst they are currently in childhood, these changes will begin and continue through adolescence and prepare their bodies for adulthood. Within these lessons, children will be taught about hormones, the reproductive systems of males and females, and the menstrual cycle. This content is introduced gradually from Year 3 onwards, as necessitated by the statutory RSHE guidance.

By Year 6, students will have a comprehensive understanding of the changes that happen during puberty and the workings of the male and female reproductive systems. It is at this point that the one sex education class is taught, which explains the scientific process in which the life cycle continues through reproduction and conception. This lesson covers the scientific process of fertilisation and how this correlates to the reproductive systems of males and females.

For more information about our Relationships and Health Education curriculum, see appendix 1-3. Appendix 3 outlines the learning questions (objectives) for Relationships and Health Education.

Relationships and Health Education will usually be delivered by a member of school staff, usually the child's class teacher. If an external visitor is delivering all or some aspects of Relationships and Health Education, parents will be informed.

Relationships and Health Education is usually delivered in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single gender groups.

Relationships and Health Education will be provided in age- and stage-appropriate ways and will meet the needs of various pupils. Reasonable adjustments will be made where necessary to ensure that all students can comprehend the curriculum covered in each year group.

Relationships and Health Education will be assessed as part of the wider PSHE curriculum.

Staff are aware that views around RSHE related issues can be varied. Although it is nearly impossible to teach RSHE in a values-*free* manner, teaching in a values-*fair* way is both feasible and recommended. When topics that can involve personal views are covered, pupils are taught without bias. Lessons focus on the scientific and legal positioning of these topics, while acknowledging the need to develop ethical decision-making skills. A variety of views and beliefs may be presented or discussed so that pupils are able to form their own informed opinions, but also respect others that may have different opinions or views. Teaching RSHE is aligned with supporting children's moral, social, mental and physical development: 'Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness' (Relationships Education, Relationships and Sex Education (RSE) and Health Education, p. 2). These are the types of values that are reflected in the RSHE policy and curriculum, as well as in the school's ethos.

Both formal and informal RSHE questions arising from pupils 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. Staff should respond to all student queries in a supportive way that does not shut down the pupil in a negative or harmful manner. It is an encouraging sign to see pupils directing questions to safer adults like teachers, as opposed to attempting to seek information from potentially incorrect, harmful or unsafe sources such as parts of the internet.

The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

The following are protocols teachers can follow for discussion ('Ground Rules').

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only correct/agreed names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions
- Feelings of embarrassment or discomfort are normal, but students should be reminded to practice maturity where possible. Students can 'get the giggles out' and take time to compose themselves, while being reminded not to behave in distracting or disengaging ways. Students can take breaks if needed (schools can name specific break opportunities, i.e. seeking pastoral support).
    - Schools should make reasonable adjustments to RSHE curriculum for pupils with SEND. See Section 5 'Equal Opportunities.'
- Teachers may use their discretion in responding to questions and may say (for example):
    - The best person to answer that question is your parent
    - That question can be discussed one to one after class
    - That topic will be covered at a later stage/year in PSHE

These 'Ground Rules' are supported by our school's implementation of the new Ealing Scheme of Work, which includes both clear Teacher's Guidance and safeguarding reminders in each lesson. Safeguarding reminders, called 'PSHE Reminders' in the Ealing Scheme of Work, include the PANTS rule, ROCK rules, Fundamental British Values (FBV) and online safety rules (SMART).

Training:

Staff are trained on the delivery of RSHE before they begin teaching it and it is included in our continuing professional development calendar.

The headteacher may also invite visitors from outside the school, such as school nurses or the Ealing Health Improvement Team, to provide support and training to staff teaching RSHE.

7. Child protection

There may be rare occasions when a teacher is directly approached by a primary aged child who is sexually active, contemplating sexual activity and/or is being sexually abused. With respect to child abuse and protection procedures, staff will follow the school's child protection and safeguarding policies.

The **DSL and Deputy DSLs** are the designated staff for safeguarding concerns. Staff report concerns immediately, record them accurately on **CPOMS** and follow the school's child protection procedures. The DSL assesses the concern and makes referrals to children's social care or other specialist agencies where required.

Parents are involved where appropriate and safe to do so. They would not be contacted if this could place the child at greater risk or affect a safeguarding investigation. The child's safety and welfare remain the priority.

Staff will also be referred to:

DfE's 2025 'Keeping children safe in education'- statutory guidance for schools and colleges

Keeping children safe in education - GOV.UK

Working together to safeguard children 2026

Working together to safeguard children - GOV.UK

8. Partnership with Parents and Carers

The school recognises that parents/carers are often the first educators of their children on matters related to Relationships and Health. As a school, we share the objective of wanting to keep children happy, healthy and safe, and we look to parents as partners in the delivery of Relationships and Health Education. Parents will be informed about the Relationships Education programme at the **start of the academic year**, as part of information provided on what their children will be learning.

The school will liaise with parents through

- RSHE Coffee morning
- Newsletters
- School website
- Letter (Appendix 4)

The school works in partnership with parents and carers to ensure transparency around the **Relationships, Sex and Health Education (RSHE)** curriculum. An overview of the curriculum is available on the **school website**, and curriculum overviews are shared with parents during **welcome meetings** and **parent coffee mornings**. These provide opportunities for parents to understand the content pupils will be learning, ask questions and support conversations at home. Where appropriate, representative resources can also be shared with parents to help them understand how sensitive topics are taught.

Parents are consulted when the RSHE policy is developed and reviewed, and the school values their views as part of its whole-school approach. The school recognises that parents cannot veto statutory curriculum content. Any resources shared digitally are provided in line with copyright requirements and are not intended to be copied or shared beyond their authorised use.

Right to withdraw

Parents do not have the right to withdraw their children from statutory Relationships and Health Education lessons (see outline of Relationships and Health education in Appendix 2). Parents also cannot withdraw their children from the statutory National Science Curriculum (see Appendix 2).

Parents have the right to withdraw their children from the non-statutory component of sex education, taught via one lesson in Year 6 only, within Relationships and Health Education (see Appendix 2). Requests for withdrawal from this lesson should be put in writing and addressed to the headteacher. In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class until that specific lesson is over.

If you withdraw your child from the sex education lesson, the school cannot guarantee that your child will not hear about the content of the lesson from other pupils e.g. on the playground or walking home from school. By withdrawing children from sex education lessons, they may seek the information from elsewhere e.g. friends, siblings, or the internet. These sources of information are often incorrect and unreliable and can expose children to information which is not appropriate for their age.

We strongly encourage parents to engage with the school in a discussion around any concerns or questions they may have before withdrawing their child from this lesson. Please reach out to the headteacher/PSHE lead/etc.

As female genital mutilation (FGM) is a non-statutory component of the primary curriculum, parents can withdraw their children from these lessons. The same protocol as described above will be followed. If you have any further questions about teaching FGM, contact the Ealing Health Improvement Team.

9. Monitoring and evaluation

As stated in the DfE statutory guidance, RSHE subjects and teaching should be monitored and evaluated. We plan to pursue continuous monitoring and evaluating of our subject content, delivery and training through ongoing targeted engagement with our school community.

Parents and carers will be consulted each year through a parent information session or a parent coffee morning, as mentioned in Section 3 and Section 8 regarding parent/carer consultation regarding this policy. Pupils are consulted on a wide-scale format every two years through the Health Related Behaviour Survey. Additionally, the Ealing PSHE Scheme of Work allows for organised pupil reflection during the first and last PSHE lessons each year. Such reflection activities will be kept and analysed by the responsible staff to assess areas for improvement in PSHE and RSHE. Furthermore, we will have targeted feedback opportunities for pupils after both lessons with external agencies and assemblies, likely in the format of a short survey. Importantly, PSHE/RSHE assessments through the Ealing PSHE Scheme of Work will also allow for continuous monitoring and evaluation of RSHE subjects and teaching, and staff will be expected to report back to the PSHE/RSHE Lead accordingly. Staff will be continuously consulted through lesson observations, staff meetings and surveys. We will explore areas of RSHE/PSHE that are going well, areas staff may

need support in, and their ideas for what that support could look like. We will invite staff to share best practices with each other through small presentations such as sharing class PSHE floor books in staff meetings.

Pardeep Kalrai is the member of staff who monitors and evaluates the implementation of Relationships and Health Education.

10. Roles and responsibilities

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

The headteacher
The headteacher is responsible for ensuring that Relationships and Health Education is taught consistently across the school, and for managing requests to withdraw pupils from the non-statutory component of Relationships and Health Education, which is the one sex education lesson taught in Year 6.

The PSHE/RSHE Lead
The member of staff in charge of leading Relationships and Health Education must:

- Ensure staff are trained and confident in delivering RSHE before it is taught
- Ensure materials are consistent and age appropriate for use
- Liaise with parents to ensure they are aware of the curriculum
- Monitor and evaluate the delivery of RSHE across the school
- Regularly assess the impact of the delivery and effectiveness of RSHE by engaging with staff, pupils and parents

Staff
Staff are responsible for:

- Delivering Relationships and Health Education in a sensitive way
- Modelling positive attitudes to Relationships and Health Education
- Monitoring progress
- Responding to the needs of individual pupils
- Following school child protection and safeguarding procedures and protocols as needed

Staff do not have the right to opt out of teaching Relationships and Health Education. Staff who have concerns about teaching this content are encouraged to discuss this with the headteacher.

All teaching staff, including cover teachers where appropriate, deliver **Relationships, Sex and Health Education (RSHE)** lessons as part of the school's planned curriculum. Staff are supported with appropriate guidance and resources to ensure that RSHE is taught consistently and sensitively.

Pavin Dhaliwal and Pardeep Kalrai are responsible for leading **PSHE and RSHE** across the school, overseeing curriculum planning, implementation and monitoring, and supporting staff to deliver the curriculum effectively.

Pupils
Pupils are expected to engage fully in Relationships and Health Education and treat others with respect and sensitivity when discussing RSHE related issues. Pupils should apply the knowledge and skills learnt within this curriculum to all areas of their life at the appropriate stages.

Parents and carers

Parents/carers should support their children within the home by engaging with the content delivered in Relationships and Health Education lessons. Parents should encourage children to continue using the correct terminology for body parts, be available to answer questions, and support children in making informed decisions about their health and wellbeing.

Signatures:

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Headteacher **Governor** **PSHE coordinator**

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 ○ 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.	**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.

○ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	**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** ○ 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.
Respectful, kind relationships ○ 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.	**Physical health and fitness** ○ 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.

○ 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 ○ 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.	**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).
Being safe	**Drugs, alcohol, tobacco and vaping**

• 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.	○ 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 ○ 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 checkups 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 ● 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 ○ 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 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

Termly Overview- Autumn 1: Relationships Education

Year group	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Termly Learning Question	**Who are we?**	**Who am I?**	**Who is there to help me?**	**What is a good friend?**	**How do we make our relationships safe and fair?**	**Why are respectful relationships important?**	**What are the consequences of unhealthy and unfair relationships?**	**How can I maintain healthy relationships?**
Lesson 1	What is PSHE?	What does PSHE mean?	What do we learn in PSHE?	Why do we study PSHE?	What are the consequences of not studying PSHE?	What knowledge and skills have I learnt in PSHE and what more do I need to know?	How does PSHE help me now in the future?	How has PSHE helped me throughout primary school and beyond?
Lesson 2	Who am I?	Who is in my class?	Who is important to me? How do they help me?	What is a friend and how do I make friends?	What information do we share with friends, family, and professionals?	What does a respectful relationship look like and how does it make us feel?	What are the features of healthy and unhealthy relationships and how do they make us feel?	How do I prepare for Y6 and the changes to come?
Lesson 3	How do we make friends?	Who is in my family?	How are friends, family and teachers different?	How can we be a good friend?	How do we recognise bullying and show empathy?	Why is empathy important in friendship?	What is peer pressure? What is consent?	How do I prepare for High School?
Lesson 4	What do we share?	What are feelings?	How does it feel to be cared for and what do I do if I don't feel safe?	What is bullying and how does our behaviour affect others?	What does it mean to be equal? What is prejudice and discrimination?	What are the impacts of prejudice and discrimination?	How are people discriminated against?	How do friendships change?
Lesson 5	What are feelings?	How can I understand my feelings?	How do I recognise feelings in myself and others?	Why does resilience matter in our relationships?	What is racism? How can I help?	How can I be an ally? Campaigns against racial discrimination	What is an upstander?	How do I manage pressure and set boundaries?

Termly Overview- Autumn 2: Health Education

Year group	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Termly Learning Question	How do I look after my body? Part 1	What do I need to do to be healthy?	What things does a healthy person do?	What things make us healthy and what things might harm our bodies?	What are healthy habits and why are they important?	What action can I take to look after my health?	How do different parts of our bodies impact our health?	How are our physical health and mental health connected?
Lesson 1	What are the different parts of my body?	Why is it important to be healthy?	How do I set goals?	What is physical health?	What does a person eat to stay healthy?	Why it is important to eat a variety of food?	How much energy do I need?	How do I read food labels?
Lesson 2	What rules are there for my body? (PANTS)	What foods should we eat more of to be healthy?	How do we stay healthy?	What is mental health?	Why is it important to stay hydrated?	What are fibre and nutrients?	What are the risks of not looking after our bodies?	How do I build good sleep routines?
Lesson 3	How do I keep my body clean?	What do we need to do to keep fit?	How do I look after my teeth?	What are medicines and how do I use them safely?	What are healthy exercise habits?	Why is too much sugar unhealthy?	What does my brain really do?	What are the consequences of an unhealthy lifestyle?
Lesson 4	How do I go to the toilet safely?	What do we need to do to keep clean?	Why do we need sleep? How do we get ready for good sleep?	What are unsafe substances such as drugs and alcohol?	What are healthy habits for our mind?	How does being online affect our health?	How are some people's brains different? What is neurodiversity?	How are our physical health and mental health connected?
Lesson 5	How do I keep my body healthy?	What else do we need to do to be healthy?	What should we eat to be healthy?	What are the dangers of smoking or vaping?	How does good hygiene help keep me healthy?	How do I recognise and manage my feelings and emotions?	How are the mind and body connected?	What is self-esteem? How are personality traits our superpowers?

Termly Overview- Summer 1: Health Education

Year group	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Termly Learning Question	LITWW Topic: How do I stay safe in different places? Part 2	How can I keep myself safe?	What is personal safety?	How does being safe make me feel?	How do I keep my body safe?	What changes happen as I grow up?	What can I expect during puberty?	How is my body preparing for adulthood?
Lesson 1	What is road safety?	What is the PANTS rule?	What is personal hygiene? How does it keep me safe and healthy?	What happens when I sleep?	What body parts belong to me?	What is a healthy brain and mind?	What helps our bodies and what harms our bodies?	What choices are there around substances as I grow up?
Lesson 2	What things keep me safe outdoors?	What is a good or bad touch?	How do I keep safe at home?	How can being online affect my health?	How do I keep my body private? (PANTS)	What is the life cycle? How do we change?	What are hormones?	What is mental illness? What is addiction?
Lesson 3	How do I stay safe online?	How can I keep myself safe with my friends?	How do I keep safe outdoors?	What things do I need to make time for?	How does my body start to change as I grow up?	What physical changes happen as we grow up?	What physical changes happen during puberty?	Why does the body change during puberty?
Lesson 4	How do we look after the planet?	How can I keep myself safe around medicines?	What are different types of touch?	What is the difference between a secret and a surprise?	How do I look after my changing body?	What is the menstrual cycle?	What emotional and social changes happen during puberty?	How does the body change for reproduction? (S.E)
Lesson 5	What is charity?	How can I keep myself safe on the road?	Who keeps me safe?	How do different types of touch make me feel?	How do different cultures celebrate growing up?	What is gender equality? What is period poverty?	What happens after adolescence?	How do we stay healthy as we age?

Termly Overview– Summer 2: Relationships Education

Year group	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Termly Learning Question	Who is there for me?	Who is important to me?	What do we have in common?	How do I recognise risk?	Who is there to help me when I think there's a risk?	What can I do about risks?	How do we respond to change, risk and harm?	How do relationships change as we grow up?
Lesson 1	What is the same and different about us?	What is the same and different about families?	What makes a family?	What does my family do for me?	How can families be different?	What makes a family unique?	How can families change?	How do we show love, care and commitment to others?
Lesson 2	How is our family special?	How does my family make me feel?	What is the same and different about all of us?	What is the difference between risks, unsafe events and emergencies?	How do we manage pressure from friends?	What is the difference between a positive risk and a dangerous behaviour?	How is an online relationship different to real life?	What pressures may we face online in our relationships as we grow up?
Lesson 3	What do if I get lost?	How do we keep ourselves and our families safe?	How can I treat others kindly?	How do I keep myself safe in familiar and unfamiliar places?	Who keeps me safe in different places?	What risks are there when I am in different places?	How do I identify risks and respond safely?	How can I help others in an emergency?
Lesson 4	How does change feel?	What does 'to stereotype' mean?	What happens if people are treated unkindly?	How do I help someone in need? (Basic First Aid)	When and how do I contact the emergency services?	How do I react when someone is hurt?	How can I save a life?	What will I take away from PSHE?
Lesson 5	How can I get ready for change?	What will I take away from PSHE?	What will I take away from PSHE?	What will I take away from PSHE?	What will I take away from PSHE?	What will I take away from PSHE?	What will I take away from PSHE?	What advice would I give to the Year 6's?

APPENDIX 4: Sample letter 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 and will be delivered by our PSHE Lead Pardeep Kalrai.

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- Pardeep Kalrai.

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

Thank you for your continued support and collaboration.