

RELATIONSHIPS AND SEX EDUCATION POLICY

This draft policy is currently being reviewed by the Pastoral Team and will be signed off by Governors at the full board meeting in the Autumn Term

Member(s) of staff responsible: PJ O'Brien and Lettie Sale (PSHEE Coordinators)

Date Revised: September 2025

Governing committee/sub-committee responsible: Safeguarding

A copy of this policy is available to all governors and parents via the school website or a hardcopy on request from the School Office. It is accessible to all staff electronically (in the Policy folder on the Staff Admin Drive) and a hardcopy held on file in the Head's Office. This policy applies to all at the school including those in Reception (the EYFS).

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Version	Policy Update
September 2024	
Cantanahar	Names on front
September 2025	Policy vision
	DfE's guidance
	School values
	Rse at Finton House
	Parental consultation
	Update RSE overview
	Update Appendix A, B C, D

1. Policy Vision

At Finton House School, we aim to educate the whole child and to ensure children are happy, healthy and fulfill their potential in terms of the development of skills for life, social and moral values and academic success. Relationships and Sex Education (RSE) forms a key part of our PSHEE provision, supporting pupils to build strong relationships, develop resilience, and make responsible, respectful choices.

This policy is reviewed and updated every academic year or sooner depending on developments and legislation.

Please read this policy alongside the following relevant polices:

- 1. Curriculum Policies RSE, Computing, Science, PE
- 2. Child Protection and Safeguarding Policy
- 3. Pastoral Care Policy
- 4. Positive Mental Health and wellbeing
- 5. Equal Opportunities
- 6. Acceptable use agreement and Technology Policy
- 7. Cultural Development Policy
- 8. Anti-Bullying Policy

Definition of RSE:

Relationship and sex education (RSE) is lifelong learning about relationships, emotions, gender issues, sex, sexuality, and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

The Department for Education (DfE) defines Relationships, Sex and Health Education as: "A subject that supports all young people to develop the knowledge, skills and values they need to have safe, fulfilling relationships, to value diversity, and to be healthy — physically, emotionally and mentally — both online and offline." (RSHE Statutory Guidance, DfE, July 2025)

RSE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school. Research demonstrates that good, comprehensive RSE does not make young people more likely to become sexually active at a younger age and in fact knowledge can help prevent this as well as helping to identify child protection issues in young children. Young people's entitlement to RSE is enshrined in the terms of the Education Act (1996).

RSE at Finton House helps pupils:

- Understand themselves and others
- Develop respect, empathy and kindness
- Recognise and challenge harmful stereotypes and misinformation
- Build the confidence to seek help and make safe, informed decisions

The DfE's Guidance definition:

This policy takes into account the current statutory guidance published by the Department for Education (RSHE Statutory Guidance, DfE, July 2025)

Additional documents consulted in the writing of this policy include:

- Education Act (2011)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance for RSE for the 21st Century (2014)
- Keeping Children Safe in Educations Statutory Safeguarding Guidance (2021)
- Children and Social Work Act (2017)

- Relationship Education, Relationships and Sex Education (RSE) and Health Education (July 2025)
- PSHE Association guidance on SRE (2018)
- Parental Engagement on Relationships Education' (2019)
- Mental health and behaviour in schools' (November 2018)

The 2000 DFE guidance refers to RSE as being "the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity."

(For more details see DfE publications, 'Sexual Violence and Sexual Harassment between Children in Schools and Colleges' and KCSiE 2022 https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges, 'Sexual Offences under the Sexual Offences Act 2003', 'Human Rights Act 1998 (HRA) – article 3, 8, 14 and protocol 1, article 2. and Equality Act 2010).

Purpose of RSE policy:

All Schools must have an up to date RSE policy which is made available for inspection and to parents.

This policy:

- Provides clear guidance to staff and visitors about the organisation and delivery of RSE
- Informs parents about what is taught and when
- Outlines how RSE supports safeguarding, equality, and wellbeing
- Ensures compliance with the RSHE Statutory Guidance (DfE 2025) and Independent School Standards (2023)

The Relationships and Sex Education Policy is reviewed and monitored by the PSHEE coordinators.

Context of the RSE policy:

The Finton RSE Policy sits in the context of recent changes to Government Guidance and takes account of current legislation. The school is committed to showing particular regard to the Protected Characteristics being age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Post Everyone's Invited and in light of the Ofsted Review of sexual abuse in schools and colleges, RSE has more prominence. Alongside the appointment of our Assistant Head Cultural at Finton House we ensure we focus on events that relate to all aspects of society and highlight respect within all relationship e.g. Black History Month and Black Lives Matter, assemblies linked to what different families look like (LGBTQ+) and further resources around this in our library.

The Finton Values

RSE at Finton House is underpinned by the school's values of Respect, Resilience, Kindness, Morality, and Self-Belief. These values are reinforced through assemblies, PSHEE lessons, pastoral work, and daily interactions.

All teaching promotes respect for difference and diversity, in line with the Equality Act 2010 and the Protected Characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).

The personal beliefs and attitudes of teachers will not influence the teaching of RSE.

2. Aims and Objectives for Relationship and Sex Education

The aim of RSE at Finton House is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families.

RSE at Finton House School aims to:

- Develop pupils' confidence in talking, listening and thinking about feelings and relationships
- Foster self-respect and empathy towards others
- Promote emotional wellbeing and positive mental health
- Teach the importance of consent, personal boundaries, and privacy
- Provide accurate information about growing up, puberty and reproduction
- Build resilience to online and offline influences, including harmful stereotypes, misogyny and body image pressures
- Prepare pupils for changes during puberty and transitions into secondary education

The objectives of Relationship and Sex Education are;

- To meet the requirements of the DfES guidance on RSE.
- To ensure age-appropriate progression of knowledge and skills
- To help and support children through physical, emotional and moral development
- To develop an understanding of respect, kindness and equality in all relationships
- To enable children to move with confidence from childhood through adolescence to adulthood.
- To live confident and healthy lives
- To support pupils in identifying risks, seeking help and staying safe
- To understand the changes that occur to the human body during puberty
- To understand how a baby is conceived and born.
- To ensure children are aware of personal space and their right to privacy
- To know the names of parts of the body
- To respect and care for their bodies
- To provide the confidence to be participating members of society and to value themselves and others.
- To encourage reflection and critical thinking about influences from peers, media and online content

Relationship and sex education at Finton House will focus on the development of skills and attitudes not just the acquisition of knowledge. Children will be taught to develop critical thinking as part of decision making which will aid preparation for the next stages of their lives.

How is RSE provided?

RSE is taught within the PSHEE curriculum and across the wider school experience, including Science, Computing, RE, and assemblies. Lessons are age-appropriate, inclusive, and reflect the developmental needs of pupils.

- EYFS and KS1: focus on family, friendship, kindness, and safety.
- KS2: covers respect, body awareness, puberty, consent, and online behaviour, leading to preparation for secondary school.

Staff establish safe ground rules for discussion, ensuring that all pupils feel respected and able to express views appropriately. Sensitive questions are managed in line with safeguarding guidance, and staff receive regular training to ensure confidence in delivery.

(See Teaching and Learning section of the PSHEE Policy and Appendix 3 for resources available to help support staff and pupils in the acquisition of RSE leaning)

Assessment, Monitoring and Reporting

The statutory requirement is now to assess progress in RSE and Finton House has been developing ways to record evidence of progress. We have introduced a specific RSE book that sits alongside the PSHEE book for each child. We acknowledge that progress of RSE will be identified through verbal responses, written tasks, pastoral development of the whole child and therefore assessment is carried out in a variety of ways to ascertain the children's level of understanding of specific tasks and of their overall understanding of an RSE topic.

Assessment methods include lesson observation, discussions with pupils, completion of pupil surveys, questioning and book and class journal scrutiny. The monitoring of progress is appropriate to the activity and used to identify pupils who would benefit from additional support or intervention which could be in the form of our Emotional Literacy Skills Groups.

Marking of written work together with verbal feedback is intended to be constructive and in particular aims to raise each child's self-esteem and encourage further thought.

Feedback to parents on the progress of pupils in PSHEE and RSE is included in the class teacher comment of the written report. (Please see the Assessment, Recording and Reporting Policy for further information).

3. The organisation of RSE

PJ O'Brien and Lettie Sale (PSHEE coordinators) are the designated teachers with responsibility for coordinating relationship and sex education. Alice Drew consults with the coordinators as Assistant Head Culture and organises themes of RSE through the assemblies with phase leaders delivering these. A weekly Pastoral meeting takes place with Deputy Head Pastoral, Assistant Head Wellbeing, Assistant Head Culture and both PSHEE / RSE coordinators to work through current action points and further develop the provision in the school. This also gives us another opportunity to discuss most recent pupil voice e.g. results from the Y5/6 PSHEE/RSE pupil survey. In these meetings we prepare the material for the Pastoral Governor Committee report.

The teaching of RSE spans throughout the whole school curriculum. The Finton House SOW has been development using the PSHEE association framework as an important source, together with consultation from Life Lessons and ItHappens. The overview below demonstrates when (term and year), within the curriculum, RSE is delivered. Please also refer to Appendix C for the PSHEE Curriculum Overview where aspects of RSE are also communicated.

As mentioned RSE is fully embedded within school life however it is important for us to identify where RSE is taught to ensure full coverage and measurement of progress for the pupils.

The overview below details further where the content of the RSE is specially taught e.g. Health protection and prevention is included in the Victorians unit of work in year 5. Further detail on the individual topics relating to this overview can be found in appendix D.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	•To learn about human change and growth (babies, toddlers, towangers vocab etc). *To introduce and know reproduction of children and pets. *To know about birth and babies. *To encourage pupils to reach out and show each other support. *Online Bullying	*I can find ways to help others feel better when they are unhappy. *I can celebrate things that make me special. *I can help people feel included and value making friends who are different to me. *I can celebrate everyone's differences so that everyone knows that they belong. *Online Bullying	*To know the dangers and hazards in the home and outside. *Online Bullying	*I can be helpful and kind at home, to support my family. *I can say no when I feel uncomfortable, so I can keep my body safe. *I can respectfully share my opinion and listen to others, even if we disagree. *Online Bullying	*To know how we can nurture ourselves and others. • Digital Health, Wellbeing & Ufestyle •Online Bullying	I can contribute to my community, so I can make it better and feel like I belong. I can make that steed the steed of the s	*Digital Health, Wellbeing & Lifestyle *Online Bullying
Spring	•I can keep my private parts safe and respect other people's bodies. *Appropriate teaching of *PANTS' and private body safety. *To be able to see themselves as unique and special. *To know people who help us. *Online Relationships	•Appropriate teaching of 'PANTS' and private body safety. •Online Relationships	*I can feel confident about the changes that will happen to my body as I get older. *Appropriate teaching of 'PANTS' and private body safety. *I can decide what I want, so I can say yes or no. *I can spot the bullying and do something, so it stops. *I can spot if someone is a friend or a stranger. *Online Relationships *Managing Online Information	*Appropriate teaching of 'PANTS' and private body safety. *I can treat people kindly and challenge discrimination, so everyone can feel safe to be their true selves. *I can make changes to include everyone, so no cone feels left out. *I can identify and safely challenge discrimination so that everyone is treated fairly. *Online Relationships *Managing Online Information	*Appropriate teaching of 'PANTS' and private body safety. *Introduction to puberty. *Online Relationships *Managing Online Information	I can recognise the signs of a healthy and unhealthy friendship, so I feel safe and happy with my friends. I can notice the reasons why I have a problem with a friendship, so I can make the relationship better. I can fix friendships when things go wrong, while respecting everyone's needs. I can decide and share my own boundaries to tell people what I want and need. Appropriate teaching of "PANTS" and private body safety. Managing Online Information	an prepared for emotional changes that happen during puberty, so I feel more confident. an prepared for physical changes that happen during puberty, so I feel more confident. an prepared for changes that will happen to me during puberty, so that I feel more confident. can resist pressure to look a certain way and appreciate the wonderful variety of bodies that exist. cardian way and appreciate the wonderful variety of bodies that exist. can understand what sexual reproduction is, so that I am better prepared for adulthood. Appropriate teaching of "PANTS" and private body safety. Conline Relationships
Summer	To learn what is meant by the term disability and how it can be temporary, long term or last a lifetime. To actively promote respect for other people considering disability and appearance. To appreciate that there are similarities and differences among us all. To know some of the achievements of people who have a disability. To know how we can help someone with a disability. *I can celebrate everyone's differences so that everyone knows that they belong [LL]. *Online Privacy and Security *Online Self-Image & Reputation	el can describe how my family look after me and what I can do to help them. el can spot when I feel safe with different people. el should be kind to friends and family and listen to other people carefully. el can spot go	*Challenging stereotypes *Recognising choice *Online Privacy and Security *Online Self-Image & Reputation	*To know how babies develop before and after birth. *Online Privacy and Security *Online Self-Image & Reputation		*I am prepared for changes that happen during puberty, so that I feel more confident. *I can support people who menstruate so that they can be more comfortable during their periods. *Online Privacy and Security *Online Self-Image & Reputation	el can recognise the signs of a healthy romantic relationship. el can use these skills to maintain healthy relationships with my friends and family. el can tell people what my boundaries are, and listen to theirs, so I can treat people kindly and respectfully. el can put energy into healthy relationships and not into unhealthy ones, so I can stay safe and happy. el can decide and share my own boundaries to tell people what I want and need. ellonier Pirvacy and Security ellonier Self-Image & Reputation

Overview for	RSE within whole school curriculum and specific subject areas				
	Evidence currently applicable				
Families and people who	REC PSHEE Spring – People who help us				
Care for me	Y1 PSHEE – Me, My Family and My World				
	Y3 RE Autumn – Discovering religions in our Neighbourhood				
	Y3 PSHEE Autumn – Emotions and Feelings				
Caring friendships	Y1 PSHEE Autumn – Open Hearts and Guiding Hands				
	Y5 PSHEE Spring – Living Happy, Living Healthy				
	Finton Values				
Respectful relationships	REC PSHEE Summer – Respect				
	Y1 PSHEE Autumn – Open Hearts and Guiding Hands				
	Y3 PSHEE Autumn – Emotions and feelings				
	Y4 PSHEE Summer – We all belong				
	Y4 RE Summer – How religious beliefs influence action				
	Y5 PSHEE Autumn – Let's get ethical				
	Y6 PSHEE Summer – Everybody counts				
Online safety and	Computing SOW				
awareness					
Being safe	Y2 PSHEE Autumn – Secure and Safe				
	Y2 PSHEE Spring – Feeling safe and speaking up				
	Y3 PSHEE Autumn – Emotions and feelings				
	Y4 PSHEE Spring – Keeping Safe				

	Y6 Summer - RSE				
General wellbeing	Rec PSHEE Autumn – Being our best				
	Y2 PSHEE Summer – Mindfulness dots				
	Y3 PSHEE Autumn – Emotions and feelings				
	Y3 PSHEE Spring – Keeping Safe				
	Mindfulness club				
	Zones of regulation				
Wellbeing online	Computing SOW				
Physical health and	Y3 PSHEE Spring – Keeping Safe				
fitness	Y3 Science Spring – Movement and nutrition				
	Y5 PSHEE Spring – Healthy living				
Healthy eating	Y1 PSHEE Spring – Keeping safe inside and out				
	Y5 PSHEE Spring – Healthy living				
	Y3 Science Spring – Movement and nutrition				
	Y6 Science Autumn – Human life processes				
Drugs, alcohol, tobacco	Y4 PSHEE Spring – Body Smart				
and vaping	Y5 PSHEE Spring – Healthy living				
	Y6 Science Autumn – Human life processes				
Health protection and	Rec PSHEE Autumn – Being our best				
prevention	Y3 Science Summer – Being our best				
	Y6 PSHEE Spring – Health and Wealth				
	Y5 History Spring - Victorians				
Basic first aid	Y2 PSHEE Spring – Secure and Safe				
	Y5 PSHEE Spring – Living Happy, Living Healthy				
	Y6 PSHEE Summer – Everybody counts				
Developing bodies	Rec PSHEE Autumn – Being our best				
	Y4 PSHEE Spring – Body Smart				
	Y5 PSHEE Summer – My Body and Me				
	Y5 Science Summer – RSE				
	Y6 PSHEE Summer – SRE and Health and Wealth				

RSE at Finton is led by the class teachers within PSHEE/RSE lessons, however all staff members contribute to the development of the relationships education for the pupils e.g. specialist Computing teachers within online safety topic, specialist PE teachers within Physical health and fitness unit, phase leaders and the Head in assemblies, mentors with guidance in mentor sessions, reinforcement of kindness and friendship in the playground by the playground supervisors, outside visitors and workshops. RSE is taught to each year group, starting in Reception (EYFS).

To ensure the needs of the whole school community are met, parents and pupils are invited to share their views so that the teaching is relevant and appropriate to the age of the child.

Please see Appendix A for when aspects of RSE are taught. Appendix B details what should be taught by the end of a child's time in primary school.

4. Legal Requirements

The government states that sex education is only compulsory from Year 7 onwards. However, independent primary schools are required to teach the elements of sex education contained within the science curriculum, usually in Years 5 and 6.

Relationships Education and Health Education are statutory for all primary-aged pupils, and our programme ensures full coverage of these areas.

The RSE schemes of work have been developed in consultation with the PSHE Association guidance, Life Lessons and ItHappens.

Every child is entitled to receive RSHE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special educational needs, or background, including disadvantaged and looked-after children. It is our intention that all children experience a programme of RSHE appropriate to their age and physical development, with differentiated provision if required.

As well as through science, RSHE will be taught through dedicated PSHE sessions, assemblies, and special events, in partnership with parents and carers.

Equal Opportunities

The school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds.

Documents consulted in the writing of this policy include:

- Education Act (2011)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance for RSE for the 21st Century (2014)
- Keeping Children Safe in Educations Statutory Safeguarding Guidance (2021)
- Children and Social Work Act (2017)
- Relationship Education, Relationships and Sex Education (RSE) and Health Education (July 2026)
- PSHE Association guidance on SRE (2018)
- Parental Engagement on Relationships Education' (2019)
- Mental health and behaviour in schools' (November 2018)

5. Parental consultation and parental partnership

Parental consultation and working in partnership with parents

Teaching of RSE at school is not intended to replace advice or guidance from home, but to supplement and broaden knowledge and understanding. Parents working together with the school are the key people in:

- Maintaining the culture and ethos of the family;
- Helping their children cope with the emotional and physical aspects of growing up
- Preparing them for the challenges and responsibilities that sexual maturity brings.

On entry to school, parents are invited to read the RSE policy. This helps to establish a partnership with parents, which reinforces the dual responsibility for RSE learning. There is also a curriculum information evening that takes place in the Autumn term and information is shared about the provision of RSE in the school and they are directed the relevant resources and encouraged to keep an open dialogue and share any feedback.

Full consultation with parents took place when the original RSE Policy was written following Government Guidance to introduce the subject formally in schools. Parent responses to the consultation were dealt with on an individual basis. There was communication with parents via Finton House Post (Autumn 2021) updating them on the development of the RSE provision in school. Parents were provided with:

- DfE regulations for RSE
- Updated Finton House RSE policy and Scheme of work
- Opportunity to read the policy and give feedback on the provision of RSE via a click button response to the Finton House Post.

In Spring 2022, parents were contacted and informed by a letter from the Head highlighting the RSE resources available on Frog (VLE). This page contains a contact box for parents to feedback directly to PSHEE co-ordinators.

For current parents, the parents' area of Frog contains a copy of the RSE policy, overviews of teaching topics and other resources to support families at home to tie in with the content covered at school. We conduct evaluations with the children on their PSHEE/RSE provision and the results to these surveys are in the pupil voice of the Frog page. There is also a contact form for any questions or feedback relating to RSE teaching at Finton House. These will be addressed by the PSHEE/RSE co-ordinators or passed on to a member of the management team.

In advance of teaching topics within the RSE curriculum, parents may also be contacted with specific information about units of work being covered. A parent may request to see the resources being used to teach.

6. Specific issues

Child Protection/Confidentiality

All staff involved in delivering and supporting RSE should be alert to the signs of abuse, neglect and exploitation. The school has a separate Child Protection Policy.

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. Teachers are aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The school will ensure that staff understand they cannot offer unconditional confidentiality to pupils. They will work with the school's child protection procedure for recording and reporting disclosures and the nature of access to this information.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This means that pupils may share some specific resources relevant to the question with the teacher or teaching assistant on an individual basis. Should any pastoral issues / triggers arise out of any RSE discussions (in or out of the classroom), staff are encouraged to record this on CPOMS so it can be followed up.

The PSHEE/RSE co-ordinators and Deputy Head Pastoral are available for teaching support should any staff triggers arise with PSHEE/RSE topics. In response to a staff survey on confidence in delivering RSE we have provided a robust training programme for staff to ensure that they are well equipped for the delivery and have invested in further resources such as Coram Life Education subscription and age appropriate books.

Resources

Resources to support lesson planning and teaching are stored in the Emma Thornton building. This cupboard contains fiction and non-fiction books for children along with general books for teachers' use. These focus on activities to develop self-esteem and for circle time. Further teaching resources (books) are located in classrooms and resources for children are located in the library (see PSHEE policy appendix 3). At Pastoral Meetings and Subject Co-ordinator meetings staff plan for any resources that are necessary and the RSE budget allows for request purchases. The Deputy Head Pastoral liaises with the Librarian to ensure new resources are displayed and communicated to staff.

Library

There is a shelf in the library that is dedicated to supporting RSE containing a range of books linking to the many strands of relationships and growing up. Teachers are encouraged to read from these books during their weekly library lessons making links with assemblies or any themes that are running during the term. Teachers are also encouraged to signpost these resources for pupils to read independently.

There is regular consultation between the Librarian and the Assistant Head Culture along with the PSHEE/RSE coordinators to ensure that the books in the library reflect representation across all aspects of life with particular regard to the Protected Characteristics being age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Terminology

Finton House school agree with recommendations that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people. Correct language for body parts will be gradually introduced.

Use of Visitors

"Visitors should complement but never substitute or replace planned provision. It is the PSHEE coordinator and teacher's responsibility to plan the curriculum and lessons."

Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

Visitors to the school, such as parents/carers, health professionals and members of voluntary organisations, may be invited to plan and contribute to RSE lessons. They will be given a copy of this policy and will be expected to work within the values framework described within. The PSHE co-ordinator will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the schools' RSE programme. A teacher will be present during the lesson.

Children with special needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of RSE. Within the classroom teachers and assistants are aware of the learning needs of all children as they refer to the ongoing provision spreadsheet for each class and any other learning support. Staff throughout the school are aware of children with SEND and their specific needs so are able to support appropriately. (See PSHEE policy section on Teaching and Learning for further details).

Monitoring and Evaluation of the provision of RSE

Monitoring is the responsibility of the Headmaster, Deputy Heads, Governors and the PSHE coordinators. The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents. The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

Withdrawal of Pupils from Relationships Education and Complaints Procedure

There is no right to withdraw from Relationships Education at Finton House as we follow the government guidance that the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

In the event of a complaint regarding the relationships education provision at Finton House, parents are directed to the Complaints Policy, available on the website and the parents' area on Frog.

Withdrawal of Pupils from Sex Education and Complaints Procedure

Parents do have an automatic right (Section 405 of the Education Act 1996) to withdraw a child from sex education lessons. Parents are written to in advance of a sex education lesson to ensure that the content of the teaching is clear and the opportunity is given to parents to talk through the content of the lessons, should they wish to do so. However, withdrawal of a child from these lessons rarely happens; by working in partnership with school, parents recognise the importance of this aspect of their child's education. Any parent wishing to withdraw their child is encouraged to make an appointment with the Head to discuss the matter.

The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw children from.

In the event of a complaint regarding the sex education provision at Finton House, parents are directed to the Complaints Policy, available on the website and the parents' area on Frog.

7. Appendix A - RSE Objectives

The RSE curriculum is spiral meaning that although topics may be introduced in a certain year, they are often re-visited and built upon later. Topics may be taught specifically within PSHEE lessons, science lessons, within class time, assemblies or through talks or workshops.

The school has a subscription to the following online resource which is used to support teaching and learning in RSE.

https://lifelessons.co.uk/

Specific training and guidance regarding the teaching of RSE is provided as required for teaching staff. The topics below are linked to the online world where appropriate.

Areas covered in RSE at Finton House	RSE Objectives
Reception/Year 1/Year 2	
Foundation Children learn how humans and animals grow and change, and are introduced to reproduction and caring for babies. They learn how to keep their bodies private and safe, recognise people who help them, and celebrate what makes everyone unique. Pupils explore inclusion and respect for others, including those with disabilities, and learn how to stay safe and kind online. Key Stage 1 Through PSHEE and RE, children learn about	To understand how humans and animals grow and change, including how babies are born and cared for. To recognise and celebrate what makes everyone unique, and show kindness, respect and inclusion towards others. To learn about disability and value people's differences and achievements. To know how to keep our bodies private and safe, and understand who can help us.
kindness, empathy and inclusion, recognising and celebrating what makes everyone unique. They explore friendships and family relationships, learning how to be a good friend and how to support others when they feel unhappy. Children learn how to stay safe, both in person and online, including understanding privacy, recognising safe and unsafe situations, and knowing how to respond to bullying. They also begin to develop confidence in making choices, understanding personal boundaries, and respecting differences among people.	To recognise friends and strangers, challenge bullying and stereotypes, and make kind, safe choices. To use the internet safely and responsibly, protecting privacy, wellbeing and online reputation.
Key Stage 2	
Key Stage 2 In PSHEE lessons, children learn how to nurture themselves and others, develop empathy, and contribute positively to their communities. They explore healthy friendships and relationships, recognising the signs of positive and negative interactions, setting personal boundaries, and supporting friends to be their true selves. Children consider diversity, challenge discrimination and stereotypes, and learn to include and respect everyone, appreciating the unique	To know how babies grow and develop before and after birth. To be kind and helpful at home and in the community. To treat others with respect, challenge discrimination, and make sure everyone feels included.
qualities of themselves and others.	To understand how to keep our bodies safe and say 'no' when something feels uncomfortable.

Through ongoing PSHEE and science work, pupils prepare for the physical, emotional and social changes of puberty, including personal hygiene, understanding sexual reproduction, and supporting people who menstruate. They also learn to make safe choices, manage pressures from peers and media, and use the internet responsibly, including online relationships, privacy, and wellbeing.

By the end of Key Stage 2, children are equipped to form healthy relationships, understand their bodies and emotions, and navigate both online and offline social environments safely and respectfully.

To use the internet safely and respectfully, protecting privacy and wellbeing online.

Y4

To understand how to care for ourselves and others, and celebrate what makes everyone unique.

To recognise the early changes that happen during puberty.

To build safe, respectful friendships and know how to say 'no' kindly.

To stand up to discrimination and stereotypes, helping everyone feel valued and included.

To use the internet safely and responsibly, protecting privacy, wellbeing and online reputation.

Y5

To understand the changes that happen during puberty and feel confident and prepared.

To recognise healthy and unhealthy friendships, set boundaries, and repair relationships respectfully.

To use the internet safely, manage online information responsibly, and protect privacy and wellbeing.

To value inclusion, empathy and kindness by listening to others, challenging discrimination, and supporting everyone to thrive.

To appreciate body diversity and support others, including those who menstruate, with care and respect.

Y6

To understand the physical and emotional changes that happen during puberty and feel confident about growing up.

To know what sexual reproduction is and how it relates to becoming an adult.

To recognise and maintain healthy, respectful relationships and set personal boundaries.

To use the internet safely and responsibly, including understanding online privacy, bullying, and digital wellbeing.

To value and respect body diversity, and make positive choices for personal health and happiness.

8. Appendix B - DfE guidance

By the end of primary school: (DfE guidance)

By the end of pr	imary school: (DTE guidance)
Families and people who care for me	 Families and people who care for me Curriculum content: That families are important for children growing up safe and happy because they can provide love, security and stability. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	 Caring friendships Curriculum content: 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right.

7. How to recognise when a friendship is making them feel unhappy or

uncomfortable, and how to get support when needed.

Respectful, kind relationships

- Curriculum content:
 - 1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
 - 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
 - 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
 - 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
 - 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
 - 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
 - 7. The conventions of courtesy and manners.
 - 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
 - 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
 - 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.

 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

- Curriculum content:
 - 1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
 - 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
 - 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
 - 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
 - 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.

6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. Being safe Curriculum content: 1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

9. Appendix C - PSHEE Curriculum Overview

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Being our Best To understand and apply expectations and school rules To understand the different Zones of Regulation Healthy habits and washing hands To learn about Human Change and growth (babies, toddlers, teenagers vocab etc) To introduce and know reproduction of children and pets. To know about birth and babies. Understanding Ourselves and Our Surroundings I can notice feelings in my body, so I can name my emotions. To understand how to be safe on Bonfire Night. To encourage pupils to reach out and show each other support	I can notice when I feel upset, angry or worried, and do things to help myself feel better. I can find ways to help others feel better when they are unhappy. I can sleep, exercise and eat to stay healthy. I can celebrate things that make me special I can help people feel included and value making friends who are different to me. I can celebrate everyone's	hazards in the home and outside. To know what to do if someone is hurt and conscious. To know how to get help by making a 999 or 112 call. To teach the children how to assess a casualty and to call for help.	To increase emotions vocabulan To be able to control your emotions To be able to recognise facial expressions To be able to identify which zone you are in To know our emotions can change throughout the day I can be helpful and kind at home, to support my family. I can say no when I feel uncomfortable, so I can keep my body safe. I can respectfully share my opinion and listen to others, even	Mindfulness Paws B To know how to keep the mind and body safe and healthy* To know how the different parts of the brain and how they work together Developing an understanding of focus and concentration Recap the torchlight of attention and tummy and chest breathing from year 2 'Jobt Mindfulness' To recognise that we all wobble and find ways to steady ourselves To know that thoughts are not facts To know how we can nurture ourselves and others To know how our emotions change as we get older* Resillence, progression and coping strategies To develop resilience and coping strategies	Let's Get Ethical I can make good choices with my money, so I can prioritise the most important things. I can contribute to my community, so I can make it better and feel like I belong. I can make changes to support everyone to thrive. I can make changes to support everyone to thrive. I can make deeply to other people, so I can understand their experience better. I can relate deeply to other people, so I can understand their experience better. I can relate cut be pressure on myself and others to act in a certain way, so we can all be free to be our true selves. I can offer support and empathy to people facing discrimination. I can notice barriers for people, and make changes to include everyone. We can find activities that include all our friends and that add value to our and their lives.	Mindfulness Dot Breathe To develop resilience and coping strategies Taking responsibility for keeping the mind and body safe and healthy Developing an understanding of the functions of the prefrontal cortex To be able to develop concentration. How the different parts of the brain work together Learning that we can change our brains Developing an understanding that we make choices about how we react To know why we sleep and its importance To know that humans are social beings and brains can identify emotions of others To know how to read signals of others and recognise sensations To know how breathe can help us give time and space to respond better
Spring	Circle of Life* I can keep my private parts safe and respect other people's bodies. (LL) To reinforce the Zones of Regulation and remind children how we use them at school. To be able to name and identify different feelings. To help children find ways to move back to the green Zone. Appropriate teaching of 'PANTS' and private body safety People Who Help Us To know people who help us To be aware of different staff in the school and their job. To be able to see themselves as unique and special	Keeping Safe Inside and Out* *To know what they think about keeping themselves healthy. *To understand the importance of not eating too much of one food type e.g. party foods, sweets and fatty foods. *To know that exercise everyday is important to keep us healthy. *To know that sleeping and keeping clean also help to keep ourselves healthy. To know that medicines and injections can also help to keep us healthy. *To also learn that drugs have to be taken carefully otherwise they can be dangerous. *Appropriate teaching of 'PANTS' and private body safety *I can spot risks so that I can cross the road safely. *I can spot risks so that I can cross the road safely. *I can spot risks on that I can cross the road safely. *I can make a plan to stay safe In many different places.	Feeling Safe and Speaking Up* I can feel confident about the changes that will happen to my body as I get older. I can follow a plan during an emergency so I can keep myself and others safe. I can ask questions to understand what is safe. I can look after my teeth to keep them healthy. Appropriate teaching of 'PANTS' and private body safety	I can spot the risks around transport, so that I know how to keep myself safe. I can make a plan to reduce the risk in all weathers and places. I can have a go at new things, even if I find them hard. I can make good choices that help me look after my physical and mental wellbeing. Appropriate teaching of PANTS' and private body safety Diversity & Interdependence	Body Smart* • Keeping our bodies clean and healthy • Preventing the spread of disease • Sunburn, allergies and anaphylaxis • Appropriate teaching of 'PANTs' and private body safety • It can look after myself in order to prevent the spread of illness. • I can follow a plan to keep myself and others safe in various situations. • I can take into account the consequences of smoking and vaping to help me make healthy choices. • I can make choices that keep my money safe. • I can imagine how I might help my community as I grow up.	help quickly in an emergency. I can make a plan to manage risks whilst on adventures and facing challenges. I can recognise the signs of a healthy and unhealthy friendship, so I feel safe and happy with my friends.	I am prepared for physical changes that happen during puberty, so I feel more confident. I am prepared for changes that will happen to me during puberty, so that I feel more confident. I can resist pressure to look a certain way and appreciate the wonderful variety of bodies that exist. I can understand what sexual reproduction is, so that I am better prepared for adulthood. IT HAPPENS Appropriate teaching of 'PANTS' and private body aftery. I can make a plan for how I will achieve my dreams. I can identify the skills needed for certain jobs, roles and hobbies. I can make a plan for how I will achieve my dreams. I can make a plan for how I will achieve my dreams. I can make a plan for how I will achieve my dreams. I can protect any money that I have, so I can spend it on things that I really want and need. I can protect any money that I have, so I can spend it on things that I really want and need. To recognise what world-wide health issues there are. To understand the importance of clean
						To know how to stop serious bleeding. To know how to help someone who is choking.	To develop an understanding of how health issues and waterborne diseases can be prevented. To develop further how unhealthy lifestyles and poor diet can cause world disasters (issues). To understand how poverty and climate play a role in world health issues. To develop better understanding of HIV/AIDS and the impact it has in third world countries.

	Respect	Me, My Family and My World	Mindfulness Dots	Taking Care of Me*	We All Belong	My Body and Me*	Everybody Counts*
	 To learn what is meant by 	•I can describe how my family		 To consolidate an understanding 		 I am prepared for changes that 	 To promote respect for civil and criminal
	the term disability and how		as a way of training	of the need to keep clean	their true selves and be	happen during puberty, so that I	law
	it can be temporary, long	do to help them.	attention.	 To know I can take responsibility 	happy.	feel more confident.	 To promote respect for the fundamental
	term or last a lifetime.	•I can spot when I feel safe	To learn the 'Dot'	for keeping themselves clean	 I can say 'no' to my friends in a 		British values of democracy
	To actively promote respect	with different people.	practice. • To learn resilience and	 To know I can take responsibility 	respectful way so that I feel	menstruate so that they can be	 To know why and how rules are made and
	for other people	should be kind to friends		for keeping my teeth clean and	safe.	more comfortable during their	enforced.
	considering disability and appearance.	and family and listen to other		healthy	 I can get support and do things 		To be able to take part in making rules and
	To appreciate that there	people carefully. I can spot good friends and be	To be able to develop an	To know how babies develop		 I can clean my body, so I can stay 	
	are similarities and			before and after birth * To know areas of the world	love. I can notice when I'm being	 I am prepared for changes that 	To promote understanding of and respect
	differences among us all.	a good friend myself. I can keep money safe, so I	 To explore movement, 	where health and hygiene is an	influenced by other people.	happen during puberty, so that I	for the democratic process, including respect
	differences among us air.	don't lose it.	settling in your own space and physical sensations	international concern.	 I can identify when I may be 	feel more confident.	for the basis on which law is made and applied
		can choose what to buy and		international concern.	being tricked or manipulated,	I can support people who	To be able to use vocabulary associated
		what not to buy, so I get the	breathing	Hopes and Dreams	and can react appropriately	menstruate so that they can be	with government in Britain.
		things I want and need the		I can make good choices with my	and safely.	more comfortable during their	To know what democracy is, and about the
		most.	Recognising choice		 I can identify and safely 	periods.	institutions that support it.
			To experience awareness	and want the most.			To know the different ways of governing a
	Transtions		of the body in motion	 I can understand when money is 			
	•To discuss emotions about		To explore intentions of	and is not important, so I can	 I can help others to be their 		To know what a heart attack is and to be
Ē	the transition to Year 1		the body, 'autopilot' and	value what I have.	true selves by celebrating		able to recognise the early warning signs
E	•To ask thoughtful questions		all the senses	 I can talk about how I will 	their unique features and		 To know how to help someone who is
5	and listen to answers		To experience	achieve my hopes and dreams	challenging stereotypes when		having a suspected heart attack.
S			mindfulness touch and	· ·	I see them.		 To know how to make a 999/112 call for an
			sound		 I can celebrate myself for who 		ambulance using both a landline and mobile
			 To revisit the torch light of 		I am and not what I am		telephone.
			attention		expected to be.		 To be able to recognise the early warning
			FOFBOC		 I can live in line with my 		signs of a heart attack and how to help
			 Change and loss are a part 		personal values, so I can make		someone who is having a suspected heart
			of life		decisions that feel true to		attack
			 Challenging stereotypes 		myself.		I can make healthy choices and resist peer
					I can use the British Values to		pressure to take drugs.
					think about things and decide		 I can evaluate the evidence around
					how I feel about them. I can celebrate the different		vaccines, so I can explain why they are
					people in my community, so		important in saving lives.
					everyone feels appreciated.		I can follow basic first aid instructions to
					everyone teets appreciated.		look after people in an emergency.
							 I can recognise the signs of a healthy romantic relationship.
							I can use these skills to maintain healthy
	1						relationships with my friends and family. • I can tell people what my boundaries are,
							and listen to theirs, so I can treat people
			l			l	kindly and respectfully.
	1						I can put energy into healthy relationships
	1			W:\Schemes of w	ork\1. SOW OVERVIEWS\2	024- 2025\PSHEE SOW OVE	and Nor into unneality ones, so I can stay
							safe and happy.
			1	1		1	pairs and imply.

10. Appendix D - RSE specific topic content

Topic	Key Objectives	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Families &	Understanding families, different	Autumn: Being	Autumn: Open	Spring: People	Spring: Diversity &	Summer: Let's	Autumn:	Spring: Health &
People Who Care	family types, love, support and	Our Best	Hearts &	Who Help Us	Interdependence	Get Ethical	Mindfulness Dot	Wealth*
for Me	security		Guiding Hands				Breathe	
Caring	Developing kind, inclusive	Autumn: Open	Autumn: Open	Spring:	Spring: Keeping Safe	Summer: Living	Summer: Living	Summer: Health
Friendships	friendships; recognising	Hearts &	Hearts &	Keeping Safe		Happy, Living	Happy, Living	& Wealth*
	healthy/unhealthy friendships;	Guiding Hands	Guiding Hands	Inside & Out*		Healthy*	Healthy*	
	repairing friendships							
Respectful,	Boundaries, assertiveness,	Autumn: Open	Autumn: Open	Autumn:	Spring: Diversity &	Spring:	Summer: Health	Summer: Health
Kind Relationships	respecting differences, self-	Hearts &	Hearts &	Emotions &	Interdependence	Mindfulness	& Wealth*	& Wealth*
	respect, supporting others	Guiding Hands	Guiding Hands	Feelings*		Paws B		
Online Safety	Safe online interactions, privacy,	-	-	-	-	-	Summer: Living	Summer: Health
& Awareness	consent, evaluating online						Happy, Living	& Wealth*
	relationships, reporting concerns						Healthy*	
Being Safe	Boundaries, PANTS lessons,	Spring: Circle of	Spring: Circle	Spring:	Spring: Keeping Safe	Summer: Living	Summer: Living	Summer: Health
	recognising harmful relationships,	Life*	of Life*	Keeping Safe		Happy, Living	Happy, Living	& Wealth*
	reporting abuse, stranger			Inside & Out*		Healthy*	Healthy*	
	awareness							
General	Emotional regulation, coping	Autumn: Being	Autumn: Open	Autumn:	Autumn: Emotions &	Autumn:	Autumn: Let's	Autumn:
Wellbeing	strategies, resilience, mindfulness,	Our Best	Hearts &	Secure & Safe	Feelings*	Mindfulness	Get Ethical	Mindfulness Dot
	seeking support		Guiding Hands			Paws B		Breathe
Physical	Benefits of active lifestyle, physical	Autumn: Being	Autumn: Open	Spring:	Spring: Body Smart*	Spring: Body	Summer: Living	Summer: Health
Health & Fitness	activity, fitness routines, risk of	Our Best	Hearts &	Keeping Safe		Smart*	Happy, Living	& Wealth*
	inactivity		Guiding Hands	Inside & Out*			Healthy*	
Healthy Eating	Balanced diet, relationship with	Spring: Keeping	Spring:	Spring:	Spring: Body Smart*	Spring: Body	Summer: Living	Summer: Health
	food, planning and preparing	Safe Inside &	Keeping Safe	Keeping Safe		Smart*	Happy, Living	& Wealth*
	meals, risks of poor diet	Out*	Inside & Out*	Inside & Out*			Healthy*	
Drugs,	Risks of substances, nicotine	-	-	Spring:	Spring: Body Smart*	Spring: Body	Summer: Living	Summer: Health
Alcohol, Tobacco	products, safe medicine use			Keeping Safe		Smart*	Happy, Living	& Wealth*
& Vaping				Inside & Out*			Healthy*	
Health	Hygiene, dental care, vaccination,	Autumn: Being	Autumn: Open	Spring:	Spring: Body Smart*	Spring: Body	Summer: Living	Summer: Health
Protection &	sun safety, sleep, illness	Our Best	Hearts &	Keeping Safe		Smart*	Happy, Living	& Wealth*
Prevention	recognition		Guiding Hands	Inside & Out*			Healthy*	
Personal	Hazards at home/outside,	Autumn: Being	Autumn: Open	Spring:	Spring: Keeping Safe	Summer: Living	Summer: Living	Summer: Health
Safety	road/water/fire safety, first aid,	Our Best	Hearts &	Keeping Safe		Happy, Living	Happy, Living	& Wealth*
,	999/112 calls		Guiding Hands	Inside & Out*		Healthy*	Healthy*	
Developing	Human growth, lifecycle, puberty,	Autumn: Being	Autumn: Open	Spring: Circle	Spring: Body Smart*	Spring: Body	Summer: Health	Summer: Health
Bodies & Puberty	menstruation, private body safety,	Our Best	Hearts &	of Life*		Smart*	& Wealth*	& Wealth*
,	supporting others		Guiding Hands					
Sexual	Understanding reproduction in	Autumn: Being	-	-	-	Spring: Body	Summer: Health	Summer: Health
Reproduction	humans and pets; conception	Our Best				Smart*	& Wealth*	& Wealth*
Emotional &	Coping strategies, resilience,	Autumn: Being	Autumn: Open	Autumn:	Autumn: Emotions &	Autumn:	Autumn: Let's	Autumn:
Social	recognising and managing	Our Best	Hearts &	Secure & Safe	Feelings*	Mindfulness	Get Ethical	Mindfulness Dot
Development	emotions, peer support, empathy		Guiding Hands		_	Paws B		Breathe

Colour Key:

- Health & Wellbeing
- Safety & Personal Safety
- Developing Bodies & Puberty / Reproduction
- Online Safety & Digital Wellbeing