



RUPERT HOUSE SCHOOL

RSHE POLICY

(Relationships, Sex and Health Education)

This policy applies to the entire setting, including EYFS

Responsible Role	DSL & Deputy Head Pastoral
Last Review date	
January 2025	Significant changes from old policy
February 2026	Significant changes in line with government guidance dated July 2025

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1. **INTRODUCTION:**

This policy covers the whole school including the EYFS. It is made available to parents and others on the school's website.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their well-being, health and relationships to build their self-efficacy. We are clear that parents and carers are the prime educators for children on many of the matters covered in this policy. The school complements and reinforces this role; building on what pupils learn at home as an important part of delivering an excellent education.

We will ensure that this policy is accessible and meets the needs of pupils and parents and reflects the community we serve. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Teaching is sensitive and age appropriate in approach and content.

The content of this policy will at times be covered in the wider programme of Personal, Social, Health and Economic Education (PSHE) or similar. This policy is based on the statutory RSHE government guidance dated July 2025 and supersedes any previous policies.

We will ensure that the school will not unlawfully discriminate against pupils because of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (known collectively as the protected characteristics), as set out in the Equality Act 2010 and subsequent amendments.

2. **AIMS**

The SMT and Governance are committed to ensuring Relationships, Sex and Health Education (RSHE) is delivered within the context of a broad and balanced curriculum. The RSHE teaching in the school contributes to the school's statutory duty to safeguard children and to prepare them for the responsibilities and experiences of adult life.

Our key aim in providing RSHE throughout the school is to safeguard our pupils; during their time at Rupert House children will learn important knowledge and skills to promote wellbeing and to help keep them safe to prepare them for adult life.

In our school, through implicit and explicit learning experiences, we aim to:

- adopt a whole school approach to Relationships, Sex and Health Education.
- provide a framework in which sensitive discussions can take place
- provide the key building blocks of healthy, mutually respectful relationships, focusing on family and friendships, in all contexts, including keeping themselves and their personal information safe online.
- prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- help pupils develop feelings of self-respect, confidence and empathy
- create a positive culture around issues of sexuality and relationships
- teach pupils the correct vocabulary to describe themselves and their bodies

- help children to begin to develop understanding of and to accept and respect their own and others' sexuality
- generate an atmosphere where, age-appropriately, questions and discussions on sexual matters can take place without embarrassment
- nurture a partnership between caring adults – governance, teachers, ancillary staff and parents – to ensure sensitive support for children and young people as they grow and mature

The RSHE programme is based on the evolving needs of needs of pupils, incorporating updated safeguarding expectations from July 2025 guidance, including:

- stronger emphasis on identifying harmful online behaviours, misogynistic content and unsafe relationships. Learning outcomes are appropriate to pupils' age, ability and level of maturity.
- aiming to ensure pupils develop the skills to recognise emerging risks linked to new technologies, including deepfakes, toxic online influencers, financial exploitation and addictive online behaviours.
- Supporting pupils in developing personal safety awareness, including managing risks in public spaces, around roads, railways and water
- promoting positive mental health by explicitly addressing grief, loss and loneliness reflecting strengthened mental wellbeing requirements
- reflecting a commitment to represent and respect the full diversity of modern family structures, including single-parent families, same-sex parents, kinship carers, adoptive and foster families.
- strengthened expectations that teachers exercise professional judgement in adapting content to the needs of pupils i.e. teaching is age appropriate, evidence based and balanced.
- strengthened parental transparency: the school must ensure that RSHE curriculum materials can be viewed by parents upon request.

RSHE is delivered as follows:

In Pre-Prep: by the class teachers and Teaching Assistants during PSHE (Jigsaw scheme of work), Religious Education lessons and circle times.

In Prep: by a combination of class and specialist teachers in PSHE (Jigsaw scheme of work), Religious Education, Science, Wellbeing lessons and in ICT lessons.

Occasionally, we may invite visitors who bring in specialist knowledge and different ways of engaging pupils to enhance delivery of these aspects; for example a local GP or Health visitor. Any visitors will be checked and briefed on the planned programme to ensure the content is age-appropriate.

3. **STATUTORY REQUIREMENTS**

As an Independent Primary setting we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. We have regard for the statutory guidance from the Department for Education (DfE) issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

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

In teaching RSHE, we must have regard to the statutory RSHE guidance updated in July 2025 which replaces the 2019 version and introduces strengthened expectations in several areas as detailed above.

At Rupert House School we teach RSHE as set out in this policy.

This policy should be read in conjunction with:

[Keeping Children Safe in Education \(most updated statutory guidance\)](#)

[Respectful School Communities: Self Review and Signposting Tool](#)

[Behaviour and Discipline in Schools](#)

[Equality Act 2010](#)

[SEND code of practice: 0 to 25 years \(statutory guidance\)](#)

[Alternative Provision \(statutory guidance\)](#)

[Mental Health and Behaviour in schools \(advice for schools\)](#)

[Preventing and Tackling Bullying \(advice for schools, including cyberbullying\)](#)

[Sexual violence and sexual harassment between children in schools \(advice for schools\)](#)

[SMSC requirements for independent schools, including promoting British Values](#)

4. POLICY DEVELOPMENT

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

Review – a member of staff or working group pulled together all relevant information including updated national guidance and the statutory RSHE guidance revised in July 2025.

Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations. In line with updated expectations, staff consultation now explicitly includes consideration of strengthened safeguarding themes such as misogyny, online harms and personal safety requirements.

Pupil consultation – we investigated what pupils want from their RSHE lessons. This now includes exploring pupils' understanding of emerging online risks (such as misinformation, disinformation, conspiracy theories and deep fakes).

In addition:

Parent/stakeholder consultation – parents and any interested parties are invited to comment upon the policy and meet with the DSL and Head to discuss any concerns or possible alterations.

Governance oversight will now explicitly consider alignment with the expanded RSHE statutory requirements for mental health, online safeguarding and diversity of family structure.

5. DEFINITIONS

RSHE is lifelong learning about physical, moral and emotional development and is an essential part of children's Personal, Social and Health Education (PSHE). Through RSHE children learn about positive relationships, different families, respect, love and care, reproduction, puberty, healthy lifestyles, hygiene, the body, sex, sexuality, sexual health diversity and personal identity. With the aim of preparing children to cope with the physical and emotional challenges of growing up, the foundations of these skills and knowledge are built at primary school level and are developed further at secondary level.

From September 2020 the teaching of Relationships Education became compulsory in primary and secondary schools, although Sex Education lessons in primary settings are non-statutory.

RSHE involves a combination of sharing information and exploring issues and values. The 2025 guidance expands the scope of what constitutes PSHE due to emerging safeguarding, online and societal concerns. ***RSHE is not about the promotion of sexual activity.***

Updated definitions required by July 2025 guidance:

- **Online harms:** now includes a wider range of safeguarding risks such as exposure to misogynistic content, harmful online influencers, AI generated deepfakes, toxic digital content, scams, frauds, gaming-related financial exploitation and addictive online behaviours
- **Misogyny and violence against women and girls:** now includes educating pupils about misogyny, gender-based prejudice, coercion and harmful attitudes that may normalise or justify violence against women and girls
- **Personal safety:** now encompasses wider safety contexts including roads, railways, water and public spaces
- **Mental Health:** teaching now explicitly includes grief, loss, loneliness and strategies for managing emotional distress
- **Family Diversity:** must now be defined to include single-parent households, same-sex parents, kinship carers, foster families and adoptive parents
- **Financial Exploitation:** now recognised as a safeguarding issue including online scams, grooming for financial gain, manipulative gaming monetisation and digital fraud

6. CURRICULUM

Our curriculum is set out as per Appendix 3, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. Reasonable adjustments will be made to alleviate disadvantaged pupils, and we are mindful of the SEND Code of Practice. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 3.

7. DELIVERY OF RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE), Wellbeing lessons - circle times for younger pupils in the Pre-Prep part of the school.

Pupils in Year 5 or 6 also receive stand-alone sex education sessions.

The lead teacher will work closely with colleagues in related curriculum areas to ensure the programmes in this policy complement and do not duplicate content covered in other subjects.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including (as defined by the statutory guidance):

1. Families and people who care for me
2. Caring friendships
3. Respectful relationships
4. Online relationships

- *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.*

5. Being safe

- *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.*

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

It also covers the important areas of Mental health and Wellbeing:

1. Mental wellbeing
2. Internet safety and harms
3. Physical health and fitness
4. Healthy eating
5. Drugs, alcohol and tobacco
6. Health and prevention
7. Basic first aid
8. Changing adolescent body

and also includes the following:

▪self-respect ▪ physical health and mental wellbeing ▪ respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality ▪ taking account of other people's feelings ▪ mutual support and co-operation ▪ truthfulness and honesty ▪ accepting responsibility for the consequence of our own actions ▪ the right of people to hold their own views ▪ not imposing our own views on other people ▪ not infringing the rights of other people ▪ the right not to be abused by other people or be taken advantage of

For more information about our RSHE curriculum, see Appendices 1 and 3

Handling Difficult Questions

Sometimes a child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed individually later. Questions are dealt with in an age-appropriate way. It is also recognised that children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods take account of these differences. In accordance with the July 2025 guidance teachers must be prepared to answer questions involving new digital risks and issues related to misogyny, personal safety and emotional wellbeing.

All staff involved in RSHE will be alert to concerns that may indicate safeguarding issues and know to report concerns and suspicions to the Designated Safeguarding Lead as outlined in the Safeguarding & Child Protection Policy. We believe that individual teachers must use their skill and discretion in these situations and refer to the Head or DSL if they are concerned or uncertain.

If the issue of sexuality should be raised in discussion during RSHE lessons, this is managed in a sensitive way and would include positive representations of LGBTQ+ (Lesbian, Gay, Bisexual, Transgender and Queer) people. Discussion of relationships may not be solely about heterosexual relationships, and the word 'partner' can be used, rather than assuming all girls have or want boyfriends and all boys have and want girlfriends. It is seen as important to encourage tolerance and understanding and not demean or encourage prejudice against people whose sexuality is not shared by the majority.

8. ROLES AND RESPONSIBILITIES

8.1 GOVERNANCE

Governance will approve the RSHE policy, and they will:

- Hold the headteacher to account for its implementation
- Ensure all pupils make progress and achieve expected educational outcomes
- Ensure the subject is well led, effectively managed and well-planned
- Ensure teaching is delivered in ways that are accessible to all pupils with SEND
- Make sure clear information is provided to parents on the subject content and the right to withdraw their child
- Review the policy and provision at least annually or when required by legislation

Wishford Education has delegated the approval of this policy to the school's SMT.

8.2 THE HEADTEACHER

The headteacher is responsible for:

- ensuring that RSHE is taught consistently across the school
- managing requests to withdraw pupils from non-statutory components of RSHE (see section 8).

- ensuring the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations and that teachers are supported and trained to deliver strengthened content
- ensuring all external visitors and materials are reviewed for compliance and made accessible to parents

8.3 STAFF

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE
- Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher and the Deputy Head, Pastoral.

Staff involved in teaching RSHE:

- DSL and Deputy Head Pastoral
- DDSLs
- Science teachers
- IT teachers
- All class teachers, Teaching Assistants

8.4 PUPILS

Pupils are expected to:

- engage fully in RSHE and, when discussing issues relating to RSHE, to treat others with respect and sensitivity
- to recognise personal safety risks in public spaces, online and offline
- to understand and seek support for mental health challenges including grief, loss and loneliness

9. **PARENTS' RIGHT TO WITHDRAW**

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE. The school can offer parents support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education. Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher. A record of such requests will be kept.

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

10. **TRAINING**

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar, which is overseen by the DSL and the Head.

The headteacher and lead teacher may, at times, invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to pupils and to staff teaching RSHE. As with all visitors, the visitor's identity is checked, the details of the visit are discussed including how they will deliver their session and the content of any address to pupils. We shall ensure that any visitor understands how safeguarding reports should be dealt with in line with the school's Safeguarding Policy.

11. **MONITORING ARRANGEMENTS**

The delivery of RSHE is monitored by the DSL, Deputy Head Pastoral through planning scrutinies, learning walks and discussions with staff involved. Teacher assessment will influence RSHE planning as will evaluation of the programme by pupils and staff. As part of the process of monitoring the programme an audit of the training needs of all staff will be carried out and support and training offered as appropriate. Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This RSHE policy and programme will be reviewed by the DSL annually. At every review, the policy will be approved by the Head and shared with Wishford Education Governance. It will also be made available to parents for their comment.

Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>The characteristics of healthy family life, 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</p> <p>That others' families, 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</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p> <p>That family structures include single-parent families, same-sex parents, kinship carers, adoptive and foster families and other diverse caregiving arrangements</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p> <p>How to identify and challenge harmful attitudes among peers, including misogynistic language and behaviours, and understand why these are unacceptable</p>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p>That misogynistic content, comments or behaviours online or offline are harmful, discriminatory, and linked to broader safeguarding risks</p>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online, and the importance of privacy</p> <p>Harmful online influencers, toxic digital communities and misogynistic online content can influence attitudes, behaviour and self-esteem</p> <p>That AI-generated deepfakes, edited media and manipulated images can be misleading or harmful, and to know how to report them</p> <p>That scams, online fraud, monetised gaming systems and financial manipulation are forms of digital exploitation</p>

TOPIC	PUPILS SHOULD KNOW
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they know or do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p> <p>How to stay safe around roads, railways (including level crossings), water (including the water safety code) and in public spaces</p> <p>How to identify early signs of digital grooming, manipulation, exploitation or radicalisation, including misogynistic or extremist online content</p> <p>How to recognise financially exploitative behaviours online (e.g. scams, in-app purchases. manipulative game design)</p>

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships, sex and health education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL

<p>Agreed actions from discussion with parents</p>	<p>Include notes from discussions with parents and agreed actions taken.</p> <p>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p>



Appendix 3: PSHE/ RSHE Curriculum overview

	Jigsaw - Learning Objectives					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>The weekly Jigsaw programme focuses primarily on the area of <i>Development Matters</i> relating to PSED (Self- regulation, Managing Self and Building Relationships). Children are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. Children are also taught emerging, age-appropriate online safety including understanding real v pretend online and that some people online may not be who they claim. Early awareness of personal safety in public spaces.</p>					
Year 1	<p>Being Me in My World I understand the rights and responsibilities of being a member of my class I know my views are valued I can understand the choices I make and understand the consequences I know that harmful or unkind behaviour online is not acceptable</p>	<p>Celebrating Difference I can tell you some ways I am different from my friends I understand these differences make us all special and unique I understand that there are many different types of families</p>	<p>Dreams & Goals I can tell you how I felt when I succeeded in a new challenge and how I celebrated it I know how to store the feelings of success in my internal treasure chest</p>	<p>Healthy Me I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy I can recognise how being healthy helps me to feel happy I understand that my body belongs to me and I respect personal boundaries</p>	<p>Relationships I can tell you why I appreciate someone who is special to me I can express how I feel about them I understand that both genders have to be included and treated fairly and equally</p>	<p>Changing Me I can identify the parts of the body that make boys different to girls and can use the correct name for these I respect my body and understand which parts are private</p>

<p>Year 2</p>	<p>Being Me in My World I understand the rights and responsibilities for being a member of my class and school I can listen to other people and contribute my own ideas about rewards and consequences I am aware of safe and unsafe online behaviour and know who to tell if I am worried</p>	<p>Celebrating Difference I can identify some ways in which my friend is different from me I can tell you why I value this difference about him/ her I respect all different family structures</p>	<p>Dreams & Goals I can explain some of the ways I worked cooperatively in my group to create the end product I can express how it felt to be working a part of this group</p>	<p>Healthy Me I can make some healthy snacks and explain why they are good for my body I can express how it feels to share healthy food with my friends I am aware that images and videos can be changed and are not always real</p>	<p>Relationships I can identify some of the things that cause conflict between me and my friends I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends I can recognise harmful peer pressure and unkind group behaviour</p>	<p>Changing Me I can recognise the physical differences between boys and girls, and use the correct names for parts of the body, and appreciate that some parts of my body are private I can tell you what I like/ don't like about being a boy/ girl</p>
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<p>Year 3</p>	<p>Being Me in My World I recognise my worth and can identify positive things about myself and my achievements I understand why rules are needed and how they relate to rights and how they relate to rights and responsibilities I understand that my actions affect</p>	<p>Celebrating Difference I can tell you about a time when my words affected someone’s feelings and what the consequences were I can give and receive compliments and know how this feels I understand that everyone needs to be treated fairly and with respect and I am confident to challenge a stereotype</p>	<p>Dreams & Goals I can evaluate my own learning process and identify how it can be better next time I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest</p>	<p>Healthy Me I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help I can express how being anxious or scared feels I am beginning to understand how to be safe around roads, railways and water</p>	<p>Relationships I can explain how some of the actions and work of people around the world help and influence my life I can show an awareness of how this could affect my choices I can recognise when communication is hurtful or not healthy</p>	<p>Changing Me I can identify how boys’ and girls’ bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up I recognise how I feel about these changes happening to me and know how to cope with these feelings</p>
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<p>myself and others and I care about other people’s feelings</p>						
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	I am beginning to understand personal loss and change in my life					
Year 4	<p>Being Me in my world</p> <p>I know how good it feels to be included in a group and understand how it feels to be excluded</p> <p>I understand how democracy works through the school council</p> <p>I understand that my actions affect myself and others. I care about other people's feelings and try to empathise with them</p>	<p>Celebrating Difference</p> <p>I can tell you a time when my first impression of someone changed as I got to know them</p> <p>I can explain why it is good to accept people for who they are</p> <p>I understand how online behaviour can cause harm or reinforce stereotypes</p>	<p>Dreams & Goals</p> <p>I know how to make a new plan and set new goals even if I have been disappointed</p> <p>I know what it means to be resilient and to have a positive attitude</p>	<p>Healthy Me</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to</p> <p>I can identify feelings of anxiety and fear associated with peer pressure</p> <p>I feel confident to not give in to online pressure or harmful challenges</p>	<p>Relationships</p> <p>I can explain different points of view on an animal rights issue</p> <p>I can express my own opinion and feelings on this</p> <p>I am able to recognise manipulative or coercive</p>	<p>Changing Me</p> <p>I can identify what I am looking forward to when I am in Year 5</p> <p>I can reflect on the changes I would like to make when I am in year 5 and can describe how to go about this</p>

<p>Year 5</p>	<p>Being Me in My World I can face new challenges positively and know how to set personal goals I understand my rights and responsibilities as a member of my school and as a British citizen I can make choices about my own behaviour because I understand how rewards and consequences feel I understand that my actions affect me and others I understand the importance of my personal safety in public space</p>	<p>Celebrating Difference I can explain the differences between direct and indirect types of bullying I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied I can identify and challenge harmful online behaviour including discriminatory content</p>	<p>Dreams & Goals I can describe the dreams and goals of a young person in a culture different from mine I can reflect on how these relate to my own</p>	<p>Healthy Me I can describe the different roles food can play on people’s lives and can explain how people can develop eating problems (disorders) relating to body image pressures I respect and value my body I understand how digital content can affect self-esteem, body image and mental health</p>	<p>Relationships I can explain how to stay safe when using technology to communicate with my friends I can recognise and resist pressures to use technology in ways that may be risky of cause harm to myself or others I am beginning to recognise the signs of digital grooming, scams and influencers</p>	<p>Changing Me I can describe how boys’ and girls’ bodies change during puberty I can express how I feel about the changes that will happen to me during puberty</p>
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<p>Year 6</p>	<p>Being Me in My World I can identify my goals for this year, understand my fears and worries about the future and know how to express them I know that there are universal rights for all children but for many children these rights are not met I understand that my actions affect other people locally and globally</p>	<p>Celebrating Difference I can explain ways in which difference can be a source of conflict or a cause for celebration I can show empathy with people in either situation I understand that harmful online content can normalise misogyny and I can challenge this</p>	<p>Dreams & Goals I can describe some ways in which I can work with other people to help make the world a better place I can identify why I am motivated to do this</p>	<p>Healthy Me I can evaluate when alcohol is being used responsibly, antisocially or being misused I can tell you how I feel about using alcohol when I am older and my reasons for this I can tell the difference between responsible and harmful online behaviour, including scams and digital risks</p>	<p>Relationships I can recognise when people are trying to gain power or control I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control I can challenge harmful attitudes linked to misogyny, toxic online influencers or peer control</p>	<p>Changing Me I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born I recognise how I feel when I reflect on the development and birth of a baby</p>
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	<p>I can make choices about my own behaviour because I understand how rewards and consequences feel</p> <p>I can understand the risks to myself in public spaces, and I know how to stay safe when I am on my own</p>					
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Science teaching relevant to RSHE

EYFS	In the Foundation stage, in Topic work children talk about: - themselves and their bodies in very general terms, - the basic principles of life cycles (hen, frog and the basic life stages of humans)		
In Key Stage 1: Schools are only required to teach the relevant programme of study by the end of the key stage.			
Year 1	<p>Animals, including humans</p> <p>Pupils will be taught to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Correct scientific vocabulary is used.</p>		
Year 2	<p>Animals, including humans</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> - notice that animals, including humans, have offspring which grow into adults - find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 		
In Key Stage 2:			
	Autumn	Spring	Summer

<p>Year 3</p>	<p>Animals, including humans</p> <p>Pupils will be taught to identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p>		
<p>Year 4</p>		<p>Animals, including Humans</p> <p>Pupils will be taught to recognise the importance of good dental health and hygiene.</p>	

<p>Year 5</p>		<p>Living Things and their Habitats Pupils will be taught to:</p> <ul style="list-style-type: none"> - describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. - describe the life process of reproduction in some plants and animals. 	<p>Animals, including Humans Pupils will be taught to describe the changes as humans develop to old age. This includes the human lifecycle/ gestation/ changes in adolescence (puberty).</p>
<p>Year 6</p>	<p>Animals, including Humans Pupils will be taught to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p>		<p>Evolution and Inheritance Pupils will be taught to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p>

ICT TEACHING RELEVANT TO RSHE

Year	Autumn	Spring	Summer
EYFS	Throughout each term all pupils will:		
Year 1	<ul style="list-style-type: none"> • Use technology safely and respectfully, and understand the importance of keeping personal information private 		
Year 2	<ul style="list-style-type: none"> • Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies <p>The school will use assemblies (in an age-appropriate way) to raise pupils' awareness of the dangers that can be encountered online and may also invite speakers to talk to pupils about this</p>		
Year 3	<ul style="list-style-type: none"> • E-Safety – talk through school agreement • Contribute to Anti-bullying leaflet 	<ul style="list-style-type: none"> • E-Safety – reminder about school agreement 	<ul style="list-style-type: none"> • E-Safety – reminder about school agreement
Year 4	<ul style="list-style-type: none"> • E-Safety – talk through school agreement • Contribute to Anti-bullying leaflet 	<ul style="list-style-type: none"> • E-Safety – reminder about school agreement • Notes on e-safety- use Microsoft Word • Create e- safety booklet 	<ul style="list-style-type: none"> • E-Safety – reminder about school agreement

Year 5	<ul style="list-style-type: none"> E-Safety – talk through school agreement Contribute to Anti-bullying leaflet 	<ul style="list-style-type: none"> E-Safety – reminder about school agreement Taking and editing photos and creating photo book for prospective parents about Rupert House – ipads and Microsoft Publisher. Talk about data protection 	<ul style="list-style-type: none"> E-Safety – reminder about school agreement Digital Literacy - Computer Networks topic
Year 6	<ul style="list-style-type: none"> E-Safety – talk through school agreement Contribute to Anti-bullying leaflet 	<ul style="list-style-type: none"> E-Safety – reminder about school agreement 	<ul style="list-style-type: none"> E-Safety – reminder about school agreement
Across KS1 & KS2	<ul style="list-style-type: none"> Understanding deepfakes, edited media and misinformation Recognising financial scams, fraud and manipulative online behaviours Identifying harmful online influencers, misogynistic content and toxic digital subculture 		

National Events which all pupils take part in (these include whole school assemblies and class activities at an age-appropriate level):

- Children’s Mental Health awareness week - February
- Kindness week - February
- Comic Relief – March/ April
- Mental Health awareness week - May
- Children in Need – November
- Anti-Bullying week – November
- The children also learn about the benefit of charitable work; they work collaboratively in their school houses to choose a local charity to support and then they are responsible for raising money for their chosen charity.

