

Stoughton Infant and Nursery School

Northmead Junior School



Relationships Education Policy

Date Reviewed: 09/2026

Reviewed By: LGB

Next Review Due: 09/2027

Review Cycle: Annual

1. Aims

The aims of Relationships Education at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of relationships.
- Teach pupils the correct vocabulary to describe themselves.

At Stoughton Infant School and Northmead Junior School, we are passionate about creating a caring and nurturing ethos that helps children to thrive. We aspire to help every child develop as a whole person and we believe that effective Relationship Education can make a significant contribution to their ability to establish and maintain stable and loving relationships. It also enables children to respect others, make responsible and informed decisions about their health and wellbeing and also promotes the British values of tolerance.

2. Statutory requirements

From September 2026, the following subjects will become compulsory in applicable schools in England.

- Relationship education in primary schools.
- Relationship and sex education in secondary schools.
- Health education in state funded primary and secondary schools.

These subjects will support all young people to be happy, healthy and safe. Equipping them for life as an adult in British society.

At Stoughton and Northmead, we have reviewed our curriculum. Our curriculum, assembly themes, ethos and child centered education cover the teaching represented in the statutory guidance written by the DfE in to be implemented by September 2026. For full details:

See appendix 1 for an overview of our curriculum pathway.

Under the Education Act (1993) and the Education Reform Act (1998) all schools are required to maintain a statement of Policy regarding RSE and make it available to parents on request. This policy complies with DfE Guidance on Sex & Relationships Education (0116/2000) and the supplementary guidance Sex & Relationships Education for the 21st Century 2014.

As a school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching Relationships Education, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

3. Policy Development

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

1. Review – the PSHE lead pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the new guidelines.
3. Parent/stakeholder consultation – parents and any interested parties were invited to look at the policy, the curriculum overview as well as some of the resources we use to understand changes made from the new Relationships and Sex Education (RSE) and Health Education statutory guidance.
4. Pupil consultation – we investigated what exactly pupils want from their Relationships Education.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

Relationships Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

Relationships Education involves a combination of sharing information and exploring issues and values.

5. Curriculum

Our curriculum overview is set out in Appendix 1. We adapt this as and when necessary, to meet the children's needs.

6. Delivery of Relationships Education

Relationships Education is taught within the personal, social, health and economic (PSHE) education curriculum. At Stoughton Infant and Nursery School and Northmead Junior School our PSHE curriculum is split into the three key themes of Health and Wellbeing, Relationships and Living in the Wider World. These three themes have equal weighting and importance within our teaching, and topics are taught on a rolling, spiral basis.

Topics are revisited across year groups, and understanding is deepened. This allows for progression and retention of key skills and knowledge, and also the introduction of some concepts at an age-appropriate point.

PSHE sessions should be hands-on and engaging, using real situations to support the children's learning. We currently enhance and enrich our curriculum by using 1 Decision resources. We also use a variety of visitors and themed weeks to complement our PSHE curriculum and deepen the learning.

PSHE is also taught through cross-curricular opportunities, for example Science, e-safety within Computing, Healthy Living within PE and Healthy Eating within Design Technology.

Assemblies support the delivery of relationships education through planned themes and are used to focus upon on our school values, positivity, courage, perseverance, love and nurture.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatization of children based on their home circumstances (families can include single parent families, LGBTQ+ 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).

Each year group chooses if the content they are delivering is best taught within weekly sessions or blocked afternoons/days. This is adaptable at the discretion of the teacher as many topics lend themselves to full days where visitors can come on or small daily lessons over a week to build on skills every day. For the majority PSHE is taught by class teachers and sometimes covered by other members of staff within our school. We are always conscious to ensure the member of staff knows the children well particularly when dealing with sensitive issues.

Sex Education

Sex Education is taught as part of the Year 4 and Year 6 Science and PSHE curricula. In Year 4 they cover puberty and changes that will happen to our bodies at this time. In Year 6 sex education is delivered using a series of five short videos. These videos cover the term 'sex' and the prevalence of the word, and associated images, in modern society; the changes a boy and a girl's body go through during puberty; conception; reproduction. All sex education is taught by year group teachers, where possible having a male teacher address the boys and a female teacher address the girls in sensitive sex education lessons. Time is also devoted to discussing the production and sharing of images online of a sexual nature. Parents have the right to withdraw their child from the Year 6 Sex Education lessons once the content has been explained to them. Where questions arise that are not within the specific Key Stage 2 programme of study, pupils will be directed to ask those questions at home with a trusted adult. If conversations and questions related to the Sex Education curriculum occur in subsequent lessons concerning subjects some pupils have been withdrawn from, those conversations will be stopped and continued at an appropriate time without those children in the room.

7. Equal Opportunities

The school is committed to the provision of Relationships Education to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support.

Where possible all pupils will remain with their class for Relationships Education lessons. Pupils with SEN or pupils who have been identified as likely to need SEMH support with Relationships Education will either receive the support of a Teaching Assistant during their Relationships Education lessons, or arrangements will be made for specific pupils to be withdrawn from some Relationship Education lessons. In most cases, the lesson should be differentiated and adapted for all learners as with any lesson with the curriculum.

Advice from the SENCO and parents should be obtained to ensure suitability for all individuals. This policy recognises the particular needs that might exist or arise from time to time for children who have some form of disability or are from an ethnic minority background. We pay particular attention to the needs of such pupils. Our pastoral care arrangements seek to actively support our anti-racist approach and beliefs.

Particular attention is given to ensuring that the whole of the curriculum is made available to all pupils, regardless of gender, race or ability. Pupils are not excluded from activities because of their need for support in other areas of the curriculum.

- During Relationships Education lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion/ age and stage. Teachers will try to answer pupils' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play.
- If a question is felt to be too explicit, the teacher will acknowledge it and deal with it outside the whole class setting.
- Teachers should establish a set of ground rules so that young people are aware of parameters.
- Teachers and pupils will show respect for all genders, sexualities and different types of families.
- Any concerns that arise about sexual abuse or any other safeguarding issues must be followed up under the school's safeguarding procedures.

8. Roles and responsibilities

8.1 The Governing Board

The governing board has delegated the approval of this policy to the Headteacher.

8.2 The Headteacher and PSHE Lead

The PSHE lead and the headteacher are responsible for ensuring that relationships education is taught consistently across the school.

8.3 Staff

Staff are responsible for:

- Delivering relationships education in a sensitive way
- Modelling positive attitudes to relationships education
- Monitoring progress
- Responding to the needs of individual pupils

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

Staff who are responsible for teaching Relationships Education are teachers and teaching assistants.

8.4 Pupils

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

9. Parents' Right to Withdraw

- Parental support is integral to the success of our Relationships Education. While we have an educational and legal obligation to provide young people with Relationships Education we respect the primary role of the parents in educating their children about these matters.
- Our Relationships Education programme is outlined in Appendix 1 and parents/guardians are welcome to discuss our Relationships Education curriculum further by discussing individual objective areas with class teachers or year leaders.
- Under the Education Act 1993, parents have the right to withdraw their children from either part, or all, of the Sex Education provided by the school. However, this does not include aspects of Sex Education covered by the Science National Curriculum. Parents with concerns or considering withdrawing their child for Sex Education should in the first instance contact their child's Head of Year, who will invite the parent to a meeting to discuss their concerns and reassure the parents of the health and educational benefits of Sex Education. In most cases this resolves any concerns, but should parents still wish to withdraw their child from Sex Education then a request should be made in writing to the Headteacher. Parents only have the right to withdraw once a discussion around the content has been had and materials discussed. All parents are invited to view materials (particularly relevant in Summer term of Year 4 and 6).

10. Confidentiality

- Effective Relationships Education should enable and encourage young people to talk to a trusted adult if they are concerned about the relationships they have formed. Although Stoughton and Northmead recognises what is age appropriate, we realise that children may form relationships with each other that go further than a friendship. The law allows health professionals to see and, in some circumstances, to treat young people confidentially. Part of this process includes counselling and discussion about talking to parents.
- If a member of staff learns from an under-age pupil that they are having, or are contemplating having any form of sexual relations, they must refer the matter to the schools Designated Safeguarding Lead in line with the schools Safeguarding policy.
- The school will work with health professionals in the development and implementation of the school's relationships programme. Any visitors used to help in the delivery of the Relationships Education programme will be clear about the boundaries of their input and will be aware of the Relationships Education curriculum, relevant school policies and their work will be planned and agreed in advance.

11. Monitoring Arrangements

The delivery of relationship education is monitored by the PSHE leads through:

monitoring arrangements, such as planning scrutiny's, learning walks, and pupil voice etc.

Pupils' development in relationships education is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually by PSHE Leads. At every review, the policy will be approved by the Headteacher.

12. Linked Policy

The following linked policies are available on our website or a printed copy can be obtained from the school office.

- Safeguarding Policy
- E-safety Policy

- PSHE, SMSC, British Values and Wellbeing
- Anti-Bullying Policy

PSHE Progression Map

	Nursery	Reception	Year 1	Year 2	End of KS	Year 3	Year 4	Year 5	Year 6	End of KS
Relationships	To begin to understand school rules and values. To begin to make friends Play with one or more other children, extending and elaborating play ideas. Show more confidence in new social situations Begin to make sense of their own life-	To understand the school rules and values. To develop a positive sense of themselves and others. To form positive relationships and develop respect for others. To develop social skills and learn how to manage	To understand and follow the school rules and values. To understand how families can provide, love and stability. To understand the roles of different people and that there are different types of families. To understand they should feel	To show a greater understanding of the school rules and values in discussions. To understand ways to make friends. To understand what to do if they are feeling lonely and how to get help. To recognise behaviour that is hurtful. Recognise what is similar and different about	To be kind, positive and polite. To show courage, perseverance, love and nurture. To be a good friend and work well as part of a team.	How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded how to recognise if others are feeling lonely and excluded and strategies to include them how to build good friendships, including identifying qualities that contribute to	how people's behaviour affects themselves and others, including online how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return about the relationship between rights and responsibilities about the right to privacy and	about the different types of relationships people have in their lives how friends and family communicate together how the internet and social media can be used positively how knowing someone online differs from knowing someone face-to-face how to recognise risk in relation to friendships	about the different types of relationships people have in their lives how friends and family communicate together; how the internet and social media can be used positively how knowing someone online differs from knowing someone face-to-face how to recognise risk in relation to friendships	Be kind, caring, loving, appreciative, empathetic, sympathetic, helpful, polite, how make and maintain healthy relationships and what to do if you need support.

PSHE Progression Map

	story and family's history.	their feelings. To understand appropriate behaviour in groups. To have confidence in their own abilities. To begin to understand that other children are different to me. To begin to understand that other families are different to my own. To know what to do if they do not like something a friend is doing.	respected and cared for and show care and respect for others. To understand what privacy is and to seek permission for things. To understand that their behaviour affects others and how to be polite and respectful. How to seek help if they are feeling unsure about a relationship. To begin to understand the word bullying.	ourselves and our families. To understand what a secret is; when it is ok to keep or when it is necessary to share. To understand what characteristics are needed to help work and play co-operatively. To know a range of strategies they could use if something is happening that they don't like or think isn't right. Understand the importance of keeping on		positive friendships To understand the impact of bullying and what it means to be a bystander. that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe	how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt) the rights that children have and why it is important to protect these To understand that bullying can take many forms (face to face/online)	To have a secure understanding of what it means to be a bystander and why it is important to act. keeping safe about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family how to respond if a relationship is making them feel worried, unsafe or uncomfortable how to respond if a relationship is making them feel worried, unsafe or uncomfortable	keeping safe about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family how to respond if a relationship is making them feel worried, unsafe or uncomfortable how to ask for help or advice and respond to pressure, inappropriate contact or	
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PSHE Progression Map

		Recognising adults, they can trust and understanding why.		asking for support until they are heard To understand what is meant by a bully. To begin to know what is meant by a bystander.		and how to ask for support how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) how common features of positive family life often include shared experiences, e.g. celebrations, special days	How to seek help if you feel you are being bullied or think someone else is. that everyone should feel included, respected and not discriminated against how to respond if they witness or experience exclusion, disrespect or discrimination how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) –	how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety	concerns about personal safety how to recognise and respect similarities and differences between people and what they have in common with others that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) how individuality and personal qualities	
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PSHE Progression Map

						or holidays how people within families should care for each other and the different ways they demonstrate this how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe	how to report concerns The difference between being assertive and controlling. Being kind to others does not mean neglecting your own needs.		make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others how to challenge stereotypes	
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PSHE Progression Map

									and assumptions about others That adults can choose to be part of a committed relationship or not, including marriage or civil partnership That marriage should be wanted equally by both people. Marriage is a legally recognised commitment which is intended to be life long. That people can choose to marry someone	
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PSHE Progression Map

									who is the same sex. forcing someone to marry against their will is a crime How puberty relates to growing from childhood to adulthood About the reproductive organs and process – how babies are conceived and born and how they need to be cared for That there are ways to prevent a baby from being made How growing up and becoming independent	
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PSHE Progression Map

									comes with increased opportunities and responsibilities How friendships may change as they grow and how to manage this to manage change including moving to secondary school How to ask for support or where to seek further information and advice regarding growing up and changing	
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PSHE Progression Map

Health and Wellbeing	To become more outgoing with unfamiliar people, in the safe context of their setting. To be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. To begin to show an awareness of hygiene practices.	To work and play cooperatively and take turns with others. To form positive attachments to adults and friendships with peers; To show sensitivity to their own and to others' needs. To begin to show an awareness of hygiene practices. To manage their own basic hygiene and	To understand what it means to belong to a group. What are your roles and responsibilities? To know how we use the internet in everyday life. To understand what money is and how to look after it.	To understand why sleep is important. Keeping healthy; teeth and medicines including safety. To learn ways of managing your feelings and when to ask for help. Growing older; life stages. Including naming body parts. That their body belongs to them and certain body parts are private. The difference between appropriate	To understand how to look after yourself and how to stay safe in different environments.	how everyday things can affect feelings how feelings change over time and can be experienced at different levels of intensity the importance of expressing feelings and how they can be expressed in different ways how to respond proportionately to, and manage, feelings in different circumstances	how to recognise personal qualities and individuality to develop self-worth by identifying positive things about themselves and their achievements how their personal attributes, strengths, skills and interests contribute to their self-esteem how to set goals for themselves how to manage when there are set-backs, learn from mistakes and reframe	how people make decisions about spending and saving money and what influences them how to keep track of money so people know how much they have to spend or save how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/credit cards; loans) that there is a broad range of different jobs and people often have	how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing. that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal how laws surrounding the use of drugs exist to protect them and others why people choose to use	Know how to stay safe, clean and have a healthy body and mind, where to get support when we need it, how to support others and who can keep us well and happy.
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PSHE Progression Map

	To begin to understand how they can stay healthy by make healthy choices about food, drink, activity and tooth brushing.	personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.		and inappropriate or unsafe contact, including physical contact. How to keep safe in different environments ; keeping safe at home. Learning what to do in an emergency. Moving on to a new class.		ways of managing feelings at times of loss, grief and change how to access advice and support to help manage their own or others' feelings how regular physical activity benefits bodies and feelings how to be active on a daily and weekly basis - how to balance time online with other activities how to make choices about physical activity, including	unhelpful thinking how to eat a healthy diet and the benefits of nutritionally rich foods how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drink	more than one during their careers and over their lifetime that some jobs are paid more than others and some may be voluntary (unpaid) about the skills, attributes, qualifications and training needed for different jobs that there are different ways into jobs and careers, including college, apprenticeships and university how mental and physical health are linked how positive friendships and	or not use different drugs how people can prevent or reduce the risks associated with them that for some people, drug use can become a habit which is difficult to break how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use how to ask for help from a trusted adult if they	
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PSHE Progression Map

						what and who influences decisions how the lack of physical activity can affect health and wellbeing	on dental health About puberty and how out bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams How puberty can affect emotions and feelings How personal hygiene routines change during puberty How to ask for advice and support about growing and	being involved in activities such as clubs and community groups support wellbeing how to make choices that support a healthy, balanced lifestyle including: How to plan a healthy meal How to stay physically active how to maintain good dental health, including oral hygiene, food and drink choices how to benefit from and stay safe in the sun how and why to balance time	have any worries or concerns about drugs that people have different kinds of relationships in their lives, including romantic or intimate relationships that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another	
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PSHE Progression Map

							changing and puberty	spent online with other activities how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep		
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PSHE Progression Map

Living in the wider world	Develop their sense of responsibility and membership of a community . Begin to understand how others might be feeling. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand the key features of the life cycle of a plant and an animal. Begin to understand	To make sense of their physical world. To make sense of their community. To use opportunities to observe and explore. To find out about people, places, technology and the environment. To begin to understand how to stay safe online. To know how to cross	To understand what rules are and why we follow them. To know who to call in an emergency and how. To know how to be safe around roads, railways and water. To know how to care for others and support their needs. To know how and why we care for the environment. To know how to use online services to communicate and do this safely.	To understand what it means to belong to a group. What are your roles and responsibilities? To know how we use the internet in everyday life. To have a deeper understanding of how to be safe around roads, railways and water. To know the water safety code. To understand what money is and how to look after it.	To understand what it is to belong to a community and show an understanding in the roles and responsibilities in the world around them.	how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers that their body belongs to them and should not be hurt or touched without their permission; what to do	how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups what is meant by a diverse community; how different groups make up the wider/local community around the school how the community helps everyone to feel included and values the different contributions that people make	how to manage the influence of friends and family on health choices that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them how to recognise early signs of physical or mental ill-health and what to do about this,	how people have a shared responsibility to help protect the world around them how everyday choices can affect the environment how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) the skills and vocabulary to share their thoughts, ideas and opinions in discussion	Be resilient, know how to stay safe and appreciate differences, be tolerant and open to listen to others ideas, be able to look after your own money, how to deal with major life events and changes, to proactive in the community
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PSHE Progression Map

	the need to respect and care for the natural environment and all living things. To begin to understand how to stay safe online.	the road safely. Talk about the lives of the people around them and their roles in society.	What are your strengths and interests? Which adults can we trust and how do we know we can trust them. Does this link to any jobs in your local community? What jobs are available?			and who to tell if they feel uncomfortable how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household	how to be respectful towards people who may live differently to them To know who to call in an emergency and how. To know the importance of reporting not recording when there is an emergency or someone needs help.	including whom to speak to in and outside school that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on that anyone can experience mental ill-health and to discuss concerns with a trusted adult that mental health difficulties can usually be resolved or managed with the right strategies and support	about topical issues how to show care and concern for others (people and animals) how to carry out personal responsibilities in a caring and compassionate way how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions That not everything you see or read online is true. Media	
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PSHE Progression Map

						products, responsibly) how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns what to do in an emergency, including calling for help and speaking to the emergency services how to recognise, predict, assess and manage risk in different situations how to keep safe in the local environment		how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions that if someone has experienced a head injury, they should not be moved when it is appropriate to use first aid and the importance of seeking adult help	can be change or created using ai. There are age limits for different social media sites and understand why these are set. Why it is a good to limit screen time. that not everything should be shared online or social media and that there are rules about this, including the distribution of images that mixed messages in the media exist	
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PSHE Progression Map

						and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety. how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence how people's online actions can impact on other people. How to keep safe online, including managing requests for personal information			(including about health, the news and different groups of people) and that these can influence opinions and decisions how text and images can be manipulated or invented; strategies to recognise this to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts to recognise unsafe or suspicious content	
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PSHE Progression Map

						and recognising what is appropriate to share or not share online how to report concerns, including about inappropriate online content and contact that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law how people have a shared responsibility to help			online and what to do about it how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them how to make decisions about the content they view online or in the media and know if it is appropriate for their age range how to respond to and if necessary, report information	
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PSHE Progression Map

						protect the world around them how everyday choices can affect the environment how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues		viewed online which is upsetting, frightening or untrue to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have to discuss and debate what influences people's decisions, taking into consideration different viewpoints how drugs common to everyday life (including smoking/vapi	
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PSHE Progression Map

						how to show care and concern for others (people and animals) how to carry out personal responsibilities in a caring and compassionate way . .		ng - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal how laws surrounding the use of drugs exist to protect them and others why people choose to use or not use different drugs how people can prevent or reduce the risks	
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PSHE Progression Map

									associated with them that for some people, drug use can become a habit which is difficult to break how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use how to ask for help from a trusted adult if they have any worries or concerns about drugs	
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PSHE Progression Map

Vocabulary	Private parts	Private parts	Body parts –		Healthy	Bladder	Life cycle	Life cycle	Feel proud to live in Britain, understanding the basics of our law, society and how to stay safe and have a basic, accurate understanding of changes to our body. d traditions.
	dress	Gender	penis Vagina		Diet		Sperm	Sperm	
	undress	Caring Love	testicles,		Nutrition	Healthy	Eggs	Eggs	
	clean	friendship	Mammal		Balanced	Diet	Develop	Pubic hair	
	dirty	Happy / unhappy	Baby		Wellbeing	Nutrition	Facial hair	Develop	
	towel	Secure	Toddler		Sleep	Balanced	Body odour	Facial hair	
	hands	Making friends	Teenager		Mood	Dental	Voice breaking	Body odour	
	toothpaste	Good friends	Adult		Bones	Hygiene	Blood	Voice breaking	
	hairbrush	Respect	Boy Girl		Skeleton	Sugar	Tampon	Period	
	comb	Truthful	Female		Joints	Obesity	Sanitary towel	Menstruation	
	family	Trustworthy	Male	Friendship/ friends love	Muscle	Activity	Hygiene	Menstrual cycle	
	mum	Loyal	Shy		Shy	Exercise	Cleanliness	Blood	
	dad	Kind	Advice		Advice	Wellbeing	Hormones	Tampon	
	brother	Generous	Smile		Smile	Sleep	Maturity	Sanitary towel	
	sister	Sharing	Talk		Talk	Mood	Disability	Hygiene	
	grandma	Helping	Persistence		Persistence	Bones	Vision/ Hearing impaired	Cleanliness	
	granddad	Lonely	Similarities/ differences		Similarities/ differences	Skeleton	Learning disability	Hormones	
	stepmum	Falling out	Loneliness		Loneliness	Joints	Physical disability	Maturity	
	stepdad	Arguments	Feelings		Feelings	Muscle	Rights	Penis	
	Making friends	Differences	Ignore		Ignore	Vertebrate	Consent	Vagina	
	Good friends	Unique				Invertebrate			
	Respect					animal human			

PSHE Progression Map

	Truthful	Polite	Effort		Effort	vitamins	Identity	Breasts	
	Trustworthy	Good manners	Share		Share	bodies	Fraud	Womb	
	Loyal	Online	Professional		Professional	Lifecycle	Phishing	Uterus	
	Kind	Pretending	Kindness		Kindness	Reproduce	Trolling	Testicles	
	care	Teasing	Consideration		Consideration	Alive	Harassment	Testis	
	love	Bullying	Listen		Listen	Babies	Self-respect	Foreskin	
	friendship	Safe/Unsafe	Argument		Argument	Old Age	Personal information	Ovaries	
	happy	Worried	Conflict		Conflict	Mammal	Anonymity	Fallopian tubes	
	sad	Permission	Emotions		Emotions	Vertebrate	bullying	Bladder	
		Right / wrong behaviour	Calm		Calm	Invertebrate animal	Permission	Urethra	
		Family	Resolve		Resolve	human	Unsafe	Disability	
		Divorced	Compromise		Compromise	vitamins	Online abuse	Vision/	
		Foster parent	Empathy		Empathy	bodies	Inappropriate	Hearing impaired	
		Grandparents	Apologies		Apologies	Lifecycle	Sexting	Learning disability	
		Married/not married partner	Choices		Empathy	Reproduce	Cyber bullying	Physical disability	
		Physical health	Negative		Choices	Alive	Legal/Illegal	Rights	
		Healthy / unhealthy	Positive		Negative	Babies	Personal boundaries	Consent	
		Fitness	Exclude		Positive	Old Age	Safe relationships	Identity	
			Unacceptable		Exclude	Mammal	Acceptable contact	Fraud	
			Rude		Unacceptable	Dental	Stereotype	Phishing	
			Bully		Rude	Hygiene			
			Body language		Bully	Sugar			
						Obesity			

PSHE Progression Map

		Active / inactive	Consequence		Body language	Activity	Sexual orientation	Trolling	
		Exercise	Report		Consequence	Exercise	Gender	Harassment	
		Healthy diet	Self -esteem		Report	Friendship/ friends love	Society	Self-respect	
		Sugar	Safe/ unsafe private		Hygi	Shy	Community	Personal information	
		Fat	parts		ene	Advice	Difference	Anonymity	
		Protein	Permission		Cleanliness	Smile	Husband	bullying	
		Vitamins	Uncomfortabl e		Safe	Talk	Wife	Permission	
		Germ	Worried		Permission	Persistence	Menta I health	Unsafe	
		Personal hygiene - washing	No		Uncomfortabl e routine	Similarities/ differences	Equality	Online abuse	
		Virus	Stop		Accident	Loneliness	Race	Inappropriate	
		sunscreen	Hygiene		Washing	Feelings	Heritage	Sexting	
		sun damage	Exercise		Hazards	Ignore	Dual heritage	Cyber bullying	
		shade	Healthy		Medicine/dru gs	Effort	Ethnicity	Legal/Illegal	
		protection	Physical		Alcohol	Share	Religion	Personal boundaries	
		Mental health	Drugs / tobacco / alcohol		Allergies	Professional	Belief	Safe relationships	
		Emotions / feelings				Kindness	Culture	Acceptable contact	
		Anger				Consideratio n	Freedom	Stereotype	
		Happiness				Listen	Boundaries	Sexual orientation	
		Sadness				Argument	Sexual abuse	Gender	
		Fear				Conflict	Neglect		
		Surprise							

PSHE Progression Map

		Nervous Excited				Emotions Calm Resolve Compromise Empathy Apologies Empathy Choices Negative Positive Exclude Unacceptable Rude Bully Body language Hygiene Cleanliness Maturity Puberty Penis	Physical abuse Discriminate Prejudice	Society Community Difference Husband Wife Single parent families Lesbian Gay Sperm Eggs Scrotum Clitoris Nipple Intimate contact Pubic hair Develop Facial hair Body odour Voice breaking Period	
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PSHE Progression Map

						Vagina Breasts Testicles Foreskin Circumcision Body odour Safe Permission Uncomfortabl e routine Accident Washing Hazards Medicine/dru gs Alcohol Allergies		Menstruation Menstrual cycle Blood Tampon Sanitary towel Hygiene Cleanliness Hormones Maturity Penis Vagina Breasts Womb Uterus Testicles Testis Foreskin Vulva Ovaries Fallopian tubes	
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PSHE Progression Map

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PSHE Progression Map

PSHE Progression Map

Appendix 2

Sex education (Primary)

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

As well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Meeting these objectives will require a graduated, age-appropriate programme of sex education. Teaching needs to take account of the developmental differences of children.

Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered.

Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, headteachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science.

Schools will want to draw on the good practice for conversations with [parents around the right to withdraw](#).

Schools must also ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils. Schools will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.

PSHE Progression Map