



Hampton Hargate Primary School

Relationships and Sex Education (RSE Policy)

Date: Spring 2026
Review date: Spring 2029

Hampton Hargate Primary School believes that all children, regardless of ability and behaviour are valued equally. Groups of pupils (eg. SEND pupils, children in care, EAL pupils etc) are not viewed as separate but are part of the whole school approach. As a Dyslexia Friendly School, we understand the importance of pupils acquiring literacy and numeracy whilst promoting a broad and balanced curriculum, accessible to all. We recognise that different children's needs are met through varied and flexible provision and the use of different styles of teaching & learning throughout the curriculum. Every Child Matters (ECM) is an important part of the school ethos and we encourage all staff, governors, visitors, helpers etc to play their part in promoting this. This policy therefore applies to all our children, regardless of their gender, faith, race, culture, family circumstances or sexuality.

This school is committed to safeguarding and promoting the welfare and safety of all children and expects all staff to share in this commitment. All staff must follow the guidelines set out in the relevant section of **myconcern®** which is available online.

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Section 1

The Context of our Sex and Relationships Education Policy

a) Our Shared Beliefs about RSE

We believe RSE is learning about emotional, social and physical aspects of growing up and about ourselves and our relationships. It enables young people to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships and staying safe, both on and off line. It should equip young people with information about the body, reproduction, sex, sexuality and sexual health. It will help young people to develop skills to keep themselves and others safer, both physically and emotionally. RSE will enable young people to explore their own attitudes and those of others respectfully.

b) Entitlements

We, together with our community partners, are committed to working towards the implementation and development of the following entitlements.

Children are entitled to:

- *Accurate, up-to-date, useful and appropriate information delivered in a way that meets their individual needs*
- *A well-planned, well-delivered RSE programme, which is flexible to cater for their changing needs over time*
- *Know where and how to access information, support and local services*
- *Be informed about issues of confidentiality and how it affects them*
- *Have their views and ideas received in a respectful, non-judgemental manner*
- *Be involved in developing and evaluating the content, delivery and timing of their RSE programme.*

Adults working with children are entitled to:

- *Access to high quality, up-to-date, accurate information, resources and training*
- *Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE*
- *Contribute their views and ideas in support of the development of RSE for children*
- *Professional guidance and support*
- *Opportunities to share good practice*
- *Be informed about issues of confidentiality and procedures to be followed.*

Parents, carers and other adults in the community are entitled to:

- *Accessible, accurate, up-to-date, information delivered in a way which meets their needs*
- *A safe and supportive environment for their children*
- *Information on how and when RSE is taught*
- *Understand their rights and responsibilities in relation to RSE policy and curriculum*
- *Be informed about issues of confidentiality and how it affects them and their children*
- *Have their views and ideas received in a respectful, non-judgemental manner.*

c) The Wider Agenda

RSE is part of the wider agenda of promoting positive relationships and sexual health for young people to which many individuals and organisations in our community contribute. Our RSE Policy contributes to meeting local and national priorities as described in strategies such as:

[Forthcoming statutory status of RSE and Health Education](#) Autumn 2020

[Sexual Health Enquiry – Health and Social Care Committee](#) Oct 2018

[Sexual Health Improvement Framework](#) 2013

[Transforming Children and young people’s Mental Health Provision](#) July 2018

[Keeping Children Safe in Education 2018](#) including duties to prevent female genital mutilation (FGM), child sexual exploitation (CSE) and peer on peer abuse.

[The link between pupil health and wellbeing and attainment 2014](#) Public Health England

This policy draws on and is informed by the following national and local documents:

[Sex and Relationships Education for the 21st Century’](#) (Brook, PSHE Association, Sex Education Forum)

[Sex Education Forum Guidance & Resources](#) (Sex Education Forum)

[National Curriculum](#) (DfE 2014)

[Sex and Relationship Education Guidance](#) (DfEE 2000)

[Not Yet Good Enough \(Ofsted 2013\)](#) (report on PSHE)

[Programme of Study for PSHE Education](#) (PSHE Association)

[Young People, Relationships and Sex – The New Norms](#) (IPPR 2014)

[Shhh...No Talking – LGBTQ Inclusive RSE in the UK](#) 2016

[Digital Romance Report](#) December 2017

[‘It’s just everywhere’ Sexism in Schools](#) Report December 2017

[Sexting in schools and colleges: Responding to incidents and safeguarding young people](#)
UKCISS

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education> Relationships Education, Relationships & Sex Education (RSE) and Health Education (2025)

[Keeping Children Safe in Education 2025](#)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Section 2

Our Sex and Relationships Education Policy

a) Introduction

As a school, it is our top priority that our children have the self-confidence to be happy with themselves. We provide an inclusive environment and our curriculum ensures we teach our children about their bodies, relationships, emotions and themselves so that they can feel happy to be who they are. We hope that by providing children with solid foundations of RSE during their time at Hampton Hargate, this will set them up to be happy individuals who are accepting of themselves, their families and the wider community. While we provide a lot of support to children through our RSE curriculum, it is only a small part of their learning around this area. There is an expectation that the majority of their learning will still take place with you at home.

Our work in RSE is set in the wider context of our school values and ethos:

- *We promote a healthy, safe and caring environment for all pupils and staff.*
- *We provide a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs.*
- *We promote pupil's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.*
- *We prepare our pupils to confidently engage with the challenges of adult life.*
- *We provide sufficient information and support to enable our pupils to make safe choices.*
- *Through an enriched curriculum, we provide children, with opportunities to develop the necessary skills to manage their lives effectively.*
- *We help our children to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.*

Other school policies are relevant to our provision of RSE: PSHE policy, Safeguarding and Child Protection policy, Science policy, Behaviour policy, Anti-Bullying policy, Equality policy and Mental Health & Wellbeing policy.

This RSE Policy will be made available to staff in the Policies folder on the shared drive and parents via the school website.

This policy is consistent with current national legislation (Education Act 2002, Academies Act 2010, Equalities Act). It takes account of the proposed changes to RSE and Health Education which will become statutory in Sept 2026 as described in the Relationships Education, Relationships and Sex Education (RSE) and Health Education document. It is also consistent with current national guidance 'Sex and Relationship Education Guidance' (DfE updated 2025) and 'Sex and Relationships Education for the 21st Century'.

We are engaged in the following areas of work, which support this policy and the delivery of effective RSE: Social and Emotional Aspects of Learning (SEAL) Programme, continuing to work within our 1Decision PSHE scheme and developing as a health promoting school.

Our RSE policy is the responsibility of the governing body and has been developed through discussion with staff, parents and governors; by the PSHE and RSE Co-ordinators with the support of the PSHE/RSE governor, Head teacher and reviewed by staff.

Our Policy also reflects recommendations from [OfSTED](#).

We believe that provision of high quality RSE supports us in fulfilling other statutory duties:

- *Education and Inspection Act 2006 describes our duty to promote pupil wellbeing*
- *Keeping Children Safe in Education sets out our responsibilities for safeguarding and the requirement to be alert to signs of female genital mutilation (FGM), child sexual exploitation (CSE) and peer on peer abuse, including sexual abuse and sexual harassment.*
- *The Equality Act 2010 describes our duty to ensure that teaching is inclusive for all students.*

b) Our Aims for RSE

All adults will work towards achieving these aims for RSE in our school. We seek to enable our children to:

- *develop interpersonal and communication skills*
- *develop positive values and a moral framework that will guide their decisions and behaviour*
- *develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children*
- *respect themselves and others, their views, backgrounds, cultures and experiences*
- *develop loving, caring relationships based on mutual respect*
- *name the private parts of the body confidently and communicate with trusted adults to keep themselves safe*
- *understand the process of human reproduction*
- *be prepared for puberty and the emotional and physical effects of body changes*
- *understand the attitudes and skills needed to maintain their sexual health*
- *recognise and avoid exploitative relationships*
- *have opportunities throughout their schooling to address RSE in an age-appropriate way*
- *value, care for and respect their bodies*
- *access additional advice and support.*

c) Delivering our RSE curriculum

Our RSE Curriculum (see appendix A) is wholly consistent with the National Curriculum (2014), DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. Some elements of our RSE curriculum are part of the compulsory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses) and some parts are based on non-statutory guidance from the PSHE Association (2013). Since September 2020, our RSE programme has been covered by the new statutory status of RSE and Health Education. We will review our curriculum and the guidance on statutory RSE as and when it is announced.

We consider RSE to be a continuous process of learning, which begins well before the children enter our school and continues into adulthood. We have planned a progressive curriculum appropriate to each age group. All adults working with children have a part to play in supporting the delivery of RSE.

The objectives of the RSE Curriculum will be taught in:

- *PSHE through designated lessons, circle time, focused events, well-being activities*
- *Other Curriculum areas, especially Science, English, RE and PE*

- *Enrichment activities, especially in our assemblies, 1Decision scheme, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a health promoting school.*

Specific Units of Work on RSE are planned into our teaching programme every year across all year groups (as described in our PSHE Long Term plan). Specific content on Puberty will be taught in Year 5 and revisited in Year 6.

We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, small group teaching can be used where this will help us to meet the needs of children more effectively, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

d) Responsibilities for Curriculum Delivery and Policy Implementation

- We regard it as the shared responsibility of all adults working in the school to respond appropriately to a child's request for information and advice. All staff are encouraged to access support from colleagues where necessary.
- The RSE curriculum will primarily be delivered by class teachers.
- Those delivering RSE will have responsibility for assessing children's needs and selecting appropriate activities and methodologies to meet these needs, supported by the PSHE/RSE Co-ordinators.
- *The PSHE/RSE Co-ordinators are responsible for reviewing and evaluating RSE at our school. The PSHE/RSE Co-ordinators will report to the Head Teacher in this task.*
- Staff will be assisted in their planning and delivery of the 'Curriculum for RSE' by the PSHE/RSE Co-ordinators who will, with support, provide lesson plans and activities for colleagues, collate assessments, liaise with PSHE advisors, plan INSET to meet staff needs and liaise with visitors who support the RSE curriculum.
- Governors hold responsibility for the RSE Policy and will be assisted in monitoring its implementation by the Head Teacher.

e) Teaching Methodologies

Ground Rules: RSE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any RSE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information.

Answering Questions: We acknowledge that sensitive and complex issues will arise in RSE, as students will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle, we will answer questions relating to the planned curriculum for that age group or below to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age appropriate way, only to the student/s who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it, they will seek guidance from the RSE co-ordinator.

When answering questions, we shall ensure that sharing personal information by adults, students or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or sexual exploitation, teachers will pass this information to the designated person for child protection in line with school Safeguarding and Child Protection policy.

Distancing Techniques: In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction books, puppets, case studies, role-play and videos to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

f) Inclusion

We understand the importance of ensuring that all children in our school receive their entitlement to RSE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSE.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the RSE Curriculum meets the needs of all:

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs or disability, we will review our RSE programme to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

g) Resources

We will primarily use the **1Decison** and the resources recommended within it when planning and delivering the RSE Curriculum. We will avoid a 'resource-led' approach to delivering RSE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will carefully evaluate teacher resources, leaflets and videos, before using them. We will select resources which:

- are consistent with our Curriculum for RSE
- relate to the aims and objectives of this Policy

- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for RSE.

h) Use of visitors to support RSE

We believe that RSE is most effectively taught by those who know our pupils well and are aware of their needs. We encourage visitors to our school who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met.

We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All lessons will be planned in direct liaison with the RSE Co-ordinator/Class teacher, taking account of the age and needs of the group and the context of the work within the RSE programme.
- Visitors will be reminded that, whilst contributing to RSE in a classroom setting, they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the RSE Co-ordinator/Class Teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

i) Confidentiality

In our school we have a clear and explicit Confidentiality Policy, which is shared with staff, pupils and parents/carers. This Policy is communicated to parents/carers on the School website. The policy states that:

- Staff are unable to offer absolute confidentiality.
- We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.
- Children will be told if information is to be shared (unless the child is very young or has significant special needs) and will be offered appropriate support.

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils. This often involves offering a greater level of confidentiality to children than school staff are able to give. However, in a classroom and other teaching situations when they are contributing to our planned RSE

programme, they will follow the school's Confidentiality Policy. Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning work with them.

1) Safeguarding and Child Protection

We recognise that because effective RSE may alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Safeguarding and Child Protection procedures and will report the disclosure to the designated person for child protection immediately.

2) Sexually Active Pupils

There are extremely rare occasions when a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. The designated member of staff will follow Safeguarding and Child Protection Procedures and seek advice from the relevant agency.

j) Staff Training

Teaching RSE can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop the knowledge, skills and attitudes. We recognise that all adults have different personal beliefs and attitudes about RSE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the Curriculum for RSE. We will also encourage the sharing of good practice. Those with special responsibility for the development of RSE have been offered opportunities to consult with advisors and will continue to attend CPD events and pass this information onto staff.

k) Role of Governors

Governors will monitor how RSE will be delivered in addition to requirements of the National Curriculum. The link Governor for RSE is Jude Macdonald.

l) Pupil Participation

We will involve children in the evaluation and development of their RSE in ways appropriate to their age.

- a. We will refer to local/countywide/national data e.g. Health Related Behaviour Survey for our school/district.
- b. We will engage the children in assessment activities to establish their development needs, for example 'Draw and Write' activities
- c. We will encourage children to ask questions as they arise by providing anonymous question boxes.
- d. We will ask children to reflect on their learning and set goals for future learning.
- e. We will consult children (e.g. through School Council) about their perception of the strengths of our RSE programme and the areas to be further developed.

m) Working with Parents/Carers and our School Community

Parents and carers are the key figures in supporting their children through the emotional and physical aspects of growing up and relationships education. We recognise that many children would prefer to receive information about RSE from their parents and carers. Therefore we seek to work in partnership with parents and carers when planning and delivering RSE. We will encourage this partnership by:

- a. Informing parents and carers by letter or leaflet of forthcoming RSE topics
- b. Inviting parents to a meeting at school to learn more about the approach used in RSE

- c. Gathering parents' views on the RSE Policy and taking these into account when it is being reviewed
- d. Informing parents and carers about the RSE programme as their child joins the school through the school website
- e. Providing supportive information about parents' role in RSE
- f. Inviting parents to discuss their views and concerns about RSE on an informal basis.

Parents and carers will be given access to this Policy on request. It will be available at the Annual Governors' Meeting. It will also be available on the school website.

As of September 2020, Parents and carers have the right to withdraw their children from all elements of Sex Education. They cannot withdraw their children from Relationships Education or the Science Curriculum.

Parents currently have the right to withdraw their children only from all or part of those elements of RSE which are not included in the statutory national curriculum Programmes of Study for Science. They are able to withdraw their children from those elements which fall within the non- statutory guidance for PSHE.

The school will make alternative arrangements for children whose parents or carers withdraw them, which will include supporting parents in finding ways to deliver the content at home.

Any parent or carer who wishes to withdraw their child from non-statutory elements of RSE should, in the first instance, contact the class teacher to discuss this further. Appendix A will be used to guide the discussion to explain clearly which areas of RSE are currently statutory and which are non-statutory. We will enable parents wishing to withdraw their children from the non-statutory elements of RSE to develop their understanding the learning objectives and approaches taken. Parents or carers will be asked to reconfirm their decision to withdraw each time RSE is planned for their child's class.

n) Monitoring, Evaluating and Reviewing our RSE Policy

Monitoring and evaluation of the Policy is the responsibility of the governing body. Information will be gathered from the Head Teacher, the PSHE/RSE Co-ordinators and parents to inform judgements about effectiveness.

We are committed to working towards the delivery of the Entitlements (1b) and the provision of the 'Curriculum for RSE' (4a).

- We will reflect on our contribution to the provision of the Entitlements for RSE and seek to develop this.
- We will continue to work in partnership with parents/carers and members of our community to ensure the delivery of high quality RSE for our children.

The Policy will be formally reviewed every three years. The next review will take place in 2029.

This policy was agreed on:

Signed: 

Date: 26/1/23

Section 3 Sensitive Issues

a) Puberty

Primary: We will teach about puberty in Years 5 and 6, in accordance with our Curriculum for RSE. Younger children may be aware of puberty and we will answer their questions appropriately on an individual basis. We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it. If a Year 4 child appears to have an advanced physical development, we will consider whether they too should be involved in lessons about puberty. This will always be done in consultation with parents. We may use single sex groups to address particular needs, such as girls' practical need for information about managing periods. We may work with groups of Year 5 and Year 6 pupils separately to ensure they receive appropriate information at these age groups.

We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discreet provision of 'emergency' sanitary protection. Staff will respond to such requests discreetly.

b) Contraception

Primary: We recognise that many primary-aged children are aware of some forms of contraception and have begun to understand that adults do not only engage in sexual activity when they wish to reproduce. Children may ask direct questions about contraception, or may reveal knowledge (accurate or inaccurate) about contraception in discussion with adults or their peers. We will refer to guidelines for responding to these questions in '6B Answering Children's RSE Questions in the Primary School'. We will answer children's questions in general terms and will ensure that our answers reflect the responsible choices adults make in deciding when to have children. This will enable pupils to further understand the responsibilities of adult life.

We have also decided to address this issue directly in very broad terms as part of the taught RSE Curriculum at Year 6. The learning will be set in the context of responsible parenting decisions; parents can choose when to have a child through the use of contraception. This will be taught with simple, child-friendly animations and books. It will not include details regarding access to or application of contraception.

There are extremely rare occasions when an adult in a primary school may believe that a child's question about contraception derives from a child's own sexual activity or contemplation of sexual activity. In this case, the adult will consult immediately with the designated teacher for child protection, who will make sensitive arrangements, ensuring there has been discussion with the child and explanation of the Confidentiality Policy, to involve the child's parents and, if necessary, other professionals. Sexual activity under 13 is always a matter of Safeguarding and Child Protection.

c) Abortion

Primary: We recognise that some children might be aware of abortion and that they might be developing attitudes towards it. They may also ask questions about it. However, we do not believe this is something that should be discussed with all children at primary level. Adults in schools will acknowledge these questions and respond to factual enquiries on an individual basis, rather than in a whole class discussion.

d) Sexually Transmitted Infections (STIs) and HIV/AIDS

Primary: We will not teach directly about STI's, however elements of our RSE and Science Curricula will prepare the ground for this explicit teaching later in their school journey. E.g. we will discuss the different ways any disease might be spread and steps a child might take to reduce this in our science curriculum. Some children will be aware of STI's or HIV/AIDS and may ask questions about them in relation to RSE or perhaps drug education. Adults in school will acknowledge these questions and respond to factual enquiries on an individual basis, rather than in a whole class discussion.

e) Sexual Identity and Sexual Orientation

Primary: We understand our responsibility to ensure that RSE meets the needs of all our pupils. Whatever their developing sexuality, children must feel that RSE is relevant to them and

sensitive to their needs. We will not teach directly about sexual orientation, but acknowledge that many children will be aware of both heterosexual and homosexual relationships and may ask questions about these. We will answer these questions factually, in a general way, seeking to challenge prejudice. We will discuss different family arrangements, including same sex partners, when considering relationships. If we encounter examples of homophobic language or attitudes we will challenge these. Incidents of homophobic bullying will be dealt with according to our Anti-Bullying Policy which explicitly refers to homophobic bullying.

Foundation Stage (Age 4 - 5)

Early Learning Goals (2026)

Our PSHE 1Decision Curriculum teaches elements of all the Early Learning Goals.

We focus on three main areas:

Communication & Language

The children will be encouraged to listen attentively and respond to what they hear with relevant questions, comments and actions in small group interactions; engage in back-and-forth exchanges with others; express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses.

Speaking: participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary

Listening, Attention & Understanding: make comments about what they have heard and ask questions to clarify their understanding

Personal, Social & Emotional

They will show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; be confident to try new activities and show independence, resilience and perseverance in the face of challenge; explain the reasons for rules, know right from wrong and try to behave accordingly; learn about their bodies and manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. The children will be encouraged to work and play cooperatively and take turns with others;

Managing Self: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Self-regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

Understanding the world

The children will learn to talk about the lives of the people around them and their roles in society; know some similarities and differences between things in the past and now, drawing on their experiences and those of others; know some similarities and differences between different religious and cultural communities in this country.

People, cultures and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The Natural World: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Key Stage 1 (Year 1/2)

<p>Statutory Science Curriculum</p>	<ul style="list-style-type: none"> • Y1 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Y2 notice that animals, including humans, have offspring which grow into adults • Y2 find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
<p>Non-statutory PSHE Curriculum most relevant to RSE</p>	<p>Relationships</p> <ul style="list-style-type: none"> • Friendship looks at how we behave within our friendships and how these behaviours can affect others. • Bullying looks at how our actions and words affect others and it enables students to explore kind and positive behaviours. • Online Bullying looks at being kind and thoughtful online and in real life and allows students to explore what they can do if they feel bullied online. • Body language looks at recognizing how other people may be feelings and allows children to explore different ways we can express our emotions. <p>Feelings & Emotions</p> <ul style="list-style-type: none"> • Jealousy looks at recognizing strengths of our own and of those around us and how to deal with feelings of jealousy • Worry allows students to identify what they can do and who they can talk to if they feel worried about something. • Anger looks at the differences between healthy and unhealthy anger and enables students to identify ways they can manage their anger.

Lower Key Stage 2 (Year 3/4)

<p>Statutory Science Curriculum</p>	<ul style="list-style-type: none"> • Y1 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Y2 notice that animals, including humans, have offspring which grow into adults • Y2 find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
<p>Non-statutory PSHE Curriculum most relevant to RSE</p>	<p>Relationships</p> <ul style="list-style-type: none"> • Making Friends Online looks at the steps we should take to keep ourselves safe and the dangers of meeting someone from the internet in real life. • Online Bullying looks at the actions we can take if we feel like we are being bullied online. • Touch looks at appropriate and inappropriate touch and enables students to explore who they can talk to if they feel uncomfortable in a relationship. • Appropriate Touch explores the difficult subject of how relationships can be unhealthy or uncomfortable. <p>Feelings & Emotions</p> <ul style="list-style-type: none"> • Grief looks at the different feelings we can experience when we lose someone or something we loved dearly and enables students to identify ways they can cope when grieving. • Look at how the feeling of jealousy can arise when someone new is introduced to a friendship group.

Upper Key Stage 2 (Year 5/6)

<p>Statutory Science Curriculum</p>	<ul style="list-style-type: none"> • Y1 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Y2 notice that animals, including humans, have offspring which grow into adults • Y2 find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
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	<ul style="list-style-type: none">• Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.• Y5 describe the life process of reproduction in some plants and animals.• Y5 describe the changes as humans develop to old age.
<p>Non-statutory PSHE Curriculum most relevant to RSE</p>	<p>Growing & Changing</p> <ul style="list-style-type: none">• Puberty looks at the different changes boys and girls go through during puberty.• Conception looks at how a baby is conceived and the various stages of pregnancy (PARENTS CAN WITHDRAW CHILDREN FROM THIS). <p>Feelings & Emotions</p> <ul style="list-style-type: none">• Anger looks at the ways in which we can manage our emotions when we are unable to do something we wanted to.• This video looks at transition and the feelings a child can have when starting a new school.