



PARKLANDS INFANT AND NURSERY SCHOOL

Relationship and Sex Education (RSHE) Policy (based on DCC model policy)

Approved by the Governing Body of Parklands Infant & Nursery School

Date: Tuesday 17th November 2026

Signed: _____

Mrs S Evitts (Chair of Governors)



Parklands Infant and Nursery School
Relationships and Sex Education and Health Education (RSHE) Subject
Policy November 2026
(based on DCC model policy)

Why Do We Teach Relationships and Sex Education?

This school policy is in line with current regulations from the Department of Education (DfE) on Relationships Education, Relationships and Sex Education (RSHE) and Health Education (July 2025). Relationships Education and Health Education are taught in this school as statutory subjects. The RSHE taught at Parklands is made up of statutory elements from Relationships Education and Health Education. These include: positive family relationships, caring friendships and keeping safe and healthy, including mental well-being and online safety and how to respond to bullying. This is done through a series of videos, quizzes and other interactive activities.

As an infant school we do not teach any elements of Sex Education. However, children begin to learn about appropriate touch and how to keep themselves safe. In Year 1 or 2, pupils are taught the correct names for external genitalia, as this is a requirement of the national curriculum for science.

We recognise the prevalence of information and attitudes about relationships and sex that children and young people are exposed to and aim to provide an environment where they can receive reliable information about their bodies, and feel comfortable to ask questions, rather than turn to inappropriate sources. We take a rights based approach to relationships and sex education.

Relationships and Sex Education make a significant contribution to the school's legal duties to:

- prepare pupils for the opportunities, responsibilities and experiences of adult life, and
- promote the spiritual, moral, social cultural mental and physical development of pupils

It is taught in the context of the following aspects of our school mission statement:

"To establish a life-long love of learning within a caring environment, in which we encourage all children to fulfil their potential through enjoyable and enriching experiences".

It also supports our whole school ethos of the Parklands Person.



Relationships and Sex Education is defined by the PSHE Association as 'learning about the emotional, social and physical aspects of growing up, relationships, human reproduction, human sexuality and sexual health'. This content is delivered in an age appropriate way in our school with regard to the age and stage of pupils.

The aim of Relationships Education in our school is to equip children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and take responsibility for their health and wellbeing. We recognise the central importance of relationships in supporting children and young people's mental health and wellbeing, academic achievement and future success. We aim to put in the key building blocks of healthy respectful relationships, focussing on family and friendships, in all contexts, including online. Our programme also aims to support pupils in their personal development with regard to attributes such as kindness, integrity, generosity and honesty. These approaches support our wider work of building resilience in our pupils.

We focus on attitudes and values, skills, as well as knowledge and understanding. This will include developing self-esteem, the skills to manage relationships and most importantly keep themselves safe in all their relationships.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about relationships and sex, are more likely to be discerning in their relationships and sexual behaviours and to have fulfilling relationships.

As a school we recognise the impact of social media, the media and the digital world on our children and young people. We aim to deliver an RSHE programme that recognises and addresses this to ensure that pupils know how to keep themselves and their personal information safe.

What does our RSHE Curriculum Include?

The DfE recognises six elements to Relationships Education. These are:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- General wellbeing including Personal Safety

In EYFS this is covered through the PSED strand of the Early Years Curriculum with the focus on three elements:

- Building Relationships
- Self-regulation
- Managing self

In Key Stage 1 children will learn about recognising naming and managing their emotions; what makes them special; what makes a good friend; how to be kind to others and develop healthy relationships; what's special about them and their families; how families are different; life cycles; about changes and how they have changed since babyhood; how boys and girls bodies are different; the correct names for sexual body parts; that some parts of their body are private; how to ask for help if they are worried or concerned; medicine and drug safety; healthy eating for healthy bodies and minds; personal safety; wellbeing and safety online and how to manage their own wellbeing.

National Curriculum Science is also statutory. This includes:

Key Stage 1

- Identify name draw and label the basic parts of the body and say which sense the part of the body is associated with each.
- That animals, including humans, have offspring that grow into adults

Equality

This school delivers RSHE with regards to the Equality Act 2010 and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. We recognise that children have varying needs regarding RSHE depending on their circumstances and background. The school believes that all people should have access to RSHE that is relevant to their particular needs. To achieve this, the school's approach to RSHE will take account of:

- Girls tend to have a greater access to RSHE than boys through the media and at home. We will consider the particular needs of boys, as well as girls, and use approaches that will actively engage them. We shall also be proactive in combating sexism, misogyny, sexualised behaviour and sexist bullying. We will foster healthy and respectful peer-to-peer communication and behaviour between boys and girls.
- Some pupils may have learning, emotional or behavioural difficulties, or special educational needs or disabilities (SEND) that result in particular RSHE

needs at times which we will support. It may also mean that they have difficulty accessing the RSHE curriculum. We will ensure that RSHE is accessible to all pupils through high quality teaching that is differentiated and personalised. We will also be mindful of preparing for adulthood outcomes as set out in the SEND code of practice when teaching these subjects to those with SEND.

- Different ethnic cultural and religious groups may have different attitudes and beliefs with regard to RSHE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for and understanding of the views of different ethnic, cultural and religious groups in line with safeguarding and schools statutory duty to keep pupils safe and deliver certain elements of the statutory RSHE curriculum.
- Some of our pupils will go on to define themselves as Lesbian, Gay, Bisexual or Trans (LGBTQ+). Some pupils may have LGBTQ+ parents/carers, brothers or sisters, other family members and/or friends. All our pupils will meet and work with LGBTQ+ people both now and in the future. Our approach to RSHE will reflect this and teaching will be sensitive and age appropriate both in content and approach. This content will be integrated into the programme rather than as a stand-alone lesson or unit. We actively tackle homophobic bullying.
- We recognise that our pupils may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of children based on their home circumstances and deliver the curriculum sensitively and inclusively.

How is RSHE Provided?

1. This school has a caring ethos that models and supports positive relationships between all members of the school community.
2. Within the taught, age-appropriate, spiral RSHE programme within Personal Social and Health Education (PSHE). This scheme is 1 decision.
3. Within Science as stipulated by the national curriculum and/or as negotiated with the PSHE coordinator.
4. Through other curriculum areas for example English etc.
5. Through assemblies.
6. Through pastoral support.
7. By the provision of appropriate leaflets and other information sources.
8. Via targeted intervention, where appropriate, with vulnerable individuals.
9. Delivery in response to incidents.

Teaching Methods, Resources, Training and Monitoring

All the following elements of teaching methods, resources, training and monitoring are essential elements in providing quality RSHE.

A Safe Learning Environment

In order for PSHE or RSHE to be conducted safely the following will be in place:

- Group agreements or ground rules are negotiated, explained, displayed and referred to wherever appropriate. (When receiving external visitors, they will have sight of and understanding of the ground rules/group agreement.)
- No one in the classroom will be expected to answer a personal question.
- Distancing techniques such as the use of scenarios, will be used to help to keep pupils safe. There will be no need for anyone to discuss their own personal issues.
- Confidentiality will be clearly explained. Pupils will understand how disclosures will be handled.
- Pupils will be expected to engage and listen during lessons, however it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion.
- In most cases, the correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- Care will be taken not to use materials or approaches that may trigger trauma or distress. Pupils at risk will be identified and arrangements made for them to access the learning in a comfortable way.
- Signposting to sources of support when dealing with sensitive issues.

Teaching and Learning Methods

Teaching and learning best practice will be applied. Active learning methods that support participation and encourage reflection will be used including group work, talking, negotiation and using thinking skills.

Organisation

Many different learning methods are used across our curriculum. Some of these activities will be in a one to one situation, others in groups, some as a class and even as a whole school in assembly.

Asking and Answering Questions

Teachers will attempt to answer pupil's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use that their skill and discretion in these situations, and if necessary, refer to the PSHE coordinator for advice and support.

Teachers will apply the following principles:

1. Clear guidance will be established about what is appropriate and inappropriate in a whole class setting-group agreement/ground rules will help to achieve this.
2. If a pupil's question is inappropriate to address the whole class, the teacher will acknowledge the question and attend to it later on an individual basis.
3. Personal questions should be referred to the ground rules/group agreement.
4. Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupil's discuss issues in a way which encourages thoughtful participation.
5. If a teacher is concerned that a pupil is at risk in any way, including sexual abuse or exploitation, the usual safeguarding procedures will be followed.

Visitors

A visitor can enrich, but not replace, the RSHE curriculum. Care is taken to ensure that the visitor's contribution fits with our planned programme of work and policy,

and that the content is age appropriate and accessible for the pupils. It is particularly useful when visitors have expertise and/or provide a service to pupils. Please see the External Contributors Policy for the best practice in this context.

Resources

Teaching resources will be selected on the basis of their appropriateness to pupils, their impact and will reflect the diversity in society today. Care will be taken not to use materials or have discussions that could be deemed 'instructional'.

Continuity, Progression and Assessment

Our school has the same high standards of the quality of pupils learning in RSHE as in other curriculum areas. RSHE will be delivered through a sequenced planned programme of work (PSHE Matters). Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of outcomes covering knowledge, skills and understanding developed in response to the needs assessment of pupils existing knowledge, experience and understanding.

Pupils' existing knowledge needs to be the starting point for all RSHE work. Needs assessment will be built into some lesson planning as each group may have different knowledge, experience and understanding. Baseline, formative and summative assessments will contribute to the effective delivery of RSHE.

The elements of RSHE that form part of the Science curriculum are assessed in accordance with the requirements of the national curriculum. Learning from other elements of RSHE is assessed as part of the PSHE provision and builds on existing school systems.

Parental engagement in RSHE

We recognise the prime role of parents/carers in the development of their child's understanding about relationships and sex. We work in active partnership with parents/carers in the development and review of RSHE. The school will ensure that parents/carers are: made aware of the school's approach and rationale for RSHE through the policy; involved in the review of the RSHE policy; made aware of the school's PSHE curriculum; and encourage them to support their child is learning at home through shared learning activities, if appropriate. Resources are available for parents/ carers to borrow to reinforce learning at home and support them in managing conversations with their children on these issues.

Parents/carers have a legal right to withdraw their children from dedicated sex education lessons delivered outside the science curriculum. They do not have a right to withdraw their children from those aspects of RSHE that are taught in national curriculum Science, Relationships Education or Health Education.

If a parent/carer has any concerns about the RSHE provision, we will take time to address their concerns and allay any fears they may have. If parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision. In the event of a request to withdraw we will document this process and ensure a record is kept.

Personnel and Training

There is a PSHE coordinator who is regularly trained and updated in this fast moving subject area. They are responsible for RSHE.

RSHE is delivered by class teachers. To ensure quality delivery of RSHE, the staff who deliver RSHE have appropriate and regular training to keep them updated to. The school is committed to ensuring that everyone involved with teaching, or supporting the teaching of RSHE receives appropriate and ongoing professional development in order to maintain a whole school consistency and high standards for the children/young people in our care.

All new staff will receive a copy of the RSHE policy.

Monitoring and Evaluation

The programme is regularly evaluated by the PSHE coordinator. This takes place through a variety of methods, including learning walks, observation, scrutiny of annotated lesson plans, whole class feedback sheets and pupil feedback. The views of the pupils and teachers who deliver the programme, will be used to make changes and improvements to the programme on an ongoing basis. The needs assessment is built into the lessons and will also inform any changes to the curriculum.

PSHE staff receive the same teaching and learning monitoring and support as other subjects. The PSHE coordinator receives time in order to carry out this process.

Other documents

The RSHE policy should be read in conjunction with our policies for PSHE, Science, Curriculum, Teaching and Learning, Assessment, Drugs Education, Child Protection and Safeguarding.

Appendix 1 demonstrates the coverage of RSHE within the 1 decision scheme of work.

Consultation, Policy Development and Review

In order for everyone to be consulted effectively, it may be necessary to ensure that governors and parents receive awareness training and/or information about RSHE on occasions.

This policy has been produced in consultation with all stakeholders and approved by the governing body. This document is freely available to the entire school community.

This policy will be reviewed on an annual basis.



RSHE Mapping Document

Supporting the new statutory changes to Relationships Education and Health Education

Families and people who care for me

Learning Outcomes	Simply RSHE	Comprehensive KS1	Assemblies
That families are important for children growing up safe and happy because they can provide love, security and stability.	Families and people who care for me theme, one session for each year group. Each session contributes to all of the learning outcomes within this theme. Please note, the KS1 topics provide an early introduction to this theme.	<u>5-8 Baseline Topics</u> • Keeping/Staying Safe • Relationships • Being Responsible <u>5-8 Main Topics</u> • Road Safety • Staying Safe • Tying Shoelaces • Water Spillage • Worry • Growing In Our World • Living In Our World <u>5-8 Summative Topics</u> • Keeping/Staying Safe • Feelings & Emotions	• Protected Characteristics • Celebrating Differences • Meaningful Connections • Are We The Same?
The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.			
That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.			
That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.			
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.			

Caring Friendships			
Learning Outcomes	Simply RSHE	Comprehensive KS1	Assemblies

How important friendships are in making us feel happy and secure, and how people choose and make friends.	Caring friendships theme, one session for each year group. Each session contributes to all of the learning outcomes within this theme. Please note, the KS1 topics provide an early introduction to this theme.	<u>5-8 Baseline Topics</u> • Keeping/Staying Safe	• Celebrating Differences • Meaningful Connections • Anti-Bullying Awareness • Power of Words • Are We The Same?
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.		<u>5-8 Main Topics</u> • Staying Safe • Friendship • Body Language • Bullying • Helping Someone in Need • Jealousy • Anger • Image Sharing • Online Bullying • Medicine • Touch • Making Friends Online • Breaking Down Barriers	
That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.		<u>5-8 Summative Topics</u> • Keeping/Staying Safe • Relationships • Being Responsible	
The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.			
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.			
How to manage conflict, and that resorting to violence is never right.			
How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.			

Respectful, Kind Relationships			
Learning Outcomes	Simply RSHE	Comprehensive KS1	Assemblies
How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in	Respectful, Kind Relationships theme, one session for each year group.	<u>5-8 Baseline Topics</u> • Relationships <u>5-8 Main Topics</u>	• Celebrating Differences • Meaningful Connections

relationships and why this can be complicated.	Each session contributes to all of the learning outcomes within this theme. Please note, the KS1 topics provide an early introduction to this theme.	• Staying Safe • Friendship • Bullying • Body Language • Practice Makes Perfect • Helping Someone in Need • Water Spillage • Jealousy • Anger • Image Sharing • Online Bullying • Computer Safety Documentary • Living In Our World • Hoax Calling • Touch • Stealing • Making Friends Online <u>5-8 Summative Topics</u> • Relationships • Being Responsible • Computer Safety	• Anti-Bullying Awareness • Power of Words • Are We The Same? • Protected Characteristics
The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.			
How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.			
Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.			
That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.			

Online Safety and Awareness			
Learning Outcomes	Simply RSHE	Comprehensive KS1	Assemblies
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.	Online Safety and Awareness theme, one session for each year group. Each session contributes to all of the learning outcomes within this theme. Please note, the KS1 topics provide an early introduction to this theme.	<u>5-8 Baseline Topics</u> • Computer Safety <u>5-8 Main Topics</u> • Online Bullying • Making Friends Online <u>5-8 Summative Topics</u>	• Celebrating Differences • Meaningful Connections • Anti-Bullying Awareness • Power of Words • Are We The Same? • Protected Characteristics
Having an 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.		• Computer Safety	
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.			
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.			
Being Safe			
Learning Outcomes	Simply RSHE	Comprehensive KS1	Assemblies
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.	Being Safe theme, one session for each year group. Each session contributes to all of the learning outcomes within this theme. Please note, the KS1 topics provide an early introduction to this theme.	5-8 Baseline Topics • Keeping/Staying Healthy • Feelings and Emotions 5-8 Main Topics • Washing Hands • Brushing Teeth • Body Language • Practice Makes Perfect	• Supporting Our Mental Health • Know Yourself, Grow Yourself
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.		• Jealousy • Worry • Anger • Online Bullying • Image Sharing • Hoax Calling • Fire Station Visit • Petty Arson • Medicine • Touch • Making Friends Online • Texting Whilst Driving	
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.		<u>5-8 Summative Topics</u>	
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.		• Keeping/Staying Safe • Relationships • Feelings and Emotions • Computer Safety • Fire Safety	

General Well-Being			
Learning Outcomes	Simply RSHE	Comprehensive KS1	Assemblies
The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	General Well-Being theme, one session for each year group.	<u>5-8 Baseline Topics</u>	• Supporting Our Mental Health • Know Yourself, Grow Yourself
The importance of promoting general wellbeing and physical health.	Each session contributes to all of the learning outcomes within this theme.	<u>5-8 Main Topics</u>	
The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	Please note, the KS1 topics provide an early introduction to this theme.	• Washing Hands • Brushing Teeth • Body Language • Practice Makes Perfect • Jealousy • Worry	

How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.		• Anger • Online Bullying • Image Sharing • Hoax Calling • Fire Station Visit • Petty Arson • Grief/Loss • Texting Whilst Driving	
That isolation and loneliness can affect children, and the benefits of seeking support.			
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.			
That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.		<u>5-8 Summative Topics</u>	
Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).		• Keeping/Staying Healthy • Relationships • Feelings and Emotions	

Well-Being Online			
Learning Outcomes	Simply RSHE	Comprehensive KS1	Assemblies
That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.	Well-Being Online theme, one session for each year group.	<u>5-8 Baseline Topics</u>	Click or Quit?
Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.	Each session contributes to all of the learning outcomes within this theme.	• Keeping/Staying Healthy • Computer Safety	
The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and	Please note, the KS1 topics provide an early introduction to this theme.	<u>5-8 Main Topics</u>	
		• Online Bullying • Image Sharing • Making Friends Online • Computer Safety	
		<u>5-8 Summative Topics</u>	
		• Keeping/Staying Healthy • Computer Safety	

negative content online on their own and others' mental and physical wellbeing.			
How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.			
Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.			

Physical Health and Fitness			
Learning Outcomes	Simply RSHE	Comprehensive KS1	Assemblies
The characteristics and mental and physical benefits of an active lifestyle.	Physical Health and Fitness theme, one session for each year group. Each session contributes to all of the learning outcomes within this theme. Please note, the KS1 topics provide an early introduction to this theme.	<u>5-8 Baseline Topics</u> • Keeping/Staying Healthy <u>5-8 Main Topics</u> • Healthy Eating • Practice Makes Perfect <u>5-8 Summative Topics</u> • Keeping/Staying Healthy • Feelings and Emotions	• Looking After Our Mental and Physical Health
The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.			
The risks associated with an inactive lifestyle, including obesity.			
How and when to seek support including which adults to speak to in school if they are worried about their health.			
Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.			

Healthy Eating			
Learning Outcomes	Simply RSHE	Comprehensive KS1	Assemblies

What constitutes a healthy diet (including understanding calories and other nutritional content).	Healthy Eating theme, one session for each year group. Each session contributes to all of the learning outcomes within this theme. Please note, the KS1 topics provide an early introduction to this theme.	<u>5-8 Main Topics</u> • Healthy Eating • Brushing Teeth <u>5-8 Summative Topics</u> • Keeping/Staying Healthy	• Looking After Our Mental and Physical Health
Understanding the importance of a healthy relationship with food.			
The principles of planning and preparing a range of healthy meals.			
The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).			

Drugs, Alcohol, Tobacco and Vaping			
Learning Outcomes	Simply RSHE	Comprehensive KS1	Assemblies
The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.	Drugs, Alcohol, Tobacco and Vaping theme, one session for each year group. Each session contributes to all of the learning outcomes within this theme. Please note, the KS1 topics provide an early introduction to this theme.	<u>5-8 Baseline Topics</u> • Medicine • Hazard Watch	

Health Protection and Prevention			
Learning Outcomes	Simply RSHE	Comprehensive KS1	Assemblies
How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	Health Protection and Prevention theme, one session for each year group. Each session contributes to all of the learning outcomes within this theme. <i>Please note, the KS1 topics provide an early introduction to this theme.</i>	<u>5-8 Baseline Topics</u> • Keeping/Staying Safe • Keeping/Staying Healthy • Feelings and Emotions	• Looking After Our Mental and Physical Health
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.		<u>5-8 Main Topics</u> • Brushing Teeth • Washing Hands • Medicine	
The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bed room. The impact of poor sleep on weight, mood and ability to learn.		<u>5-8 Summative Topics</u> • Keeping/Staying Healthy • Feelings and Emotions	
About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.			
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.			
The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.			

Personal Safety			
Learning Outcomes	Simply RSHE	Comprehensive KS1	Assemblies

About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	Personal Safety theme, one session for each year group.	<u>5-8 Baseline Topics</u> • Keeping/Staying Safe • Fire Safety	• Knife Crime awareness
How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	Each session contributes to all of the learning outcomes within this theme. Please note, the KS1 topics provide an early introduction to this theme.	<u>5-8 Main Topics</u> • Road Safety • Tying Shoelaces • Water Spillage • Hazard Watch • Hoax Calling • Petty Arson • Texting Whilst Driving • Leaning Out of Windows • Fire Station Visit • Hazard Watch <u>5-8 Summative Topics</u> • Fire Safety	

Basic First Aid			
Learning Outcomes	Simply RSHE	Comprehensive KS1	Assemblies
How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.	Basic First Aid theme, one session for each year group. Each session contributes to all of the learning outcomes within this theme.	<u>5-8 Main Topics</u> • Leaning Out of Windows • Water Spillage • Hoax Calling • Petty Arson • Texting Whilst Driving • Fire Station Visit	

	Please note, the KS1 topics provide an early introduction to this theme.		
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Developing Bodies			
Learning Outcomes	Simply RSHE	Comprehensive KS1	Assemblies
About growth and other ways the body can change and develop	Developing Bodies theme, one session for each year group.	<u>5-8 Main Topics</u>	
The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.	Each session contributes to all of the learning outcomes within this theme. Please note, the KS1 topics provide an early introduction to this theme.	• Growing In Our World • Touch	