



The Gateway Primary Academy

Relationships, Health and Sex

Education Policy

September 2026 - 2027

Policy development

Proposed by: Charlotte Warner and Jessica Powell

Consultation with staff: January 2026

This policy was shared with staff during a staff meeting in January and staff were asked to provide feedback on curriculum development based on their experience of teaching their year group and were involved in discussions about what would be 'age appropriate' and reviewed new planning and resources.

Consultation with parents during the month of: April 2026

During the month of March 2026, parents are invited to read our proposed Relationship, Health and Sex Education Policy on our school website and provide written or verbal feedback. This feedback will then feed into our whole school policy for the teaching of Relationships, Health and Sex Education at the Gateway Primary Academy.

Approved by the governing body on: July 2026

Date of review: July 2027

Please note: this policy will be reviewed and updated in line with new national initiatives as necessary.

Introduction

From 2020, 'Relationship, Health and Sex Education' became **compulsory** in all primary schools in England and our initial policy set out our approach at The Gateway Primary Academy to the teaching of this area of the curriculum. Our policy was based on the **statutory guidance** given in the Relationships, Sex and Education Guidance, DFE (2019) and has now been updated in line with **2026 guidance**.

At The Gateway, we recognise that our pupils are growing up in an increasingly complex world and are living their lives both on and offline. We recognise that while this presents many exciting and positive opportunities, it also presents challenges and risks. Through our teaching, we recognise that our pupils must know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Our teaching of relationships presents a huge opportunity to help our pupils develop. The knowledge and attributes gained will support their own and others' wellbeing and attainment, and will help our pupils to become successful and happy with the skills to deal with challenges in the future. Our teaching will provide our pupils with the information of how and when to ask for help and where to access support.

Our PSHE curriculum also includes age-appropriate aspects of **economic education**, preparing children to understand spending, saving and the world of work, and **citizenship education** including British Values, helping children understand their rights, responsibilities and role in society.

This policy explains our whole-school approach to PSHE education and how we meet our statutory duties.

Our school vision and values

All of the content within our Relationship, Health and Sex policy supports our school vision, ***which is for all of our pupils to achieve their full potentially physically, socially and academically whilst preparing them for a successful future in a multicultural society by celebrating diversity and embracing our British values.***

The teaching of relationships at The Gateway is supported by our work on our school values, which are:

- Teamwork
- Honesty
- Respect
- Politeness
- Kindness

Our values are central to our weekly assemblies and are celebrated in our weekly Golden Time assembly with children displaying them being given our Gateway Stars. The core values of relationship, health and sex teaching also links with our Golden Time system by encouraging children to take responsibility for their own behaviour and changing it.

PSHE is not an add-on to our curriculum; it is fundamental to our children's development as confident, healthy and respectful members of society. Through high-quality PSHE, we equip pupils with the knowledge, skills and attributes they need to stay safe, maintain wellbeing, and build positive relationships throughout their lives.

Our curriculum is carefully designed to be developmental and progressive. From the moment children join our school, they begin to explore emotional literacy—learning to recognise, name and talk about feelings. This foundation grows year by year, helping pupils to manage emotions, develop resilience, and make informed decisions that support their own and others' wellbeing.

By embedding PSHE across our school culture, we nurture a community where respect, inclusivity and responsibility flourish. In doing so, we prepare our pupils not only for the challenges of childhood but also for adulthood, work and active citizenship.

Aims

The aims of relationships, health and sex curriculum at our school are:

- Supporting the whole child - recognising that children's emotional and social development directly impacts their capacity to learn
- Creating a safe, inclusive environment where every child feels valued and able to discuss concerns without fear or stigma
- Building foundations for the future - providing age-appropriate learning that prepares children for the challenges and opportunities of adolescence and beyond

- Working in partnership with families, recognising that parents are children's first educators in many aspects of relationships and health
- Embedding PSHE across school life - not just in weekly lessons, but through our values, relationships, and everyday interactions

Statutory Requirements

Under the Education Act 2002 and the Academies Act 2010, all schools must provide a curriculum that:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils
- Prepares pupils for the opportunities, responsibilities and experiences of later life

As a primary academy school we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017. We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach Science which would include the elements of sex education contained in the Science curriculum.

In teaching RHSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Policy development

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

1. **Review** -SLT pulled together all relevant information including national and local guidance and drafted a proposed policy.
2. **Staff consultation** - all school staff were given the opportunity to review the policy and make recommendations (January 2026)
3. **Parent/stakeholder consultation** -parents/carers were invited to give written or verbal feedback on our proposed RHSE policy during the month of: March where our policy was made available online.
4. **Pupil consultation** - we discussed with pupils how they felt their Jigsaw teaching supported them with making successful, safe relationships with others and how they would like it to be improved further.
5. **Ratification** - once amendments were made, the policy was shared with governors and ratified

Definition

Relationships education is the teaching of the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults.

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

RHSE involves a combination of sharing information, and exploring issues and values.

Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it, to respond to the needs of the children when necessary.

We have developed the curriculum in consultation with staff, parents and pupils and taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in a sensitive, age-related appropriate manner.

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, kind relationships
- Online safety and awareness
- Being safe

Health education focuses on:

- General wellbeing
- Mental wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Personal safety
- Developing bodies was previously
- Basic first aid

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

Delivery of Relationship Education

Our relationship education is taught through:

- The use of our Jigsaw Scheme of Work (see Appendix 1)
- The Zones of Regulation
- Our Computing curriculum (see Appendix 2 for year by year objectives)
- Our Science curriculum (see Appendix 3 for year by year objectives)
- Our PE curriculum (see Appendix 4)

- Our School Values
- Aspects of our Religious Education scheme of work (Discovery RE)
- Class Circle Times
- Our use of BLP (building learning power)
- Our Golden Time system
- Collective Worship
- Theme Days/Weeks
- Use of outside visitors such as: NSPCC workshops
- Class visits

Our curriculum is delivered by the class teachers and the planning of it is supported by senior leaders and subject leaders. This is to ensure that we do not duplicate content covered in Science, Computing or PE.

Our relationship education starts in the Foundation Stage with our pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. We also focus on how to:

- Treat others with kindness, consideration and respect,
- The importance of honesty and telling the truth,
- Permission seeking and giving,
- The concept of personal privacy.

We use Jigsaw PSHE as our curriculum framework because it provides a comprehensive, carefully sequenced scheme of work that brings consistency and progression to children's learning across their primary years. Built on current research and best practice in child development, safeguarding and health education, it is kept continuously up to date with evolving statutory guidance and enables us to deliver high-quality PSHE education that meets our children's needs. The programme is distinctive in its approach including:

Emotional literacy at the core - Every Jigsaw lesson systematically develops children's emotional vocabulary and understanding. Children learn to recognise, name and talk about a wide range of feelings in themselves and others. This emotional literacy supports children's ability to share and discuss things that are important in their lives, to seek help when needed, and to build positive relationships.

Mindful practice - Every Jigsaw lesson begins with 'Calm Me Time', a mindfulness activity designed to support self-regulation and create a safe, focused space for learning. This consistent practice forms part of our approach to children's emotional wellbeing and helps children to be ready for open, thoughtful discussion.

Connection and community - The 'Connect Us' activity in every lesson strengthens relationships within the class and develops children's social skills, building a sense of belonging and mutual respect that underpins all learning.

Developing skills for respectful dialogue - PSHE lessons provide regular opportunities for children to develop and practise essential communication skills including listening to others, expressing their own views clearly and respectfully, considering different perspectives, and engaging in constructive discussion. These oracy skills are fundamental to building positive relationships and respectful communities, enabling children to navigate differences with kindness and to participate confidently in democratic discussion.

Age-appropriate spiral curriculum - Topics are revisited across year groups with increasing depth and complexity, enabling children to build on prior learning in line with their developing maturity and understanding, with teachers able to adapt according to their pupils' needs.

Interactive, participative teaching - Lessons are designed to be engaging and active, using discussion, role-play, problem-solving and creative activities to develop skills alongside knowledge. Children don't just gain information - they explore topics in age-appropriate ways and develop practical skills that support them in their everyday lives.

The Six Jigsaw Puzzles

Our PSHE curriculum is organised into six themed units ('Puzzles'), each taught for approximately half a term:

Term	Puzzle	Key Content
Autumn 1	Being Me in My World	Understanding personal identity, my place in the class and school community, rights and responsibilities, democracy, making a positive contribution.
Autumn 2	Celebrating Difference	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.
Spring 1	Dreams and Goals	Setting and working towards goals, understanding aspirations and future possibilities, developing perseverance and resilience, recognising achievements, working collaboratively.
Spring 2	Healthy Me	The relationship between physical and emotional health; nutrition, sleep, exercise and hygiene; emotional wellbeing; drug education (including medicines); keeping safe; understanding habits and making healthy lifestyle choices.
Summer 1	Relationships	Understanding different relationships and their characteristics, our families, managing friendship challenges, conflict resolution and communication skills, recognising when relationships are unhealthy, understanding loss and bereavement.
Summer 2	Changing Me	Understanding life cycles and human growth, coping positively with change, body image and self-esteem, puberty education, changing relationships

Teaching about **mental well-being** is central to all of these Jigsaw pieces, as it is a priority to ensure that all of our children are happy and are developing strategies to manage change/challenges in their lives. Jigsaw uses a mindful approach which enables our pupils to regularly reflect on their feelings in the here and now and help our pupils to develop strategies to calmly manage their emotions. We also ensure that through our PE teaching, reference is made to how exercise impacts positively on your mental wellbeing.

Within our teaching of relationships education, the content will give our pupils the knowledge and capability to ask for help and know where to go for additional support if problems arise (both online or in real life).

Adapting Jigsaw for Our School Community

Whilst we follow the Jigsaw programme, we recognise that our children, families and context have specific needs and characteristics. Our PSHE lead and class teachers carefully consider each lesson's content and approach to ensure it is appropriate and relevant for our pupils, taking into account:

- The specific needs, experiences and developmental stages of pupils in each class
- Pupil voice - gathered through feedback within lessons, informal discussions with children, and class discussions including learning talk.
- Local context and community considerations
- Feedback from parents, pupils and staff
- Our school's distinctive values and ethos

Where we make adaptations to the programme, these decisions are made thoughtfully, in consultation with senior leadership, and with reference to statutory requirements. Parents and carers are informed about significant adaptations, particularly where these relate to sensitive content.

Zones of Regulation

Alongside Jigsaw, we have embedded the use of the Zones of Regulation curriculum as a part of our approach to personal development as we feel it is a valuable way to further develop our pupils' emotional language and understanding. It is also an excellent resource to use when teaching children 'general wellbeing' curriculum content such as the range and scale of emotions and how to recognise feelings and use varied vocabulary to talk about their own and others' feelings.

We have chosen to embed this curriculum alongside our weekly PSHE Jigsaw lessons, online safety work and whole school assemblies as we feel it is a valuable way to further develop our pupils' emotional language and understanding.

The Zones of Regulation curriculum are lessons and activities designed by Leah Kuypers (an occupational therapist) to help children develop their self-regulation skills. Self-regulation can go by many names, such as: self-control and self-management. Research shows that children who are able to effectively manage their emotions are generally more able to manage themselves as learners which complements our whole school approach to 'Building Learning Power' which aims to develop key learning skills/muscles.

The Zones of Regulation is defined as *the best state of alertness of both the body and emotion, for the specific situation*. For example, when a child plays on the playground or in a competitive game, it is beneficial to have a higher state of alertness but this state of alertness could be a challenge in a library or in quiet reading!

The lessons and activities are designed to help pupils recognise when they are in the different Zones as well as learn how to use strategies to change or stay in the Zone they are in. In addition to addressing self-regulation, pupils will gain:

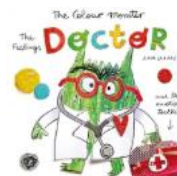
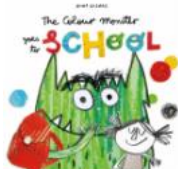
- an increased vocabulary of emotional terms
- skills in reading other people's facial expressions
- an understanding of other people's perspectives and how they feel
- insight into events that trigger their feelings
- calming and alerting strategies
- problem solving skills

The Zones of Regulation is taught through 10 key concepts (see below). We have chosen as a school to use a spiral approach to teaching the concepts alongside our Jigsaw curriculum meaning that every child will be taught every concept every year at an age-appropriate level and learn about the concepts from a different angle each time.

Concept 1: What is Regulation?	Concept 6: Situations that Trigger and Spark
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Concept 2: Introducing The Zones of Regulation	Concept 7: What is a Regulation Tool?
Concept 3: All the Zones are Okay	Concept 8: Building my Zones Toolbox
Concept 4: My Signals, My Zones	Concept 9: Deciding to Regulate
Concept 5: The Zones Check in	Concept 10: The Zones Pathway

Please note Swans, Herons and Kingfishers will be introduced to the Zones through the following stories:



A critical aspect of this curriculum is that all those supporting the children know and understand The Zones language (see glossary pages 3 – 5). This constantly reinforces key concepts and enables children to regularly practice their self-regulation skills. It also helps pupils to learn the skills more quickly and be more likely to apply them in many situations. You can support your child at home by doing the following:

- Use the language (see glossary below) and talk about the concepts of The Zones as they apply to you in a variety of environments so that your child understands it is natural that we all experience the different Zones and use strategies to control (or regulate) ourselves. For example, "This is really frustrating me and making me go into the Yellow Zone. I need to use a tool to calm down. I will take some deep breaths."
- Help your child to gain awareness of their Zones and feelings by pointing out your observations.
- Validate what Zone your child is in and help them to find ways to effectively manage their response to being in that Zone
- Help your child to understand that all Zones/emotions are okay but not all behaviour responses are
- Share with your child how their Zones and behaviour can affect others
- Help your child become comfortable using the language to communicate their feelings and needs by encouraging them to share their Zone with you.

These are the visuals we have used as a school to introduce the Zones.

YR, Y1, Y2				Y3, Y4, Y5, Y6			

Beyond the Classroom: Embedding PSHE in School Life

We recognise that effective PSHE education extends far beyond weekly lessons. The skills, values and understanding developed in PSHE sessions are reinforced and 'lived' throughout our school day and across all areas of school life such as:

- Collective worship and assemblies regularly explore PSHE themes, celebrating successes, exploring moral questions, and building whole-school awareness of current wellbeing and relationship topics.

- Our behaviour and relationships policy reflects the principles taught in PSHE, emphasising respect, kindness, responsibility and positive conflict resolution. Adults model these values in all interactions with children and each other.
- The Jigsaw Learning Charter established in each class at the start of the year becomes a living document that children refer to and use to guide behaviour and resolve difficulties.
- Playground and social times provide opportunities for children to practise the friendship and conflict-resolution skills learned in PSHE, supported by staff who understand the PSHE curriculum and can reference learning when supporting children.
- Emotional literacy taught in PSHE develops an extensive vocabulary for feelings and emotions which is reinforced throughout the school day, with staff supporting children to name and express their feelings, to understand others' emotions, and to use this awareness to build positive relationships and resolve difficulties. Display materials, including feelings vocabulary and visual prompts, support this learning across the school.
 - Recognition and reward systems celebrate not just academic achievement but the personal and social qualities developed through PSHE - kindness, perseverance, respect, courage, and contribution to the school community.
 - Our learning environment reflects PSHE values, with working walls displaying current learning, vocabulary walls supporting emotional literacy, and visual prompts reinforcing key concepts like the Jigsaw Charter, feelings vocabulary, and strategies for wellbeing.

Inclusive Practice when teaching RSHE at The Gateway

We recognise that all of our relationship teaching must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of our pupils and our parents while always with the aim of providing our pupils with the knowledge they need by law.

In teaching RHSE, we will ensure we comply with the relevant provisions of the Equality Act 2010 and recognise that our RHSE teaching meets the needs of all groups of children.

SEND

We recognise that relationships education must be accessible for all of our pupils. To ensure this is the case, we will differentiate, adapt and personalise the learning as necessary. We will also seek further guidance in the **SEND: Code of practice and the Mainstream Core Standards** if needed. We are aware that some pupils with SEND are more vulnerable to bullying and exploitation and as a result relationship, health and sex education is particularly important for those pupils. At times, we may also use specialised programmes to deliver aspects of the RSHE curriculum e.g. the use of NSPCC SEND Speak Out, Stay Safe resources.

Partnership with Parents/Carers

The role of parents in the development of their children's understanding about relationships is vital. As a school, we recognise the importance of working closely with parents to support our pupils when developing healthy, happy relationships. As a result of this, we have ensured that this policy lays out what is taught and when. We always welcome questions from parents/carers to develop their understanding of our whole school approach. Termly letters are sent to parents which outline lesson by lesson content which will be taught and vocabulary which will be covered in class. Parents are encouraged to speak to class teachers or SLT to discuss lessons in more detail if needed.

Curriculum Time and Whole-School Approach

PSHE is taught weekly through dedicated curriculum time on a Friday afternoon once per week by their class teachers. Learning is integrated naturally into the classroom environment so that teachers can draw connections between PSHE and other areas of learning.

Learning Outdoors: Connecting PSHE to Our Environment

"Schools should emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors."

DfE RSHE Guidance 2025, para 40

We use our school grounds and local outdoor spaces to enhance PSHE learning, providing opportunities for children to experience the wellbeing benefits of time in nature, to develop environmental awareness, and to apply their learning in varied contexts.

Teachers plan regular opportunities to take PSHE learning outside where appropriate, and we encourage children to spend time outdoors during breaks and lunchtimes, recognising that unstructured outdoor play supports emotional regulation, creativity, and relationship-building.

Challenging Stereotypes and Promoting Respect

Throughout our PSHE curriculum, we actively work to break down harmful stereotypes, including gender stereotypes that can limit children's aspirations, reinforce inequalities, or contribute to disrespectful behaviour, and explain how some characteristics are protected under UK law. As children progress through the programme, they encounter a number of protected characteristics in age-appropriate ways, understanding why certain groups have legal protection from discrimination and how this relates to treating all people with dignity and respect.

For example, children learn that all people deserve respect regardless of their sex, and we challenge outdated ideas about what boys and girls "should" be like, what they can achieve, or how they should behave. We help children understand that boys and girls can have diverse interests, strengths, and personalities, and that qualities like kindness, strength, nurturing, and courage are human qualities that everyone can demonstrate, not traits that belong only to one sex.

Age-appropriately, we address how stereotypes and prejudiced attitudes, including misogyny, can lead to unkind behaviour, bullying, and a lack of respect in relationships. We make clear that everyone - boys and girls - has responsibility for treating others with kindness and respect, and that harmful attitudes or language are never acceptable.

This approach supports both safeguarding and the development of healthy, equal relationships, helping all children to feel valued and to respect others.

Sex Education at The Gateway Primary Academy

At The Gateway Primary Academy, our approach to sex education is at present, we do not teach sex education. We teach the statutory Health Education content about puberty and menstruation, and the statutory Science curriculum content about life cycles and how mammals reproduce, but we do not provide additional detail about sexual intercourse or how human babies are conceived and born.

We keep this decision under regular review in consultation with parents and in response to children's questions and needs. Should we decide to introduce sex education in future, we will consult fully with parents and update this policy.

Responding to children's questions

We recognise that children may ask questions beyond our planned curriculum. Teachers use professional judgement to respond, and may answer briefly and factually (if age-appropriate), suggest the child speaks with their parent or carer, or acknowledge the question while explaining they'll learn more when older.

If a withdrawn child asks questions about sex education content, teachers will sensitively explain this is something their parents would like to discuss at home. We will inform parents so they can follow up.

Inclusive Practice and Equality

We are committed to an inclusive PSHE curriculum that is accessible to and respectful of all children and families.

Meeting the Equality Act 2010

We comply with the Equality Act 2010 and the Public Sector Equality Duty, ensuring that PSHE is taught in a way that:

- Does not subject pupils to discrimination
- Promotes equality of opportunity
- Fosters good relations between people with protected characteristics and those without

The protected characteristics are: age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Teaching about Families and Relationships

Our curriculum presents families in all their forms, recognising that children come from diverse family backgrounds including:

- Single parent families
- Same-sex parent families
- Families headed by grandparents or other relatives
- Adoptive families
- Foster families
- Kinship care arrangements
- Blended families
- Families from different cultural and religious backgrounds

We ensure that no child is stigmatised based on their home circumstances and that all family structures are represented positively in our teaching. When discussing families, we emphasise that the key characteristic of families is that they provide love, care, stability and security for children, not a particular structure.

Including LGBT Content

Throughout PSHE education, children learn that all people deserve to be treated with respect and kindness, regardless of difference. This is a fundamental principle that runs through all our teaching.

In teaching about families and relationships, we include same-sex parents alongside other family structures, presented naturally as one of the many different types of families that children may have or encounter. This content is integrated throughout the curriculum rather than taught as a standalone topic, ensuring that diverse families are visible and valued within our school community.

Children learn about treating others with kindness and respect, understanding that people have protection from discrimination and should be treated with dignity and respect, and that there are laws in place to protect people's rights. Pupils learn how bullying or discriminatory behaviour is never acceptable and how to report this for themselves or others.

Jigsaw PSHE 3-11 does not include content on gender questioning or transgender topics. Our focus at primary level is on teaching children to respect all people and to challenge stereotypes about what boys and girls can do, be, or achieve, without introducing complex concepts about gender identity.

For detailed information about what Jigsaw PSHE 3-11 teaches about LGBT relationships, schools can access our supporting document 'Including and Valuing All Children: What does Jigsaw PSHE 3-11 teach about LGBT relationships?' which provides specific examples from lessons and addresses common questions.

Respecting Religion and Belief

We respect the religious backgrounds and beliefs of all families in our school community. PSHE content is delivered in a factual, objective manner, presenting scientific and medical information accurately whilst being sensitive to diverse religious perspectives.

Where relevant, we may discuss different views held by religious communities on particular issues, helping children to understand that people's beliefs inform their values and choices. This is done in a way that promotes respect for diversity of belief whilst being clear about the law and children's rights.

Safeguarding and Support

PSHE education has a crucial role in our safeguarding provision, equipping children with the knowledge and skills to keep themselves safe and to seek help when needed.

Through PSHE, children learn to:

- Recognise when relationships or situations are unsafe
- Understand that abuse is never their fault
- Know a range of trusted adults they can talk to
- Develop vocabulary to express concerns clearly
- Build confidence to keep asking for help until they are heard
- Understand their rights over their own bodies and personal information
- Recognise emotional, physical and sexual abuse
- Identify risks online and in the physical world
- Develop resilience and strategies for managing difficult situations

Managing Disclosures and Concerns

PSHE lessons, particularly those addressing sensitive topics, may lead to disclosures from children. All staff are trained to:

- Respond calmly and supportively to disclosures
- Never promise confidentiality (explaining that some concerns must be shared to keep children safe)
- Listen carefully without asking leading questions
- Record concerns accurately and immediately
- Report all concerns to the Designated Safeguarding Lead without delay

Children are informed via the Jigsaw Charter at the start of PSHE lessons how confidentiality works - that personal information shared by others during discussions will be treated with respect and care, but if a teacher is worried about a child's safety, they will need to share information with people who can help.

All staff delivering PSHE education are familiar with our safeguarding and child protection policy and procedures. Where external visitors contribute to PSHE delivery, they are briefed on safeguarding procedures before working with children.

Signposting to Support

We actively encourage children to talk with their families about their worries and concerns, recognising that parents and carers are often the first and most important source of support. At the same time, we understand that for a small number of children, there may be times when they want or need to seek support from other trusted adults, and we ensure children know how to do this when needed.

Within PSHE lessons and through displays, assemblies and other communications, children are regularly informed about sources of support both within school and externally:

- Named trusted adults within school
- How to access pastoral support
- External helplines relevant to their age (e.g., Childline)
- Emergency services and how to access them

It is positive and healthy for all children to have a range of trusted adults they can turn to for support - within their family, at school, and in the wider community. Our PSHE curriculum emphasises that seeking help is a sign of strength, not weakness, and that support is always available.

Roles and responsibilities

The governing board

The governing board will approve the RHSE policy, and hold the Headteacher to account for its implementation.

The governing board will also make sure that:

- All pupils make progress in achieving the expected educational outcomes
- The subjects are well led, effectively managed and well planned
- The quality of provision is subject to regular and effective self-evaluation
- Teaching is delivered in ways that are accessible to all pupils with SEND
- Clear information is provided for parents on the subject content
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

The Headteacher

The Headteacher is responsible for ensuring that RHSE is taught consistently across the school, and staff are trained in delivering RSHE.

Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Recording RSHE learning in their class Jigsaw journal which capture key learning points, key discussion questions, pupil voice and examples of pupil work.

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

Pupils

Pupils are expected to engage fully in our RHSE curriculum and when discussing issues related to RSHE, treat others with respect and sensitivity.

Training

Teacher Support and Professional Development

High-quality PSHE education requires confident, well-supported teachers who have the knowledge, skills and resources to deliver sensitive content effectively.

Supporting Our Teachers

We support staff delivering PSHE through:

- Comprehensive resources - The Jigsaw programme provides detailed lesson plans, teaching resources, assessment materials and guidance, reducing planning burden and ensuring consistency across year groups.
- Regular professional development - Staff receive training on:
 - Using the Jigsaw programme effectively
 - Teaching sensitive and controversial topics
 - Managing difficult questions and discussions
 - Safeguarding and responding to disclosures
 - Creating safe, inclusive classroom environments
 - Current issues affecting children (e.g., online safety, mental health)
- Collaborative planning and review - to plan and share effective practice, discuss challenges, and support each other in delivering sensitive content.
- Senior leadership support - The PSHE lead and senior leadership team provide ongoing support, including observing lessons where helpful, advising on complex situations, and ensuring staff wellbeing.
- Access to specialist support - Where needed, we access support from external specialists including school nurses, PSHE advisors, mental health professionals and other local services to enhance staff knowledge and lesson delivery.

Creating Confident, Skilled Practitioners

We recognise that teaching PSHE requires particular skills:

- Creating safe, non-judgemental spaces for discussion
- Using distancing techniques when discussing sensitive content
- Facilitating participative, interactive learning rather than delivering information
- Responding to unexpected questions or disclosures
- Managing the balance between planned content and responsive teaching
- Supporting children who may find topics triggering or upsetting

Ongoing professional development helps our staff to develop and refine these skills, ensuring that PSHE teaching is consistently effective across our school.

Links to additional statutory guidance:

This policy should be read in conjunction with:

- Keeping Children Safe in Education (statutory guidance) (2025)
- Respectful School Communities: Self review and signposting tool
- Behaviour in schools: advice for headteachers and school staff (July 2022)
- Equality Act 2010
- SEND code of practice: 0-25 years
- Mental health and behaviour in schools (2018)
- Preventing and tackling bullying, including cyberbullying (July 2017)
- The Equality and Human Rights Commission and advice and guidance
- Teaching online safety in schools (January 2023)
- Promoting fundamental British Values as part of SMSC in schools

Monitoring arrangements

The delivery of RSHE is monitored by Mr Cassem (Headteacher, DSL), Miss Warner (DHT, DSL, SENCO) and Mrs Powell (RSHE lead). We monitor and evaluate our PSHE provision to ensure it is meeting children's needs, is delivered consistently across the school, and is having positive impact on children's wellbeing and development. We track children's progress to ensure learning is embedded and to identify where additional support may be needed. Assessment in PSHE focuses on:

- Knowledge and understanding of key concepts
- Development of skills (e.g., communication, conflict resolution, decision-making)
- Ability to apply learning to real situations

The Jigsaw programme includes assessment materials and opportunities for children to reflect on their learning. Teachers use a range of strategies including:

- Observation of discussions, role plays and collaborative activities
- Review of written work, children's self-assessments and reflections
- Brief formative assessments to check understanding
- Planning scrutiny
- Learning walks
- Pupil voice
- Monitoring Jigsaw journals, which reflect weekly Jigsaw teaching

Progress in PSHE is reported to parents as part of our yearly reports to parents.

Evaluating Impact

We evaluate the impact of PSHE education by looking at:

- Children's knowledge, skills and confidence as evidenced through assessment
- Quality of relationships between children and between children and adults
- Positive behaviour and ability to resolve conflicts constructively
- Children's wellbeing and mental health indicators
- Children's confidence in seeking help and reporting concerns
- Safeguarding data and how well children identify and report concerns
- Preparedness for transition to secondary school

This evaluation informs ongoing improvement of our PSHE provision and contributes to our annual policy review.

This policy will be reviewed by Mr Cassem every year or in line with new national guidance. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map

Relationships, Health and Sex Education Curriculum Map



YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year R	Term 1	Being Me in My World <i>Caring Friendships/celebrating differences</i> I understand how it feel to belong and that we are all similar and different, I can start to recognise and manage my feelings, I enjoy working with others to make school a good place to be , I understand why it is good to be kind and use gentle hands Being Safe: I am starting to understand children's rights and this means we should all be allowed to learn and play, I am learning what being responsible means
Year R	Term 2	Celebrating Differences <i>Caring Friendships</i> I can accept that everyone is different, I can identify something I am good at and understand everyone is good at different things, I understand that being different makes us all special, I know we are different but the same in some ways, I can tell you how to be a kind friend Families and people who care about me - I can tell you why I think my home is special to me Respectful relationships -I know which words to use to stand up for myself when someone says or does something unkind
Year R	Term 3	Dreams and Goals: I understand that if I persevere I can tackle challenges, I can tell you about a time I didn't give up, I can set a goal and work towards it Caring friendships: I used kind words to encourage people
Year R	Term 4	Healthy Me, Being Safe: I understand that I need exercise to keep my body healthy, I understand how moving and rest are good for my body, I understand which foods are healthy/not so healthy, I understand how to help myself go to sleep, I can wash my hands thoroughly, I know what a stranger is and how to stay safe if a stranger approaches me

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year R	Term 5	Relationships <i>Families and people who care about me:</i> I can identify some of the jobs I do in my family and how I feel like I belong Caring Friendships: I know to make friends to stop myself from feeling lonely, I can think of ways to solve problems and stay friends, I know how to be a good friend Respectful relationships: I am starting to understand the impact of unkind words
Year R	Term 6	Changing Me, Being Safe: I can name parts of my body - eye, ear, knee, finger, foot, mouth, nose, stomach, eyebrow, arm, tongue, toe, forehead, chest, head, leg, I understand that we all grow from babies to adults
Year 1	Term 1	Being Me in my World: I feel special and safe in my class, I know that I belong to my class, I know how to make my class a safe place to learn, I recognise a range of feelings, I understand the rights and responsibilities as a member of my class, I know how it feels to be proud of an achievement, I know my views are valued and can contribute to the class Learning Charter, I can recognise the choices I make and understand the consequences, I recognise the range of feelings when I face certain consequences,
Year 1	Term 2	• Celebrating Differences: I can tell you some ways in which I am the same as my friends, I can identify similarities between people in my class, I can tell you what bullying is, I can tell you some ways I am different from my friends, I understand how being bullied might feel, I can be kind to children who are bullied, I understand these differences make us all special and unique, <i>I know how it feels to make a new friend, i know some people who I could talk to if I was feeling unhappy or being bullied.</i>
Year 1	Term 3	• Dreams and Goals: I can tell you one thing I do well, I can tell you how I learn best, I can identify how I feel when faced with a challenge, I can set simple goals, I can set a goal and work out how to achieve it, I can tackle a new challenge and understand this might stretch my learning, I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them, I can tell you how I felt when I succeeded in a new challenge and how I celebrated it,

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 1	4	Healthy Me, Being Safe: I know I am special so I keep myself safe (in terms of washing hands and understanding germs, I know that some medicines can be unsafe), I can recognise when I feel frightened and know who to ask for help, I feel good about myself when I make healthy choices, I know how to make healthy lifestyle choices, I know how to keep safe when crossing the road, and about people who can help me to stay safe, I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy
Year 1	5	Relationships, Families and people who care about me: I know how it feels to belong to a family and care about the people who are important to me Caring Friendships: I know how to make a new friend, I can identify what being a good friend means to me, I can recognise my qualities as a person and as friend, I can identify someone who is special to me and I can explain why I appreciate them Being Safe: I can recognise which forms of physical contact are acceptable and which are unacceptable to me. I know appropriate ways of physical contact to greet my friends and know which ways I prefer, I know who can help me in my school community
Year 1	Term 6	Changing Me: I understand that changes happen as grow and that is ok e.g. height, shoe size, I can tell you some things about me which have changed and some things that have stayed the same, I know some ways to cope with changes Being safe: I respect my body and understand which parts are private, I understand that my private parts belong to me and no one has the right to touch them and I understand that my private parts are special and no one has the right to make me feel sad or scared and who to speak to if they have any concerns, I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vulva, anus, I understand that every time I learn something new, I change a little bit,

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 2	Term 1	Being Me in My World: I recognise when I feel worried and know who to ask for help, I can help to make my class a safe and fair place, I can work co-operatively, I can identify some of my hopes and fears for this year, I understand the rights and responsibilities of being a member of my class and the importance of making contributions, I can listen to other people and contribute my own ideas about rewards and consequences, I understand how following the Learning Charter will help me and others learn, I can recognise the choices I make and understand the consequences
Year 2	Term 2	Celebrating Differences: I understand some ways in which boys and girls are similar and feel good about this , I am beginning to recognise some people make assumptions about boys and girls (stereotypes), I understand some ways in which boys and girls are different and accept this is ok, I can tell you how someone who is bullied feels, I can be kind to children who are bullied, I know how to stand up for myself and others, I know how to get help if I am being bullied, I understand I shouldn't judge people if they are different, I know how it feels to be a friend and have a friend, I understand these differences make us all special and unique
Year 2	Term 3	Dreams and Goals: I can tell you things I have achieved and say how that makes me feel, I can choose a realistic goal and think about how to achieve it, I am motivated to make healthy choices that help me to reach my goals, I know what I need to keep my body healthy, I can tell you how working with other people helps me learn, I can recognise who I work well with and who it is more difficult for me to work with, I can work with others in a group to solve problems, I can work well in a group to create an end-product, I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed, I can tell you when a feeling is weak and when a feeling is strong,

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 2	Term 4	• Healthy Me, I know what I need to keep my body healthy, I am motivated to make healthy lifestyle choices, I feel positive about caring for my body and keeping it healthy, I understand that some medicines can help me and how to use them safely, I have a healthy relationship with food and know which food are most nutritious for my body, I can sort foods into the correct food groups and know which foods my body needs to keep me healthy, I can make some healthy snacks and explain why they are good for my body and give me energy, I can recognise hazards in my home, including fire risks and hot things, and know how to reduce risks and keep myself safe, I can recognise risks and know how to keep safe around roads, railways, and water, and can explain why safety rules help protect me,
Year 2	Term 5	Relationships I accept that everyone's family is different and understand most people value their family, I know which types of physical contact I like and don't like and can talk about this, I can demonstrate positive problem solving techniques to solve problems with my friends, I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. I know who I can talk to about this, I understand adults in my family, school and community who I trust, I am comfortable accepting appreciation from others
Year 2	Term 6	Changing Me: I understand there are some changes that are outside of my control and can recognise how I feel about this, I am proud of becoming more independent, I can tell you what I like/don't like about being a boy/girl, I can recognise the physical differences between boys/girls, I can appreciate some parts of my body are private, I am confident saying what I like and don't like and can ask for help, I understand there are different types of touch and can tell you which ones I like and don't like.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 3	Term 1	Being Me in my World: I value myself and know how to make someone feel welcome and valued, I can recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions, I know how to make others feel valued, I can work co-operatively with a group, I can make responsible choices, I can recognise my worth and can identify positive things about myself and my achievement, I can set personal goals, I can face new challenges positively, make responsible choices and ask for help when I need it, I understand why rules are needed and how they relate to rights and responsibilities, I understand that my actions affect myself and others and I care about other people's feelings, I can make responsible choices and take action, I understand my actions affect others and try to see things from their point of view.
Year 3	Term 2	• Celebrating Differences: I appreciate my family/the people who care for me, I know how to calm myself down and can use the Solve it together technique, I know some ways of helping to make someone who is bullied feel better, I can problem solve a bullying situation with others, I try hard not to use hurtful words e.g. fat, gay. I recognise that some words are used in hurtful ways. I understand that everybody's family is different and important to them, I understand that differences and conflicts sometimes happen among family members, I know what it means to be a witness to bullying, I know that witnesses can make the situation better or worse by what they do, I can give and receive compliments and know how this feels
Year 3	Term 3	• Dreams and Goals: I respect and admire people who overcome obstacles and achieve their dreams (e.g. through disability), I can break down a goal into a number of steps, I enjoy facing new challenges. I'm working out the best ways need to achieve them, I know that I'm responsible for my own learning and can use my strengths as a learner to achieve the challenge, I can manage the feelings of frustration that may arise when obstacles occur., I can evaluate my own learning process and identify how it can be better next time.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 3	Term 4	• Healthy Me: I can set myself a fitness challenges, I know what it feels like to make a healthy choice, I can identify how I feel towards drugs, I can express how being anxious or scared feels, I can take responsibility for keeping myself and others safe, I respect my body and appreciate what it does for me, I understand how exercise affects my body and know why my heart and lungs are such important organs, I know that the amount of calories, fat and sugar I put into my body will affect my health, I know some strategies for keeping myself safe, who to go to for help and how to call emergency services,
Year 3	Term 5	• Relationships: I can describe how taking some responsibility in my family makes me feel, I know how to negotiate in conflict, I know who to ask for help if I am worried about anything online, I enjoy being a part of family and friendship group, I understand how my needs and rights are shared by children around the world and that everyone experiences difficult feelings sometimes, I can empathise with children whose lives are different to mine and know who I can talk to when I need help, I understand how people around the world help and influence my life and that media doesn't always show complete information, I can appreciate different cultures, and question stereotypes I might see in photos or information, I know and can use some strategies for keeping myself safe online, I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener
Year 3	Term 6	• Changing Me: I can express how I feel when I see baby animals, I can express how I might feel if I had a new baby in my family, I can start to recognise stereotypical ideas I might have about parenting and family roles, I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes, I can identify what I am looking forward to when I move to my next class, I can start to think about changes I will make next year and know how to go about this

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 4	Term 1	Being Me In My World: I know it feels good to be included in a group and understand how it feels to be excluded, I try to make people feel welcomed and valued, I can take on a role in a group and contribute, I understand how rewards and consequences motivate people's behaviour, I know my attitudes and actions make a difference to the class team, I understand who is in my school community, the roles they play, how I fit in and how I can contribute, I understand how democracy works, I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them, I understand how groups come together to make decisions, I understand how democracy and having a voice benefits the school community
Year 4	Term 2	• Celebrating Differences: I try to accept people for who they are, I understand that, sometimes, we make assumptions based on what people look like, I can question why I think what I do about other people, I know how it might feel to be a witness to and a target of bullying, I can problem solve a bullying situation, I like and respect the unique features of my physical appearance, I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure, I can tell you a time when my first impression of someone changed when I got to know them
Year 4	• Term 3	• Dreams and Goals: I know how it feels to have hopes and dreams, I can tell you about some of my hopes and dreams, I know how disappointment feels and identify when I have felt that way, recognising the roles people (including myself) take in groups and how these can support or challenge me, I understand that sometimes hopes and dreams do not come true and that this can hurt and recognise how resilience and support from others can help, I can respect myself and notice how coping builds my self-esteem and resilience, I know how to cope with disappointment and find ways to move forward, I know what it means to be resilient and to have a positive attitude, I know how to make a new plan and set new goals even if I have been disappointed,

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 4	Term 4	Healthy Me: I can identify the feelings I have about my friends and my different friendship groups, I am aware of how different people and groups impact on me, I can recognise negative feelings in peer pressure situations, I can identify feelings of anxiety and fear associated with peer pressure, I can tap into inner strength and know how to be assertive, I recognise how different friendship groups are formed, how I fit into them and the friends I value the most, I understand how peer influence can lead to unsafe choices, including fire risks and risky behaviour, and know how to reduce risks and ask for help, I can recognise feelings of embarrassment, pressure or wanting to fit in that might stop me making safe choices, and know how to manage these feelings to keep myself safe, I know some facts about the effects of smoking and vaping on health, and why some people might start to smoke or vape, I understand the facts about alcohol and its effects on health, particularly the liver, and some of the reasons some people drink alcohol, I know myself well enough to have a clear picture of what I believe is right and wrong
Year 4	Term 5	Relationships: I can love and be loved, I understand that boyfriend/girlfriend relationships are personal and special, and that there are no pressures to have a boyfriend/girlfriend, I know how to stand up to myself and how to negotiate and compromise, I know how friendships change over time and how to manage when I fall out with my friends, I understand feelings associated with jealousy and suggest strategies to manage this, I can identify someone I love and can express why they are special to me, I can tell you about someone I know that I no longer see,
Year 4	Term 6	Changing Me: I appreciate that I am a truly unique human being, I understand that some of my personal characteristics have come from my birth parents, I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult, I recognise that I will go through a time in my life called 'puberty', I have strategies to help me cope with the physical and emotional changes I will experience during puberty, I am confident enough to try to make changes when I think they will benefit me, I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively, I can reflect on the changes I would like to make next year and can describe how to go about this

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 5	Term 1	Being Me in My World: I know what I value most about my school, I can empathise with people in this country whose lives are different to my own, I understand that my actions affect me and others, I can face new challenges positively and know how to set personal goals., I understand my rights and responsibilities as a citizen of my country, I understand my rights and responsibilities as a citizen of my country and as a member of my school, I can make choices about my own behaviour because I understand how rewards and consequences feel, I understand how an individual's behaviour can impact on a group, I understand how democracy and having a voice benefits the school community and know how to participate in this
Year 5	Term 2	• Celebrating Differences: I am aware of my own cultures, I understand that cultural differences sometimes cause conflict, I understand what racism is, I am aware of my attitude towards people from different races, I understand how rumour spreading and name calling can be bullying behaviours, I can recognise strategies to address bullying, I can appreciate the value of happiness, I respect my own and other people's cultures, I can explain the difference between direct and indirect types of bullying, I can compare my life with people in the developing world, I can understand a different culture from my own
Year 5	• Term 3	• Dreams and Goals I can identify what I would like my life to be like when I am grown up, I understand that I will need money to help me achieve some of my dreams, I recognise that people have different attitudes towards saving and spending money, and towards risk., I recognise that there are different ways that people's spending decisions can affect others and the environment, and that things have different values, I can recognise my own strengths and qualities and understand that it's OK for my goals and identity to change as I grow, I can explore a range of different jobs and think critically about the information I see about them online, I can describe the dreams and goals of young people in a culture different to mine, I appreciate the similarities and differences in aspirations between myself and young people in a different culture, I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 5	Term 4	• Healthy Me: I can make an informed decision about whether or not I choose to smoke or vape and how to resist pressure, I know smoking affects the lungs, liver and heart, I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure, I know how to keep myself calm in emergencies - how to get help, basic first aid, I can reflect on my own body image and know how this is important to be positive and respect myself, I am motivated to keep myself healthy and happy, I know there are health risks with smoking and vaping and can tell you some of the ways that tobacco and nicotine are harmful to the body, I know some of the risks with misusing alcohol, including antisocial behaviour, and how it affects the liver and heart, I understand how the media, social media and celebrity culture promotes certain body types,
Year 5	Term 5	• Relationships: I know how keep building my own self-esteem, I recognise when an online community make me feel unsafe or uncomfortable, I can understand when an online game becomes unsafe or unhelpful, I understand how I can reduce my screen time, I can use technology safely and sensibly, I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities, I understand that belonging to an online community can have positive and negative consequences, I understand there are rights and responsibilities in an online community or social network, I can explain how to stay safe when using technology to communicate with my friends I understand I have rights about my personal data
Year 5	Term 6	• Changing Me: I know how to develop my own self-esteem, I understand that puberty is a natural process and happens to everybody, I can express how I feel about the changes that will happen to me during puberty, I can explain how a girl's body changes during puberty and understand the importance of looking after ourselves physically and emotionally, I can describe how boys' and girls' bodies change during puberty, I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent), I can identify what I am looking forward to when I move to my next class

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 6	Term 1	Being Me in my World: I feel welcome and valued and know how to make others feel the same, I understand my own wants and needs and can compare these with children in different communities, I know that there are universal rights for all children but for many these are not met, I understand my actions affect myself and others and try to empathise with others, I can recognise the importance of a class charter in my class/school I can identify my goals for this year, understand my fears and worries about the future and know how to express them, I understand that my actions affect other people locally and globally, I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities, I understand how an individual's behaviour can impact on a group
Year 6	Term 2	Celebrating Differences: I can empathise with people who are different to me, I am aware of my attitude towards people who are different, I know how it feels to be excluded or treated badly by being different in some way, I can tell you a range of strategies to manage bullying, I appreciate people for who they are, I can show empathy with people in either situation, I can give examples of people with disabilities that lead amazing lives, I understand there are different perceptions about what normal means, I understand how being different could affect someone's life, I can explain some of the ways in which one person or a group can have power over another,

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 6	• Term 3	• Dreams and Goals: I understand why it is important to stretch the boundaries of my current learning, I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of- school goal), I can set success criteria so that I will know whether I have reached my goal, I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these, I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations, I can identify problems in the world that concern me and talk to other people about them, I can empathise with people who are suffering or who are living in difficult situations, I can work with other people to help make the world a better place,I can describe some ways in which I can work with other people to help make the world a better place, I know what some people in my class like or admire about me and can accept their praise
Year 6	Term 4	• Healthy Me: I am motivated to care for my physical and emotional health, I am motivated to find ways to be happy and cope with life's situations without using drugs, I can suggest ways that someone who is being exploited can help themselves, I can suggest strategies someone could use to avoid being pressured, I know how to help myself feel emotionally healthy and recognise when I need help with this, I can use different strategies to manage stress and pressure, I know about different types of drugs and their uses and their effects on the body particularly the liver and heart, I understand that some people can be exploited and made to do things that are against the law, I know why some people join gangs and the risks this involves, I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness, I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 6	Term 5	• Relationships: I understand that people can have problems with their mental health and this is nothing to be ashamed of, I know it is important to take care of my mental health, I can help myself and others when worried about a mental health problem, I can recognise strategies to manage emotions, I can recognise ways to stand up for myself and my friends, I can resist pressure to do something online which might hurt myself or others, I understand there are different stages of grief and that there are different types of loss that cause people to grieve, I can recognise when people are trying to gain power or control, I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control, I can judge whether something online is safe and helpful to me, I can use technology positively and safely to communicate with my friends and family
Year 6	Term 6	• Changing Me: I know how to develop my own self-esteem, I understand that respect for one another is essential in a boyfriend/girlfriend relationship and that I should not feel pressured, I can express how I feel about myself image and know how to challenge negative body talk, I know how to emotionally prepare myself for changes next year, I can explain how girl's and boys' bodies changes during puberty and understand the importance of looking after myself physically and emotionally, I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born, I can recognise how I feel when I reflect on the development and birth of a baby, I am aware of the importance of a positive self-esteem and what I can do to develop it, I can express how I feel about myself image and know how to challenge negative 'body-talk'

Appendix 2: By the end of primary school pupils should know (Statutory Guidance)

PUPILS SHOULD KNOW

• Families and people who care for me Curriculum content:

- 1. That families are important for children growing up safe and happy because they can provide love, security and stability.
- 2. 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.
- 3. 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.
- 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
- 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- 6. 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

Curriculum content:

- 1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
- 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
- 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
- 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
- 6. How to manage conflict, and that resorting to violence is never right.
- 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

PUPILS SHOULD KNOW

Respectful, kind relationships

Curriculum content:

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

PUPILS SHOULD KNOW

Online safety and awareness

Curriculum content:

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

PUPILS SHOULD KNOW

Being Safe

Curriculum content:

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

Health and mental well-being teaching

PUPILS SHOULD KNOW

- General wellbeing
- Curriculum content:
 - 1. 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.
 - 2. The importance of promoting general wellbeing and physical health.
 - 3. 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.
 - 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
 - 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
 - 6. That isolation and loneliness can affect children, and the benefits of seeking support.
 - 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
 - 8. 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.
 - 9. 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).
 - 10. That it is common to experience mental health problems, and early support can help.

PUPILS SHOULD KNOW

- Wellbeing online
- Curriculum content:
 1. 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.
 2. 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.
 3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
 4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
 5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
 6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
 7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
 8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
 9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
 10. That they have rights in relation to sharing personal data, privacy and consent.
 11. Where and how to report concerns and get support with issues online.

PUPILS SHOULD KNOW

- Physical health and fitness
- Curriculum content:
 - 1. The characteristics and mental and physical benefits of an active lifestyle.
 - 2. 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.
 - 3. The risks associated with an inactive lifestyle, including obesity. 4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. 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

Curriculum content:

1. 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.

PUPILS SHOULD KNOW

Personal safety

Curriculum content:

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid

Curriculum content:

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries

Health protection and prevention

Curriculum content:

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. 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 bedroom. The impact of poor sleep on weight, mood and ability to learn.
4. 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.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. 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.

PUPILS SHOULD KNOW

Developing bodies

Curriculum content:

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. 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.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Appendix 3: This table lays out the statutory Science objectives we teach year by year at the Gateway:



Yr	Statutory Science Objectives
1	identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense <i>Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</i>
2	- observe and describe how seeds and bulbs grow into mature plants - introduce the idea of life cycles - notice that animals, including humans, have offspring which grow into adults - find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <i>They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</i> <i>The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager and adult.</i>
$\frac{3}{4}$	identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
5	- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - describe the life process of reproduction in some plants and animals. <i>Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</i> <i>They might observe changes in an animal over a period of time (for example, through our blue tit project), comparing how different animals reproduce and grow.</i> - describe the changes as humans develop to old age. <i>Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</i>
6	recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Appendix 4: This table lays out the guidance from the National Curriculum we follow when teaching PE at the Gateway and guides our Val Sabin PE scheme

PE National Curriculum Guidance 2014

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.



Appendix 5: Online Safety Taught through our Computing Scheme of Work

Over a year, each class completes 6 e-safety lessons and may complete additional ones if required. We also participate in yearly safer internet day activities

Year	Objective
1	To recognise not to make hurtful comments. To recognise something bad or wrong online. In this lesson, children will think about comments that are kind and unkind and how we should be kind when speaking in person and online. To know what information to keep private online. In this lesson, children will consider what information they must not put online and keep private. To discover that the Internet can be used to visit far-away places and learn new things. To compare how staying safe online is similar to staying safe in the real world. To explain rules for travelling safely on the Internet. Children will learn that they can visit exciting places online, but there are certain rules they need to follow in order to safe. To know the difference between information they can share and information they can keep private. To describe potential dangers of using the Internet. To recognise that everything they see on the internet is believable. In this Lesson children will learn how to protect their identities online. To recognise something online as bad or wrong. To list some dangers of using the internet. In this lesson, pupils will explore how they can communicate with real people within their school, families and communities.
2	To explain why it is important to stay safe online. Pupils understand that they should stay safe online by choosing websites that are good for them to visit and avoid sites that are not appropriate for them. To consider if information should be shared over the Internet. To know how to stay safe online Children will think about the dangers that face them when they are online and ways in which they can stay safe. To know how to respond when asked for private details online. In this lesson, the children will build on what they have learnt in the previous unit when meeting people online and how to respond if these people ask for private details from them. I know how to keep myself safe online In this session, children will discuss how people can connect with others using email and other online platforms.
3	To evaluate the usefulness of a site Pupils discuss criteria for rating information websites and apply them to an assigned site. Pupils learn that all websites are not equally good sources of information. They will discover that people's opinions about the quality and usefulness of a site will vary. How communities can be formed online. Pupils explore the concept that people can connect with one another through the Internet. They understand how the ability for people to communicate online can unite a community. I know what safe means. I can explain the difference between acceptable and unacceptable behaviour (when using technology). How everyone contributes to the online community. I know how to report unacceptable uses of technology. I can use technology in a responsible way. To increase accuracy of keyword searches. I can use technology safely. I understand why people need to be safe online. I can create advice for others on how to search effectively online.

	How to be respectful online. This lesson, pupils will explore the similarities and differences between in-person and online communications, and then learn how to write clear and respectful messages. What cyber-bullying is? How to communicate appropriately by email. In this lesson, pupils will be discussing what cyber-bullying is and how to communicate effectively by email.
4	To know what makes a good digital citizen. Pupils explore what it means to be responsible and respectful of their offline and online communities as a way to learn how to be good digital citizens. To understand what a digital footprint is. During this lesson the children will explore what a digital footprint is, they will have the opportunity to think about what their online 'digital footprint' looks like and how they can ensure that they leave a positive footprint. Understand how to stay safe on the internet. Know how to report, talk and discuss concerns or problems with the internet. I know what safe means. I understand why people need to be safe online. To understand what plagiarism is and the consequences of it. I can use technology in a respectful way. I can use technology in a responsible way. What makes a strong password. In this lesson pupils explore reasons why people use passwords, learn the benefits of using passwords and discover strategies for creating and keeping strong, secure passwords. To protect myself online. In this lesson the children will explore how they can protect themselves from online identity theft. They think critically about the information that they share online.
5	Understand the expectations of a digital citizen. The children will work together to outline common expectations in order to build a strong digital citizenship community. Each member of the class signs a 'We the Digital Citizens Pledge'. I can use technology in a responsible way. I can spot acceptable and unacceptable behaviour when using technology. I know what safe means. I understand why people need to be safe online. Show the children the presentation on the website and enter into a discussion about the right way to deal with things on the internet. How to deal with something they find offensive or inappropriate. Understand how technology allows pictures to be manipulated. See the effect of photoshop and other such programs in real life. How can photos be changed on the computer? How can that effect they way you feel about youRHSElf and other people? Able to decide if something is cyberbullying. Know how to deal with cyberbullying. Pupils explore what it means to be responsible and respectful offline and online. Understand the difference between spam and information - Know how to deal with spam.
6	To compare and contrast responsibilities to online communities. Children will explore Spiderman's motto, "with great power comes great responsibility" through the lens of digital citizenship. They will create comic strips showing a digital superhero who witnesses an act of poor digital citizenship, who then helps resolve it. To recognise what cyberbullying is and understand strategies for dealing with it. Pupils explore how it feels to be cyberbullied, how cyberbullying is similar to or different than in-person bullying, and learn strategies for handling cyberbullying when it arises. Understand how to stay safe on the internet. Know how to report, and discuss concerns or problems on the Internet. Show the children the presentation on the website and enter into a discussion about the

	right way to deal with things on the Internet, and how to deal with something they find offensive or inappropriate.
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	The part that media can play in stereotypes. Pupils explore how the media can play a powerful role in shaping our ideas about girls and boys. They practice identifying messages about gender roles in two online activity zones for children.
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	To compare relationships online and in the real world. The children will learn that the Internet is a great place to develop rewarding relationships, but they also learn not to reveal private information to a person they know only online.
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	To know what makes a secure password. The children will learn how to create secure passwords in order to protect their private information and accounts online.
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Zones of Regulation

Concept Glossary

Concept	Vocabulary	Icon	Definition	Example Sentence
1	Regulate		To adjust, manage, or control something so it works well.	When I'm hungry, I regulate by eating a snack.
1	Well-being		Feeling well, healthy, comfortable, and/or successful.	Getting enough sleep is good for my well-being .
1	Behavior		A person's actions.	Dancing is a behavior you might see when I'm happy.
2	Emotions		Feelings we have.	When I meet a new person, the emotion I feel is shy.
2	Category		A group of things or ideas that are similar.	In a library, books are grouped by category .
2	Zone (<i>The Zones of Regulation</i>)		A category used to describe our feelings on the INSIDE (including emotions and energy).	Thinking about my Zone helps me understand my feelings.
2	Blue Zone		Low level of energy and down feelings: sad, tired, sick, bored.	I feel tired in the Blue Zone .
2	Green Zone		Feeling calm energy and a sense of control: happy, calm, relaxed, focused.	I feel calm in the Green Zone .
2	Yellow Zone		Energy starts to get higher, and our feelings get stronger: frustrated, worried, silly, excited.	I feel frustrated in the Yellow Zone .

Concept	Vocabulary	Icon	Definition	Example Sentence
2	Red Zone		Extremely high energy and our biggest, strongest feelings: angry, terrified, out of control, overjoyed.	I feel angry in the Red Zone .
3	Perspective		A person's unique way of feeling, viewing, or thinking about something.	My perspective is that summer is the best season.
3	Situation		What is happening at a certain time or place.	We had a wild situation at the park when it began raining unexpectedly.
4	Body signals		The sensations inside our bodies that help us figure out how we feel.	When I'm running, a body signal I feel is a fast heartbeat.
4	Self-awareness		Understanding how you feel.	He used his self-awareness to notice that he was nervous.
5	Zones Check-in		Pausing to notice and identify how we feel.	She did a Zones Check-in to notice her feelings.
6	Trigger		An unwelcome situation that causes us to feel less regulated.	Being late is a trigger for me because it makes me feel stressed.
6	Spark		A welcome situation that causes us to feel less regulated.	Playing tag is a spark for me because it makes me feel excited.
7	Regulation Tool		A strategy, or something we do, to manage our Zones.	Taking a walk is a regulation tool because it helps me calm down.
7	Zones Toolbox		A collection of regulation tools for each Zone.	When I'm sad, I use my Zones Toolbox to pick a tool to feel better.

Concept	Vocabulary	Icon	Definition	Example Sentence
8	Reflect		To carefully think about something.	I will reflect on how I feel after using a regulation tool.
9	Impulse		A sudden urge to do something.	My impulse is to run away when I see a bee.
9	Options (Opt)		Choices we have in a situation.	I need to choose a lunch option , pizza or grilled cheese.
9	Goal		Something we work toward to accomplish or achieve.	My goal is to get this assignment done before bedtime.
10	Zones Pathway		Five steps we can follow to help us regulate.	I can use the Zones Pathway to regulate my feelings.
10	Outcome		The result of something.	I was upset about the outcome of the game because my team lost.