

Himbleton CE Primary School and Nursery



Nurture, Nature, Knowledge:

Enabling inquisitive thinkers and inspired learners with kind hearts.

"Faith, Hope, Love...the greatest of these is Love." (Corinthians 13:13)

"So in everything, do unto others what you would have them do to you." (Matthew 7:12)

"Wise men and women are always learning, always listening for fresh insights." (Proverbs 18:15)

Relationships (Sex) and Health Education Policy (RSHE) 2026 – 2027

September 2026

Curriculum Intent

At Himbleton CE Primary School and Nursery our intent is to provide a curriculum which is accessible to all and which provides breadth, depth and coherence to pupils' learning. We have high expectations of all of our pupils and are committed to providing a curriculum offer that enables every child to achieve and flourish, in line with our Christian vision and values. We aim to foster a life-long love of learning, to nurture the curiosity of our children and believe it is our role to promote the development of the whole child so that they become confident, happy and articulate learners who are prepared for the wider world. This enables our children to develop progressively, practise, revisit and apply skills and knowledge sequentially so that learning becomes embedded across all areas of the curriculum and therefore long-term retention is secured.

We have adopted a broadly thematic enquiry-based approach to curriculum design, with History and Geography as the primary drivers, as we believe this best suits the needs of the pupils in our school. A key aim is to enable effective learning by creating linked opportunities across the curriculum, thus providing a meaningful, purposeful context which engages and inspires learners. Our curriculum design therefore reflects this.

Subject Intent



Himbleton CE Primary School and Nursery consider that 'Relationships (Sex) and Health Education (RSHE)' is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum and is linked to that for science. We aim to offer pupils a carefully planned programme on human development, relationships, age-appropriate sex education and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity. This policy has been developed to reflect the statutory expectations for Relationships Education (Sex) and Health Education in primary schools. All content is delivered in an age-appropriate, safeguarding-led and non-graphic manner, in line with pupils' developmental stages and the Department for Education statutory guidance (updated December 2025).

*Please note: Towards the end of the summer term (2025), the Department for Education (DfE) published the **updated statutory guidance for Relationships, Sex and Health Education (RSHE)**. This guidance will replace the current 2019 guidance, but schools will have until September 2026 to adapt their curriculum and policies to reflect these updated requirements.

Our Aims

By adhering to the Government and PSHE Association guidance, our Relationships, Sex and Health Education curriculum at Himbleton aims to prepare our children for their future by:

- To have the confidence and self-esteem to value themselves and others.
- To understand about the range of relationships, including the importance of family for the care and support of children.
- To develop confidence in talking, listening and thinking about feelings and relationships.
- To be able to name parts of the body and describe how their bodies work.
- To be prepared for puberty.
- To teach pupils to understand what constitutes a safe and healthy lifestyle.
- To understand the consequences of their actions and behave responsibly within relationships.
- To understand, acknowledge and appreciate difference and diversity.
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support.
- To help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online.
- To understand the role the media plays in forming attitudes.
- To provide pupils with a toolkit for understanding and managing their emotions.
- To help pupils understand what healthy, kind and respectful relationships look like, and to encourage attitudes and behaviours that promote care, fairness and respect towards others.
- To support pupils in valuing equality and respect in all relationships, by helping them recognise and challenge unfair stereotypes and by promoting positive attitudes towards themselves and other.
- To help pupils stay safe in the digital world, by teaching them how to recognise unreliable or misleading information, unsafe online behaviours and harmful content, and by ensuring they know what to do and who to tell if they see or experience something that worries them.
- To build pupils' emotional resilience and wellbeing, by helping them understand and manage feelings linked to change, loss or loneliness, and by teaching them how and when to seek help and support.

Our Objectives

As part of RSHE, pupils will be taught about the nature and importance of family life and strong, mutually supportive relationships.

- We try to ensure that no stigma is placed on children based on their home circumstances.
- We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others.
- We hope to prevent and remove prejudice. RSHE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents/carers and our local community.

Our pupils will be taught 'Relationships (Sex) and Health Education' using 'HeartSmart' and the 'Christopher Winters Project' (updated for 2026) will be used to support with the teaching of Sex Education. (See Appendix 1).

Statutory Requirements & Legal Framework

At Himbleton, we must provide Relationships Education to all pupils under 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. This would include the elements of sex education contained in the science curriculum.

In teaching RSHE, we are required to have regard to the Department for Education statutory guidance 'Relationships Education, Relationships and Sex Education (RSHE) and Health Education' (updated December 2025), as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- Keeping Children Safe in Education (KCSIE)
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education (2020)
- DfE - 'Relationships Education, Relationships and Sex Education (RSHE) and Health Education' (updated December 2025)
- Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

Statutory in primary schools:

- Relationships Education
- Health Education
- Science curriculum content relating to human development

Non-statutory:

Sex Education beyond the science curriculum (delivered only with parental consultation)

This policy operates in conjunction with the following school policies:

- Curriculum Policy
- Equal opportunities Policy
- Emotional Health and Wellbeing Policy
- Computing Policy
- PE policy

- SEND Policy
- Anti-bullying Policy
- Behaviour Policy
- E-safety Policy
- Child Protection and Safeguarding Policy

Admission to Himbleton CE Primary School and Nursery for all pupils complies with the Equality Act 2010, and school facilities comply with the Disability Act 2001 (accessibility). This policy should be read in conjunction with the Inclusion Policy and 'School Offer'; both are published on the school website, and the 'Local Offer' which is also accessible through the Worcestershire Local Authority website or by clicking on the following link: <https://www.worcestershire.gov.uk/sendlocaloffer>

Roles and Responsibilities

The Headteacher:

- Ensures RSHE is taught consistently and safely
- Manages parental withdrawal requests

The RSHE/PSHE subject leader:

- Oversees curriculum mapping and planning
- Ensures alignment with statutory guidance
- Provides staff training
- Monitors impact

The Class Teacher:

- Delivers a high-quality and age-appropriate RSHE/PSHE curriculum in line with statutory requirements. Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Delivers RSHE in a sensitive way.
- Models positive attitudes to relationships (sex) and health education (RSHE).
- Acts in accordance with planning, monitoring and assessment requirements for the subject. Liaises with the SENCO to identify and respond to individual needs of pupils with SEND.
- Works with the RSHE/PSHE subject leader to evaluate the quality of provision.
- Responds appropriately to pupils whose parents wish them to be withdrawn from the non statutory / non-science components of RSHE.
- Reports any concerns that arise to the headteacher.

The SENCO:

- Advises teaching staff how best to identify and support pupils' individual needs.
- Advises staff on the use of TAs in order to meet pupils' individual needs.

The Governing Body:

- Ensures RSHE meets statutory requirements
- Reviews and approves the policy

Early Years' Provision

The EYFS is organised differently to the National Curriculum that is used for children in Year 1 to Year 6: it is organised across seven areas of the learning rather than subject areas.

The table below identifies the statements taken from 2020 Development Matters which are prerequisite skills for PSHE within the National Curriculum.

The most relevant statements for PSHE are taken from the following areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Understanding the World

PSHE forms a huge part of our early years' curriculum at Himbleton and is fundamental to development in all areas of the EYFS curriculum. It feeds into all areas of learning on a daily basis and our Nursery and Reception also take part in weekly focussed HeartSmart sessions.

Curriculum Content

At Himbleton, The PSHE Association's Programme of Study is used in collaboration with the HeartSmart Programme. This provides pupils with sequenced RSHE (Relationships, Sex and Health Education) as well as non-statutory content, by key stage, and offer an effective and coherent PSHE programme tailored to our school.

The Education Act 2002 requires all schools to teach a curriculum that is "broadly based, balanced and meets the needs of children". Schools must also "promote the spiritual, moral, cultural, mental and physical development of children at the school and of society, and prepare children at the school for the opportunities, responsibilities and experiences of later life" while having a duty to keep children safe. In addition to this, there are aspects of it we are required to teach:

- "Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development." – 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (for introduction 1 September 2026) – 2025'
- We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance.
- We must teach health education under the same statutory guidance.

Relationships education: content to be covered by the end of primary school

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.
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.
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.
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.
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Primary health and wellbeing: content to be covered by the end of primary school

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.
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.
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.
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 check-ups 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.
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.
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.

Cross-Curricular Links

Wherever possible, the PSHE curriculum will provide opportunities to establish links with other curriculum areas:

Science

Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.

ICT and Computing

Pupils learn about online safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.

PE

Pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.

British Values

Pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.

Teaching and Learning, Including Delivery of the Curriculum

For the purpose of this policy, 'relationships education' is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality in Year 6.

'Health education' is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school's PSHE curriculum.

The scheme of work for RHE at Himbleton maps out a grid of lessons/units for each year group which progresses and returns to themes as children move through the school. Our planned curriculum is carefully sequenced and meets the DfE RHE expectation.

RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

Where appropriate we will link the teaching of RHE to other subject areas e.g. Science, P.E., R.E. and Computing.

Since RHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Delivery of Relationships and Health Education (RHE)

RHE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RHE are taught within the Science curriculum, and other aspects are included in Religious Education (R.E.). The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations Relationships and Health Education focus on teaching the fundamental building blocks and characteristics of positive relationships and healthy lifestyles including:

Relationships Education	Health Education
Families and people who care for me	General wellbeing
Caring friendships	Wellbeing online
Respectful, kind relationships	Physical health and fitness
Online safety and awareness	Healthy eating
Being Safe	Drugs, alcohol, tobacco and vaping
	Heath protection and prevention
	Personal safety
	Basic first aid
	Developing bodies

Personal safety education includes helping pupils learn how to recognise and reduce risks around roads, railways and level crossings, water environments (including the Water Safety Code), and when they are in public places.

Online safety teaching focuses on helping pupils understand how to stay safe online by recognising unsafe or worrying content, understanding that information and images can sometimes be altered or misleading, and knowing what to do and who to tell if they encounter anything that makes them feel uncomfortable or unsure. This learning is taught in a safeguarding-led, age-appropriate and non-graphic way, in line with the updated statutory RSHE guidance for primary schools.

In Year 5 we place a particular emphasis on RHE, as many children start to experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single sex question sessions.

Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach these with due regard for the emotional development of the children. These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example looked after children or young carers).

HeartSmart Programme

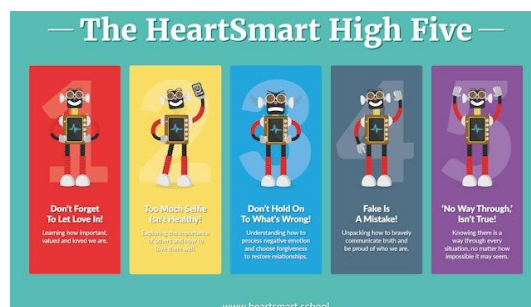
Our school is committed to providing high-quality RSHE education that supports pupils' wellbeing, personal development, and safeguarding. RSHE is taught as part of our whole school approach to PSHE education and is fully aligned with statutory requirements (DfE 2020; updated 2025/26). We use the HeartSmart curriculum as our core programme because it promotes emotional literacy, resilience, healthy relationships, and positive decision-making.

We have adopted HeartSmart as a whole school approach and the teaching and learning within this programme actively delivers all that is needed in a RSHE curriculum. In addition, this programme uses 5 Principles to embed our Christian Values and empowers children to make good choices. The combination of taught lessons, whole school and class worship, plus reflection times will be delivered to embed our RHE curriculum. This approach links directly to our Behaviour and Personal Development policy and practice.

Using HeartSmart to link to the Programme of Study and the associated PSHE education planning toolkits enables teachers to not only meet, but exceed, the new requirements set out in the statutory guidance. Furthermore, HeartSmart compliments our teaching and learning as a Church of England school by including Bible verses, Prayers, Collective Worship and Reflection aspects which covers strands 2-6 of the SIAMS evaluation schedule.

HeartSmart is a creative approach that we can use to build character, emotional health and resilience in children. Equipping children with foundational principles and skills that will improve their mental health and relationships and academic achievement. We recognise the value of educating the heart alongside educating the mind.

The Five Principles



1. **Don't forget to let love in** - Belonging, safety and kind internal dialogue
2. **Too much selfie isn't healthy** - Kindness, empathy, inclusion, digital wellbeing, generosity and gratitude
3. **Don't rub it in, rub it out** - Forgiveness, emotional regulation, reconciliation and peace-making
4. **Fake is a mistake** - Honesty, integrity, authenticity and courage to be real
5. **No way through isn't true** - Perseverance, courage, resilience, grit and growth mindset

Through the teaching of the HeartSmart principles as a whole school approach, children learn how to make good decisions and everyone is taught to value themselves, show love and care to others, to forgive and to be honest.

The HeartSmart High Five will become a language of culture when used consistently through our Teaching and Learning and through our approach to Behaviour and Personal Development.

The HeartSmart resource uses Overview Grids to ensure that each of the Five Principles is taught throughout each year group, providing progression and consolidation of knowledge, skills and vocabulary. Each lesson is cross referenced to SIAMS strands 2-5.

Important Overview Documents can be found through the following link, including the [UK - RHE & HeartSmart Overview 2026](#) (See Appendix 2).

[Important Overview Documents - HeartSmart TV](#)

Every child will receive HeartSmart lessons weekly. They begin their HeartSmart journey by meeting Boris the robot. Made from bits and bobs of recycled rubbish he plays an important role in HeartSmart. Children

will follow his story of learning not to listen to the Scrapman's voice (who says that he belongs on the scrapheap) through reading and referring to the book, Boris the Robot.

The lessons cover each of the 5 Principles in turn and contain a range of learning activities, discussions, film clips and reflections to deliver the key messages of HeartSmart. HeartSmart at Home HeartSmart can continue at home with the resource providing activities for families to do together, reinforcing the 5 Principles. These include games to play, arts and craft activities, daily video clips to watch and challenges to undertake. HeartSmart family resources can be found via the link on the school website.

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

Relationships and Sex Education (RSE)

Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.

The Christopher Winter Project

At Himbleton, we strongly believe in the importance of providing a broad and balanced curriculum for our children so that all children can flourish educationally, but also socially and emotionally. For this reason, we believe in the importance of teaching a comprehensive RSE (relationships and sex education) curriculum which gives our children the knowledge and skills necessary to keep themselves safe and healthy in life and in their relationships.

Our children take part in RSE lessons from EYFS to Year 6.

We follow the RSE scheme as defined by the Christopher Winter Project 2026 resource. This programme reflects the recent developments in RSE and the PSHCE and Science National Curriculum and has been quality assured by the PSHE Association.

The Christopher Winter RSE Project

The Christopher Winter Project: Teaching RSE with Confidence in Primary Schools is a comprehensive and inclusive resource for teachers and other professionals working in a primary school setting. The resource supports schools to meet the 2025 statutory guidance for Relationships, Sex and Health Education. It covers the outcomes from the statutory Relationships Education guidance, key aspects of Health Education and the statutory and recommended elements of Sex Education.

At Himbleton, we understand that different families have different opinions about when it is appropriate to cover various topics related to RSE with their children. We have considered this, looked at research and taken advice from safeguarding specialists, and have therefore decided that this resource is appropriate for our children.

Within this resource there is an increased focus on safeguarding/keeping children safe. The resource also encourages children to develop the skills of listening, empathy, talking about feelings and relationships with families and friends. (See Appendix 1).

TEACHING RSE WITH CONFIDENCE IN PRIMARY SCHOOLS - CURRICULUM OVERVIEW



Reception: My body, my relationships

- Lesson 1:** Caring Friendships
- Lesson 2:** Being Kind
- Lesson 3:** Different Families
- Lesson 4:** My Body My Choices

Year 1: Growing up, staying safe

- Lesson 1:** Different Friends
- Lesson 2:** Growing and Changing
- Lesson 3:** Body Safety (Online and Off)
- Lesson 4:** Families and Care

Year 2: Differences

- Lesson 1:** Gender Stereotypes
- Lesson 2:** Male and Female
- Lesson 3:** Naming Body Parts
- Lesson 4:** My Body Belongs to Me

Year 3: Valuing difference and keeping safe

- Lesson 1:** Body Differences
- Lesson 2:** Personal Space and Consent
- Lesson 3:** Families and People who Help Us
- Lesson 4:** Staying Safe and Getting Help Online

Year 4: Growing up with Respect

- Lesson 1:** Changes
- Lesson 2:** What is Puberty
- Lesson 3:** Healthy Friendships
- Lesson 4:** Valuing Difference

Year 5: Puberty and personal boundaries

- Lesson 1:** Talking about Puberty
- Lesson 2:** The Reproductive System
- Lesson 3:** Puberty Help and Support
- Lesson 4:** Respect Boundaries and Being an Upstander

Year 6: Puberty, relationships and reproduction

- Lesson 1:** Puberty and Reproduction
- Lesson 2:** Communication and Consent in Relationships
- Lesson 3:** Families, Conception and Pregnancy
- Lesson 4:** Communication and Respect in Relationships and Online

The RSE programme is delivered during the academic year, and we communicate with parents before the start date to fully inform how the scheme will be delivered.

Parents and Carers' Right to Withdraw

Staff at Himbleton will consult parents about the content of anything that will be taught within sex education. This process includes offering parents/carers support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education.

Parents and carers do not have the right to withdraw their children from Relationships and Health Education. However, they do have the right to withdraw their children from the non-statutory/non science components of sex education within RHE. Requests for withdrawal should be put in writing and addressed to the Headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

Language

Children should be introduced, at appropriate stages, to the correct terminology in their programme of sex education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

Pupils' Questions

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different backgrounds, beliefs and views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context. Questions which teachers feel uncertain about answering should be discussed with the headteacher and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' and carers' wishes before questions are answered.

Visiting Speakers

Any visiting speakers to the school, such as the school nurse, should be familiar with the Relationships and Health Education Policy. All sessions run by a visiting speaker should also be attended by a teacher familiar with the policy. We will make sure that any agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality. We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use are:
 - Age-appropriate and in line with pupils' developmental stage
 - Comply with this policy, The Teachers' Standards, The Equality Act 2010, The Human Rights Act 1998 and The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses.
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum.

- Review any case-study materials and look for feedback from other people the agency has worked with.
- Be clear on what they are going to say and their position on the issues to be discussed. • Ask to see in advance any materials that the agency may use.
- Know the named individuals who will be there and follow our usual safeguarding procedures for these people.
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers.
- Check the agency's protocol for taking pictures or using any personal data they might get from a session.
- Remind teachers that they can say "no" or, in extreme cases, stop a session.
- Make sure that the teacher is in the room during any sessions with external speakers.
- Inform all external organisations that the school is legally obliged to share all content with parents and carers.
- Share all external materials with parents and carers.

We will not, under any circumstances:

- Work with external agencies that take or promote extreme political positions.
- Use materials produced by such agencies, even if the material itself is not extreme.
- Work with agencies who don't allow their material to be shared with parents and carers.

Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in RHE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

Equal Opportunities

RSHE teaching will ensure quality of access for all pupils, regardless of disability, gender reassignment, race, religion or belief, sex or sexual orientation, so giving equal opportunities and avoiding discrimination.

Training

To ensure that Relationships (Sex) and Health Education is delivered safely and effectively at Himbleton, all staff involved in teaching RSHE will receive regular, phase-appropriate training. This will include RSHE-specific CPD focused on: establishing safe classroom environments; responding to sensitive or unexpected questions; teaching about respectful relationships and challenging stereotypes; supporting pupils' mental wellbeing, including understanding feelings related to change, loss and loneliness; and delivering the strengthened online-safety expectations in the updated statutory guidance, such as helping pupils recognise unsafe online behaviours, misleading or manipulated content, and knowing what to do if they encounter something that makes them uncomfortable or worried.

Training will also ensure staff understand the new emphasis on personal safety, including recognising risks around roads, railways, water and public spaces. Staff will be supported to develop confidence, access high-quality resources, and apply professional judgement in adapting teaching to the developmental stage and needs of primary pupils, as required by the updated DfE RSHE statutory guidance.

The Headteacher may also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSHE.

Assessment

Assessment throughout the school for PSHE include:

- Planning and learning which builds on children's prior knowledge and shows progression in PSHE learning.
- Implementing assessment-based planning so that lessons consistently meet children's needs.
- Using self and peer assessment to involve children in understanding their own learning and next steps
- Children's progress will be monitored against the objectives for their year group termly and a decision will be made as to whether the child has achieved this in full (meeting ARE), working below ARE (WT) or working above ARE (GDS).
- Attainment and progress in PSHE in the Early Years Foundation stage is measured against 'The Development Matters' and is monitored throughout the year.
- The overall assessment level is reported to parents in a written report at the end of the academic year. Parents also receive written comments on how their child is progressing in relation to their personal and social development. At Parents' Evenings, parents are given verbal feedback in relation to these two areas of development.

Monitoring and Evaluation

The delivery of RSHE is monitored by the RSHE/PSHE Lead and/or Headteacher through:

- learning walks and/or lesson observations
- looking at class journals/floor books
- talking to children about their learning

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

This policy and scheme of work will be regularly reviewed and any feedback from teachers, parents and carers and pupils will be considered.

Monitoring and Review of Policy

- This policy will be reviewed annually by the subject leader.

- Any changes made to this policy will be communicated to all members of staff.
- All members of staff directly involved with the teaching of RSHE are required to familiarise themselves with this policy.
- A named member of the governing body is briefed to oversee the teaching of RSHE/PSHE and meets regularly with the subject leader to review progress.

The scheduled review date for this policy is September 2027.

Appendix 1

RECEPTION: SCHEME OF WORK - MY BODY, MY RELATIONSHIPS

Teach
SRE

Key Vocabulary: happy, sad, shy, angry, worried, proud, uncomfortable, friend, kind, help, share, sorry, welcome, family, grown-up, body, hug, touch, ask, yes, no, no thank you

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
Lesson 1 Caring Friendships	Learning Intention To explore how friendships can help us feel happy and how we can welcome others. Learning Outcomes I can say how friends make us feel. I can show a kind way to welcome someone. I can spot when someone might feel left out.	Reception lesson 1 social story Elephant glove puppet or toy Pictures of children at school	PSED and Communication and Language ELGs (see full mapping document) Relationships education Caring friendships (CF1, CF2, CF3) Respectful, Kind relationships (RR1, RR6)
Lesson 2 Being kind	Learning Intention To explore what happens when friends fall out and how we can make things better. Learning Outcomes I can say why friends sometimes get upset with each other. I can show kind ways to make up after an argument. I know that hurting someone is never okay.	Reception lesson 2 social story Elephant glove puppet or toy Picture of a crown and art materials to make crowns, i.e. paper or play-doh	PSED and Communication and Language ELGs (see full mapping document) Relationships education Caring friendships (CF5, CF6) Respectful, Kind relationships (RR1, RR3, RR6) Being Safe (BS1)
Lesson 3 Different families	Learning Intention To recognise that families can look different and that families help and care for each other. Learning Outcomes I can spot ways families can be different. I can name people who are part of a family. I can say one way families help each other.	Reception lesson 3 Social Story Elephant glove puppet or toy Families pictures Paper and drawing materials	PSED and Communication and Language ELGs (see full mapping document) Relationships education Families and people who care for me (F2, F3)
Lesson 4 My Body, My Choices	Learning Intention To understand that everyone likes different kinds of touch and that we can say what feels okay or not okay for our body. Learning Outcomes I can say when I like something and when I don't. I can show a kind way to say "no thank you". I know that some people like hugs and some people don't.	Reception lesson 4 social story Ezra the Elephant puppet or toy A second puppet or soft toy 'Huggy the Bear' (e.g., a very cuddly character)	PSED and Communication and Language ELGs (see full mapping document) Relationships education Respectful, Kind relationships (RR2, RR3, RR4, RR7) Being Safe (BS1, BS3)

YEAR 1: SCHEME OF WORK - GROWING UP, STAYING SAFE

Teach
SRE

Key Vocabulary: friend, kind, different, lonely, private parts, body, penis, vulva, grown-up, baby, toddler, child, teenager, adult, elder, help, safe, proud, family, talk, screen, camera, online, trust, feelings, scared, happy, cross, calm, excited, unsure

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
Lesson 1 Different Friends	Learning Intention To learn how to be a kind and welcoming friend, even when people are different to us. Learning Outcomes I know that friends can be different from me. I can say one way to be kind to a new friend.	Talking object Yr 1 – Lesson 1 – Story card Story bag containing an elephant puppet (or the elephant picture) and a school jumper or shirt if the school has one. Paper and coloured pencils	Relationships education Caring friendships (CF 2, 3) Respectful, Kind relationships (RR5)
Lesson 2 Growing and Changing	Learning Intention To understand how we grow and change. To learn the correct names for private parts of the body. Learning Outcomes I can name something I can do now that I couldn't do as a baby. I know the right names for the private parts. I know that some parts of my body are private.	Talking object Year 1 - Lesson 2 – Social Story Story bag containing one of the Drawings of Newborn Babies (you can use either), soap, flannel, school jumper Drawings of newborn babies Lifecycle picture cards Lifecycle whiteboard summary	Relationships Education Being safe (BS2, BS3) Health Education Developing bodies (DB3) Science Curriculum (S1)
Lesson 3 Body Safety (Online and Off)	Learning Intention To understand that our private body parts are private, even when we are using screens or video calls. Learning Outcomes I know what private means. I know that no one should ask to look at or touch my private parts. I know I can speak to a trusted adult if I feel unsure or unsafe.	Talking object Drawings of babies Year 1 – Lesson 3 – Social Story A jumper (to represent Jai), a pair of trousers and a smartphone or tablet Drawing materials	Relationships education Respectful, Kind relationships (RR2) Online safety and awareness (OS1) Being safe (BS2, 3, 6, 7)
Lesson 4 Families & Care	Learning Intention To know that families can be different To identify adults we can talk to when something doesn't feel right. Learning Outcomes I know that families can look different. I know it's okay to talk to someone if something makes me feel worried or upset. I can name a safe adult I could talk to.	Talking object Year 1 Lesson 4 Social Story Story bag - containing ball and school jumper Families pictures	Relationships education Families and people who care for me (F2, F3, F4, F6) Respectful, Kind Relationships (RR11) Being safe (BS1, BS6, BS7)

YEAR 2: SCHEME OF WORK - DIFFERENCES

Teach
SRE

Key Vocabulary: boy, girl, same, different, fair, unfair, stereotype, male, female, animal, baby, body, body parts, private, genitals, penis, vulva, scrotum, nipples, touch, boundaries, consent, ask, stop, safe, trust, help

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
Lesson 1 Gender stereotypes	Learning Intention To explore and challenge gender stereotypes Learning Outcomes I can explain that boys and girls can like the same things. I can give an example of something people think only boys or girls like - and say why that's not always true. I can notice when someone is treated unfairly for liking something.	2 large PE hoops Boy/Girl/Everyone labels Bag of objects and clothing to explore gender stereotypes (e.g. hairbrush, something pink/blue, ball, trainers, trousers, kilt) or Pictures of objects and clothing Fair or Unfair sorting cards	Relationships education Respectful Kind Relationships (RR5, RR10)
Lesson 2 Male and Female	Learning Intention To explore how male and female animals and humans are biologically different and to understand how this is part of the lifecycle Learning Outcomes I can spot some body differences between male and female animals. I can explain how we usually tell if a baby is male or female. I know that a baby is made by a male and a female	Talking object Pictures of male and female animals Clothed Babies picture cards Drawings of newborn babies	Health Education Developing bodies (DB1) Science curriculum (S2)
Lesson 3 Naming Body parts	Learning Intention To focus on sexual difference and name body parts Learning Outcomes I can name the private parts using scientific words. I can describe how male and female bodies are different. I understand that most body parts are the same for everyone.	2 large PE Hoops Hoop labels Body Parts picture cards Body Parts worksheet	Relationships education Being safe (BS2) Health education Developing bodies (DB3) Science Curriculum (S1)
Lesson 4 My body belongs to me	Learning Intention To understand body privacy, personal boundaries, and the importance of consent. Learning Outcomes I know my body belongs to me. I can notice when someone doesn't want to be touched. I can ask for help if something feels wrong.	Talking object Social Story – Tonia and the tickles What are the clues? Pictures	Relationships education Being safe (BS1, BS2, BS3) Respectful relationships (RR1, RR2, RR7, RR11)

YEAR 3: SCHEME OF WORK - VALUING DIFFERENCE AND KEEPING SAFE

Teach
SRE

Key Vocabulary: unique, body, private, male, female, penis, scrotum, vulva, vagina, uterus, consent, personal space, boundaries, uncomfortable, safe, unsafe, secret, trusted adult, help, respect, online, message, photo, camera

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
Lesson 1 Body Differences	Learning Intention To understand that all bodies are unique and to know some of the differences between male and female bodies. Learning Outcomes I can talk about how people's bodies are similar and different I can name the private parts of the body using scientific words I know it's never okay to make fun of someone's body	It's OK to be different, Todd Parr Slides: male and female bodies Body difference matching cards	Relationships education Respectful relationships (RR5, RR8, RR9) Health Education General wellbeing (GW7) Developing bodies (DB3) Science curriculum (S1)
Lesson 2 Personal Space and Consent	Learning Intention To understand personal space, body boundaries and what to do if someone makes us feel uncomfortable Learning Outcomes I can say what personal space means and why it matters I know it's okay to say "No" to touch that I don't like I know how to get help if something makes me feel unsafe	Unwanted touch scenarios PANTS cards	Relationships education Families and people who care for me (F6) Being safe (BS1, BS3, BS4, BS5, BS6, BS7) Respectful relationships (RR2, RR3, RR7, RR11)
Lesson 3 Families and People Who Help Us	Learning Intention To understand that families can be different and to know who I can talk to if I feel upset, worried or unsafe Learning Outcomes I can name some different kinds of families I can talk about how family members help and care for each other I can name at least two people I could talk to if I needed help	Families pictures Who can I talk to? worksheet The Family Book, Todd Parr	Relationships education Families and people who care for me (F1, F2, F3, F4, F6) Respectful, Kind Relationships (RR11) Being safe (BS4, BS6, BS7)
Lesson 4 Staying Safe and Getting Help – Online	Learning Intention To understand how to stay safe online and what to do if someone makes us feel uncomfortable or unsafe in a message, photo or video Learning Outcomes I can explain why my body is private online as well as offline I know what to do if someone sends or asks for something that makes me feel worried or confused I can name a trusted adult I could talk to if something online didn't feel right	Advice Scenarios Advice Scenarios Teacher Guide Pictures of staff and the school safeguarding team	Relationships education Online safety and awareness (OS1, 2, 3, 4, 5, 6) Being safe (BS1, 2, 3, 4, 5, 6) Health Education Wellbeing Online (WO1, 4, 5, 8, 10, 11)

YEAR 4: SCHEME OF WORK - GROWING UP WITH RESPECT

Teach
SRE

Key Vocabulary: puberty, private parts, lifecycle, emotions, reproduction, periods, sperm, penis, vulva, vagina, testicles, scrotum, uterus, nipples, breasts, armpits, pubic hair, mood swings, wet dreams, respect, fairness, feelings, friendship, kind, honest, boundaries, personal space, stereotype, difference, unique, upstander, trust, support, identity, confident

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
Lesson 1 Changes	Learning Intention To understand that puberty is an important stage in the human lifecycle Learning Outcomes I can name stages in the human lifecycle. I can describe some physical changes that happen during puberty. I can use agreed words to name male and female body parts.	Whiteboard slides – Lifecycle Whiteboard slides – Bingo images Whiteboard slides – Lifecycle quiz Body Part Bingo cards Body Changes pictures Lifecycle Quiz answers	Health Education Developing bodies (DB1, 3) Science curriculum (S1, S4)
Lesson 2 What is puberty?	Learning Intention To learn about the emotional and physical changes of puberty, including how the body prepares for reproduction. Learning Outcomes I can describe some physical and emotional changes that happen during puberty. I can explain that these changes help the body get ready for having a baby in the future (if someone chooses to). I know that puberty starts at different times for different people.	Puberty Card Sort Puberty Card Sort whiteboard summary Body Changes worksheet	Health Education Developing bodies (DB1, 2, 3) Science curriculum (S1, S4)
Lesson 3 Healthy Friendships	Learning Intention To explore healthy and unhealthy friendships and how to balance our own needs with the needs of others. Learning Outcomes I can describe what makes a friendship feel respectful and fair. I can explain how to be kind while still speaking up about my own feelings.	Healthy Friendships cards Freeze frame scenario cards Relationship pictures	Relationships education Caring friendships (CF1, 2, 4, 5, 6, 7) Respectful, Kind relationships (RR3, 4, 5, 6)
Lesson 4 Valuing Difference	Learning Intention To explore what makes people unique and how to show respect for those who are different from us. Learning Outcomes I can describe what makes me unique I can explain what a stereotype is and why it can be unfair. I can think of kind ways to respond when someone is treated unfairly.	Circle talk object Sorting labels and statements Stereotype scenario cards	Relationships education Families and people who care for me (F3) Caring friendships (CF1, 2, 4, 5, 6, 7) Respectful, Kind relationships (RR5, 8, 10) Health Education General wellbeing (GW4, 7)

YEAR 5: SCHEME OF WORK - PUBERTY AND PERSONAL BOUNDARIES

Teach
SRE

Key Vocabulary: puberty, physical changes, menstruation, periods, menstrual products, sperm, egg, semen, erection, pubic hair, sweat, breasts, spots, emotional changes, wet dreams, vagina, vulva, uterus, ovaries, testicles, penis, ejaculation, foreskin, hormones, boundaries, personal space, consent, assertive, kindness, empathy, upstander, fairness, inclusion, self-esteem, identity, stereotypes, peer pressure, support, trusted adult

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
Lesson 1 Talking about puberty	Learning Intention To learn about the main physical and emotional changes during puberty. Learning Outcomes I can describe the main physical and emotional changes that happen during puberty I can ask questions about puberty with confidence and respect	Puberty Changes Teacher Guide Puberty Changes worksheet Reproductive System slides Pupil Questions template	Health Education Developing bodies (DB 1, 2, 3) Science curriculum (S1, 2, 3, 4)
Lesson 2 The Reproductive System	Learning Intention To understand the changes to the reproductive system in puberty. Learning Outcomes I can explain how puberty affects the reproductive organs I can describe what happens during menstruation and sperm production I can talk about how these changes might make people feel.	Reproductive System slides Puberty Changes Teacher Guide Menstrual Cycle animation Male Changes PowerPoint Puberty Card Game Puberty Card Game answer sheet Puberty Card Game whiteboard summary Selection of menstrual products	Health Education Developing bodies (DB 1, 2, 3) Science curriculum (S1, 2, 3, 4)
Lesson 3 Puberty Help and Support	Learning Intention To learn how to care for our bodies and feelings during puberty, and where to find support. Learning Outcomes I can explain how to stay clean and healthy during puberty. I can describe how puberty might affect emotions and friendships. I can name safe places or people I can go to for advice and support.	Kim's Game items Kim's Game Teacher Guide Year 5 Puberty Problem Page Year 5 Problem Page Teacher Guide	Health Education Developing bodies (DB 1, 2, 3) Science curriculum (S1, 2, 3, 4)
Lesson 4 Respect, Boundaries and Being an Upstander	Learning Intention To understand how respecting ourselves and others helps us to set healthy boundaries and build positive relationships. Learning Outcomes I can show what it looks like to be assertive but kind. I can explain how to set and respect boundaries. I can give one example of how to be an upstander.	Upstander Scenarios	Relationships education Caring friendships (CF 2, 6) Respectful and kind relationships (RR 2, 4, 5, 6, 8, 9)

YEAR 6: SCHEME OF WORK - PUBERTY, RELATIONSHIPS AND REPRODUCTION

Teach
SRE

Key Vocabulary: puberty, reproduction, sexual intercourse, penis, vagina, testicles, clitoris, vulva, sperm, egg, fertilization, conception, fallopian tubes, uterus, pregnancy, adoption, fostering, IVF, consent, communication, boundaries, respect, privacy, appropriate, inappropriate, pressure, assertive, permission, online, offline, bullying, harassment, discrimination, sexuality, safety, report, trusted adult, empathy, responsibility

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
Lesson 1 Puberty and reproduction	Learning Intention To understand how the body changes during puberty in preparation for reproduction. Learning Outcomes I can describe some changes that happen during puberty. I can explain why these changes prepare the body for reproduction. I can use the correct scientific words for body parts and processes. I can talk about puberty and reproduction with confidence.	Puberty Changes Teacher Guide Puberty Body Part slides Reproduction question sheet Reproduction answer cards Reproduction whiteboard summary Pupil question template	Health Education Developing bodies (DB 1, 2, 3) Science curriculum (S1, 2, 3, 4) <i>Contains non-statutory Sex Education. Parents have the right to withdraw</i>
Lesson 2 Communication and consent in relationships	Learning Intention To understand why communication is important in relationships and why consent matters before any kind of physical touch. Learning Outcomes I can describe why communication is important in friendships and relationships, especially before physical touch is involved. I can explain what consent means. I can recognise when consent is given, not given, or withdrawn. I can explain how both words and body language can show consent.	Communication and Touch cards	Relationships Education Caring friendships (CF4) Respectful Kind relationships (RR 1, 2, 3, 4) Being safe (BS 3)
Lesson 3 Families, conception and pregnancy	Learning Intention To understand how families can be formed and how a baby is conceived and begins to grow. Learning Outcomes I can describe the decisions that have to be made before having children I can describe how a baby is conceived and begins to grow. I can use the correct scientific words when talking about conception and pregnancy. I can explain why consent is important in sexual relationships.	Couple pictures How does a baby start? cards How does a baby start? whiteboard summary	Relationships education Families and people who care for me (F 1, 2, 3, 4, 5) Science curriculum (S2, S3, S5) <i>Contains non-statutory Sex Education. Parents have the right to withdraw</i>
Lesson 4 Communication and respect in relationships and online	Learning Intention To understand what is appropriate and inappropriate to share, and to know what to do if something makes us feel unsafe or uncomfortable. Learning Outcomes I can explain why some things are safe, positive and appropriate to share, and others are not I can recognise when online behaviour (like editing photos, sharing adult content, or using sexualised language) is harmful. I can describe how harmful content or bullying online can make someone feel. I can explain what steps I can take if I feel pressured, bullied, or shown something inappropriate	Communication Scenario cards Advising a friend - Teacher guide	Relationships education Respectful relationships (RR9, RR11) Online safety and awareness (OS 1, 2, 3, 4, 5, 6) Being safe (BS 1, 2, 4, 5, 6, 7) Health Education General wellbeing (GW7) Wellbeing Online (WO 1, 4, 5, 7, 8, 10, 11)

Appendix 2

HeartSmart — UK Statutory Standards 2026

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Relationship and Health Education: Full Delivery Grid

RELATIONSHIPS EDUCATION — Families and People Who Care for Me							
Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
F1	That families are important for children growing up safe and happy because they can provide love, security and stability.	✓	✓	✓	✓	✓	✓
F2	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.	✓	✓	✓	✓	✓	
F3	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.	✓	✓	✓	✓	✓	✓
F4	That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	✓	✓	✓	✓	✓	✓
F5	That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.					✓	✓
F6	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.			✓	✓	✓	✓
RELATIONSHIPS EDUCATION — Caring Friendships							
Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
CF1	How important friendships are in making us feel happy and secure, and how people choose and make friends.	✓	✓	✓	✓	✓	✓
CF2	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.	✓	✓	✓	✓	✓	✓
CF3	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.	✓	✓	✓	✓	✓	✓
CF4	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.	✓	✓	✓	✓	✓	✓
CF5	That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.	✓	✓	✓	✓	✓	✓
CF6	How to manage conflict, and that resorting to violence is never right.	✓	✓	✓	✓	✓	✓
CF7	How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	✓	✓	✓	✓	✓	✓
RELATIONSHIPS EDUCATION — Respectful, Kind Relationships							
Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
RR1	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.	✓	✓	✓	✓	✓	✓
RR2	The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	✓	✓	✓	✓	✓	✓

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RR3	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.	✓	✓	✓	✓	✓	✓
RR4	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.	✓	✓	✓	✓	✓	✓
RR5	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.	✓	✓	✓	✓	✓	✓
RR6	Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	✓	✓	✓	✓	✓	✓
RR7	The conventions of courtesy and manners.	✓	✓	✓	✓	✓	✓
RR8	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.	✓	✓	✓	✓	✓	✓
RR9	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.	✓	✓	✓	✓	✓	✓
RR10	What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.		✓	✓	✓	✓	✓
RR11	How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.		✓	✓	✓	✓	✓
RELATIONSHIPS EDUCATION — Online Safety and Awareness							
Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
OS1	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.	✓	✓	✓	✓	✓	✓
OS2	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.			✓	✓	✓	✓
OS3	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.					✓	✓
OS4	The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.			✓	✓	✓	✓
OS5	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.				✓	✓	✓
OS6	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.		✓	✓	✓	✓	✓
RELATIONSHIPS EDUCATION — Being Safe							
Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6

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BS1	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.	✓	✓	✓	✓	✓	✓
BS2	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.	✓	✓	✓	✓	✓	✓
BS3	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	✓	✓	✓	✓		
BS4	How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.	✓	✓		✓	✓	
BS5	How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	✓	✓	✓	✓	✓	✓
BS6	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.	✓	✓		✓	✓	✓
BS7	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 EDUCATION — Health and Wellbeing (General Wellbeing)

Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
GW1	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.	✓	✓	✓	✓	✓	✓
GW2	The importance of promoting general wellbeing and physical health.	✓	✓	✓	✓	✓	✓
GW3	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.	✓	✓	✓	✓	✓	✓
GW4	How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	✓	✓	✓	✓	✓	✓
GW5	How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	✓	✓	✓	✓	✓	✓
GW6	That isolation and loneliness can affect children, and the benefits of seeking support.		✓	✓	✓	✓	✓
GW7	That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	✓	✓	✓	✓	✓	✓
GW8	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.	✓	✓	✓	✓	✓	✓
GW9	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).	✓	✓	✓	✓	✓	✓
GW10	That it is common to experience mental health problems, and early support can help.			✓	✓	✓	✓

HEALTH EDUCATION — Wellbeing Online

Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
WO1	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.	✓	✓	✓	✓	✓	✓
WO2	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.					✓	✓
WO3	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.		✓	✓	✓	✓	✓
WO4	How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.			✓	✓	✓	✓
WO5	Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.			✓	✓	✓	✓
WO6	The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.				✓	✓	✓
WO7	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.			✓	✓	✓	✓
WO8	That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.		✓	✓	✓	✓	✓
WO9	How to understand the information they find online, including from search engines, and know how information is selected and targeted.			✓	✓	✓	✓
WO10	That they have rights in relation to sharing personal data, privacy and consent.		✓	✓	✓	✓	✓
WO11	Where and how to report concerns and get support with issues online.		✓	✓	✓	✓	✓

HEALTH EDUCATION — Physical Health and Fitness

Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
PH1	The characteristics and mental and physical benefits of an active lifestyle.	✓	✓	✓	✓	✓	✓
PH2	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.		✓			✓	✓
PH3	The risks associated with an inactive lifestyle, including obesity.		✓	✓	✓	✓	✓
PH4	How and when to seek support including which adults to speak to in school if they are worried about their health.			✓		✓	✓

HEALTH EDUCATION — Healthy Eating

Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
HE1	What constitutes a healthy diet (including understanding calories and other nutritional content).			✓	✓	✓	
HE2	Understanding the importance of a healthy relationship with food.				✓	✓	✓

HE3	The principles of planning and preparing a range of healthy meals.		✓	✓	✓	✓	✓
HE4	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).		✓		✓	✓	✓
HEALTH EDUCATION — Drugs, Alcohol, Tobacco and Vaping							
Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
DAT1	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.				✓	✓	✓
HEALTH EDUCATION — Health Protection and Prevention							
Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
HP1	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.			✓	✓		✓
HP2	About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	✓	✓	✓			
HP3	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.			✓	✓	✓	✓
HP4	About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.	✓	✓	✓	✓		
HP5	About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	✓	✓	✓	✓		
HP6	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.			✓			✓
HEALTH EDUCATION — Personal Safety							
Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
PS1	About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	✓	✓	✓			
PS2	How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	✓	✓	✓			
HEALTH EDUCATION — Basic First Aid							
Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
BF1	How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.			✓		✓	
BF2	Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.			✓		✓	
HEALTH EDUCATION — Developing Bodies							
Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6

DB1	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.			✓	✓	✓	✓
DB2	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.	✓	✓	✓	✓		
DB3	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.				✓	✓	✓

Resource links:

PSHE

[Relationships Education, Relationships and Sex Education and Health Education guidance](#)

<https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning>

<https://www.gov.uk/government/publications/citizenship-programmes-of-study-for-key-stages-1-and-2> - (Non-statutory programme of study). Schools may wish to draw on the Citizenship programme of study in their planning.

Relationships Education Safeguarding

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>

Mental health

<https://pshe-association.org.uk/topics/mental-health#resources-preview>

<https://www.minded.org.uk/> - on children and young people's mental health.

Online safety

<https://www.gov.uk/government/publications/education-for-a-connected-world> - is the UK Council for Internet safety (UKCCIS) framework of digital knowledge and skills for different ages and stages.

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis> - on preventative education and managing reports of sexting.

<https://www.ceopeducation.co.uk/> - which protects children both online and offline. The site offers materials for parents, teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs.

Drugs and alcohol

<https://www.gov.uk/government/publications/teacher-training-drugs-alcohol-and-tobacco> - a training module for primary and secondary schools to use to train staff to teach about drugs, alcohol and tobacco.

Extremism and radicalisation

<https://www.educateagainsthate.com/> - for teachers, teachers in leadership positions and parents on protecting children from extremism and radicalisation.