



Relationships and Sex Education (RSE) and Health Education Policy

This policy applies to the Prep School and Pre Prep School

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Table of contents

1. Introduction.....	3
2. Legal framework and linked guidance.....	4
3. Definitions and scope	4
4. Aims and Intended Outcomes	5
5. Roles and Responsibilities	6
6. Curriculum design and organisation.....	8
A. What is taught in the primary years.....	8
B. What is taught in Years 7 and 8.....	9
C. Assessment and evidence of learning	9
8. Inclusion, equality and SEND.....	10
9. Working with parents and openness about materials	11
10. Right to request withdrawal from sex education.....	11
11. Safeguarding, confidentiality and support	12
12. Monitoring, evaluation and review	12
Appendix 1. Curriculum overview	13

1. Introduction

- 1.1 Danes Hill School believes that effective Relationships, Sex and Health Education (RSHE) is an essential part of preparing children and young people for life, supporting them to build positive relationships, protect their wellbeing, understand change and growing up, and know how to seek help when they need it.
- 1.2 This policy sets out how Danes Hill School provides age-appropriate, evidence-informed and developmentally appropriate RSHE for pupils in the Pre-Prep and Prep School. It reflects the school's values, pastoral ethos and commitment to safeguarding, inclusion, respect, wellbeing and personal development.
- 1.3 Relationships and sex education is learning about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is enhanced by, and enhances, learning in Personal Development (PD) on topics including managing peer pressure, anti-bullying, keeping safe on and offline, drugs, alcohol, tobacco and vaping, communication skills, risk management, resilience and decision-making.
- 1.4 The school's RSHE provision has been designed in accordance with the Department for Education's revised statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education, which came into force from September 2026. The programme reflects current guidance relating to safeguarding, parental engagement and transparency, online safety, the responsible use of technology, respectful relationships, mental wellbeing, personal safety and the importance of teaching content before children are likely to need it.
- 1.5 Within the Pre-Prep and Prep School, Relationships Education and Health Education are delivered through the wider Personal, social, health and economic education (PSHE) curriculum, while age-appropriate Sex Education is taught in Years 5 and 6 to prepare pupils for puberty, adolescence and secondary education. Pupils in Years 7 and 8 receive an integrated programme of Relationships, Sex and Health Education through the broader PSHE curriculum.
- 1.6 To support high-quality and consistent delivery across the school, Danes Hill follows the **Christopher Winter Project (CWP)** programme as the core framework for Relationships and Sex Education. The Christopher Winter Project is a nationally recognised, evidence-informed and highly regarded programme that provides a carefully sequenced, age-appropriate curriculum from Early Years through to Key Stage 3. Its structured approach supports safeguarding, promotes positive relationships and ensures that pupils develop accurate knowledge and understanding in a manner that reflects both statutory expectations and the needs of the school community.

2. Legal framework and linked guidance

2.1 This policy has been informed by the following legislation, statutory guidance and school policies:

- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Department for Education: *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (Statutory Guidance, effective from 1 September 2026)
- Guidance relating to openness with parents regarding RSHE curriculum materials and resources
- Teaching Online Safety in Schools and relevant guidance concerning AI-generated content, online manipulation, image sharing and emerging technologies
- Equality Act 2010
- Keeping Children Safe in Education 2026
- SEND Code of Practice: 0 to 25 years
- Teaching Online Safety in Schools

2.2 This policy must be read in conjunction with the following policies:

- Safeguarding and Child Protection Policy and Procedures
- Behaviour and Rewards Policy
- SEND Policy
- Inclusive Education and Equal Opportunities Policy
- Personal Development policy
- Suicide Prevention Policy
- SEMH Policy
- Safe Use of AI Policy

2.3 In reviewing and implementing this policy, the school has paid particular regard to the revised statutory guidance's emphasis on safeguarding, transparency with parents, age-appropriate curriculum sequencing, online safety, accurate biological terminology, personal safety education and responsiveness to emerging risks affecting children and young people.

3. Definitions and scope

3.1 For the purposes of this policy:

- 'Relationships Education' refers to the teaching of the building blocks of healthy, respectful relationships, including friendships, family relationships, respectful behaviour, online relationships and keeping safe. In Danes Hill this is taught throughout the Pre-Prep and Prep School and is not something

from which pupils can be withdrawn. It is taught to all pupils receiving primary education (reception to year 6) and is compulsory.

- ‘Sex Education’ refers to age-appropriate learning about human reproduction, conception and birth, and intimate and sexual relationships that sits beyond the statutory science curriculum. In Danes Hill, this is taught in a carefully sequenced way, primarily in Years 5 and 6 and, in more developed form, in Years 7 and 8. *Relationships and sex education is compulsory to be taught to pupils in secondary school.*
- Health Education at Danes Hill refers to learning about physical health, mental wellbeing, growing and changing, online wellbeing, safety, self-care and healthy lifestyles. This is taught as part of the school’s wider PSHE programme and pastoral curriculum.
- RSHE is used in this policy as an umbrella term to describe the school’s planned provision for Relationships, Sex and Health Education across the school.
- The school recognises that, particularly in Years 7 and 8, learning is often best taught in an integrated way. As a result, some lessons or units will include both relationships and sex education content rather than separating these artificially.

4. Aims and Intended Outcomes

- Through Relationships, Sex and Health Education (RSHE), Danes Hill aims to equip pupils with the knowledge, understanding and skills they need to build healthy relationships, stay safe, support their physical and mental wellbeing, and prepare for the opportunities, responsibilities and experiences of later life.
- Through RSHE, pupils will be supported to:
 - develop self-respect, self-worth, confidence, resilience and a secure sense of identity
 - understand the importance of positive mental wellbeing and recognise the links between mental health, physical health, relationships and lifestyle choices
 - develop emotional literacy, emotional regulation and coping strategies, enabling them to manage everyday challenges, change, loss, worries and setbacks in healthy ways
 - know how, when and where to seek help for themselves or others and recognise that asking for support is a sign of strength
 - build and sustain healthy, respectful and positive relationships, including friendships and family relationships
 - understand that families come in many forms and can provide loving, stable and nurturing environments for children. This includes different family arrangements, such as families with same-sex parents.
 - recognise the characteristics of respectful relationships, including kindness, honesty, trust, respect, empathy and mutual care
 - understand personal boundaries and consent in age-appropriate ways, and develop the confidence to communicate and respect boundaries
 - use accurate, age-appropriate vocabulary to describe bodies, feelings, relationships, emotions and personal boundaries

- understand how their bodies grow and change, including puberty and adolescence, and approach these changes with confidence and respect
- recognise unsafe situations, inappropriate behaviour, bullying, prejudice, discrimination, abuse, harassment and exploitation, including online, and know how to respond and seek support
- develop an age-appropriate understanding of power, influence and consent in relationships, including how to recognise controlling, manipulative or coercive behaviour and how to seek support if they experience or witness it
- understand that everyone should be treated with dignity and respect, and that discrimination, bullying, harassment and prejudice are never acceptable
- develop an understanding of equality, rights, responsibilities and protected characteristics, in accordance with the Equality Act 2010
- develop the knowledge and skills to make informed, safe and responsible decisions about their health, wellbeing and relationships
- recognise risk, assess situations appropriately and develop a broad range of personal safety strategies, including online, road, rail, water and community safety
- develop digital resilience and understand the opportunities and risks associated with digital technologies, social media, manipulated content, AI-generated material and online interactions
- learn how to evaluate information critically, challenge harmful or misleading content and make safe choices in online environments
- develop communication, self-advocacy and decision-making skills that enable them to express needs, concerns and boundaries confidently and respectfully
- be prepared for the opportunities, responsibilities and experiences of later life, supporting them to become healthy, safe, respectful and responsible members of society.

5. Roles and Responsibilities

A. The Governing Body has overall responsibility for this policy and for ensuring that the school meets its legal duties in relation to PSHE, RSHE and Health Education. Governors will receive updates on the implementation and effectiveness of the curriculum and may monitor provision as part of the school's wider curriculum and safeguarding responsibilities.

B. The Headteacher is responsible for ensuring that this policy is implemented effectively, that parents are consulted when the policy is reviewed, and that the provision is appropriately staffed, resourced and monitored. The Headteacher will also ensure that staff have access to appropriate professional development and support to deliver PSHE and RSHE confidently and safely.

C. The PSHE Lead is responsible for leading and reviewing the PSHE and RSHE programme, supporting staff, overseeing curriculum planning, monitoring delivery and ensuring that resources are appropriate, current and accessible. The PSHE Lead will identify staff training needs,

provide guidance and professional support, share updates on statutory requirements and best practice, and ensure that staff are equipped to teach sensitive and complex topics effectively.

D. Teaching Staff are responsible for delivering PSHE and RSHE sensitively and professionally, following this policy and agreed school practice, creating a safe learning environment, and responding appropriately to questions, concerns and disclosures. Staff are expected to engage with relevant training and professional development opportunities to ensure their knowledge remains current and that they are confident in delivering all aspects of the curriculum.

E. The Designated Safeguarding Lead (DSL) and Deputy DSLs support staff where safeguarding concerns arise and ensure that safeguarding procedures are followed at all times. They provide advice and guidance regarding disclosures, child protection concerns and issues that may emerge during PSHE and RSHE lessons.

F. Staff Training and Professional Development

The school is committed to ensuring that all staff delivering PSHE, RSHE and Health Education receive appropriate training and ongoing professional development. This will include:

- i) Annual safeguarding training and regular safeguarding updates in line with statutory guidance.
- ii) Training on the delivery of statutory PSHE, RSHE and Health Education requirements.
- iii) Professional development relating to children's mental health, emotional wellbeing, resilience and protective factors.
- iv) Training to support staff in managing sensitive or controversial discussions, including topics such as discrimination, prejudice, equality, diversity, protected characteristics, online safety, healthy relationships and mental health.
- v) Guidance on responding appropriately to pupil questions, maintaining professional boundaries and understanding confidentiality and disclosure procedures.
- vi) Opportunities to access resources, research, specialist expertise and local or national training where appropriate.

Training may be delivered through staff meetings, INSET days, safeguarding briefings, external professional development opportunities, local authority guidance, specialist organisations and curriculum-focused workshops. New members of staff will receive an induction covering safeguarding procedures, the PSHE curriculum, expectations for delivery and processes for managing disclosures.

The impact of training will be reviewed through lesson monitoring, staff feedback, curriculum evaluation and ongoing discussions between staff, the PSHE Lead and senior leaders to ensure that all staff feel confident and supported in delivering high-quality PSHE education.

G. External Visitors may be used to enhance learning in carefully selected areas. However, the school remains responsible for content, quality assurance, safeguarding arrangements, and the suitability of all materials used. A thorough process of approval by the DSL and PSHE Lead is in place. This is completed through the school's Visiting Speakers Procedure. Appropriate checks are undertaken, and all resources and materials are reviewed by the staff organiser and/or PSHE Lead prior to delivery. A member of school staff will always remain present during sessions to quality assure provision, support pupils and intervene if any concerns arise.

6. Curriculum design and organisation

6.1 RSHE is delivered primarily through the school's PSHE programme and is reinforced through the wider curriculum and pastoral life of the school, including Science, Digital Literacy, Religious Studies, assemblies, tutor time, the Ignite curriculum, the Elevate curriculum, themed events and everyday pastoral interactions.

- **From Early Years Foundation Stage to Year 6, the school uses the Christopher Winter Project (CWP) as its principal framework for Relationships and Sex Education.** The programme provides a structured, progressive and evidence-informed approach to teaching statutory Relationships Education and Sex Education, ensuring that learning builds appropriately over time and reflects pupils' developmental stages.
- The curriculum is carefully sequenced so that pupils develop knowledge and understanding progressively throughout their primary education. Learning begins with friendships, families, kindness, respect, feelings and personal boundaries before moving towards more complex learning about healthy relationships, puberty, reproduction and preparing for adulthood in an age-appropriate manner.
- **In Years 7 and 8, the school follows an RSE programme based upon the PSHE Association Programme of Study and current statutory guidance.** The curriculum builds upon pupils' prior learning and develops their understanding of healthy and unhealthy relationships, consent, online relationships, personal safety, equality, respect, intimate relationships, sexual health and preparing for adult life.

6.2 An overview of the curriculum by phase is included in Appendix 1. This overview identifies the broad areas covered in each stage of the school and makes clear where teaching is delivered through PD, the wider curriculum and science.

A. What is taught in the primary years

- In the Pre-Prep and lower Prep years, the focus is on the building blocks of positive relationships and personal safety. Teaching includes families and people who care for us. This includes different family arrangements, such as families with same-sex parents.

- , friendships, kindness, respect, difference, boundaries, privacy, online safety, bullying, trusted adults, emotional literacy and help-seeking.
- As pupils move through upper Prep, learning builds to include body changes, puberty, self-care, body privacy, consent in relation to personal boundaries, stereotypes, media influence, digital relationships, balanced lifestyles and preparing for transition to adolescence.
- In line with the revised statutory guidance, teaching also includes the development of accurate vocabulary for body parts, personal boundaries, safe and unsafe behaviours, and broader aspects of personal safety. Pupils are supported to understand and respond appropriately to risks they may encounter both offline and online and are encouraged to develop confidence in seeking help from safe adults when needed.

B. What is taught in Years 7 and 8

- In Years 7 and 8, the programme builds on primary learning and includes a broader range of content linked to relationships, growing independence and personal safety. Teaching includes respectful relationships, consent, boundaries, coercion, online relationships, pressure and influence, puberty and changing bodies, media literacy, sharing of nudes and semi-nudes, , pornography, the law relating to sexual harassment and image sharing, and where to seek help and advice.
- Teaching in Years 7 and 8 also addresses online harms in an age-appropriate way, including fake profiles, manipulated or AI-generated content, deepfakes, social media influence, scams, sextortion, and the importance of reporting concerns and getting support. A particular focus is on challenging misogyny, sexism and harmful stereotypes.

Boys and girls are normally taught together so that all pupils understand experiences different from their own, including menstruation. Where the School identifies a specific need, it may teach a topic in single-sex groups to allow children the opportunity to ask questions.

C. Assessment and evidence of learning

- RSHE is assessed through age-appropriate formative assessment rather than through formal examination. Teachers use discussion, reflection, retrieval activities, scenario work, questioning and pupil voice to assess understanding, identify misconceptions and adapt planning. Monitoring focuses on the quality of teaching, pupils' learning and the extent to which the curriculum meets current needs.

D. Safe and effective practice

- Danes Hill is committed to creating a safe, respectful and purposeful learning environment for RSHE. Teachers establish clear expectations and ground rules so that pupils understand how to participate appropriately and respectfully in discussions.
- Teaching staff will use established good practice for discussing sensitive topics. This may include the use of distancing techniques, case studies, carefully framed scenarios, question boxes and agreed classroom language. Lessons are taught in a way that supports pupils without causing unnecessary alarm or normalising harmful behaviour.

- Pupils are encouraged to ask questions. Teachers answer questions honestly, factually and in an age-appropriate way, while using professional judgement about whether a question is suitable to answer in front of the whole class. If a question goes beyond the planned curriculum, the teacher may:
 - answer it in a more general way during the lesson where this is appropriate and helpful
 - say that they will return to the question later after considering the best way to respond
 - encourage the pupil to discuss the matter with a parent or carer
 - signpost the pupil to a trusted adult or appropriate source of support
 - seek advice from the RSHE lead, pastoral team, nurse or DSL where appropriate
- Staff do not promote personal opinions as fact. Where issues are socially or culturally sensitive, teaching remains factual, balanced, age-appropriate and respectful, with the law and safeguarding of children as key reference points.

7. Inclusion, equality and SEND

- 7.1 Danes Hill is committed to ensuring that RSHE is inclusive, accessible and relevant for all pupils. Teaching reflects the school's duties under the Equality Act 2010 and supports a culture of dignity, respect and belonging.
- 7.2 Teaching will be sensitive to the religious background, culture and family circumstances of pupils, while making clear that all pupils are entitled to learn in a safe environment free from discrimination, bullying and harassment.
- 7.3 Pupils will learn about respect for difference and the protected characteristics in age-appropriate ways. Families are represented in a way that reflects the reality that loving, caring families can look different from one another. In line with the statutory guidance, pupils are taught the facts and the law about biological sex and gender reassignment, including that people with the protected characteristic of gender reassignment are protected from discrimination and should be treated with respect. These facts are delivered factually, sensitively, and respectfully. Additional support is put in place on a case-by-case basis, in collaboration with the child and their family, for any children who go through a gender re-assignment process or who requires mental health support in relation to any gender identity aspects.
- 7.4 The school recognises that pupils with SEND may need additional scaffolding, repetition, adapted language, visual support, pre-teaching, smaller group teaching or individual support in order to access the curriculum fully. Some pupils may also be more vulnerable to bullying, exploitation or abuse, and this is taken into account when planning and teaching RSHE.
- 7.5 The RSHE lead works with the SENCo, pastoral team and other relevant staff to ensure that content is appropriately adapted and that teaching remains ambitious, accessible and supportive for all pupils.
- 7.6 Misogyny and sexual harassment: staff are alert to everyday sexism, misogyny, homophobia and stereotypes, and challenge harmful ideas when they are expressed, rather than the person expressing

them. Teaching acknowledges that most sexual violence is committed against women and girls, while avoiding language that stigmatises boys or suggests that boys are always perpetrators or girls always victims. Pupils learn about positive masculinity and femininity, including positive male role models.

8. Working with parents and openness about materials

- 8.1 Parents and carers are important partners in RSHE. The school aims to work openly and proactively with parents so that they understand what is taught, why it is taught and how they can support learning at home.
- 8.2 The school is committed to maintaining a high level of transparency with parents regarding RSHE. In accordance with the revised statutory guidance, parents will be informed when significant elements of the RSHE curriculum are due to be taught and will have opportunities to view curriculum plans, schemes of work and teaching resources. Information may be shared through curriculum evenings, parent workshops, presentations, online platforms or individual meetings. The school believes that effective partnership with parents strengthens children's understanding and supports positive outcomes.
- 8.3 When this policy is reviewed, the school will consult parents, and will also seek the views of staff, pupils and governors. Consultation helps inform the policy, but final decisions about the curriculum remain the responsibility of the school. This is done via parents' meetings and workshops at the beginning of the academic year. The curriculum mapping included in this policy, also helps parents understand what we cover in relationships education and RSHE. A new parents consultation will be conducted in the autumn term 2026.

9. Right to request withdrawal from sex education

- 9.1 Parents do not have the right to withdraw their child from Relationships Education, health education or from any content that forms part of the science curriculum.
- 9.2 Parents do have the right to request that their child is withdrawn from some or all of the sex education taught outside the science curriculum. At Danes Hill, this applies to any identified sex education content in Years 5 and 6 and in Years 7 and 8 which is not part of statutory science.
- 9.3 If a parent wishes to request withdrawal, they should write to the Head. Before a request is granted, the school will invite parents to discuss the request with a senior member of staff so that the nature and purpose of the curriculum can be explained and any questions or concerns can be addressed. Where appropriate, the child's views may also be considered.
- 9.4 The school will respect parental requests in line with legal requirements. If a pupil is withdrawn from sex education, the school will provide appropriate and purposeful alternative education during the period of withdrawal. A record of the withdrawal request and the outcome will be kept by the Head.

9.5 Where a pupil has been withdrawn from sex education at their parent's request, from three terms before the pupil turns 16, the pupil may choose to receive sex education. If the pupil wishes to receive sex education during this period, the school should make arrangements to provide it. As Danes Hill is a prep school educating pupils up to Year 8, this is unlikely to apply in practice, but the school recognises this right in law.

10. Safeguarding, confidentiality and support

10.1 RSHE plays an important role in safeguarding because it helps pupils to recognise healthy and unhealthy behaviour, understand boundaries, identify abuse, and know how to seek help. At the same time, teaching sensitive topics may lead to questions, worries or disclosures.

10.2 All staff understand that they must act on safeguarding concerns in line with the school's Safeguarding and Child Protection Policy; this includes reporting any issues arising from the RSHE lessons to the DSL. Staff do not promise confidentiality to pupils where a pupil, or another person, may be at risk of harm.

10.3 Staff are aware of mandatory reporting duties, including in relation to FGM. From 30 September 2026, the School also has a legal duty to share information relevant to safeguarding or promoting a child's welfare with other agencies where it may help them (the Information Sharing Duty, section 16LA of the Children Act 2004), and staff pass any such information to the DSL.

10.4 In lessons, teachers will explain the limits of confidentiality in age-appropriate language. They will also remind pupils of the support available in school, including trusted adults, form teachers, Heads of Year, the school nurse, the school counsellor and the DSL team.

10.5 Where external visitors contribute to lessons, their role, materials, confidentiality boundaries and safeguarding procedures will be agreed in advance. A member of school staff will remain present throughout the session.

11. Monitoring, evaluation and review

11.1 The Head of PSHE is responsible for monitoring the quality and impact of RSHE. Monitoring may include planning scrutiny, learning walks, lesson visits, speaking with pupils and staff, reviewing resources, and evaluating contributions from external visitors.

11.2 The school will use pupil voice via surveys, conversations and feedback during lessons, staff feedback, parental feedback and pastoral or safeguarding information, where appropriate, to help review and refine the programme. This ensures that the curriculum remains relevant, age-appropriate and responsive to pupils' needs.

11.3 This policy will normally be reviewed annually, or sooner if there are significant changes to guidance, legislation or the needs of the school community.

Appendix 1. Curriculum overview

The outline below summarises the main themes taught through Danes Hill's PD/PSHE curriculum and the wider curriculum. It is intended to show progression rather than list every lesson. Detailed medium-term planning is held by the school and can be shared with parents on request.

In the table below, **statutory Relationships Education and Health Education objectives** are shown in **bold**. Non-statutory Living in the Wider World objectives remain unbolded.

	Autumn (Health and Wellbeing)	Spring (Relationships)	Summer (Living in the Wider World)	Cross-Curricular
EYFS	Name feelings; begin to manage emotions; basic health (food, sleep, hygiene)	Form relationships; sharing; kindness; turn-taking.	Understand community; simple rules; roles in family/school	PSED, Communication & Language, PE, Understanding the World, Literacy
Year 1	Recognise emotions; simple self-regulation; basic healthy choices	Friendships; loneliness kindness; resolving simple conflict; family diversity; identifying trusted adults	Rules and responsibilities; jobs and helping roles	RE, History (people who help us), PE
Year 2	Explain feelings and behaviour; make healthy choices; routines and personal hygiene	Respectful behaviour; solve disagreements; respect differences; importance of family and caring relationships	Community awareness; roles in society; belonging	RE, Science (healthy bodies), Geography (local community)
Year 3	Manage emotions using strategies; link physical and mental health; healthy lifestyles	Healthy friendships; communication skills; identify and respond to bullying; recognise respectful behaviour	Rules, consequences, community responsibility; environment	Science (nutrition), Digital Literacy (online safety), Geography
Year 4	Build resilience; explain wellbeing factors; take responsibility for health;	Empathy; diversity; bullying (including online); respect for differences	Laws, rights, responsibilities; sustainability awareness	Digital Literacy (online relationships), Geography, RE, History

	understand risks to physical health			
Year 5	Understand mental health; manage pressure; puberty changes and personal hygiene	Consent and personal boundaries (age-appropriate); recognise unhealthy relationships; challenge stereotypes; online relationships	Careers and aspirations; equality and fairness; responsibility	Science (puberty), English (debate), Careers Education, History
Year 6	Manage emotions independently; build resilience; prepare for transition; understand influences on health and wellbeing	Apply respect and boundaries; assertiveness; healthy relationships; recognising and reporting concerns	Leadership; responsibility; roles in wider society; transition to secondary education	Digital Literacy (online reputation), PE leadership
Year 7	Analyse emotions; manage stress; develop independence; maintain physical and mental wellbeing	Understand complex relationships; consent in context; peer influence; online safety and digital relationships	Democracy, media awareness, finance basics; independence	English (media literacy), Maths (finance), Computing,
Year 8	Take responsibility for wellbeing; manage stress independently; informed lifestyle choices	Evaluate relationships; consent; sexual health; informed decision-making; healthy and unhealthy relationship behaviours	Financial literacy; careers pathways; rights and responsibilities; transition to senior school	Science (reproduction and health), Maths (budgeting), Careers, Computing

Statutory RSHE Coverage at a Glance

Statutory RSHE Theme	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8
Mental wellbeing	✓	✓	✓	✓	✓	✓	✓	✓	✓
Physical health & healthy lifestyles	✓	✓	✓	✓	✓	✓	✓	✓	✓

Families & people who care for me	✓	✓	✓	✓	✓	✓	✓	✓	✓
Caring friendships	✓	✓	✓	✓	✓	✓	✓	✓	✓
Respectful relationships	✓	✓	✓	✓	✓	✓	✓	✓	✓
Online relationships				✓	✓	✓	✓	✓	✓
Being safe (recognising/reducing risks relating to fire and travel, including water, roads and railways)	✓	✓	✓	✓	✓	✓	✓	✓	✓
Bullying and anti-bullying		✓	✓	✓	✓	✓	✓	✓	✓
Puberty and changing adolescent body						✓	✓	✓	✓
Health prevention	✓	✓	✓	✓	✓	✓	✓	✓	✓

	Autumn Key Theme: Health and Wellbeing		Spring Key Theme: Relationships		Summer Key Theme: Wider World	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	All about me and Feelings	Relationships and Kindness	Keeping Safe	Healthy Living	Growing and Changing	Community and the Wider World
Year 1	Myself and my Feelings	Relationships and respect	Keeping Safe	Health and Wellbeing	Growing and Changing	Community and Responsibility
Year 2	Self Awareness and feelings	Relationships and respect	Keeping safe (including online)	Health and Wellbeing	Growing and Changing	Living in the Wider World
Year 3	Self Awareness and Emotional Literacy	Relationships and Respect	Keeping safe (including online safety)	Health and Wellbeing	Growing and Changing	Life in the Wider World
Year 4	Self Awareness and Emotional regulation	Relationships and Anti-Bullying	Keeping safe (including online safety)	Health and Wellbeing	Growing and Changing	Living in the Wider World
Year 5	Self Awareness, Identity and Emotional Wellbeing	Relationships, Respect and Diversity	Keeping Safe (including online safety)	Health and Wellbeing (including puberty intro)	Growing, Changing and Preparing for the Upper School	Living in the Wider World

Year 6	Self Awareness, Identify and Mental Wellbeing	Relationships, Respect and Healthy Communication	Keeping Safe (including Media Literacy)	Health and Wellbeing (including puberty and lifestyle choices)	Growing, Changing and Identity	Living in the Wider World
Year 7	Identity and Mental Wellbeing	Relationships, Respect and Diversity	Safety, Risk and Online Awareness	Health, Puberty and Wellbeing	Relationships and Sexual Awareness	Living in the Wider World (careers)
Year 8	Identity, Wellbeing and Independence	Relationships, Respect and Consent	Risk, Safety and Digital Awareness	Health, Puberty and Lifestyle Choices	Relationships, Sexual Health and Responsibility	Transition to Senior School and the Wider World.

Please note that PANTS rules are taught from EYFS to year 6.

The curriculum remains responsive to pastoral need. Where appropriate, the school may adapt sequencing or add content in response to identified issues, while informing parents appropriately and remaining consistent with the school's policy and values.