



Name of Policy: PSHE & RSE Policy

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PSHE and RSE Policy

Contents

1. Policy Statement & Philosophy
2. Scope & Application
3. Legislation and Statutory Framework
4. Roles and Responsibilities
5. Primary PSHE & Relationships Education Curriculum (Reception to Year 6)
 - 5.1 PSED in Reception (EYFS)
 - 5.2 Key Stage 1 and 2 Spiral Curriculum (Years 1 to 6)
 - 5.3 The Life Lessons Curriculum Model
6. Senior PSHE & RSE Curriculum (Years 7 to 11)
7. Safe and Effective Practice, Safeguarding, and Disclosures
 - 7.1 Pedagogical Safeguards and Class Environment
 - 7.2 Explicit Safeguarding and Body Autonomy Content
8. Equality of Opportunity, Contested Concepts, and Gender Questioning
 - 8.1 Inclusivity and SEND/EAL Adjustments
 - 8.2 Teaching Contested Concepts (Biological Sex vs. Gender Identity Theory)
 - 8.3 Social Transition and School Environment Safeguards
9. Definitions of Relationships and Health Education
10. Primary Science Curriculum Integration
11. Parents' Right to Request Withdrawal from Sex Education
 - 11.1 Compulsory Status of Primary Relationships and Health Education
 - 11.2 Secondary Sex Education Withdrawal Protocol (Years 7 to 11)
 - 11.3 Pupil Right to Opt-In (Age 15)
 - 11.4 Alternative Provision During Period of Withdrawal
12. Parental Partnership, Materials Transparency, and Contractor Vetting
 - 12.1 Unrestricted Access to Teaching Materials
 - 12.2 Vetting External Providers and Void Contractual Clauses
 - 12.3 Copyright and Distribution Safeguards
13. Monitoring of Delivery, Quality Assurance, and Assessment
14. Policy Review and Development Cycle

1. Policy Statement & Philosophy

At St Margaret's School, Hampstead, we encourage pupils to behave well, aspire to high moral standards, and respect the ethos of the School.

We teach trust and respect for everyone. We believe that positive relationships and strong social manners are essential to creating an environment that supports pupils' general well-being, intellectual development, and character. We endeavour to treat pupils as individuals, aiming to develop the whole person so that they are equipped intellectually, morally, and socially to take their places in the modern world and influence it for good.

Our Personal, Social, Health and Economic (PSHE) education and Relationships and Sex Education (RSE) programmes are designed to help pupils build positive character traits - including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching

supports the prevention of harms by enabling young people to understand and identify when things are not right, navigate the modern digital world safely, and grow into respectful, active, and responsible citizens.

2. Scope & Application

This policy applies to all pupils registered at St Margaret's School, Hampstead, spanning Reception (EYFS) to Year 11.

The curriculum is structured sequentially to ensure age-appropriate, developmentally ready delivery:

- Reception (EYFS): Integrated within the "Personal, Social and Emotional Development" (PSED) prime area of learning;
- Years 1 to 6 (Primary Phase): Delivered as Relationships Education and Health Education within a weekly timetabled PSHE lesson;
- Years 7 to 11 (Senior Phase): Delivered as Relationships and Sex Education (RSE) and Health Education within a weekly timetabled PSHE lesson;

3. Legislation and Statutory Framework

This policy is drawn up in accordance with, and complies with, the following statutory regulations and guidelines:

- The Education Act 2002 (Section 78): Requiring schools to provide a broad and balanced curriculum that promotes the spiritual, moral, cultural, mental, and physical development of pupils, preparing them for the opportunities, responsibilities, and experiences of adult life;
- The Education (Independent School Standards) Regulations 2014:
 - Part 1, Paragraph 2(2)(d): Requiring independent schools to make adequate provision for a written PSHE policy that reflects the school's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.
 - Part 1, Paragraph 2(2)(i): Requiring the effective preparation of pupils for the opportunities, responsibilities, and experiences of life in British society.
 - Part 2, Paragraph 5: Requiring schools to actively promote the spiritual, moral, social, and cultural (SMSC) development of pupils, including fundamental British values and political impartiality.
- The Children and Social Work Act 2017 (Sections 34 & 35): Mandating Relationships Education in primary education and Relationships and Sex Education (RSE) in secondary education;
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (DfE, July 2025): Legally binding statutory guidance mandating full introduction by 1 September 2026. This policy fully complies with the July 2025 guidance and supersedes all previous policies based on the 2019 framework;
- The Equality Act 2010: Requiring compliance with non-discrimination duties and active consideration of reasonable adjustments for pupils with Special Educational Needs and Disabilities (SEND).

4. Roles and Responsibilities

The successful implementation of our PSHE and RSE curriculum is a collaborative responsibility throughout St Margaret's School, Hampstead:

- The Governing Body: Holds ultimate statutory accountability for ensuring that this policy is aligned with DfE July 2025 statutory guidance, that it complies with the Independent School Standards, and that clear curriculum information and materials are transparently available to parents;

- The Headteacher: Holds day-to-day operational responsibility for the policy's implementation, managing requests for withdrawal from sex education, and ensuring that all teaching is delivered in a safe, balanced, and politically impartial manner;
- The Deputy Head Pastoral: Holds primary responsibility for curriculum sequencing, resource acquisition, quality assurance, staff CPD, and direct monitoring of teaching delivery;
- Class and Form Teachers: Hold direct responsibility for planning and teaching the weekly PSHE and relationships content to their respective classes, ensuring that the spiral curriculum is adapted to account for the age, developmental readiness, and special educational needs of their pupils;
- All Staff: Must maintain an open dialogue with parents and safeguarding leads, ensure they are trained to handle disclosures in accordance with school safeguarding procedures, and challenge everyday sexism, misogyny, misandry, homophobia and stereotypes.

5. Primary PSHE & Relationships Education Curriculum (Reception to Year 6)

5.1 Personal, Social and Emotional Development (PSED) Reception (EYFS)

For our youngest learners in Reception, Personal, Social and Emotional Development (PSED) is treated as a prime area of learning under the EYFS statutory framework. Rather than receiving formal timetabled lessons, pupils build a robust foundation for self-regulation, empathy, and positive relationships through integrated daily play, structured routines, and adult-led co-regulation. Staff actively teach and model:

- Naming and managing feelings and emotional states;
- Establishing kind, cooperative interactions, taking turns, and resolving conflicts peaceably;
- Simple, clear boundaries and rules based on kindness and safety.

5.2 Key Stage 1 and 2 Spiral Curriculum (Years 1 to 6)

From Year 1 to Year 6, Relationships and Health Education are delivered through a weekly timetabled PSHE lesson. Our curriculum is delivered via a spiral programme, meaning that key themes are revisited sequentially each year with increasing depth, complexity, and vocabulary as pupils mature.

The primary curriculum is focused on teaching the fundamental building blocks of positive, safe, and respectful relationships—focusing on friendships, family structures, and interactions with other children and adults—without describing the details of sexual activity.

5.3 The Life Lessons Curriculum Model

St Margaret's School, Hampstead uses the Life Lessons primary curriculum. This evidence-based, relational, and pupil-centred resource is structured across three core areas of development:

Understanding myself			Self with others	Self within the world		
▪ Physical wellbeing ▪ Mental health ▪ Understanding our emotions ▪ The way we grow and change during puberty ▪ Making choices to stay safe and well ▪ Drugs, alcohol and tobacco			▪ Families ▪ Friendships ▪ Reducing hurtful behaviour and bullying ▪ Identifying safe and unsafe relationships ▪ Respecting self and others ▪ Having healthy boundaries	▪ Responsibilities and power ▪ Understanding other people: how we are the same and how we are different ▪ Media and the online world ▪ Economic wellbeing: Money ▪ Aspirations, work, career and volunteering		
Wellbeing	My body & Me	Healthy choices	Healthy Relationships	Identity & Community	Digital Lives	Aspiration & money

6. Senior PSHE & RSE Curriculum (Years 7 to 11)

In the Senior School, the curriculum is structured around the Unifrog Spiral Curriculum Model, providing a progressive, age-appropriate continuation of Relationships and Sex Education (RSE) and Health Education.

Weekly PSHE lessons provide pupils with accurate, impartial, and factual information to develop safe, healthy, and nurturing relationships of all kinds, make ethical choices, understand the law, and protect their physical and mental health.

The Senior RSE and Health curriculum covers:

1. **Families & Long-Term Commitments:** Diverse committed relationships, the legal status and protections of marriage and civil partnerships vs. cohabitation ("common-law marriage" myth), and the responsibilities of parenting.
2. **Consent & Sexual Ethics:** The law regarding the age of consent (16), the capacity to give, withhold, or withdraw consent at any time, and the understanding that ethical behaviour goes beyond mere consent to involve mutual care, respect, attention to vulnerabilities, and awareness of power dynamics.
3. **Being Safe & the Law:** Explicitly teaching the concepts, laws, and reporting pathways regarding domestic abuse (coercive control, physical/emotional/economic abuse), sexual harassment, sexual violence (rape and sexual assault), stalking, forced marriage, female genital mutilation (FGM), upskirting, and online sextortion.
4. **Pornography & Sub-Cultures:** Factual, critical discussion on how pornography can distort sexual attitudes, portray misogynistic behaviours, normalise harmful or non-consensual practices, and create unrealistic expectations of body image and sexual entitlement. This includes critical analysis of online sub-cultures, such as "incel" ideologies and toxic online influencers.
5. **Digital Safety & AI Risks:** Managing digital footprints, privacy and location settings, the risks and legal consequences of generating, possessing, or forwarding indecent images of under-18s (including youth-produced images, self-produced images, and AI-generated content or deepfakes), and the potential risks of AI chatbots creating fake intimacy or offering harmful advice.
6. **Physical & Mental Health:** Stress management, sleep hygiene, self-examination and screening, pelvic floor health, pre-conception health, blood/organ donation, and navigating the local NHS healthcare system (GP, A&E, sexual health clinics, pharmacies, and Gillick competence).
7. **Substance Education & Vaping:** The physical and psychological risks of illegal drugs (including synthetic drugs and spiked vapes), counterfeit medication, low-risk alcohol consumption, spiked drinks, and the serious health consequences of tobacco and nicotine addiction.

The Senior Curriculum map and parent information can be accessed at the following link.

Senior PSHE and RSE Parent Information and Curriculum Map

7. Safe and Effective Practice, Safeguarding, and Disclosures

7.1 Pedagogical Safeguards and Class Environment

PSHE and RSE naturally draw on pupils' real-life and emotional experiences. To ensure a safe, supportive, and respectful learning environment, all staff follow strict safe practice guidelines:

- **Ground Rules:** Every class establishes clear, collective ground rules (such as mutual respect, active listening, and a prohibition on personal questioning).
- **Distancing Techniques:** Teachers utilise specialized pedagogical methods—including fictional scenarios, case studies, role-play, and third-person characters—to allow pupils to explore sensitive concepts without feeling pressured to share personal experiences.
- **Anonymous Question Boxes:** An anonymous question box to allow pupils to raise sensitive queries without embarrassment is located outside the Deputy Head Pastoral's office.

- **Answering Difficult Questions:** If a pupil asks a question that goes beyond the age-appropriate curriculum or relates to sex education from which they have been withdrawn, the teacher will handle the question supportively. This may involve addressing the query individually outside of class, signposting to trusted support services, or encouraging the pupil to discuss the matter with their parents.

7.2 Explicit Safeguarding and Body Autonomy Content

To fulfill our statutory safeguarding responsibilities under KCSIE and DfE guidelines, our primary and secondary curriculums explicitly teach:

- How to identify, communicate, and set clear personal boundaries in friendships, family interactions, and peer-to-peer relationships;
- The concept of personal privacy and the vital rule that it is not right to keep secrets if they relate to personal safety or physical harm;
- That each child's body belongs entirely to them, and the clear distinction between appropriate physical contact and inappropriate, unsafe, or non-consensual contact;
- Taught from early primary, pupils learn the correct anatomical names for body parts, including external genitalia (such as the penis, vulva, testicles, and vagina). This is an essential safeguarding tool that reduces stigma, builds emotional literacy, and empowers children to identify and report signs of abuse clearly;
- How to identify safe versus unsafe or grooming behaviours, how to resist peer pressure, and how to persistently report concerns to trusted adults until they are heard.

7.3 Managing Safeguarding Disclosures

Because sensitive discussions in PSHE can lead to an increase in safeguarding disclosures, all staff are thoroughly trained to handle disclosures in strict compliance with the school's Safeguarding and Child Protection Policy:

- Staff must never promise absolute secrecy to a pupil. They must explain clearly that if they suspect a child is at risk of neglect, harm, or abuse, they have a duty to report it;
- Any safeguarding concern or disclosure must be recorded immediately on CPOMS and escalated directly and without delay to the Designated Safeguarding Lead (DSL) or a Deputy DSL;
- Where lessons are delivered by external agencies, the school must agree in writing in advance how a safeguarding concern or disclosure arising during the session will be managed by the visitor in line with school policy.

8. Equality of Opportunity, Contested Concepts, and Gender Questioning

8.1 Inclusivity and SEND/EAL Adjustments

In accordance with our Equal Opportunities Policy and the Equality Act 2010, St Margaret's, Hampstead is committed to ensuring that Relationships Education and PSHE are taught in a way that is entirely free from unlawful discrimination, harassment, or stigmatisation.

Classroom practice, materials, and pedagogy are carefully adapted to account for pupils' age, developmental readiness, faith perspective and cultural background. In line with the SEND Code of Practice:

- Scaffolded tasks, dual coding (pictorial support), word banks, sentence starters, and structured chunked activities are provided to ensure the curriculum is fully accessible to pupils with Special Educational Needs and Disabilities (SEND) or English as an Additional Language (EAL);
- Recognising that pupils with SEND can be statistically more vulnerable to online exploitation, domestic abuse, and bullying, our curriculum prioritises highly structured skill-building to help these pupils identify safe vs. unsafe behaviours and confidently communicate personal boundaries.

8.2 Teaching Contested Concepts (Biological Sex vs. Gender Identity Theory)

In strict compliance with the DfE statutory guidelines on relationships, sex and health education, St Margaret's Hampstead adheres to a rigorous standard of political impartiality and factual accuracy when teaching sensitive topics:

- The school teaches the biological facts of human sex, puberty, and reproduction in an objective, scientific manner;
- We teach pupils to treat all individuals—including those with the protected characteristic of gender reassignment—with absolute respect, kindness, and dignity, in line with our anti-bullying commitments;
- The school does not teach contested sociological or political viewpoints—such as "gender identity" theory—as undisputed facts. While pupils may discuss different viewpoints, staff must remain impartial and must not present the belief that everyone has an innate gender identity that is separate from their biological sex as an established scientific fact;
- Staff must actively avoid classroom activities or language that repeat or enforce gender stereotypes. Pupils are encouraged to explore their interests, hobbies, and aspirations free from stereotypical constraints.

8.3 Social Transition and School Environment Safeguards

- Staff must avoid any suggestion to pupils that "social transition" (such as changing names, pronouns, or dress) is a simple, straightforward solution to feelings of distress, discomfort, or gender dysphoria;
- In accordance with the statutory guidance, the school will consult parents in advance on the content and specific external resources used to teach gender questioning, biological sex, or gender reassignment;
- The school will avoid any external resources that use cartoons, simplified diagrams, or oversimplified overviews that could encourage younger children to question their gender or perpetuate gender stereotypes. All such teaching materials will be available for parent inspection on request.

9. Definitions of Relationships and Health Education

For absolute clarity in our curriculum and policy documentation, we define our primary and secondary streams under the following statutory guidelines:

- Relationships Education (Juniors): Focusing on the fundamental building blocks of safe, respectful, and positive relationships—focusing on friendships, family structures, boundaries, privacy, and online safety—without describing the physical details of sexual activity.
- Relationships and Sex Education (RSE - Seniors): Taught in Key Stages 3 and 4, building on primary relationships education by providing young people with the facts and legal frameworks regarding consent, sexual health, contraception, pregnancy choices, STIs, and the emotional/physical aspects of healthy intimate relationships.
- Health Education (Juniors & Seniors): Taught as a core element of PSHE, designed to enable pupils to understand the direct link between physical health and mental wellbeing, manage their emotions, recognize early signs of physical or mental ill-health, establish self-regulation, and know where and how to seek early support.

10. Primary Science Curriculum Integration

The statutory National Curriculum for Science covers key biological elements of human development, growth, and reproduction. These are compulsory statutory sessions and are distinct from sex education. At St Margaret's, Hampstead, our Science curriculum factually and scientifically covers:

- Key Stage 1 (Years 1 & 2): Naming the main external parts of the human body; identifying that animals, including humans, have offspring that grow into adults;

- Key Stage 2 (Years 3 to 6): Describing the life processes of reproduction in some plants and animals; describing the changes as humans develop from birth to old age (including the biological facts of puberty and human reproduction).

11. Parents' Right to Request Withdrawal from Sex Education

11.1 Compulsory Status of Primary Relationships and Health Education – Junior School

In accordance with DfE regulations, Relationships Education and Health Education are strictly statutory and compulsory for all Junior School pupils.

Because St Margaret's, Hampstead does not deliver a separate, non-compulsory 'Sex Education' curriculum (focusing primary reproduction solely within the compulsory National Science Curriculum), there is no legal parental right to withdraw children from primary Relationships or Health Education lessons.

Should the school ever introduce specific, non-statutory primary Sex Education sessions (for example, Year 5 or 6 lessons covering the physical details of human conception and birth beyond the Science curriculum), parents will be consulted extensively in advance and will have an absolute right to withdraw their child. The Headteacher will automatically grant any such withdrawal request, and the school will provide purposeful alternative education during those sessions.

11.2 Senior School Sex Education Withdrawal Protocol (Years 7 to 11)

In our Senior School (Years 7 to 11), parents have the legal right to request that their child be excused from some or all of the sex education delivered as part of statutory secondary RSE:

1. Parents wishing to make a request for withdrawal must submit their request in writing to the Headteacher.
2. It is the school's standard practice for the Headteacher to meet with the parents (and the pupil, where appropriate) to discuss the request. This meeting is a supportive opportunity to ensure parents' concerns are understood, to clarify the educational purpose of the curriculum, and to explain the potential social and emotional impacts of withdrawal (including the likelihood that the pupil will hear inaccurate peer-to-peer accounts of the lessons).
3. The school will formally document this consultation and keep a secure record of the decision
4. In secondary settings, the Headteacher retains the legal right to refuse a parental request for withdrawal in exceptional circumstances, such as specific safeguarding concerns or a pupil's acute vulnerability.

Note: Parents do not have the right to withdraw their child from Relationships Education, Health Education, or any compulsory elements taught as part of the National Science Curriculum.

11.3 Pupil Right to Opt-In (Age 15)

In accordance with UK law, from three academic terms before their 16th birthday, a pupil has the absolute legal right to choose to opt back into sex education, even if this decision is contrary to their parents' wishes. The school will respect the pupil's decision and will make the necessary teaching provision, ensuring they receive the full curriculum prior to leaving school.

11.4 Alternative Provision During Period of Withdrawal

If a pupil is excused or withdrawn from sex education, St Margaret's, Hampstead holds a strict statutory responsibility to ensure that the pupil receives appropriate, purposeful alternative education during the period of withdrawal. The pupil will be supervised in a designated study area and provided with meaningful work, ensuring they are not penalized or left without educational delivery.

12. Parental Partnership, Materials Transparency, and Contractor Vetting

12.1 Unrestricted Access to Teaching Materials

St Margaret's, Hampstead strongly believes that the personal development of our pupils is a collaborative partnership between the school and families. Parents play the primary role in guiding their children on these sensitive topics, and we aim to support them in having open, confident discussions at home. In compliance with the DfE statutory mandates regarding transparency, parents have a legal right to view a representative sample of resources, as well as all curriculum materials, worksheets, slide decks, and lesson plans used to teach Relationships and Health Education on request. The school will make these resources available for inspection at any time.

12.2 Vetting External Providers and Void Contractual Clauses

When contracting with external providers or purchasing commercial PSHE resources (such as the Life Lessons curriculum), St Margaret's School, Hampstead implements rigorous vetting safeguards in line with DfE rules:

- The school will not agree to any contractual restrictions, non-disclosure agreements, or commercial clauses that attempt to block the school from sharing teaching materials with parents on request;
- Under the statutory guidance, any commercial contract clauses that seek to prevent schools from sharing materials with parents are legally void, invalid, and unenforceable due to the overriding public interest in parents knowing what their children are taught;
- The Deputy Head Pastoral will check the credentials of all visitors, request to review their lesson plans and materials in advance, and ensure they understand and agree to follow school policies regarding safeguarding, confidentiality, and balanced delivery.

12.3 Copyright and Distribution Safeguards

To comply with UK copyright law while maintaining absolute transparency with parents:

- Where possible, curriculum documents, slides, and resources are made available to parents'
- When downloading or viewing these documents, parents must agree to a standard "Conditions of Access" statement, acknowledging that the content is provided for parental information only and must not be copied, downloaded, or shared publicly on social media or other public forums.
- Alternatively, the school may host regular on-site curriculum presentations where parents can review physical copies of materials and discuss the curriculum with the pastoral team.

13. Monitoring of Delivery, Quality Assurance, and Assessment

To ensure that our PSHE and RSE curriculum is consistently high-quality, responsive to pupil needs, and aligned with statutory standards:

- The Deputy Head Pastoral conducts regular quality assurance audits, including learning walks, lesson observations, and review of teaching resources;
- Pupil progress and understanding are assessed formatively through classroom discussion, structured peer-led activities, personal reflection journals, and presentations. Teachers provide regular feedback to ensure core knowledge and skills are thoroughly consolidated;
- The school actively gathers pupil feedback through the School Council and annual PSHE questionnaires, ensuring the curriculum remains relevant, engaging, and responsive to the emerging needs of the local school-age population.

14. Policy Review and Development Cycle

This policy, alongside its curriculum maps and schemes of work, is reviewed and updated on an annual basis by the SLT, the Deputy Head Pastoral, and the Governing Body. This ensures the policy continuously reflects the latest legislative updates, educational best practices, and technological developments.

Next Scheduled Review: September 2027

Transparency Commitment: Any material updates, changes to curriculum mapping, or changes to external providers will be communicated proactively to parents in advance, and the updated policy will always be available free of charge on the school website.

Appendix 1: Infant and Junior PSHE Curriculum Map (Year 1 to Year 6)

The following comprehensive curriculum map outlines how the statutory July 2025 Relationships Education and Health Education outcomes are sequentially woven into St Margaret's spiral primary PSHE curriculum. Significant updates are highlighted in bold to demonstrate compliance with the latest safety, digital, and physical health regulations.

Key

Wellbeing	My body & Me	Healthy choices	Healthy Relationships
Identity & Community	Digital Lives	Aspiration & money	Transition

YEAR 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Meet your emotions	Enjoying the online world	Finding a balance online	How can we walk to fun places safely?	Will I be good at something straight away?	How do families look after each other?
My healthy mind tool kit	Feeling safe online	Celebrating ourselves	How can we stay safe and have fun at home?	What is money and where does it come from?	How do I feel when I am safe?
All our experiences are important	Getting help when we're online	Celebrating our similarities and differences	How can we stay safe whilst out and about?	Can we buy everything we want?	How can I be kind and respectful to friends and family?
Taking care of my body	Choosing when to share online	How can we help everyone to feel included at our school?	Being safe everywhere! [Contextual]	Sensitive and special parts of our bodies (Including naming genitals)	What makes a great friend?

YEAR 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
How many emotions are there?	Choosing what we do online	Every family is special!	Keeping clean and healthy	What are we good at?	Fun surprises, uncomfortable secrets
Change and loss are part of life	How can I talk to people safely and kindly online?	What helps us to be ourselves? (challenging stereotypes)	How can I stay safe around medicine and chemicals?	What skills might I have in the future?	Making decisions that feel good for me
Delicious food fuels my body!	Sharing photos and videos	Rules help to keep us safe, and keep things fair.	How can we be helpful in an emergency?	What makes someone good at a job?	How can we make our school a happy place for everyone? (inclusion and anti-bullying)
The right way to get things wrong	Spotting lies and what to do about it	How our bodies change as we get older	I love my teeth! What can we do to keep them healthy?	Why do people have jobs?	How can we tell if someone is a friend or a stranger?
Do we all need the same things to stay healthy? [Contextual - coming soon!]	How to be a great web searcher		Staying safe online recap [Recap]		Transition to KS2

YEAR 3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
We all have powerful emotions	Healthy online friendships	What would a perfect online world be like? [Recap]	How can we care for our world?	How can I face challenges to have fun and achieve my dreams?	What can people do to help their families?
How many ways are there to exercise?	Feeling uncomfortable online	The amazing cultures in our class and community.	Can I remember how to stay healthy? [Recap]	How do we decide when to spend and when to save?	Our bodies belong to us!
A healthy and mindful week [Recap]	Wellbeing in an online world	How do we treat everyone kindly and with respect?	How can I enjoy a walk or a cycle near roads and railways?	Does money make us happy?	Do friends always want the same things?
I am wonderful!	Choosing what to do and what to share	How can we include everyone?	How can I prepare for an adventure in all weathers and places? [Contextual]	What are my hopes and dreams for the future?	Should we behave the same way with everyone we meet?
	Deciding who to trust online				

YEAR 4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Charging our batteries (the importance of sleep)	Who uses the internet?	Can we know what is real online? [Greater depth]	Do we all have the same values? (British Values)	How do our values shape our identity?	How can friends help us to be our true selves?
My strong emotion toolkit	Using social media safely	How does the Equality Act allow us to live our best lives?	Why are communities important? [Contextual lesson]	Do we all have the same values? (British Values)	How can I tell people what I want and need kindly?
What makes life so amazing?	Connecting to trusted people online	How can we keep a positive view of other people? (Challenging stereotypes)	How does the Equality Act allow us to live our best lives?	How can we keep our money safe?	What do we need when we lose a loved one?
Celebrating healthy and delicious food from across the world [Contextual]	Is the internet a fair place?	How can everyone achieve their potential?	How can we keep a positive view of other people? (Challenging stereotypes)	What jobs are there in our community?	How do the people around us influence us?
Making marvellous mistakes [Greater depth]	Too good to be true? Spotting online fakes	How do our values shape our identity?	How can everyone achieve their potential?		Challenging negative influence

YEAR 5					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
How do we look after our mental health?	How social media companies use our data	How can we listen to other people's experiences better?	How can I make good choices about smoking and vaping?	What does a healthy friendship feel like?	How can we help our communities other than by working?
How can I share what's in my head and heart?	Influence and Power online	How can we be our true selves? (exploring stereotypes)	How do people become addicted?	How does it feel when relationships change?	
What is special about me?	Staying safe in group chats	Being an amazing ally	How can we stay safe around fire?	How do we fix a friendship that has gone wrong? (Conflict resolution)	What is puberty?
Red flags online	How can I thrive online? [Recap]	What environments do we need to thrive? (The social model of disability)	How can I respond quickly to emergencies?	How do people choose when to buy something?	What is menstruation?
Deciding what to share online	Considering all of our needs (Supporting neurodiversity)	What gives us value?	Staying safe on adventures [Recap]	How can we be responsible shoppers?	Why do we need to clean more during puberty?
Comparing ourselves to others on social media	What does the path to equality look like?				

YEAR 6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Change is important	Can I spot an online fake?	How can we appreciate and respect people without judgement? (Challenging unconscious bias)	Why do some people drink alcohol?	Communicating boundaries and needs clearly (Consent)	How do males and females change during puberty?
How can I stay as healthy as possible for my whole life?	What are the dangers of misinformation?	Why is our heritage important?	What are the facts about drugs?	How do we surround ourselves with people who respect and care about us?	Do you ever feel pressure to look a certain way?
Staying regulated	What are my dreams for my future, and how do I get there?	What do we need to feel like we belong?	Why are vaccines so important?	How can we help each other to grow and be our true selves?	Reflections: How does it feel to finish primary school?
Power and friendship online	What skills do I need to do the things I want to do?	Why is it important to love authentically?	How can I perform basic first aid?	How can we stay true to ourselves, whilst learning from other people?	Change: What will change, when we go to secondary school?
Discrimination online	How much money is enough to have a good life?	How do we express our identity?	What does a healthy romantic relationship feel like?	How are our emotions affected by puberty?	Readiness: How do I prepare myself for secondary school?
Motivation and manipulation online	How can we protect our money?	How can we build healthy communities?	What skills do people need to stay in a healthy relationship for a long time?	How do our bodies change during puberty?	Independence: How do I take responsibility for my wellbeing?
Do I live in an echo chamber?	How do I manage my money day-to-day?	What does identity mean to me?			