

WESTFIELD COMMUNITY SCHOOL



PSHE, Relationships and Health Education Policy

(Personal, Social, Health and Economic Education)

September 2026

Introduction

This policy has been produced in line with the DfE guidance- Relationships Education, Relationships and Sex Education (RSE) and Health Education 2025. This statutory guidance has made Relationships and Health Education compulsory in all primary schools from 2020.

Relationships education is defined as education that equips the children with the knowledge, understanding, and skills needed to safe, healthy and positive relationships with others, both online and offline. It should help pupils to understand what healthy relationships look like and develop respect, kindness and empathy towards others. It should also include learning about recognising appropriate and inappropriate behaviour in relationships and learning about boundaries, consent and personal space. Pupils will learn how to stay safe online and know where and how to seek help and support. These enable pupils to prepare for modern life and support their wellbeing and safeguarding.

The aim of Health Education teaches pupils the knowledge and skills required to maintain good physical health, support mental wellbeing, and make safe and informed decisions about their health and lifestyle. Health Education is to prepare children for the wider world, allowing them to discuss in a safe environment a variety of sensitive topics including puberty, attraction, bereavement, sickness, personal safety and life transitions. For Primary children, the focuses of the curriculum are relationships and health education, rather than sex education.

Schools also maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. With this in mind, at Westfield, Relationships and Health Education is taught within a wider PSHE curriculum including further links to economic wellbeing, future aspirations and respect for fundamental British values.

Aims and Values

We believe that PSHE should enable children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and wider community, in doing so we help develop their sense of self-worth. We teach them how society is organised and governed, and ensure that the children experience the process of democracy through participation in the school council. We teach children both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

Additionally, as part of Relationships education we aim:

- To raise pupils' self-esteem and confidence, especially in their relationships with others.
- To help pupils understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives.
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To help them gain access to information and support.
- To develop their skills for a healthier safer lifestyle.
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- To respect and care for their bodies.

Organisation and Teaching

We teach PSHE (including Relationships and Health Education) in weekly lessons based upon the PSHE association scheme of work and statutory objectives. We aim to work in a cross-curricular way wherever possible, linking PSHE to the Science, RE and PE curriculum throughout school. Each year group's objectives are decided based upon the needs of the class, as a result of pupil consultation. (Please see appendix 1 for whole school Long Term Map, appendix 2 for year group objectives and appendix 3 for Progression of Vocabulary).

Throughout the year we include theme days and weeks where the focus of PSHE is on a particular topic. These include, antibullying week, safer internet day, children's mental health week, international women's day, my money week and healthy eating week.

We also employ outside agencies including HH Kids and Coram SCARF to deliver specialist sessions, all of which are at an age appropriate level. These include Relationships and Sex Education (Year 6), Drugs Education (Year 5), and inappropriate touch sessions (Reception to Year 6).

Relationships and Sex Education

We teach about Relationships and Sex Education (RSE) throughout school, at an age appropriate level and based on the needs of the children. (Please see appendix 4 specific information about the organisation and teaching of RSE).

Teaching Children with Special Education Needs and Disabilities

Just over a quarter of our pupils are on the Additional Needs list for SEND. It is paramount all children at Westfield are able to access PSHE at their own level of understanding, regardless of their needs. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties, based on their stage of development, rather than their age. Intervention for SEND support children and those at a higher-level need plan will inform their Individual Learning Plan (ILP) and / or Child Centred Passport. When teaching PSHE, teachers take into account the targets set out for the children with specific needs, some of which may be directly related to PSHE or personal development.

In terms of puberty and growing up, upper phase staff will discuss the child's understanding to access the general class session delivered by an external provider. However, some children with SEND cannot access this due to their level of delay therefore their sessions are offered through the inclusion manager at a level relevant to them and in consultation with parents.

Respect for Fundamental British Values

British Values are promoted throughout the PSHE curriculum and across all aspects of school life at Westfield. Pupils are encouraged to respect the values of democracy and can vote about school matters through their school council representative. Pupils are encouraged to value their freedom within the rules of the school and the laws of the nation and acknowledge that rules/laws are there for their own well-being and safety. Pupils' achievements are celebrated through weekly phase and celebration assemblies. They are encouraged to make their own choices about lunchtimes, activities and aspirations and are taught through Relationships Education about how to keep themselves safe. Pupils are taught about respect and tolerance for others whether from different families, backgrounds or faiths through both the RE and PSHE

curriculum. They are encouraged to work co-operatively with others in class and respect their different beliefs and opinions.

Monitoring and Assessment

Our teachers assess the children's work in PSHE both by making informal judgements, as they observe them during lessons, and through formal assessments of work completed, gauging it against the specific learning objectives set out in the scheme of work.

To assess the children's achievements, teachers complete a half termly assessment of the topic. This will involve an activity or quiz at the end of a topic that will revisit objectives taught. This informs whether the teacher needs to revisit the objective or whether the children who have not met the objective would benefit from small group intervention work. The assessments that we make of pupil achievement are positive and record achievement in its widest sense.

Our PSHE and Inclusion team are responsible for monitoring the standards of children's work and the quality of teaching. This will be monitored by regular work and planning scrutinies. The team supports colleagues in their teaching by sharing information about current developments in the subject, arranging training where needs are identified and by providing a strategic lead and direction for the subject in school.

Review

The PSHE co-ordinator has consulted with staff, children and parents to create this policy, and continues to consult with them to develop the Relationships and Health Education curriculum. Any future policy changes will involve parental and staff consultation and will be reviewed by the School Governors.

This policy will be reviewed every two years, or earlier if necessary.

Appendix 1: Long-term map.

Our long-term map illustrates the themes covered each half term in each year group from Year one to Year six. Themes and objectives highlighted in red are flagged as high priority for our pupils linked to local data. Titles written vertically between each half term illustrate the theme week or day which will be included in that half term.

	 AUT 1 Keeping safe		AUT 2 Mental health		SPR 1 Relationships		SPR 2 Health		SUM 1 Online safety		SUM 2 Growing and changing	
Y1	Personal safety (Road safety, PANTS rule)	DEMOCRACY Inappropriate touch – Coram SCARF	Mental health Respecting others	RULE OF LAW Antibullying week	Friendships	INDIVIDUAL LIBERTY Safer internet day	Keeping healthy and well Physical activity	MUTUAL RESPECT International Women's Day	Online safety	TOLERANCE OF OTHERS My Money week	Growing and changing	Healthy eating week
Y2	Personal safety and first aid (Hazards in the home, medicines, water safe code, rail)		Mental health Respecting self and others		Friendship and families (Families, secrets and surprises)		Keeping healthy and well Physical activity		Online safety (age limits, benefits and risks)		Economic wellbeing and careers	
Y3	Personal safety (Hazards in the home, road and sun safety)		Mental health Respecting self and others		Friendship and families Diversity within families		Keeping healthy and well Physical activity		Online safety (Sharing information, privacy)		Economic wellbeing	
Y4	Personal safety (Water, rail, road, fireworks) Peer pressure		Mental health		Friendship and families Diversity within families		Keeping healthy and well Physical activity Medicines		Online safety (Sharing information, privacy, social media)		Careers	
Y5	Personal safety (Hazards in the home, identifying risks and hazards)		Mental health		Safe relationships, consent, boundaries and trust		Drugs, alcohol, tobacco and vaping (HHKids)		Online safety (Age limits, social media, sharing online)		Careers and aspirations	
Y6	Personal safety (cycle safety) Puberty (HH Kids)		Mental health Respecting others (stereotypes and discrimination)		Safe relationships, consent, boundaries and trust Domestic abuse. Neglect.		Keeping healthy in preparation for SATs		Online safety (AI, managing risks, financial harms, peer influence)		Careers and aspirations First aid	

Appendix 2: Year group objectives.

Each year group is provided with objectives for each half term linked to a theme. Objectives in black are statutory objectives linked to the Relationships and Health Education guidance (DfE 2025) Objectives in red are non-statutory but included as part of our wider PSHE curriculum and based on the needs of our pupils and local community.

Year 1 Learning Objectives

Autumn 1 – Personal Safety	Links to Statutory Guidance
How to contribute to the life of the classroom. To help construct, and agree to follow, group and class rules and to understand how these rules help them.	
What rules are, some basic safety rules and how different rules can help to keep people safe in different situations	PS1
How to cross the road safely with adult support	PS2
About the people whose job it is to help keep children safe and how to get help from an adult if there is an accident or emergency	BS4 BS7
That everyone's body belongs to them; simple rules to protect privacy, recognise safe and unsafe touch, assert boundaries, and who to tell if concerned e.g. Talk PANTS rule from NSPCC	DB2 BS2 BS3
What is meant by a 'trusted adult' (i.e. someone they know who makes them feel safe, listened to and cared for); how to ask for help from a trusted adult	BS5 RKR11

Autumn 2 – Mental Health and Respect for others	Links to Statutory Guidance
How to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness, that feelings can be felt more, or less, strongly	GW3 GW4 GW5
About things that can help people feel good (e.g. playing outside, being in nature, physical activity, doing things they enjoy, spending time with family and friends, getting enough sleep)	GW1
Who they can talk to if finding things difficult, or needing help with feelings (including adults in school) and how to ask for help	GW9
How to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.	

Spring 1 – Friendships	Links to Statutory Guidance
What makes them unique and special; how they are the same as, and different to, others; about the different groups they are part of, and how this can contribute to a sense of belonging	RKR8 RKR10
What friendship is, how to make friends and what makes a good friend	CF1 CF2 CF4
How to play cooperatively; what they can do if they feel upset or angry with someone. How to share, take turns and include others	RKR3 RKR6 CF2
That friends can argue, and simple ways to resolve arguments between friends positively; that physically hurting someone is never the right way to solve an argument	CF5 CF6 RKR3
When to ask for permission and when others should ask for theirs, e.g. during play or when negotiating shared space, toys and resources; how to give or not give permission clearly and respectfully	BS1
How to ask for help if a friendship is making them feel unhappy	CF7

Spring 2 – Keeping healthy and well. Physical activity.	Links to Statutory Guidance
People who help us stay healthy and who can help if feeling unwell or hurt	HPP1 PHF4
How to brush teeth correctly, about visiting the dentist and how food and drink choices affect dental health	HPP4
How to keep safe and well in the sun and protect skin from sun damage	HPP2
What being healthy means, ways to be physically active every day and how physical activity helps people to stay healthy	PHF1 PHF2
That food and drink come from different sources (e.g. eggs from chickens, fruit from trees/plants) and how some foods can be changed (e.g. grains into bread) before they are eaten or drunk	HE1 HE4

Summer 1 – Online safety	Links to Statutory Guidance
Different ways people use the internet in everyday life	WO1
How the internet and digital devices can be used to safely and respectfully communicate with others	WO2 WO4 OSA1
That it is important to be kind online; that people's feelings can be hurt by unkindness online	OSA1
Basic rules to keep safe online, including which personal details should be kept private online; that anything shared online can be used or shared by other people	WO10 OSA4 OSA5
How to tell a trusted adult if they have worries about something online	WO11

Summer 2 – Growing and changing	Links to Statutory Guidance
About growing and changing from young to old and how people's needs change	DB1
About preparing to move to a new class or year group and how to manage feelings during those times	GW3 GW8
What money is, how people get money, and what it is used for	
The difference between needs and wants; that people may not always be able to have the things they want	
That everyone has different strengths and interests; to identify what they enjoy, are good at or feel proud of	
Different jobs that people do, including roles and responsibilities people have in their community	

Year 2 Learning Objectives

Autumn 1 - Personal Safety and First Aid	Links to Statutory Guidance
How to recognise potentially harmful or hazardous situations in everyday life, including at home	PS1
To recognise risk in relation to medicines, cleaning fluids and other potentially harmful products that might be in the home, what to do and who to tell if they think they are at risk	DATV1
Ways to keep safe when out and about (near railways)	PS2
How to keep safe around water, using the water safety code	PS2
How to dial 999 in an emergency (including from a locked mobile phone), and what to say	BFA1
What to do if they feel unsafe or worried for themselves or others; who and how to ask for help; the importance of keeping trying until they are heard	RKR11, BS6, BS7

Autumn 2 - Mental Health and Respecting self and others	Links to Statutory Guidance
That being aware of their thoughts and feelings can help someone to manage them and is an important part of keeping healthy and well	GW2 GW4
That someone's feelings can affect how they behave; ways to manage strong feelings, reactions and responses	GW5 RKR3
Simple strategies to manage distraction, unhelpful thoughts and strong, unpleasant or uncomfortable feelings; that the brain can get better at remembering how to use these strategies	GW1 GW5
That they have likes, dislikes and needs; why it is important to understand that not everyone likes, dislikes and needs the same things.	RKR1
How to respectfully express their likes, dislikes and needs, and listen to other people. Ways to show politeness and respect	RKR3 RKR5 RKR7

Spring 1 – Friendships and Families	Links to Statutory Guidance
What is a family and who is in our family	F1 F2
That there are different types of family, and that everyone's family is unique and special	F3
How families show love and care and different ways they can spend time together and share each other's lives	F2 F4
What to do if anything about family life is upsetting or concerning	F6
Basic strategies for resisting pressure to do something they don't want to do, that makes them uncomfortable, or that might be unsafe	BS4 BS5 BS6
About the importance of not keeping adults' secrets (only happy surprises), and of telling a trusted adult about any secrets that make them feel uncomfortable, worried, embarrassed, or unsafe	BS2 BS6
That some parts of the body are private; to be able to name these private parts of the body (penis, testicles, scrotum, nipples, vulva, vagina)	DB2

Spring 2 – Keeping healthy and well. Physical activity.	Links to Statutory Guidance
Why sleep is important, bedtime routines and ways to rest and relax	HPP3
Simple hygiene routines that can stop germs from spreading	HPP5
That medicines can help people to stay healthy or feel better if they are unwell	HPP6
Who to talk to if they are worried about their health	PHF4
That what someone eats and drinks can affect their health; about food and drink that support good health, the importance of eating a range of foods, the effects of consuming too much sugar; who to talk to if worried about what they eat and drink	HE1 HE4
When and how children can make choices about what they eat and drink and who can help them make healthier choices	HE2

Summer 1 – Online Safety	Links to Statutory Guidance
That not everything on the internet is true or real	WO7
That sometimes people may behave differently online, including by pretending to be someone they're not or saying things that aren't true	OSA2
How rules and age restrictions help protect children's wellbeing online; why it's important to limit time on, and take breaks from, digital devices	WO3 WO5 OSA3
Some benefits and risks of watching videos or playing games online	WO6 WO7
How to tell a trusted adult if they have worries about something online	WO11

Summer 2 – Economic wellbeing and careers	Links to Statutory Guidance
About different kinds of change and loss (including death), how change and loss can affect people and who can help	GW8
That money needs to be looked after; different ways of doing this, including keeping money in an account	
Different ways of paying for things	
That money can be saved or spent; that people make different choices about saving and spending money	
That people can earn money to pay for things by having a job	
Some of the strengths and interests someone might need to do different jobs	

Year 3 Learning Objectives

Autumn 1 – Personal Safety	Links to Statutory Guidance
About the role of rules and laws in keeping people safe	PS1 PS2
About hazards that may cause harm or injury in the home e.g. fire risks; how to help keep themselves safe, including around electrical appliances	PS1
Strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (ROAD SAFETY)	PS2
About the benefits and risks of sun exposure (including sun damage, heat stroke and skin cancer); how to keep safe and well in the sun and cool during heatwaves	HPP2

Autumn 2 – Mental Health and Respecting self and others	Links to Statutory Guidance
The shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others	RKR1 RKR6 GW1
How to communicate effectively and assertively, including expressing needs and boundaries; how being assertive differs from being controlling	RKR3 RKR4
The importance of taking care of mental health and wellbeing, as well as physical health	GW2
How to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time	GW3 GW4 GW5
About everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends)	GW1
When, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school	GW9 GW10

Spring 1 – Friendships and families	Links to Statutory Guidance
How and why families differ (e.g. with or without children, single parents, same sex parents, blended families), and that all families should be respected	F3
About the importance of friendships; that positive friendships support wellbeing	CF1
What constitutes a positive, healthy friendship (e.g. mutual respect, trust, kindness, generosity, sharing interests, enjoying being together, and support with problems and difficulties); that truthfulness and loyalty are also part of this, but when these might be less appropriate	CF2 CF4 RKR2
How people choose and make friends; skills for building caring, kind friendships (e.g. mutual support, listening, respecting boundaries, celebrating friends' successes)	CF1 CF2
About diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect	RKR5 RKR8
How courtesy and manners can be used to show respect; that different cultures can use different customs and behaviours to show courtesy; to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own	RKR7

Spring 2 - Keeping healthy and well. Physical activity.	Links to Statutory Guidance
How to maintain good oral hygiene (including correct brushing and cleaning between teeth); why regular visits to the dentist are essential; the impact of lifestyle choices on dental health	HPP4
How sleep quality and quantity support a healthy lifestyle; the effects of lack of sleep on the body, feelings, behaviour, and ability to learn, and routines for good quality sleep	HPP3
The role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health	HPP1
What good physical health means; the characteristics of a balanced, healthy lifestyle	PHF1
The benefits of regular physical activity for mental and physical health; how to build moderate and vigorous exercise into daily/weekly routines	PHF1 PHF2
About choices that support a healthy lifestyle and what might influence these; risks associated with an inactive lifestyle, such as unhealthy weight gain	PHF3

Summer 1 – Online safety	Links to Statutory Guidance
About ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online	WO1 WO2
About rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent	WO4 WO10
Similarities and differences between communicating with someone online and offline; the importance of meaningful in-person relationships; that while online communication might enhance some relationships, purely online relationships may be less fulfilling	WO2
That the same principles about how to treat others apply in all contexts, including online	OSA1
Where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online	OSA6

Summer 2 – Economic Wellbeing	Links to Statutory Guidance
That people have different attitudes towards saving and spending money	
What influences people's decisions about saving and spending, including individual priorities, needs and wants	
That what people do with their money can affect others and the environment (e.g. giving to charity, buying fair trade, buying single-use plastics)	

Year 4 Learning Objectives

Autumn 1 – Personal Safety	Links to Statutory Guidance
About hazards that may cause harm or injury in the home e.g. fire risks; how to help keep themselves safe, including around electrical appliances	PS1
Strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (RAIL SAFETY)	PS2
Strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (WATER SAFETY)	PS2
Strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (ROAD SAFETY)	PS2
Strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (FIREWORK SAFETY)	PS2
Strategies for recognising and managing peer influence and the desire for peer approval in friendships	CF2

Autumn 2 – Mental Health	Links to Statutory Guidance
The importance of taking care of mental health and wellbeing, as well as physical health	GW2
That everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad	GW3 GW6 CF3
About change, loss and grief, including bereavement; that people feel, express, and manage grief in different ways; strategies that can help with change, loss and grief	GW8
When, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school	GW9 GW10
To discuss and debate topical issues, problems and events concerning mental health and wellbeing and offer their recommendations to appropriate people.	

Spring 1 – Friendships and families	Links to Statutory Guidance
How and why families differ (e.g. with or without children, single parents, same sex parents, blended families, adoption and fostering), and that all families should be respected	F3
That families can go through changes (e.g. new siblings, moving home) and experience difficult times, and can support each other through these. Families should provide love, care, protection, and safety for children.	F1 F2 F4
What to do and who to talk to if someone is worried about their family or feels unsafe	F6
That healthy friendships are not controlling or possessive; that everyone can have more than one friend, and that having different friends can bring different positive experiences	CF1 RKR4 RKR2
That healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the importance of seeking support if feeling lonely or excluded	CF1 CF3 CF4 GW6
About balancing the needs and wishes of different people, e.g. in families or friendships; the importance of balancing their own needs with being kind to others	RKR1 RKR4
Ways to reconcile differences and conflict positively and safely, including avoiding physical aggression and finding a compromise	CF6 RKR3

Spring 2 - Keeping healthy and well. Physical activity.	Links to Statutory Guidance
Why and how to maintain personal hygiene; about bacteria and viruses and ways to limit the spread of infection (e.g. hygiene routines, vaccination, immunisation)	HPP5 HPP6
How medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies and asthma	HPP6
The elements of a healthy, balanced diet; foods that should be eaten often or less often, and the benefits of eating a variety of nutritionally rich foods for health and wellbeing	HE1
About the effects of different food and drink on the body and the effects of eating a less healthy diet, including ultra-processed foods	HE4
How to develop healthier eating and drinking habits and how to manage influences on their choices	HE1 HE2 HE4
Some benefits of preparing meals at home; how to plan and prepare healthy meals	HE3
How and when to speak to adults (including in school) if they are worried about their health	PHF4

Summer 1 – Online Safety	Links to Statutory Guidance
About rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent	WO1 WO10
How content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see	WO7 WO9 WO10
The minimum age requirement for social media; how this protects children from inappropriate content or unsafe contact with other social media users	OSA3 WO5
Why and how to use privacy and location settings to protect information	OSA4
How someone's online behaviour can affect other people; the importance of, and how to maintain, positive, kind and respectful communication online, including when anonymous	WO4
Where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online	OSA6
The importance of telling a trusted adult and getting support with anything that worries, scares or concerns them online; when, why, and how to report concerns online	WO11

Summer 2 – Careers	Links to Statutory Guidance
Different ways to keep track of money; how to keep money safe at home, outside the home or in a bank account	
Advantages and disadvantages of different ways of paying for things	
How money can affect someone's emotions and wellbeing; how to manage feelings about money, including who to talk to	
That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment	
To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals	

Year 5 Learning Objectives

Autumn 1 – Personal Safety	Links to Statutory Guidance
About hazards that may cause harm or injury in the home e.g. fire risks; how to help keep themselves safe, including around electrical appliances	PS1
How to predict, assess and manage risk in different situations	PS1
Strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult	PS2
How to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing that	BS5 CF7
About seeking and giving/not giving permission (consent) in different situations with friends, peers and adults	BS1 BS3

Autumn 2 – Mental Health	Links to Statutory Guidance
The importance of taking care of mental health and wellbeing, as well as physical health	GW2
How feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses	GW5
How to manage emotional responses to events outside of their control	GW5
If unpleasant thoughts and feelings are strong, last a long time, or cause problems that affect daily wellbeing (e.g. by making it difficult to do important things, such as learning or playing), this can be a sign of a mental health difficulty, and there is support available to help people manage this	GW10
When, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school	GW9 GW10

Spring 1 – Safe Relationships, consent and boundaries	Links to Statutory Guidance
That there are different types of relationships (e.g. friendships, family and romantic relationships); about committed, stable relationships, including marriage and civil partnership.	F4 F5
The difference between public and private; why something might be private, and when children and adults have a right to privacy	BS2
What is meant by boundaries; how to set and communicate appropriate boundaries in friendships and other relationships; the importance of respecting others' boundaries	BS1 RKR2
How to identify acceptable/appropriate physical contact, and how to tell if physical contact is inappropriate (e.g. contact or touch that makes them feel uncomfortable, worried, confused, embarrassed, hurt or unsafe); how to respond to inappropriate or unwanted physical contact, including who to tell	BS3
How to identify trusted adults, and other sources of support and advice, in different contexts; the vocabulary and skills needed to seek help if they are concerned about their own or others' safety or if they feel worried, upset or frightened about something, including violence or harm; how to keep trying until they are heard	BS5 BS6 BS7 RKR11

Spring 2 – Drugs, alcohol, tobacco and vaping	Links to Statutory Guidance
The facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines) <i>(delivered by HH Kids)</i>	DATV1
To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others <i>(delivered by HH Kids)</i>	DATV1
What can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break <i>(delivered by HH Kids)</i>	DATV1
That there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know <i>(delivered by HH Kids)</i>	DATV1 GW9
What is meant by the term 'habit' and why habits can be hard to change <i>(delivered by HH Kids)</i>	

Summer 1 – Online Safety	Links to Statutory Guidance
Reasons for following rules and age restrictions; how rules and age restrictions for some apps, streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing The minimum age requirement for social media; how this protects children from inappropriate content or unsafe contact with other social media users	OSA3 WO5
About the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing	WO3
Similarities and differences between communicating with someone online and offline; the importance of meaningful in-person relationships; that while online communication might enhance some relationships, purely online relationships may be less fulfilling	WO2
That the same principles about how to treat others apply in all contexts, including online	OSA1
The risks of sharing things online, including images or words; that once these have been circulated online, they might spread quickly and far; that it can be difficult to control who sees them and to remove them from everywhere on the internet	OSA5
How to decide what is appropriate to share online and what should not be shared	OSA4
Where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online	OSA6

Summer 2 - Careers	Links to Statutory Guidance
To recognise their achievements and personal strengths; how to set targets to help achieve their goals	
To identify and build skills that might help them in their future careers e.g. teamwork, communication, negotiation, critical thinking and digital literacy	
That there is a broad range of different jobs that people can have; that people often have more than one type of job during their career	
That a person's career aspirations should not be limited by stereotypes about particular jobs or career pathways	

Year 6 Learning Objectives

Autumn 1 – Personal Safety	Links to Statutory Guidance
About hazards that may cause harm or injury in the home e.g. fire risks; how to help keep themselves safe, including around electrical appliances	PS1
Strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (CYCLE)	PS2
How to identify acceptable/appropriate physical contact, and how to tell if physical contact is inappropriate (e.g. contact or touch that makes them feel uncomfortable, worried, confused, embarrassed, hurt or unsafe); how to respond to inappropriate or unwanted physical contact, including who to tell (<i>delivered by HH Kids</i>)	BS3
The external genitalia and internal reproductive organs in males and females (<i>delivered by HH Kids</i>)	DB1 DB2 DB3
The emotional and physical changes that occur during puberty in both males and females (e.g. mood swings, wet dreams, periods, body hair); strategies to prepare for and manage these changes (<i>delivered by HH Kids</i>)	DB1
The facts about the menstrual cycle and menstrual wellbeing, including what period products are available; where to get help and advice for menstrual wellbeing (<i>delivered by HH Kids</i>)	DB3
About parts of the body that are private; that other people's bodies belong to them and should be respected; how to express boundaries about these body parts (<i>delivered by HH Kids</i>)	DB2

Autumn 2 – Mental health and respecting others	Links to Statutory Guidance
The importance of taking care of mental health and wellbeing, as well as physical health	GW2
When, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school	GW9 GW10
What stereotypes are and how they can be unfair; how stereotypes can negatively influence behaviours and attitudes towards others, including leading to bullying; strategies for challenging stereotypes	RKR10
About prejudice and discrimination; to recognise behaviours that discriminate against others; ways of responding to discrimination, including when and how to seek help	RKR5 RKR6 RKR10

Spring 1 - Safe Relationships, consent and boundaries	Links to Statutory Guidance
About seeking and giving/not giving permission (consent) in different situations with friends, peers and adults	BS1 BS3
What is meant by boundaries; how to set and communicate appropriate boundaries in friendships and other relationships; the importance of respecting others' boundaries	BS1 RKR2
About keeping something confidential or secret, when this should not be agreed to, and when it is right to break a confidence or share a secret; who and how to tell about secrets that make them feel uncomfortable, worried or unsafe	BS2
Different ways to respond safely and appropriately to adults who are known or unknown to them, in a range of contexts; who to talk to if feeling uneasy about, or unsafe around, any adult	BS4 BS6 OSA2
That some relationships can be harmful, dangerous or abusive; how to recognise signs that a relationship may be harmful, dangerous or abusive, and how to report abuse	BS5 BS6
How to identify trusted adults, and other sources of support and advice, in different contexts; the vocabulary and skills needed to seek help if they are concerned about their own or others' safety or if they feel worried, upset or frightened about something, including violence or harm; how to keep trying until they are heard	BS5 BS6 BS7 RKR11

Spring 2 – Keeping healthy in preparation for SATs	Links to Statutory Guidance
How to direct attention and manage distractions to support mental health and wellbeing	GW1
Self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations	GW1
That when someone practises self-regulation strategies, over time their brain will help them to use these strategies automatically and effectively	GW1

Summer 1 – Online Safety	Links to Statutory Guidance
How text and images in the media and online can be manipulated or fabricated; strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation	WO7 WO9
What AI is (including generative AI) and where it might be encountered in everyday life	WO1
How AI chatbots work; similarities and differences between interacting with an AI chatbot and a human, and the implications for wellbeing	WO2
How to assess and manage risks relating to online gaming, including the impact of compulsive gaming on health and wellbeing; the risks relating to video game monetisation and loot boxes, as well as other online financial harms including scams and fraud, and their impact on wellbeing	WO3 WO6
Strategies for managing peer influence on their online behaviour; the importance of not pressuring others, and how to resist pressure from others, to share personal information or images online	OSA1 WO4
The importance of telling a trusted adult and getting support with anything that worries, scares or concerns them online; when, why, and how to report concerns online	WO11 OSA6
About why someone may behave differently online, including pretending to be someone they are not; strategies for evaluating online relationships, recognising risks, harmful content and contact; how to report concerns to trusted adults and reliable sources of support	OSA2

Summer 2 – Careers and aspirations. First Aid.	Links to Statutory Guidance
How different factors (e.g. personal interests, values and aspirations, family connections to certain trades or businesses, strengths and qualities, stereotypical assumptions) might influence people's decisions about a job or career	
That people doing different jobs are paid different salaries and money is one factor that may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid	
That there are different routes into careers (e.g. college, apprenticeship, university)	
About the kind of job that they might like to do when they are older, whilst recognising that they may do a job that does not yet exist, due to societal, environmental and technological changes	
What is meant by first aid; basic techniques for dealing with common injuries (e.g. bruises, scalds, burns, bleeds)	BFA2
When and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them	BFA1

Antibullying Week

Antibullying Week KS1	Links to Statutory Guidance
About kind and unkind behaviour; that someone's actions and words can be hurtful	RKR3 RKR9
How to recognise bullying; how people may feel if they experience hurtful behaviour or bullying; the importance of telling an adult if they experience or witness bullying	RKR9 GW7
How to identify people they can tell, and get help from, if they are worried, upset, uncomfortable or unsure about relationships or someone's behaviour, and why it is important to do so	RKR11

Antibullying Week KS2	Links to Statutory Guidance
About different types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all involved (including on wellbeing) and how to report and seek help for themselves or others	GW7 RKR9 WO8

Appendix 3: Progression of Vocabulary.

PSHE Progression of Vocabulary

Year 1

<u>Autumn 1</u> <u>Keeping Safe</u>	<u>Autumn 2</u> <u>Mental Health</u>	<u>Spring 1</u> <u>Relationships</u>	<u>Spring 2</u> <u>Health</u>	<u>Summer 1</u> <u>Online Safety</u>	<u>Summer 2</u> <u>Growing and Changing</u>
Rules Rights Safe Unsafe Danger Responsibilities Road safety Emergency Special people Safe Tell Worried Trust Good touch Bad touch Private parts	Feelings words Emotions Behaviour Hurt feelings Help Support 5 ways to wellbeing	Unique Special Belong Group Community Friendship Share Take turns Listening Falling out Respect Permission Kind Similar Different	Special people Healthy Unhealthy Teeth Dentist Sun Sun cream Personal hygiene (toiletry items) Clean Balanced diet Water Exercise Sleep/Rest Fruit Vegetables Food sources	Digital devices Internet Safe Unsafe Online Offline Private Personal information Share Worried Help	Growing Change Baby Toddler Child Teenager Adult Elderly Old Young Money Wants Needs Strengths Proud Jobs

Year 2

<u>Autumn 1</u> <u>Keeping Safe</u>	<u>Autumn 2</u> <u>Mental Health</u>	<u>Spring 1</u> <u>Relationships</u>	<u>Spring 2</u> <u>Health</u>	<u>Summer 1</u> <u>Online Safety</u>	<u>Summer 2</u> <u>Growing and Changing</u>
Hazard Harmful Safe Unsafe Accident Medicine Cleaning products Hot objects Sharp objects Danger Rail safety Water safety Water safety code Emergency 999 Help	Feelings words Emotions Behaviour Kind Unkind Solve Distraction Control Likes Dislikes Respect Listen	Family Types of families Unique Special Love Care Secrets Surprises Private parts Penis Testicles Scrotum Nipples Vulva Vagina Boys Girls Permission Uncomfortable Safe Unsafe Worried	Sleep Bedtime routine Hygiene Clean Germs Spread Control Medicine Vaccination Healthy diet Balanced Body Exercise Food Rest Healthy choices Unhealthy	Internet Real Fake Online bullying Safe Unsafe Rules Age restrictions Screen time Risks Online gaming Worried Uncomfortable Help	Growing Change Feelings Loss Money Bank Spending Saving Jobs Strengths Responsibilities

Year 3

<u>Autumn 1</u> <u>Keeping Safe</u>	<u>Autumn 2</u> <u>Mental Health</u>	<u>Spring 1</u> <u>Relationships</u>	<u>Spring 2</u> <u>Health</u>	<u>Summer 1</u> <u>Online Safety</u>	<u>Summer 2</u> <u>Growing and Changing</u>
Rules Laws Safe Unsafe Injury Hazards in the home Harm Fire risks Electrical appliances Road safety Stop Look Listen Sunburn Damage Protection Sun cream	Responsibility Care Environment Respect Communication Boundaries Assertive Control Mental Health Feeling words 5 ways to wellbeing Exercise Sleep Balanced diet Help Support	Families Love Nuclear family Single parents Same sex parents Blended family Friendships Positive, healthy Respect Trust Kind friendships Diversity Stereotype Personality Similarities Differences Manners	Teeth Dentist Decay Plaque Sleep Routine Medical professionals Illness Health Physical health Decisions Choices Balanced diet Healthy Unhealthy Eat well plate Protein Dairy Carbohydrates Energy Fruit and vegetables	Internet Positive Negative Rights Responsibilities Personal information Sharing Privacy Consent Social media Private Public Consequences Trust Fake	Money Spending Saving Needs Wants Charity Fair trade Single use Earning Income

Year 4

<u>Autumn 1</u> <u>Keeping Safe</u>	<u>Autumn 2</u> <u>Mental Health</u>	<u>Spring 1</u> <u>Relationships</u>	<u>Spring 2</u> <u>Health</u>	<u>Summer 1</u> <u>Online Safety</u>	<u>Summer 2</u> <u>Growing and Changing</u>
Hazards Harm Risk Danger Consequences Choices Rail safety Road safety Stop Look Listen Water safety Water safety code Road safety Firework safety Sparklers Fireworks Bonfires Age restrictions Peer pressure Peer influence	Mental health Feeling words Help Support Change Loss Grief Separation Wellbeing Negotiation Compromise Listening Respect Conflict	Families Differences Similarities Relationships Adoption Fostering Same sex family (two mums, two dads) Blended family Nuclear family Extended family Stereotypes Changes Healthy relationship Control Conflict Resolve Compromise	Personal hygiene Germs Vaccination Medicines Allergies Healthy Unhealthy Balanced diet Nutrients Processed foods Sleep Rest Exercise Influence Positive Neutral Negative	Rights Responsibilities Sharing personal information Social media Age restrictions Privacy Unhealthy Risky Consequence Peer pressure Uncomfortable Report Reliability Misrepresent Mislead	Money Bank Spending Income Interest Loan Debt Tax VAT Community Economic Environment Sustainable Achievements Goals Aspirations

Year 5

<u>Autumn 1</u> <u>Keeping Safe</u>	<u>Autumn 2</u> <u>Mental Health</u>	<u>Spring 1</u> <u>Relationships</u>	<u>Spring 2</u> <u>Health</u>	<u>Summer 1</u> <u>Online Safety</u>	<u>Summer 2</u> <u>Growing and Changing</u>
Risk Danger Hazards in the home Harm Injury Decision making Peer pressure Uncomfortable Permission Consent Actions Consequences	Mental Health Feelings Wellbeing Resilience Manage Control Change Loss Grief Support	Relationships Friendships Marriage Civil partnership Same sex Stable, committed Public Private Boundaries Unhealthy relationship Inappropriate touch Uncomfortable Trusted adults	Drugs Cigarettes Vaping Alcohol Tobacco Smoking Nicotine Perception Age restrictions Legal Illegal Addictive Substance Habit Assertive Passive Aggressive	Internet safety Age restrictions Gambling Spending Influences Social media Screen time Bullying Cyberbullying Personal information Privacy Sharing Images Spread Fact Opinion Biased Unbiased Misleading Manipulate Peer pressure Reliability Report	Strengths Achievements Targets Goals Skills Teamwork Jobs Aspirations Stereotypes

Year 6

<u>Autumn 1</u> <u>Keeping Safe</u>	<u>Autumn 2</u> <u>Mental Health</u>	<u>Spring 1</u> <u>Relationships</u>	<u>Spring 2</u> <u>Health</u>	<u>Summer 1</u> <u>Online Safety</u>	<u>Summer 2</u> <u>Growing and Changing</u>
Hazards in the home Harm Injury Risks Cycle safety Inappropriate touch Uncomfortable Trusted adult Puberty – vocab by HH Kids	Physical/emotional/mental health Feelings Support Wellbeing Stereotypes Challenge Assertive Unfair Bullying Influence Prejudice Discrimination	Relationships Unhealthy relationships Consent Boundaries Controlling Abuse Violence Neglect Respect Secrets Positive Healthy Trust Support Unwanted touch Trusted adults	Responsibility Independence Distractions Self-regulation Feelings Thoughts Stress Wellbeing	Media manipulation Misleading Real/fake/untrue AI Chatbots Risk Consequences Online gaming Screen time Loot boxes Financial harms Scams Fraud Peer influence Age restrictions Social media Parental consent Trolling Cyber bullying Virus Gaming Permission Misleading Reliability Filters/photoshop	Job influences Stereotypes Money Salary Career path Qualifications First aid Emergency 999 Responsive Unresponsive Information Injury

Appendix 4: Teaching of RSE.

We teach about Relationships and Sex Education (RSE) throughout school, at an age appropriate level and based on the needs of the children. While we carry out the main RSE in our PSHE curriculum through Relationships and Health Education, we also teach some RSE through other subject areas (such as PE, RE and Science) which we believe contributes significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

Organisation:

Foundation Stage

Pupils learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others. In inappropriate touch sessions (delivered by Coram SCARF), they learn about unwanted touch, how it makes them feel and how to ask for help.

Key Stage 1

Through work in Science pupils learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. Pupils will be taught the correct names for the main external body parts. This also gives children the knowledge and understanding they need to stay safe, including the ability to identify and reports signs of abuse. They learn about the importance of personal hygiene to maintain good health. In RE pupils reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety. In inappropriate touch sessions (delivered by Coram SCARF), pupils learn about unwanted touch, how it makes them feel and who/how to ask for help. They learn about how private parts are 'no touch areas' and the importance of not keeping secrets that make them feel uncomfortable inside.

Key Stage 2

In Science pupils build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in years five and six. In RE they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They learn about different types of families and relationships, including, for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures. They develop skills needed to form relationships and to respect other people's emotions and feelings. They consider how to make simple choices and exercise some basic techniques for resisting pressure. In RSE sessions (delivered by HHKids), pupils are taught about the physical, emotional and social changes at puberty, which include personal hygiene. They will **not** be taught about conception or birth, but will be taught about how the male and female reproductive systems work including menstruation (girls only session) and testicular awareness (boys only session). In inappropriate touch sessions (delivered by Coram SCARF), pupils build on their knowledge of unwanted touch and learn about consent. They learn about personal space and online safety including dealing with unwanted attention online, and further develop their knowledge of who/how to ask for help when needed.

We will do our best to answer all questions with sensitivity and care. We will allow pupils to raise anonymous questions, throughout the teaching of RSE, by providing an anonymous question box for pupils to ask questions that may be responded to at a later date. We believe it is important for children to feel they can ask any questions and that their questions are valued, however it is also important for practitioners to give an appropriate answer with consideration to pupil's prior learning and readiness. *If questions are raised specific to the age of sexual consent, children will be advised that the law in Britain prohibits sexual activity until the age of 16.*

Parental right to withdraw

All of our RSE curriculum at Westfield is taken from the Science National Curriculum objectives, or the Relationships and Health Education statutory guidance. Therefore, all aspects of our RSE curriculum are compulsory, meaning parents do not have the right to withdraw their child from these sessions. If parents have any concerns about the contents of our RSE curriculum, they are encouraged to discuss this with the headteacher or PSHE and Inclusion team.

Confidentiality and safeguarding

Teachers need to be aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. If a child makes reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take this reference seriously, and deal with it as a matter of child protection. They will not try to investigate, but will immediately inform Designated Child Protection person in line with the LEA procedures for child protection. The Headteacher will then deal with the matter in consultation with health care professionals. (See our policy on Child Protection) A member of staff cannot promise confidentiality if concerns exist.

The role of parents

The school understands the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supportive relationship with the parents and carers of the children at our school through mutual understanding, trust and cooperation.

To promote this objective, we:

- Inform parents about the school's sex education policy and practice.
- Answer questions that parents may have about the sex education of their child.
- Arrange a meeting for parents and carers of children in Year 6 to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.
- Take seriously any issues that parents raise with teachers or governors about this policy, or about arrangements for SRE in the school.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.