Wells Primary School

RSHE Policy

Signed_____

Chair of Teaching & Learning Committee

Contents

1. Aims.....2

2. Statutory requirements.....3

3. Policy development.....3

4. Definition.....4

5. Curriculum.....4

6. Delivery of PSCE/RSHE.....5

7. Equality.....6

8. Safeguarding.....6

9. Roles and Responsibilities.....7

10. Parents' right to withdraw.....7

11. Training.....8

12. Monitoring arrangements.....8

Appendix 1: By the end of primary school pupils should know.....9

Appendix 2: Curriculum Map.....22

Appendix 3: Parent form: withdrawal from sex education within RSE (Y6 Only).....24

Appendix 4: Glossary of terms for parents.....25

1. Aims

The aims of relationships, sex and health education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Explore and understand a diverse range of attitudes, values and faith perspectives around aspects of relationships
- Help pupils develop feelings of self-respect, confidence and empathy
- Teach children about positive and respectful relationships
- Teach children about physical health and mental wellbeing; recognising how to manage their emotions and access help and support where needed
- Teach pupils the anatomically correct names for genitalia to help them describe, respect, and protect their bodies.
- Develop knowledge and understanding on how to use of the internet safely, recognising the risks and benefits it brings
- Develop pupils' skills and knowledge in keeping safe and assessing harm and risk
- Prepare pupils for the physical and emotional changes of puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Prepare pupils for the next stage in their education.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal qualities. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, each month we explore different values. The emphasis is on encouraging children to become independent thinkers who understand their roles as citizens of a school community but also of a wider, national and global arena.

Wells Primary School Values			
2026 - 2027		2027 - 2028	
September	Diligence	September	Respect
October	Equality	October	Diversity
November	Justice	November	Responsibility
December	Love	December	Peace
January	Compassion	January	Perseverance
February	Trust	February	Empathy

March	Forgiveness	March	Thankfulness
April	Friendship	April	Hope
May	Freedom	May	Wisdom
June	Acceptance	June	Honesty
July	Happiness	July	Celebration

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils in accordance with section 34 and 35 of the Children and Social work act 2017.

At Wells Primary School we teach RSHE in full alignment with the statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance (DfE, coming into force September 2026), having regard to the statutory framework issued under section 403 of the Education Act 1996. We are not required to provide non-statutory sex education, but we choose to teach specific elements alongside the mandatory science curriculum in an age-appropriate manner .

3. Policy development

This policy has been developed in consultation with staff, pupils and parents (July 2026). The consultation and policy development process involved the following steps:

1. Review – senior staff gathered all relevant information including relevant national and local guidance

2. A review of existing PSHE and other curriculum areas where RSHE has already been taught for KS1 and KS2

3. RSHE policy development discussed with governors

4. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

5. Parent/stakeholder consultation – parents invited to view and comment on an online form about the policy

6. Ratification – once amendments were made, the final policy was shared with governors and ratified.

Following feedback during the parent consultation process, a Glossary of Terms (Appendix 4) has been included to provide parents and carers with clear explanations of all key terminology used across our policy and RSHE curriculum.

4. Definition

Relationships

At Wells Primary School, we focus on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet independently. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives.

Sex

Sex education at Wells Primary School aims to support pupils' ongoing emotional and physical development effectively during the transition phase before moving to secondary school. The sex education programme is tailored to the age and the physical and emotional maturity of the pupils. It draws on knowledge of the human life cycle set out in the national curriculum for science and teaches how a baby is conceived and born. (Parents have the right to withdraw their child from this part of RSHE curriculum). Senior members of staff support the teaching of this part of the RSHE curriculum.

Health

RSHE also creates an opportunity for pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing; the pupils are also taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep. Emphasis is given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors. Pupils learn key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11. This includes physical and emotional changes, as well as about menstrual wellbeing including the key facts about the menstrual cycle.

Pupils learn concepts of basic first aid and how to report concerns and seek advice when they suspect or know that something is wrong.

RSHE in Wells Primary is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity, personal identity and sex education.

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

RSHE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 & 2but this may be adapted as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that children are fully informed and avoid seeking answers online. Teachers are encouraged to seek advice before responding to sensitive questions. They may respond to a pupil by saying 'I am going to think about that and get back to you.'

6. Delivery of PSCE/RSHE

PSCE/RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE) and in Information Technology (IT).

Year 6 Pupils also receive stand-alone sex education sessions delivered by a trained teacher (senior member of staff) and special measures are implemented to ensure that all pupils feel comfortable with the topics discussed. This includes having single sex small groups where it is deemed necessary. Teachers will be trained to handle questions sensitively and anonymous question and answer sessions will be used to ensure that no child feels self-conscious or embarrassed. Parents will be notified in advance when these lessons will take place and may choose to withdraw their child from these sessions.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships and personal boundaries - Teaching practical assertiveness skills, recognising boundaries, rehearsing how to say 'no' safely and respectfully, and distinguishing between assertiveness and controlling behaviour
- Online relationships
- AI literacy and digital risks
- Online influences including online financial harms
- Being safe

Sex education will only be taught in Year 6 as follows:

- How a baby is conceived and born (**This is the only part of the RSHE curriculum from which parents can choose to withdraw their child**).

Health education focuses on helping pupils to understand how to make good decisions on their own health and wellbeing including:

- Mental and Emotional wellbeing
- Emotional wellbeing - to include helping pupils manage life changes, loss, and bereavement.
- Personal safety - to include Road, Rail, and Water Safety
- Internet safety and harms - to include age limits for online platforms and digital permanence
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Financial health
- Changing adolescent body

For more information about our RSHE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life. Care is taken to ensure that there is no stigmatisation of children based on their home circumstances. Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, and foster parents/carers amongst other structures. We reflect sensitively that some children may have a different structure of support around them, for example, looked after children or young carers).

7. Equality

The school will comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equalities Duty (2014): schools must not unlawfully discriminate against pupils or allow children to be bullied because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics).

In accordance with the Equality Act 2010, pupils will learn about the facts and the law regarding the protected characteristic of gender reassignment. While teaching this, the school will ensure that concepts regarding gender identity are not presented as undisputed fact. Beyond the legal facts of biological sex and gender reassignment, the school acknowledges that gender theory is a subject of significant debate and will not endorse any particular ideology or teach that all people have an innate gender identity.

The delivery of the content of PSCE/RSHE will be made accessible to all pupils, including those with SEND.

At Wells Primary School, we celebrate difference and diversity and encourage pupils to develop a sense of identity and self-worth. The bullying or discrimination of anyone for any reason is not acceptable. It is expected that our Relationships Education curriculum will lead to a stronger sense of community, mutual respect and give pupils a sense of responsibility. This will help to keep Wells Primary School a safe, inclusive and caring place for all, upholding the core values and ethos of the school. (See the school's Equality Policy).

8. Safeguarding

Safeguarding is an important aspect of all the lessons taught as part of RSHE in our school. Our safeguarding policy will be applied to and supported by all aspects of RSHE. Any disclosures or issues arising as part of RSHE will be dealt with in line with our safeguarding policy and within the context of maintaining a child centred approach in accordance with the latest statutory guidance for Keeping Children Safe in Education (KCSIE) and Working Together to Safeguard Children. Lessons will explicitly empower pupils to spot harmful behaviours (including early indicators of peer-on-peer abuse or misogyny), practise practical assertiveness skills (such as role-playing setting personal boundaries and saying 'no'), and understand exactly how to report concerns to a trusted adult.

9. Roles and responsibilities

9.1 The governing board

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

9.2 The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE (see section 10).

9.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE

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

9.4 Pupils

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

10. Parents' right to withdraw

Parents **do not** have the right to withdraw their children from relationships and health education.

Parents of children in Year 6 **do** have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE and they will be consulted and given advance notice.

Our aim is to ensure that parents are well informed and aware of what is being taught so that together we can teach children as sensitively and factually as possible so that children are learning in the classroom rather than second hand in the playground, through their peers or online. To aid this all teaching materials are available for parental inspection upon request, and no contractual restrictions with external providers will prevent this transparency.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. This process will be documented and confirmation of withdrawal will be confirmed in writing.

Alternative work will be given to pupils who are withdrawn from sex education.

11. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher may also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSHE and all such visits will be in line with our Visitors Policy.

12. Monitoring arrangements

The delivery of RSHE is monitored by the Head teacher and Deputy Head teachers through:

- Planning scrutinies, work scrutinies, learning walks and lesson drop-ins and observations.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems. RSHE will be taught and assessed around clear and existing learning objectives in line with the school's curriculum.

This policy will be reviewed by SLT annually. At every review, the policy will be approved by the headteacher and Governing body.

Appendix 1: Primary

Mixed Phase PSHE/RSHE

Reception

Please note the links will take you to the relevant Kapow lessons for each term

Term 1 Self-regulation	**My feelings** **Lesson 1: Identifying my feelings** LI: To identify different feelings and emotions. **Lesson 2**: Feelings jars LI: To identify different feelings and emotions. **Lesson 3**: Coping strategies LI: To explore different coping strategies to help regulate our emotions. LI: To identify our own feelings. LI: To consider the reasons behind our emotions. **Lesson 4**: Describing feelings LI: To explore the different adjectives that can be used to describe feelings. **Lesson 5:** Facial expressions LI: To explore different facial expressions and what they mean. **Lesson 6:** Cheating a calm corner LI: To identify different feelings and how to moderate behaviour socially and emotionally.
Term 1 Building relationships	**Special relationships** **Lesson 1:** My family LI: To talk about our families. LI: To understand that all families are valuable and special. **Lesson 2**: Special people LI: To talk about people that hold a special place in children's lives and think about what it means to be a valued person **Lesson 3**: Sharing LI: To understand why it is important to share and cooperate with others. LI: To develop strategies to help when trying to share with others. **Lesson 4**: I am unique LI: To see themselves as a valuable individual. LI: To understand that it is ok to like different things. **Lesson 5:** My interests LI: To see themselves as a valuable individual. LI: To share their interests with a group. **Lesson 6:** Similarities and differences LI: To explore diversity through thinking about similarities and differences.

Term 2 Managing self	**Taking on challenges** **Lesson 1:** Why do we have rules? LI: To understand why we have rules. **Lesson 2**: Building Towers LI: If you understand the importance of assistance in the face of Challenge and developing confidence in their own ability to solve problems. **Lesson 3**: Team Den building LI: To work together as a group to overcome challenges and communicate effectively with others. **Lesson 4**: Grounding LI: To learn and practice 'grounding' coping strategies. **Lesson 5:** Team races LI: To understand the importance of perseverance in the face of challenge. **Lesson 6:** Circus skills LI: To learn new skills showing resilience and perseverance in the face of challenge.
Term 2 Self-regulation	**Listening and following instructions** **Lesson 1: Simon says** LI: To understand why it is important to listen carefully. **Lesson 2**: Listening to a story. LI: To listen attentively to a story. LI: To talk about and retell parts of a story they have deep familiarity with. **Lesson 3**: Pass the whisper LI: To understand why it is important to listen carefully. LI: To understand why it is important to tell the truth and think about the feelings of others. **Lesson 4**: Obstacle races LI: To follow instructions involving several ideas or actions. LI: To persevere when things are difficult. **Lesson 5:** Blindfold walk LI: To follow instructions involving several ideas or actions. LI: To give simple instructions. **Lesson 6:** Treasure hunt LI: To follow instructions involving several ideas or actions. LI: To give simple instructions.
Term 3 Building relationships	**My family and friends** **Lesson 1: Festivals** LI: To understand that we all have different beliefs and celebrate special times in different ways. LI: To think about the perspectives of others in the class. **Lesson 2**: Sharing LI: To understand why sharing is important. LI: To think about the perspectives of others in the class. **Lesson 3**: What makes a good friend? LI: To understand that we all have different beliefs and celebrate special times in different ways. LI: To think about the perspectives of others in the class. **Lesson 4**: Being a good friend LI: To consider why it is important to support each other by being kind. **Lesson 5:** Teamwork LI: To learn how to help, listen to and support others when working in a team. **Lesson 6:** Celebrating friendships LI: To plan a party to celebrate the special friendships within the class.

Term 3 Managing self	**My wellbeing** **Lesson 1:** What is exercise? LI: To learn about the importance of exercise. LI: To explore how exercise affects different parts of the body. **Lesson 2**: Yoga and relaxation LI: To learn how yoga can help our bodies to stretch, relax and stay healthy. LI: To explore guided meditation and relaxation. **Lesson 3**: Looking after ourselves LI: To understand why it is important to be able to take care of ourselves by completing independent tasks related to health, well-being and hygiene. LI: To know and discuss the factors that support their overall health and well-being. **Lesson 4**: Being a safe pedestrian LI: To understand what it means to be a safe pedestrian. **Lesson 5:** Eating healthily LI: To understand what it means to eat healthily. **Lesson 6:** A rainbow of food LI: To understand the importance of healthy food choices. LI: To explore what it means to have a balanced diet.

Mixed Phase PSHE/RSE

Phase 1 and 2 (KS1)

Please note the links will take you to the relevant Kapow lessons for each term

Term 1 Connecting with others	**How can I help myself and others feel happy and safe?** **Lesson 1:** What makes me special? LI:To recognise what makes me special and talk about my strengths. **Lesson 2**: How do families show love and care for each other? LI: To explore how families care for and support each other. **Lesson 3**: What helps me feel safe and cared for? LI: To understand that families should help me feel safe and cared for. **Lesson 4**: What is a friend? LI: To explain how to be a good friend. **Lesson 5:** How can we have a kind and friendly class? LI: To explore how to be kind even when you are angry or upset. **Lesson 6:** How should people behave towards others? LI: To explore kind and respectful behaviours.
Term 1 The Online World	**How do we spend time online?** **Lesson 1:** When am I online? LI: To recognise when we are online. **Lesson 2:** What can I do online and what can I do in person? LI: To recognise online activities and in-person activities. **Lesson 3:** How should I behave when I use a device? LI: To recognise that polite behaviour online is the same as polite behaviour in person. **Lesson 4:** How can I balance screen time with in-person activities? LI: To explain why it is good to balance screen time with in-person activities. **Lesson 5:** What should I do if I see something online that worries me? LI: To understand when and how I should tell an adult about something I see online. **Lesson 6:** How can I stay safe online? LI: To describe how I can stay safe online.

Term 2 Health protection	**How can I protect myself and others in daily life?** **Lesson 1:** How and why do we wash our hands? LI: To explain how and why we wash our hands. **Lesson 2:** How can I protect myself in any weather? LI: To describe how to protect myself in any weather. **Lesson 3**: Who helps us stay healthy? LI: To recognise people who help keep us healthy. **Lesson 4:** What should I do if I feel unwell? LI: To talk about how my body feels when I am ill. **Lesson 5:** How serious are different injuries? LI: To recognise if an injury is serious or not. **Lesson 6:**: How can we get help for serious illnesses or injuries? LI: To identify who can help with serious illnesses and injuries.
Term 2 Staying safe	**How can I stay safe?** **Lesson 1:** How can I stay safe at home? LI: To identify what is safe and unsafe in the home. **Lesson 2:** What is safe for our bodies? LI: To identify what is safe and unsafe for our bodies. **Lesson 3:** What rules can keep me safe? LI: To explain how rules can keep us safe. **Lesson 4:** How can I stay safe near roads? LI: To describe how to stay safe near roads. **Lesson 5 :** How might my body feel when something is unsafe? LI: To notice how I feel when something is unsafe. **Lesson 6:** Who can keep me safe? LI: To recognise who and how to ask for help.
Term 3 Connecting with others	**How can I build safe, kind and caring relationships with others?** **Lesson 1:** How are we all different and the same? LITo recognise and celebrate how people are different. **Lesson 2:** How are families different and the same? LI: To recognise that all families are different and all are special. **Lesson 3:** How can I show my feelings kindly and calmly? LI: To solve a falling-out kindly. **Lesson 4:** How can I let others know what is okay and not okay for me? LI: To practise telling others when something feels okay or not okay to me. **Lesson 5:** Who can I talk to and what I can say if something feels unsafe or wrong. LI: To name who I can talk to and what I can say if something feels unsafe or wrong. **Lesson 6:** What should I do if someone is being unkind again and again? LI: To recognise bullying behaviour and know what to do if it happens.

Term 3 The online world	**How can we stay safe online?** **Lesson 1:**What can we do online and how can we do it safely? LI: To describe some things people can do online and how to use devices safely. **Lesson 2**: Who can see information shared online? LI: To understand that sharing information online means it can be seen by many people. **Lesson 3:** What is private information? LI: To recognize that private information should not be shared online. **Lesson 4: How do I know if private information has been shared online?** LI: To identify when private information has been shared online. **Lesson 5:** Is everything we see online real? LI: To understand that not everything we see online is real. **Lesson 6:** What should I do if something online worries me? LI: To explain what to do online worries me.

Mixed Phase PSHE/RSE

Phase 3 and 4 (LKS2)

Please note the links will take you to the relevant Kapow lessons for each term

Term 1 Connecting with others	**What helps us feel safe and included?** **Lesson 1:** How can I respect myself? LI: To recognize what self-respect is and why it is important. **Lesson 2**: What are personal Boundaries? LI: To identify my personal boundaries. **Lesson 3**: What makes a family? LI: To identify how families spend timeTogether and support each other. **Lesson 4**: How can I be a good friend? LI: To describe what makes a good friend. **Lesson 5:** How can we repair a friendship after a falling-out? LI: To explore Fairways to respond after falling out with a friend. **Lesson 6:** What are the different types of bullying? LI: To identify what bullying is and how it might make someone feel.
Term 1 The online world	**How should we communicate online?** **Lesson 1:** How do we communicate online? LI: To identify ways people communicate online and in person. **Lesson 2:** How can we be respectful when we communicate online? LI: To describeRespectful ways to communicate online. **Lesson 3:** How can communication online sometimes be this misunderstood? LI: To explain how online communication can be misunderstood. **Lesson 4:** How should I respond to online bullying? LI: To understand how to respond safely to online bullying. **Lesson 5:** Why do we need to be careful when communicating online? LI: To explain why we must be careful when communicating online. **Lesson 6:** How can I keep myself safe online? LI: To explain and practice ways to stay safe online and seek help.
Term 2 Citizenship	**What careers do people choose and why?** **Lesson 1 :** COMING NOVEMBER 2026 LI: **Lesson 2:** LI: **Lesson 3:** LI: **Lesson 4:** LI: **Lesson 5 :** LI: **Lesson 6:** LI:

Term 2 Staying safe	**What signs help me recognise what is safe or unsafe?** **Lesson 1:** How can I tell if a situation is unsafe? LI: To identify warning signs that a situation may be unsafe. **Lesson 2:** What do I do if a situation feels unsafe? LI: To respond to an uncomfortable situation safely. **Lesson 3:** How can I stay safe around traffic? LI: To identify common risks and explain how to stay safe when working, cycling or scooting **Lesson 4:** Why can water be dangerous? LI: To explain how to stay safe in on and around water. **Lesson 5 :** What drugs are safe or unsafe? LI: To explain when drugs and conditions can be harmful or helpful. **Lesson 6:** How can I prevent accidents? LI: To recognise hazards and explain how thinking ahead reduces risk.
Term 3 Connecting with others	**How can we respect each other?** **Lesson 1:** How can I show self-respect? LI: To use positive thoughts and words when things are challenging. **Lesson 2:** How can I show respect to others? LI: To practise being respectful in different settings. **Lesson 3:** How can I build trusting friendships? LI: To describe a range of ways to build trusting friendships. **Lesson 4:** How can we solve friendship challenges? LI: To consider how actions help us look after our friendships. **Lesson 5:** How should I respond to bullying? LI: To explain when and how to ask for help if I see bullying. **Lesson 6:** What is a stereotype? LI: To describe what stereotypes are and why they are unfair.
Term 3 Online Safety	**How can we decide what to trust online?** **Lesson 1:** How come the internet be helpful and challenging? LI: To recognize how the internet can be helpful and challenging. **Lesson 2:** Is all online contact appropriate for me? LI: To recognize that not all online content is appropriate for me. **Lesson 3:** Why should we be careful what we trust online? LI: To recognise that some online information can be misleading. **Lesson 4:** How can we check if online information is reliable? LI: To check whether online information is reliable. **Lesson 5:** How can we use multiple sauces to check online information? LI: To evaluate multiple sources of online information **Lesson 6:** Why should we question what we see online? LI: To recognise the importance of questioning online content.

Mixed Phase PSHE/RSE

Phase 5 and 6 (UKS2)

Please note the links will take you to the relevant Kapow lessons for each term

Term 1 Connecting with others	**Why are healthy relationships important?** **Lesson 1:** What makes me who I am? LI: To describe how our identities are influenced by different factors **Lesson 2**: How do families show commitment to each other? LI: To understand what commitment means and how it is shown in family relationships. **Lesson 3**: How can families support and protect each other? LI: To identify different ways that families can support and protect each other. **Lesson 4**: What helps us make and maintain healthy friendships? LI: To evaluate healthy and unhealthy friendships. **Lesson 5:** How can we manage challenges in friendships? LI: To develop and apply positive ways to respond to friendship challenges. **Lesson 6:** How can I be assertive and respectful? LI: To reflect on what assertive communication looks like and why it is important.
Term 1 Online safety	**How am I influenced by what I see online?** **Lesson 1:** How do adverts try to influence us online? LI: To analyse how online adverts influence what we click, buy and watch. **Lesson 2:** How are adverts chosen for me online? LI: To explain how online adverts are targeted. **Lesson 3:** How else am I influenced online? LI: To recognise how different types of online content influence choices and behaviour. **Lesson 4:** How do online trends shape our choices offline? LI: To explain how online trends influence behaviour. **Lesson 5:** How does what we see online influence our viewpoints? LI: To analyse how opinions shared online can shape our views. **Lesson 6:** How can some online messages be misleading? LI: To describe how I can stay safe online.
Term 2 Citizenship	**How can we be in control of our money?** **Lesson 1:** LI: **Lesson 2:** LI: **Lesson 3**: LI: **Lesson 4:** LI: **Lesson 5:** LI: **Lesson 6:**: LI:

Term 2 Connecting with others	**What does it mean to stand up for myself and others?** **Lesson 1 :** How does self-esteem help me? LI: To make links between values and personal growth. **Lesson 2:** How can I be respectful in different situations? LI: To evaluate how to be respectful in different situations. **Lesson 3: How can I set and respect boundaries?** LI: To set and respect personal boundaries, including seeking and giving consent. **Lesson 4:** How can we challenge unfairness? LI: To evaluate safe, respectful ways to challenge unfairness in everyday situations. **Lesson 5 : How can we work together to stop bullying?** LI: To describe how to respond to bullying safely. **Lesson 6:** When and how should I seek help? LI: To explain when to seek help for yourself or someone else.
Term 3 Online Safety	**How do I feel about the things I see online?** **Lesson 1:COMING 30th June 2026** LI: **Lesson 2:** LI: **Lesson 3:** LI: **Lesson 4:** LI: **Lesson 5:** LI: **Lesson 6:** LI:
Term 3 Staying Safe	**YEAR 5 ONLY** **How can I stay safe as I grow up?** **Lesson 1: How can I stay safe on my own at home?** LI: To describe how to keep myself safe when I am at home without adult support. **Lesson 2: How can I stay safe outside on my own?** LI: To predict and plan for risks outside the home **Lesson 3: How can I travel safely on my own?** LI: To explain how to stay safe near railways. **Lesson 4: How can I stay safe in, on and around water?** LI: Manage risks in, on and around water by following the water safety code **Lesson 5: How can I stay safe when I feel peer pressure?** LI: To recognize and respond to peer pressure. **Lesson 6:** How can I stay safe around drugs? LI: To recognize the risks of drug misuse and how to make safe choices.

Term 3 Sex Education	**YEAR 6 ONLY** **How do people become parents and carers?** **Lesson 1:** Which words can we use to describe our private body parts? LI: To use the correctI scientific vocabulary to name private body parts respectfully. **Lesson 2**: How are babies made? LI: To describe how a baby is made using scientific vocabulary. **Lesson 3**: What happens in pregnancy and how are babies born? LI: To understand the stages of pregnancy and the different ways babies are born. **Lesson 4**: How are families formed? LI: To recognize that families can be formed in different ways. **Lesson 5:** How does life change after having a baby? LI: To consider some of the responsibilities of having a baby **Lesson 6:** What is consent? LI: To understand what consent means.

Term 4 My healthy self	**How can I support my mind and body as I grow?** **Lesson 1:** What do food labels really tell us? LI: To explore how food labels can help in making healthier choices. **Lesson 2**: How active am I and how can I move more? LI: To reflect on how active I am. **Lesson 3**: What are the different types of physical activity and how do they affect us? LI: To compare the impact of different physical activities on the body? **Lesson 4**: How can I recognise complex feelings? LI: To recognise a range of complex feelings. **Lesson 5:** How can I respond to strange and complex feelings? LI: To recognize and respond to strange and complex feelings. **Lesson 6:** How can we tell when someone might need support? LI: To recognize how to look after mental health.
Term 4 Citizenship	**How can we make a difference in our communities and beyond** **Lesson 1: Coming 21st of July 2026** LI: **Lesson 2**: LI: **Lesson 3:** LI: **Lesson 4:** LI: **Lesson 5:** LI: **Lesson 6:** LI:
Term 5 Growing Up	**How can I manage the changes to my body and emotions as I grow up?** **Lesson 1:** LI: To discuss the physical and emotional changes that happen during puberty. **Lesson 2**: How can I keep myself clean and hygienic? LI: To explain how personal hygiene is important during puberty. **Lesson 3:** How can I treat others with kindness during puberty? LI: To recognize how to treat others with kindness during puberty. **Lesson 4:** How can I manage my emotions and feelings during puberty? LI: To Identify emotions that may change during puberty and know who to talk toFor support. **Lesson 5:** What is a period? LI: To describe what a period is and how to manage it. **Lesson 6:** How can I challenge Behavior which crosses personal boundaries? LI: To recognize personal boundaries and know how to respond when they are crossed.

Term 5 My Healthy Self	**How can my choices today shape my future health?** **Lesson 1**: Well I do healthy teeth matter for the future? LI: To understand how daily habits protect long-term dental health. **Lesson 2**: How can I eat for a healthier future? LI: To interpretNutritional information to help make informed choices about food. **Lesson 3:** What habits might support my future? LI: To describe how habits kind of influence long-term health. **Lesson 4:** How can I recognize and regulate complex feelings? LI: To recognize and regulate strong and complex feelings. **Lesson 5:** How does my mindset affect my personal growth? LI: To explain how our mindset can affect our personal growth. **Lesson 6:** How can I support self-esteem for myself and others? LI: To understand how my actions can impact myself and others.
Term 6 Citizenship	**How can we protect everyone's rights?** **Lesson 1:COMING 1ST NOVEMBER 2026** LI: **Lesson 2:** LI: **Lesson 3:** LI: **Lesson 4:** LI: **Lesson 5:** LI: **Lesson 6:** LI:
Term 6 First Aid	**YEAR 5 ONLY** **Lesson 1: COMING 1ST NOVEMBER 2026** LI: **Lesson 2:** LI: **Lesson 3:** LI: **Lesson 4:** LI: **Lesson 5:** LI: **Lesson 6:** LI:

Term 6 Sex Education	**YEAR 6 ONLY** **How do people become parents and carers?** **Lesson 1:** Which words can we use to describe our private body parts? LI: To use the correctI scientific vocabulary to name private body parts respectfully. **Lesson 2**: How are babies made? LI: To describe how a baby is made using scientific vocabulary. **Lesson 3**: What happens in pregnancy and how are babies born? LI: To understand the stages of pregnancy and the different ways babies are born. **Lesson 4**: How are families formed? LI: To recognize that families can be formed in different ways. **Lesson 5:** How does life change after having a baby? LI: To consider some of the responsibilities of having a baby **Lesson 6:** What is consent? LI: To understand what consent means.

Appendix 2: PSCE/RSHE Overview

	Autumn Term		Spring Term		Summer Term	
EYFS	**Self-regulation** - My feelings **Building relationships** - Special relationships		**Managing self** - Taking on challenges **Self- regulation** - Listening and following instructions		**Building relationships** - My family and friends **Managing self** - My wellbeing	
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Phase 1 and 2	**Connecting with others** - How can I help myself and others feel happy and safe?	**Health protection** - How can I protect myself and others in daily life?	**Connecting with others** - How can I build safe, kind and caring relationships with others?	**My healthy self** - How can we look after our emotions?	**Citizenship** - How can I help others and the environment?	**Growing up** - How can we look after and respect our bodies as we grow?
	T**he Online World** - How do we spend time online?	**Staying safe** - How can I stay safe?	**The Online World** - How can we stay safe online?	**Citizenship** - How can I help others and the environment?	**My healthy self** - How can we look after our bodies?	**Staying safe** - How can I make safe choices in different places?
Phase 3 and 4	**Connecting with others** - What helps us feel safe and included?	**Citizenship** - What careers do people choose and why?	**Connecting with others** - How can we respect each other?	**My healthy self** - How can I take care of my mind and body?	**Health protection** - How can we prevent illness and injury and respond if they happen?	**Citizenship** - How can I spend my money wisely?
	The Online World - How should we communicate online?	**Staying safe** - What signs help me recognise what is safe or unsafe?	**Online safety** - How can we decide what to trust online?	**Citizenship** - What rights and responsibilities do we have?	**My healthy self** - How can I make healthy choices?	**Growing up** - How will my body and emotions change as I grow up?

Phase 5 and 6	**Connecting with others** - Why are healthy relationships important?	**Citizenship** - How can we be in control of our money?	**Online safety** - How do I feel about the things I see online?	**My healthy self** - How can I support my mind and body as I grow?	**Growing up** - How can I manage the changes to my body and emotions as I grow up?	**Citizenship** - How can we protect everyone's rights?
	Online safety - How am I influenced by what I see online?	**Connecting with other**s - What does it mean to stand up for myself and others?	**Staying safe** - How can I stay safe as I grow up?	**Citizenship** - How can we make a difference in our communities and beyond?	**My healthy self** - How can my choices today shape my future health?	**Year 6 Sex Education** - How do people become parents and carers? **Year 5 - First Aid**

Appendix 3: Parent form: withdrawal from sex education within PSCE/RSHE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

Appendix 4

Relationships and Sex Education (RSE): Glossary of Terms for Parents

At Wells, we use the **Kapow Primary** structured RSE and PSHE curriculum to help our pupils grow into safe, healthy, and confident individuals. We believe in building an open, transparent partnership with families regarding what is taught in our classrooms.

Why do we use scientific terminology?

You will notice that from the earliest years, we introduce correct, scientific names for the body (such as *penis* and *vulva*). Teaching these accurate terms is a vital safeguarding strategy recommended by the Department for Education (DfE) statutory guidance. Research shows that using correct names removes confusion, breaks down unnecessary shame, and—most importantly—gives children the exact vocabulary they need to report any discomfort or abuse clearly to a trusted adult.

This glossary outlines the core terms your child will meet, broken down by the learning phase in which they are first introduced.

Phase 1: Early Years Foundation Stage & Key Stage 1 (Reception, Year 1 & Year 2)

In this early phase, the focus is on identifying basic body parts, understanding family structures, managing personal boundaries, and recognizing emotions.

- **Penis**: The scientific term for the external male body part used for urinating.
- **Vulva**: The scientific term for the external female body parts surrounding the opening to the vagina.
- **Anus**: The scientific term for the opening where solid waste (poo) leaves the body.
- **Family**: A group of people who care for, support, and love each other. Families can look different (e.g., single parents, same-sex parents, foster families, or grandparents living together).
- **Unique**: Being the only one of its kind; recognizing that everyone is special and different.
- **Private**: Something that is just for you and not to be shared with everyone (such as body parts covered by swimwear).
- **Emotions / Feelings**: The internal sensations we experience (like happiness, anger, or sadness). Children learn that all feelings are okay, but how we act on them matters.
- **Bullying**: Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another person either physically or emotionally.

Phase 2: Lower Key Stage 2 (Year 3 & Year 4)

In this phase, lessons build on personal space, exploring online safety, challenging assumptions, and introducing the earliest concepts of physical development and puberty.

- **Puberty**: The natural physical and emotional changes that happen as a child's body grows and matures into an adult body.
- **Menstruation (Period)**: The monthly shedding of the uterine lining in females, resulting in a small amount of blood leaving the vagina. *(Note: Formally introduced to Year 4 to prepare pupils early, then built upon extensively in Year 5).*
- **Personal Space**: The physical "bubble" around a person where they feel safe, comfortable, and respected.
- **Permission / Consent**: Asking for and giving a clear "yes" before touching someone or using their things, and respecting a "no" without question.
- **Secret vs. Surprise**: A *surprise* is something happy that is eventually shared (like a birthday gift). A *secret* is something someone asks you to keep quiet that makes you feel worried or uncomfortable. Children are taught to always tell a trusted adult about secrets.
- **Stereotype**: A widespread but oversimplified or unfair idea that all people of a certain group (like a specific gender or age) look, act, or think the same way.
- **Assumptions**: Making a guess about someone or something before knowing the real facts.
- **Digital Footprint**: The permanent trail of information, photos, or comments a person leaves behind when using the internet.
- **Resilience**: Learning how to bounce back when things are difficult, deal with setbacks, and try again.

Phase 3: Upper Key Stage 2 (Year 5 & Year 6)

In this final primary phase, lessons explicitly cover deeper menstrual health, the mechanisms of human reproduction, and identifying negative peer or media influences.

Advanced Puberty & Physical Changes

- **Hormones**: Natural chemical messengers created by the body that trigger physical changes and mood shifts during puberty.
- **Sanitary Products**: Items used to absorb period blood, such as sanitary pads, tampons, or period underwear.
- **Ejaculation**: The release of semen (fluid containing sperm) from a male's penis, which can happen naturally during sleep (often called a *wet dream*).

- **Body Image**: How a person views, feels about, and imagines their own physical appearance.

Reproduction & Relationships

- **Conception / Fertilisation**: The moment a male sperm cell joins with a female egg cell to start the process of growing a baby.
- **Intercourse**: In the context of reproduction, the physical act where a male inserts his penis into a female's vagina, which can allow sperm to meet an egg.
- **Pregnancy**: The nine-month period where a fertilized egg develops into a baby inside a female's uterus (womb).
- **Civil Partnership / Marriage**: A legal agreement and commitment between two people to live together and support each other as partners.

Safety & Media

- **Peer Pressure**: Feeling pushed or influenced by friends or people your own age to act, speak, or look a certain way.
- **Grooming**: A dangerous process where someone builds a relationship, trust, and an emotional connection with a child to manipulate or harm them.
- **Media Manipulation**: Altering or editing digital photos and videos (using filters or apps) to make people look different from how they look in real life.