Relationships, Sex and Health Education Policy

Waltham St Lawrence Primary School

Governors' Committee Responsible	**Full Governing Board**
Status	**Statutory**
Review Cycle	**Annual**
Date Written/Last Review	**September 2026**
Date of Next Review	**September 2028**

Our mission is to provide inspiration and opportunities for all children to achieve their potential and become confident, independent individuals with key skills for lifelong learning

Waltham St Lawrence Primary School

RSE

Relationships, Sex and Health Education Policy

Inspiring a love of learning through an innovative and holistic approach

Introduction

This is the policy of Waltham St. Lawrence Primary School on the approach taken to Relationships, Sex and Health Education (RSHE), following a consultation with parents and carers November 2026.

Aims

Values Based Education is at the heart of all we do at WSL, and as such forms the basis of our curriculum. We strive to make links between our values and the skills that children need to develop into confident adults. The aims of relationships, sex and health education (RSHE) at our school are that children will:

- know and understand about feelings of self-respect, confidence and empathy
- understand they have a right to make choices and say no
- understand they have a responsibility to treat others with respect
- feel safe to take part in sensitive discussions
- feel prepared for puberty, and have an understanding of sexual development and the importance of health and hygiene
- know the correct vocabulary to describe themselves and their bodies
- Develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the Equality Act 2010.

Legal context

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (The Children and Social Work Act 2017).

● The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.

● The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

● The new curriculum for relationships education and health education does include content on puberty.

● The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

Following this change in the law, the Department for Education published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019). This guidance requires primary schools in England to have a written relationships education policy to cover the following:

● How relationships education is delivered

● What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

There is no equivalent requirement for a health education policy but, in line with best practice, this RSHE policy also covers health education.

This RSHE policy also supports legal requirements relating to the following:

● The Equality Act 2010.

● The Education Act 1996.

● Statutory guidance, Keeping Children Safe in Education 2020.

Definition

RSE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives. RSHE involves a combination of sharing information and exploring issues and values.

RSHE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

Roles and responsibilities

An effective programme of RSHE requires support from the whole school community and the following people have specific roles and responsibilities:

Trustees/governors

• Approve a comprehensive RSHE policy
• Monitor the delivery of the policy through curriculum meetings, Governor in School Day.

Headteacher

- Overseeing the development and delivery of RSHE.
- Providing staff with the opportunity to contribute to the development of RSHE.
- Providing information to the trustees/governors.
- Providing training for the subject leader and staff, as required.
- Supporting the subject leader to liaise with parents and carers.
- Dealing with parents and carers who wish to withdraw a child from sex education.

Subject leader

- Leading the development and delivery of effective RSHE.
- Keeping up-to-date with the development of RSHE.
- Supporting colleagues as required.
- Monitoring and evaluating RSHE and providing necessary reports.
- Liaising with parents and carers.
- Keeping subject information up-to-date, including on the school website.
- Overseeing external visitors and resources used in RSHE.

All staff

- To understand and implement the policy of RSHE.
- To teach RSHE in line with the agreed curriculum.
- To assess and monitor the progress of children.
- To respond to the needs of individual children.

Policy Development

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

1. Review – the Subject Leader pulled together all relevant information including relevant national and local guidance and shared and discussed with staff
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties are invited to give feedback and make any comments about the policy
4. Ratification – once amendments are made, the policy will be shared with governors and ratified.

Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff taking into account the needs and feelings of pupils. If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so pupils are fully informed and do not seek answers online

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our Curriculum Overview via The Big Think Values Two Year Rolling Programme in Appendix 1. https://www.the-big-think.org/

Delivery of RSE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum following The Big 5 for KS1 and KS2 and The Big 3 and ME Programme for EYFS and Year 1. Biological aspects of RSHE are taught within the Science Curriculum, and other aspects are included in Religious Education (RE).
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
- Online relationships
- Being safe

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

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

Pupils in Year 5 and Year 6 also receive stand-alone sex education sessions delivered by the Class Teachers and / or a trained health professional.

RSHE will take many different forms throughout the school and the curriculum, including:

- Discrete curriculum time
- Circle Time
- Listening Skills games
- Cross curriculum teaching i.e. RE, Science and Geography
- Indirect teaching as situations arise
- Whole School and Class Assemblies
- Special School events e.g. sponsored events, visits by school nurse
- The School Council
- Residential Visit for Year 5&6

Visitors

Visitors can enhance children's learning. Teachers will select visitors in liaison with the subject leader. The following will be used to guide the use of visitors:

- The school will use visitors to enhance the lessons delivered by the class teacher; and information on where a visitor fits into the long-term plan will be shared with the visitor.
- The school will make visitors aware of the school policy for RSHE.
- The school will check the content of sessions delivered by visitors to make sure that it fits with the school's ethos and meets legal requirements.
- A member of staff will be present in sessions delivered by visitors.
- The school will make sure visitors undergo the necessary checks as required by the school safeguarding policies.

Equality

Under the Equality Act 2010, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age.
- Marriage and Civil partnership.
- Disability.
- Race.
- Religion and belief.
- Sexual orientation.
- Sex.
- Pregnancy and maternity.
- Gender reassignment.

In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND). The RSE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

Parents

The policy will be available to parents through our website. We are committed to working with parents and carers by consulting with them about our RSHE curriculum. We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources such as books or video. Parents do not have the right to withdraw their children from Relationships and Health Education. Parents have the right to withdraw their children from the non-statutory components of Sex Education within RSHE but not that which is part of the Science National Curriculum.

Requests for withdrawal should be put in writing and addressed to the Head Teacher. The Headteacher will discuss the request with parents and take appropriate action. A copy of withdrawal requests will be placed in the pupil's educational record.

Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our Continuing Professional Development calendar.

Monitoring Arrangements

The delivery of RSHE is monitored by the Headteacher and RSHE Subject Leader through lesson visits, learning walks, topic books and pupil discussions.

Pupils' development in RSHE is monitored by Class Teachers as part of our internal assessment systems.
This policy will be reviewed by the RSHE Subject Leader yearly. At every review, the policy will be approved by the Governing Board.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of child protection or safeguarding issues. Teachers will consult with the Designated Safeguarding Lead and follow school procedures for reporting concerns.
See Safeguarding Policy for more information.

The following policies are also relevant to this Relationships and Health Education policy:

- Safeguarding and Child protection policy
- Behaviour and Relationships Policy

Appendix 1: RSE Curriculum Overview via The Big 3 and ME Overview

The BIG 3 + ME Overview Map

24 sessions delivered over 3 terms

PEACE Being, TRUTH Doing, LOVE Caring



		
B1 Being ME B2 Being Calm B3 Being Ready B4 Being Happy B5 Being Patient B6 Being Safe B7 Being By Myself B8 Being Heard	D1 Knowing Myself D2 Building Trust D3 Acting Brave D4 Following Rules D5 Helping Myself D6 Healthy Choices D7 Understanding Others D8 Thinking Big	C1 Caring For Myself C2 Caring For Others C3 Caring And Sharing C4 Caring For My Friends C5 Caring About Making Up C6 Caring About Difference C7 Caring About My Class C8 Caring About Nature

Appendix 2: RSHE Curriculum Overview via The Big Think Values Two Year Rolling Programme – Year A

Ages 5-7	THE BIG 5 - Medium Term Plan KS1 First Year					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
RSHE Statutory Guidance 2025	**Health and Wellbeing** Topic 1: General Wellbeing	**Relationships Education** Topic 1: Families and people who care for me Topic 2: Caring Friendships Topic 3: Respectful, kind relationships Topic 4: Online safety and awareness Topic 5: Being Safe	**Relationships Education** Topic 2: Caring Friendships **Relationships Education** Topic 5: Being Safe	**Relationships Education** Topic 3: Respectful, kind relationships Topic 4: Online safety and awareness **Health and Wellbeing** Topic 2: Wellbeing online Topic 3: Physical health and fitness Topic 4: Healthy Eating	**Health and Wellbeing** Topic 1: General Wellbeing Topic 3: Physical health and fitness **Relationships Education** Topic 3: Respectful, kind relationships	**Relationships Education** Topic 5: Being Safe **Health & Wellbeing** Topic 9 Developing Bodies
BIG 5 Value **Social & Emotional Learning Skill (SEL)**	**PEACE** **Self-regulation**	**TRUTH** **Self-awareness**	**LOVE** **Building Relationships**	**RESPONSIBILITY** **Responsible decision-making**	**COMMUNITY** **Social-awareness**	**Puberty and Sex Education** - to run alongside school's chosen resources
Lesson Value **BIG Question**	**P1 Patience** *Are you patient when learning a new skill?* **P2 Perseverance** *Do you keep going when things get tough?* **P3 Happiness** *Where does your happiness come from?* **P4 Understanding Self** *Can you find another way to respond when things feel unfair?* **P5 Contentment** *What helps you to feel happy and content?*	**T1 Honesty** *Is it OK to fib?* **T2 Curiosity** *Are you a curious learner?* **T3 Hope** *When has feeling hopeful helped you to succeed?* **T4 Trust** How trusting are you? **T5 Truthfulness** Onboard Safeguarding **T6 Non-Judgement**	**L1 Sharing** *Does sharing make you feel happy?* **L2 Consideration** *Do you consider your friends' feelings?* **L3 Loyalty** *Are you a loyal friend?* **L4 Openness** *Are you an open friend?* **L5 Compassion** *How do you show compassion?* **L6 Generosity**	**R1 Behaviour Choices** *Can you change your behaviour when you need to?* **R2 Respect For Things** *How do you show respect for things?* **R3 Kindness Online** *Do you know how to show kindness online?* **R4 Respect For Others**	**C1 Non-Violence** *Can you control your anger?* **C2 Kindness To Animals** *How do you show kindness to animals?* **C3 Celebrating Difference** *Do you celebrate the differences between you and your friends?* **C4 Inclusion**	**PEACE P13 Growth** *Can you flow through your changing emotions?* **TRUTH P13 Pride** *Should I feel pride in my changing body?*

	P6 Self-Esteem *When do you feel good about yourself?*	*Are you open to each other's appearance and beliefs?*	*Are you generous with your time?*	*How do you show respect to the people you see every day?* **R5 Helping Others** *Does helping others ever feel hard?* **R6 Healthy Choices** *Do you find it hard to make healthy choices?*	*Do you try to include people who are different from you?* **C5 Conservation: Clean Air** *Can you take action to help clean our air?* **C6 Conservation: Saving Water** *Can you take action to save water?*	

Year A: 2026-2027 2028-2029 2030-2031

Appendix 2: RSE Curriculum Overview via The Big Think Values Two Year Rolling Programme – Year B

Ages 5-7	THE BIG 5 - Medium Term Plan KS1 Second Year					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
RSHE Statutory Guidance 2025	**Relationships Education** Topic 1: Families and people who care for me Topic 5: Being Safe **Health & Wellbeing** Topic 1: General Wellbeing Topic 2: Wellbeing online Topic 6: Health protection and prevention (sleep)	**Relationships Education** Topic 1: Families and people who care for me Topic 3: Respectful, kind relationships Topic 5: Being Safe **Health & Wellbeing** Topic 1: General Wellbeing Topic 7: Personal safety Topic 9: Developing Bodies	**Relationships Education** Topic 2: Caring Friendships **Health & Wellbeing** Topic 1: General Wellbeing Topic 2: Wellbeing online Topic 3: Physical health & fitness Topic 4: Healthy eating Topic 6: Health protection and prevention Topic 7: Basic First Aid	**Relationships Education** Topic 1: Families and people who care for me Topic 2: Caring Friendships Topic 5: Being Safe **Health & Wellbeing** Topic 1: General Wellbeing Topic 3: Physical health and fitness	**Relationships Education** Topic 1: Families and people who care for me Topic 3: Respectful Relationships **Health & Wellbeing** Topic 1: General Wellbeing	**Relationships Education** Topic 5: Being Safe **Health & Wellbeing** Topic 9: Developing Bodies
BIG 5 Value **Social & Emotional Learning Skill (SEL)**	**PEACE** **Self-regulation**	**TRUTH** **Self-awareness**	**LOVE** **Building Relationships**	**RESPONSIBILITY** **Responsible decision-making**	**COMMUNITY** **Social awareness**	**Puberty and Sex Education** - to run alongside school's chosen resources
Lesson Value **BIG Question**	**P7 Belonging** *Do you feel you belong in many places?* **P8 Solitude** *Do you know how to get a good night's sleep?* **P9 Play** *Do you get time to play?* **P10 Authenticity** *New lesson in development (spotting*	**T7 Understanding Others** *Do you try to look at things from other people's points of view?* **T8 Commitment** *Have you ever shown commitment to someone or something?* **T9 Alertness**	**L7 Inner Happiness** *What makes you happy inside?* **L8 Caring About Nature** *Do you choose to play outside in nature?* **L9 Appreciation**	**R7 Time Well Spent** *Do you and your family make good use of your time?* **R8 Courage** *Can you ask for help when you really need it?* **R9 Teamwork** *Do you like being part of a team?*	**C7 Conservation: Saving Clothes** *What happens to YOUR clothes when you've finished with them?* **C8 Helping Our World** *How would you like to help our world?*	**PEACE P13 Growth** *Can you flow through your changing emotions?* **TRUTH P13 Pride** *Should I feel pride in my changing body?*

	real content/sharing images) **P11 Resilience** Can you ask for help when you need to get through something hard? **P12 Joy** What brings you joy?	New lesson in development Personal Safety (ready for Sept 26) **T10 Justice** Are you able to stand up for fairness for yourself and your friends? **T11 Aspiration** What Global Goal would you like to work towards? **T12 Freedom** Do you know when to act freely and when to act safely?	Do you appreciate your body by making healthy choices? **L10 Caring for Yourself** Can you show care for yourself sometimes? **L11 Caring for Others** Can you care for others when really needed? **L12 Equality** Do you believe you can be anything you want to be?	**R10 Gratitude** How do you show you are thankful for small things? **R11 Helping Yourself** Do you try to do some things by yourself? **R12 Early Ethics: Hard Choices** Is it ever OK to take something without asking?	**C9 Unity** When do you feel united with others? **C10 Forgiveness** Are you able to forgive others? **C11 Caring Citizens** Do you know how to be a caring citizen? **C12 Kindness to Others** Are you kind to others, even when you feel worried?	

Year B: 2027-2028 2029-2030 2031-2032

Appendix 3: RSHE Curriculum Overview via The Big Think Values Two Year Rolling Programme – Year A

Ages 7-11	THE BIG 5 - Medium Term Plan KS2 First Year					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
RSHE Statutory Guidance 2025	**Health and Wellbeing** Topic 1: General Wellbeing	**Relationships Education** Topic 1: Families and people who care for me Topic 2: Caring Friendships Topic 3: Respectful, kind relationships Topic 4: Online safety and awareness Topic 5: Being Safe	**Relationships Education** Topic 2: Caring Friendships **Relationships Education** Topic 5: Being Safe **Health & Wellbeing** Topic 2: Wellbeing online	**Relationships Education** Topic 3: Respectful, kind relationships Topic 4: Online safety and awareness **Health & Wellbeing** Topic 2: Wellbeing online Topic 3: Physical Health & Fitness	**Relationships Education** Topic 3: Respectful, kind relationships **Health and Wellbeing** Topic 1: General Wellbeing Topic 3: Physical health and fitness	**Relationships Education** Topic 5: Being Safe **Health and Wellbeing 2** Topic 9 Developing Bodies
BIG 5 Value Social & Emotional Learning Skill (SEL)	**PEACE** **Self-regulation**	**TRUTH** **Self-awareness**	**LOVE** **Building Relationships**	**RESPONSIBILITY** **Responsible decision-making**	**COMMUNITY** **Social-awareness**	**Puberty and Sex Education** - to run alongside school's chosen resources
Lesson Value BIG Question	**P1 Patience** *Can you respond with patience when under pressure?* **P2 Perseverance** *Do you persevere when the going gets tough?* **P3 Happiness** *Where does your happiness come from?* **P4 Understanding Self** *Can you understand your own reactions?* **P5 Contentment**	**T1 Honesty** *Is honesty always the best policy* **T2 Curiosity** *Is it useful to be curious about your surroundings?* **T3 Optimism** *Can being optimistic have an impact on the world around you?* **T4 Integrity** How trusting are you? **T5 Truthfulness**	**L1 Sharing** *Does sharing come easily to you?* **L2 Consideration** *Do you show special consideration towards friends in need?* **L3 Loyalty** *Has your loyalty ever been tested?* **L4 Openness** *Are you open to experiencing variety?* **L5 Compassion**	**R1 Behaviour Choices** *Are you able to adapt your behaviour to suit different circumstances* **R2 Respect For Things** *How do you show respect for other people's things?* **R3 Kindness Online** *Do you know how to show kindness online?*	**C1 Non-Violence** *Can you control your anger?* **C2 Kindness To Animals** *How do you show kindness to animals?* **C3 Celebrating Difference** *Do you celebrate the differences between you and your friends?* **C4 Inclusion**	**PEACE P13 Growth** *Can you flow through your changing emotions?* **TRUTH T13 Pride** *Should I feel pride in my changing body?*

	When are you able to feel content? **P6 Self-Esteem** *What helps you to feel confident?*	*Should you always try to seek the truth?* **T6 Non-Judgement** *How do you react to differences between us all?*	*Do you act on your concern for others?* **L6 Generosity** *Do you take time to perform small acts of generosity?*	**R4 Respect For Others** *Do you show respect for the people who work hard for you?* **R5 Helping Others** *Do you ever find it difficult to help others?* **R6 Healthy Choices** *Do you have the power to make your own healthy choices?*	*Do you try to include people who are different from you?* **C5 Conservation: Clean Air** *Can you take action to help clean our air?* **C6 Conservation: Saving Water** *Can you take action to save water?*	

Year A: 2026-2027 2028-2029 2030-2031

Appendix 3: RSHE Curriculum Overview via The Big Think Values Two Year Rolling Programme – Year B

Ages 7-11	THE BIG 5 - Medium Term Plan KS2 Second Year					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
RSHE Statutory Guidance 2025	**Relationships Education** Topic 1: Families and people who care for me Topic 5: Being Safe **Health & Wellbeing** Topic 3: Physical health and fitness Topic 6: Health protection & prevention (sleep) Topic 8: Changing adolescent body	**Relationships Education** Topic 1: Families and people who care for me Topic 3: Respectful, kind relationships Topic 5: Being Safe **Health & Wellbeing** Topic 1: General Wellbeing Topic 8: Changing adolescent body	**Relationships Education** Topic 2: Caring Friendships Topic 4: Online Safety & Awareness **Health & Wellbeing** Topic 1: General Wellbeing Topic 2: Wellbeing online Topic 3: Physical health and fitness Topic 6: Health protection & prevention Topic 7: Basic First Aid	**Relationships Education** Topic 1: Families and people who care for me Topic 2: Caring Friendships Topic 5: Being Safe **Health & Wellbeing** Topic 1: General Wellbeing Topic 2: Wellbeing online Topic 3: Physical health and fitness	**Relationships Education** Topic 3: Respectful, kind relationships **Health & Wellbeing** Topic 1: General Wellbeing Topic 2: Wellbeing online Topic 6: Health protection & prevention	**Relationships Education** Topic 5: Being Safe **Health & Wellbeing** Topic 9 Developing Bodies
BIG 5 Value **Social & Emotional Learning Skill (SEL)**	**PEACE** **Self-regulation**	**TRUTH** **Self-awareness**	**LOVE** **Building Relationships**	**RESPONSIBILITY** **Responsible decision-making**	**COMMUNITY** **Social-awareness**	**Puberty and Sex Education** - to run alongside school's chosen resources
Lesson Value **BIG Question**	**P7 Belonging** *Do you feel you belong in many places?* **P8 Solitude** *Are you able to find pleasure in Solitude?* **P9 Play** *Do you regularly make time to play?*	**T7 Empathy** *Do you try to see things from other people's point of view?* **T8 Commitment** *Do you find it challenging to show commitment to something or someone?*	**L7 Inner Happiness** *What makes you happy inside?* **L8 Caring About Nature** *Do you take the time to appreciate nature?* **L9 Appreciation**	**R7 Time Well Spent** *Do you choose to make good use of your time?* **R8 Courage** *Do you have the courage to confide in someone when you need to?* **R9 Teamwork**	**C7 Conservation: Responsible Consumption** *Do you consume in a responsible way?* **C8 Global Connections**	**PEACE P13 Growth** *Can you flow through your changing emotions?* **TRUTH T13 Pride** *Should I feel pride in my changing body?*

	P10 Authenticity* *New Lesson in Development - AI friendships ready for Sept 26* **P11 Resilience** *Have you ever had to be resilient to get through something hard?* **P12 Joy** *What brings you joy?*	**T9 Alertness*** ***New lesson in development - Addiction* **T10 Justice** *Do you understand the role you play in achieving justice for all?* **T11 Aspiration** *Which Global Goals would you like to tackle in the future?* **T12 Freedom** *Can you find the balance between freedom and safety?*	*Do you appreciate your physical health?* **L10 Caring for Yourself** *What actions do you take to care for yourself?* **L11 Caring for Others** *When caring for others can you decide when to ask for help?* **L12 Equality** *Do you feel you can reach for any job you want*	*Do you value your teammates?* **R10 Gratitude** *Do you express gratitude to the people around you?* **R11 Helping Yourself** *Is the feeling of being independent important to you?* **R12 Ethics** *Should you always speak up for what you think is right or wrong?*	*How do global connections impact on YOUR life?* **C9 Unity** *How do you show unity with your family, friends and the world?* **C10 Forgiveness** *Are you able to offer forgiveness?* **C11 Citizenship** *Are you an active citizen?* **C12 Kindness to Others** *Are you kind to others even when you feel worried?*	

Year B: 2027-2028 2029-2030 2031-2032

Appendix 4: The BIG 5 and RSHE Guidance 2025 Overview

	7 Guiding Principles for RSHE 2025	The BIG 5 in action
1.	*ENGAGEMENT WITH PUPILS*	**Rituals:** BIG 5 Poster (Ground rules), BSL film clips, Mini meditation, BIG Feelings Compass
2.	*ENGAGEMENT & TRANSPARENCY WITH PARENTS*	**Facilitated session for parents/carers** Community Values Dialogue for Respectful Relationships
3.	*POSITIVITY*	**Evidence Based Frameworks:** Safe Uncertainty **Training:** Practitioner training on modelling positive attitudes and skills and mental health **In each lesson:** BIG Stories feature characters navigating healthy relationship and other choices **Rituals:** My BIG Think Journals for reflection, BIG Feelings Compass to share a healthy range of mixed feelings.
4.	*CAREFUL SEQUENCING.*	**Evidence Based Frameworks:** SAFE curriculum for SEL **Rituals:** BIG Story, BIG Song, My BIG Think Journal
5.	*RELEVANT & RESPONSIVE*	**In each lesson:** BIG Stories, BIG Feelings Compass to develop essential shared language for onboard safeguarding. **Links to current PSHE Themes**
6.	*SKILLED DELIVERY OF PARTICIPATIVE EDUCATION*	**Staff Training - how to BE an RSHE Facilitator:** 90-minute practical workshop with real-time session films of a lesson and assembly. **Evidence Based Frameworks:** Safe Uncertainty **Rituals:** Silent sitting meditation, BIG 5 Class poster with BSL films, BIG Story, Values Inquiry, BIG Feelings Compass, BIG Think Journal, BIG Song. **Optional Reflective Staff Journal**
7.	WHOLE-SCHOOL APPROACH	**Resources:** The BIG 5 Programme Map, BIG Feelings Compass to develop essential shared language across the school for onboard safeguarding. **BIG 5 Values linked to school values** **BIG 5 SEL skills** practised, rehearsed over the week and noticed by staff across the school. **Evidence Based Early years programme:** The BIG 3 + ME Early Years PSED programme lay the foundations for RSHE. **Training:** Training workshop for all staff including TAs and leadership and a community dialogue to include caregivers and members of wider school community (e.g. faith leaders, multi-agency workers etc).

The BIG 5 and RSHE Guidance Overview

Whole-school shared language for Onboard Safeguarding				
BIG Values and SEL skills	KS1 BIG feelings unhelpful/uncomfortable	KS1 BIG Feelings helpful/comfortable	KS2 BIG feelings unhelpful/uncomfortable	KS2 BIG Feelings helpful/comfortable
PEACE **Self-regulation**	unsafe impatient worried sleepy	safe patient relaxed alert	unsafe impatient guilty anxious distracted	safe patient accepting relaxed alert
TRUTH **Self-awareness**	suspicious stuck trapped empty	trusting curious free hopeful	depressed stuck shame suspicious trapped	optimistic curious pride trusting free
LOVE **Building relationships**	angry sad upset disliked	loving happy caring liked	judging lonely unhappy unnoticed disappointed	open sharing happy understood contented
RESPONSIBILITY **Responsible decision-making**	frightened unkind ignored unhelpful	brave kind heard helpful	frustrated overwhelmed unkind frightened worthless	forgiving resilient kind courage respect

Appendix 5: Relationships and Health Education Expectations by the End of Primary

TOPIC	PUPILS SHOULD KNOW
RELATIONSHIPS EDUCATION	
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That other people's families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring Friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, honesty, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences, and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed
Respectful Relationships	• The importance of respecting others, even when they're very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online Relationships	• That people sometimes behave differently online, including by pretending to be someone they're not • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online (even when we're anonymous) • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they've never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being Safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults (including that it's not always right to keep secrets if they relate to being safe) • That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they're heard • How to report concerns or abuse, and the vocabulary and confidence they need to do so • Where to get advice (e.g. family, school, other sources
HEALTH EDUCATION	
Mental Wellbeing	• That mental wellbeing is a normal part of daily life, in the same way as physical health • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough
Internet Safety and Harms	• That for most people the internet is an integral part of life and has many benefits • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private • Why social media, some computer games and online gaming, for example, are age restricted • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • Where and how to report concerns and get support with issues online

TOPIC	PUPILS SHOULD KNOW
Physical Health and Fitness	• The characteristics and mental and physical benefits of an active lifestyle • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise • The risks associated with an inactive lifestyle (including obesity) • How and when to seek support including which adults to speak to in school if they are worried about their health
Healthy Eating	• What constitutes a healthy diet (including understanding calories and other nutritional content) • The principles of planning and preparing a range of healthy meals • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
Drugs, Alcohol and Tobacco	• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and Prevention	• How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • The facts and science relating to immunisation and vaccination
Basic First Aid	• How to make a clear and efficient call to emergency services if necessary • Concepts of basic first aid, for example dealing with common injuries, including head injuries
Changing Adolescent Bodies	• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • About menstrual wellbeing including the key facts about the menstrual cycle
There is no list of expectations for sex education at the primary level, as it is not compulsory. We choose to teach it and follow the DfE recommendations that it should:	
Sex Education Expectations	• Make sure boys and girls are prepared for the changes that adolescence brings • Draw on knowledge of the human life cycle set out in Science lessons to explain how a baby is conceived and born