Relationships and Health Education Policy

Waddesdon Village Primary School – *a Pathway to Excellence*

To be approved by:	Governing Body	**Date:**	November 2026
Last reviewed on:	November 2026		
Next review due by:	November 2027		

1. Policy Statement

At Waddesdon Village Primary School we are committed to providing a holistic approach to education which aims to support the academic, cultural, personal and social development of all our pupils. From September 2020 statutory Relationships Education and Health Education will be part of the taught curriculum within PSHE. Relationships and Health Education gives pupils the information they need to help them develop healthy, nurturing relationships with other children and adults. This is an essential part of a child's education and contributes to their personal development.

2. Aims

The aim of this policy is to

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching Relationships and Health Education
- Help parents and carers to understand Relationships and Health Education and support them to work with their child to secure the very best outcomes for all pupils
- Demonstrate how the school meets legal requirements with regards to teaching Relationships and Health Education

3 . Teaching and Learning

High quality Relationships Education will support pupils to:

- Form and maintain positive relationships with other children and adults
- Understand the importance of positive and healthy relationships on their wellbeing
- Support pupils to recognise and respect that there are different types of relationships
- Recognise what makes a good friendship and how to be a good friend in return
- Strategies to manage the ups and downs of friendships and relationships with others
- Develop the skills necessary to manage difficult emotions in relationships, such as disappointment and anger
- Show respect for others and recognise diversity within relationships, treating each other with kindness, consideration and understanding
- Develop positive character traits and personal attributes such as self- respect, kindness, honesty, integrity and resilience
- Positively engage in social action and contribute to the wellbeing of others
- Understand the principles of positive relationships also apply online, how to keep safe and how to report concerns
- Understand the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure
- Understand there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults
- Develop an understanding of online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up
- Understand the importance of recognising and establishing their own personal boundaries and privacy, including protecting their privacy online
- Understand and respect differences and combat all forms of bullying and discrimination
- Recognise that families take many different forms, including same-sex parents, families headed by grandparents, young carers and adoptive/foster parents and carers.

- Recognise unhealthy relationships, inappropriate behaviour and bullying and to report concerns or abuse (including online abuse) and are taught the appropriate vocabulary to do so (including signposting to trusted online support services such as Childline)
- Recognise what constitutes abusive behaviour, including emotional, physical and sexual abuse and to trust their instincts about behaviour that doesn't feel right.
- Know to ask a trusted adult rather than go online with regards to any concerns about relationship issues and avoid viewing any inappropriate material or entering into social media conversations that can could cause them harm
- Recognise intimate physical relationships are for adults

Relationships Education will cover: Families and people who care for me; Caring friendships; Respectful relationships; Online relationships; and Being safe.

The way that Kapow covers these is explained in the mapping document [Appendix 1].

We provide an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no pupil feels excluded and teach pupils to respect difference, promote equality and challenge stigma. (Please see 'Equality Act 2010)

High quality health education will support pupils to:

- Understand the importance and benefits of physical activity, good nutrition and sufficient sleep
- Develop emotional awareness
- Understand the relationship between physical and mental health
- Understand the importance of self-care through time spent outside; time spent with family and friends; hobbies and interests; and community participation
- Identify whether their own behaviour and feelings are appropriate and proportionate
- Understand that it is common to experience mental health problems and how and when to seek support
- Understand the benefits of limiting 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
- Know how and when to seek support including which adults to speak to in school if they are worried about their health
- Understand the risks associated with a poor diet, such as obesity and tooth-decay, and what constitutes a healthy diet
- Know the facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking
- Identify early signs of physical illness such as weight loss or other unexplained changes in the body
- Understand how to keep themselves safe in the sun and how to reduce the risk of sun damage, including skin cancer
- Understand the importance of dental hygiene
- Understand hygiene and germs, including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- The facts and scientific evidence relating to vaccination and immunisation
- Know how to recognise risks, including around roads, railways, including level crossings, and water, including the water safety code
- Develop basic first aid skills
- Understand growth and other ways the body can change and develop, particularly during adolescence

- Know correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts
- Know the facts about the menstrual cycle, including physical and emotional changes

Please see appendix 2 for Curriculum overview.

Managing Difficult Questions

All aspects of PSHE are underpinned by shared and understood ground rules that are established with pupils. This will increase their feelings of safety and comfort during puberty and sex education lessons. (An example can be found in Appendix 3). Lessons will be delivered in a safe and well managed environment. Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. If pupils ask difficult or sensitive questions outside of the scope of this policy, teachers will answer as factually and as simply as possible. They will be responsive to children's curiosity by providing age-appropriate answers which do not leave children vulnerable or confused.

Whilst it is vital to have trust and openness we cannot offer total confidentially to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures. We also respect that some questions are better addressed at home with parents/ carers and the school will share information with parents/carers on an individual basis should the need arise.

Confidentiality and safeguarding

Any personal disclosures made by pupils will be followed up in accordance with the school's child protection policy. Teachers will report any safeguarding concerns to the DLS and share concerns with parents/carers according to the school's safeguarding procedures.

5. Equal Opportunities and Inclusion

This policy will inform the school's Equalities plan.

At Waddesdon Village Primary School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise. As a school we have a duty to reflect all relationships in society to ensure pupils have a good understanding of the world around them.

The DfE Guidance 2019 (p. 15) states, "In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics".

The DfE Guidance 2026 (p. 4) states that schools' Relationships Education policies must "Explain how content will be made accessible to all pupils, including those with special educational needs or disabilities (SEND)." We recognise the importance of ensuring that the content of PSHE lessons is accessible to all pupils and so adapt resources and activities as appropriate to support our pupils with SEND. Class teachers will use their knowledge of the individual needs of the children and the SEND support plans to make adaptations so that all pupils are included in lessons.

6. Roles and Responsibilities

It is the statutory responsibility of the governing body to ensure the school has a compliant and up to date Relationships policy.

The PSHE lead is responsible for leading and managing PSHE which includes statutory Relationships Education. Teachers are responsible for delivering PSHE.

Pupils are expected to fully engage with PSHE provision and treat other with respect.

7. Monitoring, Evaluation and Training

PSHE provision will be monitored and evaluated by the PSHE lead, SLT and Governors in line with the monitoring cycle agreed by the school. The PSHE policy will be reviewed annually.

To ensure staff are confident to deliver all aspects of the PSHE curriculum access to online, in school, local and national training will be made available and in accordance with the school's CPD programme for staff development.

Appendices

Appendix 1:

Statutory guidance mapping document

Relationships and sex education

Pupils should know:		Year 1			Year 2			Year 3		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
that families are important for children growing up because they can give love, security and stability	Families and people who care for me	1*			1					
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		1*								
that others' 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 for them					2*			1*		
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					1			1*		
that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong					2*					
how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed								1*		

*This lesson also appears in the Condensed Long-term plan

Relationships and sex education

Pupils should know:		Year 4			Year 5			Year 6		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
that families are important for children growing up because they can give love, security and stability	Families and people who care for me									
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		3								
that others' 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 for them		1*, 7			5*					
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					3*					
how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed		8*			5*			6*		

*This lesson also appears in the Condensed Long-term plan

Statutory guidance mapping document

Relationships and sex education

Pupils should know:		Year 1			Year 2			Year 3		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
how important friendships are in making us feel happy and secure, and how people choose and make friends	Caring friendships	2*, 4								
the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties		2*, 3, 4								
that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded		6			3					
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								2*		
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					4*			5*		

*This lesson also appears in the Condensed Long-term plan

Statutory guidance mapping document

Relationships and sex education

Pupils should know:		Year 4			Year 5			Year 6		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
how important friendships are in making us feel happy and secure, and how people choose and make friends	Caring friendships				2*					
the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties		3			1					
that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded		2*								
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					2*			5*		
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										

*This lesson also appears in the Condensed Long-term plan

Statutory guidance mapping document

Relationships and sex education

Pupils should know:		Year 1			Year 2			Year 3		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	Respectful relationships							6*		
practical steps they can take in a range of different contexts to improve or support respectful relationships		3,5*			3			4		
the conventions of courtesy and manners					5*					
the importance of self-respect and how this links to their own happiness			2							
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 cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help								3*		
what a stereotype is, and how stereotypes can be unfair, negative or destructive		7			7*			7*, 8		
the importance of permission-seeking and giving in relationships with friends, peers and adults										

*This lesson also appears in the Condensed Long-term plan

Statutory guidance mapping document

Relationships and sex education

Pupils should know:		Year 4			Year 5			Year 6		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	Respectful relationships	7								
practical steps they can take in a range of different contexts to improve or support respectful relationships								2*		
the conventions of courtesy and manners		1*								
the importance of self-respect and how this links to their own happiness			4		4*					
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								1*		
about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help		4*			6*					
what a stereotype is, and how stereotypes can be unfair, negative or destructive		5, 6*			7, 8*			3, 4*		
the importance of permission-seeking and giving in relationships with friends, peers and adults		2*								3*

*This lesson also appears in the Condensed Long-term plan

Statutory guidance mapping document

Relationships and sex education

Pupils should know:		Year 1			Year 2			Year 3		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
that people sometimes behave differently online, including by pretending to be someone they are not	Online relationships						2*			
that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous							2*			3
the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them										4*
how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.										
how information and data is shared and used online										

*This lesson also appears in the Condensed Long-term plan

Relationships and sex education

Pupils should know:		Year 4			Year 5			Year 6		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
that people sometimes behave differently online, including by pretending to be someone they are not	Online relationships									3*
that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous										3*
the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them							2*			
how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.							1*			
how information and data is shared and used online				2*						

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Statutory guidance mapping document

Relationships and sex education

Pupils should know:		Year 1			Year 2			Year 3		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	Being safe									
about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe							3*			
that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.				5*			4*			
how to respond safely and appropriately to adults they may encounter (in all contexts) who they do not know				1*, 2*, 3						
how to recognise and report feelings of being unsafe or feeling bad about any adult				2*			5*			
how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.		5*		1*, 2*, 3, 5	4*		2*, 3*	1*, 3*		
how to report concerns or abuse, and the vocabulary and confidence to do so							4*			
where to get advice from e.g. family, school and/or other sources							5*			

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Statutory guidance mapping document

Relationships and sex education

Pupils should know:		Year 4			Year 5			Year 6		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	Being safe	2*								
about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe				4*						
that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.										
how to respond safely and appropriately to adults they may encounter (in all contexts) who they do not know										
how to recognise and report feelings of being unsafe or feeling bad about any adult				4*			2*			
how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.		4*, 8*	6*, 7	2*, 4*, 6*, 7*			2*, 3*, 4*	6*	4*, 8*	1*, 3*
how to report concerns or abuse, and the vocabulary and confidence to do so										
where to get advice from e.g. family, school and/or other sources										

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Statutory guidance mapping document

Physical health and mental wellbeing

Pupils should know:		Year 1			Year 2			Year 3		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
that mental wellbeing is a normal part of daily life, in the same way as physical health.	Mental wellbeing		4			3			2, 4, 5*	
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.			1*		6*					
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.			1*		6*	1*				
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.						2				
simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests .			4			3			1*, 2	
isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.									3	

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Statutory guidance mapping document

Physical health and mental wellbeing

Pupils should know:		Year 4			Year 5			Year 6		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
that mental wellbeing is a normal part of daily life, in the same way as physical health.	Mental wellbeing		2, 3*, 5*			1, 3			2, 3*	
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.		8*	6*			5*		6*		
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.		8*						6*		
how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.			6*			5*				
the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.									3*	
simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests .			2, 5*			1			2, 3*	
isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.										

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Physical health and mental wellbeing

Pupils should know:		Year 1			Year 2			Year 3		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	Mental wellbeing									4*
where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).									3	
it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible										
that for most people the internet is an integral part of life and has many benefits.	Online safety and harms						1			4*
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.							2*			3

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Physical health and mental wellbeing

Pupils should know:		Year 4			Year 5			Year 6		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	Mental wellbeing									3*
where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).			7*						3*	
it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible			7*						3*	
that for most people the internet is an integral part of life and has many benefits.	Online safety and harms			2*						
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.									4*	
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.				2*			5			3*

Physical health and mental wellbeing

Pupils should know:		Year 1			Year 2			Year 3		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
why social media, some computer games and online gaming, for example, are age restricted.	Internet safety and harms									
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.										4*
how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.										5
where and how to report concerns and get support with issues online.										4*, 5
the characteristics and mental and physical benefits of an active lifestyle.	Physical health and fitness								1*	
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.						2			1*	
the risks associated with an inactive lifestyle (including obesity).									1*	
how and when to seek support including which adults to speak to in school if they are worried about their health.										

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Physical health and mental wellbeing

Pupils should know:		Year 4			Year 5			Year 6		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
why social media, some computer games and online gaming, for example, are age restricted.	Internet safety and harms			1*					4*	
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.							2*			3*
how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.				5						2
where and how to report concerns and get support with issues online.				2*			2*			
the characteristics and mental and physical benefits of an active lifestyle.	Physical health and fitness								7	
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).									7	
how and when to seek support including which adults to speak to in school if they are worried about their health.									8*	

Physical health and mental wellbeing

Pupils should know:		Year 1			Year 2			Year 3		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
what constitutes a healthy diet (including understanding calories, and nutritional content).	Healthy eating					6*			6*	
the principles of planning and preparing a range of healthy meals						6*				
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					6*			6*	
the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking				6*			8*			6, 7*
how to make a clear and efficient call to emergency services if necessary	Basic first aid			4*						1*, 2
concepts of basic first-aid, for example dealing with common injuries, including head injuries										1*, 2

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Physical health and mental wellbeing

Pupils should know:		Year 4			Year 5			Year 6		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
what constitutes a healthy diet (including understanding calories, and nutritional content).	Healthy eating					6*				
the principles of planning and preparing a range of healthy meals						6*				
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					6*			7	
the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking				8*			7*			1*
how to make a clear and efficient call to emergency services if necessary	Basic first aid			3			6*			7, 8*
concepts of basic first-aid, for example dealing with common injuries, including head injuries				3			6*			7, 8*

Statutory guidance mapping document

Physical health and mental wellbeing

Pupils should know:		Year 1			Year 2			Year 3		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	Health and prevention									
about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer			6*							
the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn			3*							
about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups to the dentist						7*			6*	
about personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing			5*							
the facts and science relating to allergies, immunisation and vaccination	Changing adolescent body		7*							
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.										

Statutory guidance mapping document

Physical health and mental wellbeing

Pupils should know:		Year 4			Year 5			Year 6		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	Health and prevention								8*	
about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer						7*				
the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn						2*				
about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups to the dentist			1*							
about personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing									6*	
the facts and science relating to allergies, immunisation and vaccination	Changing adolescent body								6*	
key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.				6, 7*			3*, 4*, 5			4*
about menstrual wellbeing including the key facts about the menstrual cycle.							4*			5

Appendix 2:

EYFS: Reception	Self-regulation		Building relationships		Managing self	
	My feelings: L1 Identifying my feelings L3 Coping strategies L4 Emotional adjectives L5 Facial expressions		Special relationships: L2 Special people L3 Sharing L4 I am unique L6 Similarities and differences	My family and friends: L1 Festivals L2 Sharing L3 What makes a good friend L4 Being a good friend	Taking on challenges: L1 Why do we have rules? L2 Building towers L5 Team races	My wellbeing: L1 What is exercise? L4 Being a safe pedestrian L5 Eating healthily
	Introductory lesson	**Family and relationships**	**Health and wellbeing**	**Safety and the changing body**	**Citizenship**	**Economic wellbeing**
Year 1	**Setting ground rules for RSE and PSHE lessons**	L1 What is family? L2 What are friendships? L5 Friendship problems L6 Healthy friendships L7 Gender stereotypes	L1 Understanding my emotions L3 Ready for bed L5 Handwashing & personal hygiene L6 Sun safety L7 Allergies	L1 Adults in school L2 Adults outside school L4 Making an emergency phone call L5 Appropriate contact L6 Safety with substances	L1 Rules L4 Similar, yet different	L1 Introduction to money L4 Saving and spending
Year 2	**Setting ground rules for RSE and PSHE**	L2 Families are all different L4 Unhappy friendships L5 Introduction to manners and courtesy L6 Change and loss L7 Gender stereotypes: Careers and jobs	L1 Experiencing different emotions L5 Developing a growth mindset L6 Healthy diet L7 Looking after our teeth	L2 Communicating online L3 Secrets and surprises L4 Appropriate contact: My private parts L5 Appropriate contact: My private parts are private L8 Staying safe with medicine	L1 Rules beyond school L5 Similar yet different- my local community L7 Giving my opinion	L3 Wants and needs L4 Looking after money
Year 3	**Setting ground rules and signposting**	L1 Healthy families L2 Friendship conflicts L3 Friendship: conflict vs bullying L5 Learning who to trust L6 Respecting differences in others L7 Stereotyping gender	L1 My healthy diary L3 Wonderful me L5 Resilience: breaking down barriers L6: Diet and dental health	L1 First Aid: emergencies and calling for help L4 Cyberbullying L7 Influences L8 Keeping safe out and about	L1 Rights of the child L5 Charity L6 Local democracy	L1 Ways of paying L5 Jobs and careers

	Introductory lesson	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Year 4	Setting ground rules and signposting	L1 Respect and manners L2 Healthy friendship L4 Bullying L6 Stereotypes: Disability L8 Change and loss	L1 Looking after our teeth L3 Celebrating mistakes L5 My happiness L6 Emotions L7 Mental health	L1 Internet safety: Age restrictions L2 Share aware L4 Privacy and security L7 Introducing puberty L8 Tobacco	L1 What are human rights? L5 Diverse communities	L2 Keeping track of money L4 Influences on career choices
Year 5	Setting rules and signposting	L2 Friendship skills L3 Marriage L4 Respecting myself L5 Family life L6 Bullying L8 Stereotypes: Race and religion	L2 The importance of rest L5 Taking responsibility for my feelings L6 Healthy meals L7 Sun safety	L1 Online friendships L2 Staying safe online L3 Puberty L4 Menstruation L6 First Aid: Bleeding L7 Alcohol, drugs and tobacco: Making decisions	L1: Breaking the law L6 Parliament	L3 Risks with money
Year 6	Setting ground rules for RSE and PSHE	L1 Respect L2 Respectful relationships L4 Challenging stereotypes L5 Resolving conflict L6 Change and loss	L3 Taking responsibility for my health L4 The impact of technology on health L5 Resilience toolkit L6: Immunisation L8 Physical Health concerns	L1 Alcohol L3 Social media L4 Physical and emotional changes of puberty L8 First Aid: Basic life support	L1 Human rights L4 Prejudice and discrimination L6 National democracy	L4 What jobs are available **Identity** L2 Identity and body image

Appendix 3:

Example of Ground Rules (these will be determined by the children)

G...Giggling is okay but laughing at others is not

R...Respect for myself and others is important

O...Option to pass on answering questions is available to all

U...Use dictionary words when describing the body

N...No question is a silly question!

D...Do use "Someone I know…" instead of the person's name

Appendix 4: Other useful information

DfE descriptors

https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary

DFE guide for parents

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf