



Relationships, Sex and Health Education (RSHE) Policy Template

Policy Status: Recommended

Review Cycle: Annually

Owner: Catherine Assink

Date: September 2026

Approved by: Trust Board

Date: September 2026

Review Date: September 2027

This policy sets out the Trust-wide approach to Relationships, Sex Education and Health Education. The policy explains what is taught, how and when, who is responsible, how the curriculum is made accessible, how parents may view materials, how withdrawal requests are managed, and how provision is monitored and reviewed.

Our commitment

All BILTT schools are committed to equipping pupils with the character, knowledge and skills needed for a happy, safe and successful life. We provide high-quality, evidence-based, inclusive and developmentally appropriate RSHE that:

- prepares pupils for the opportunities, responsibilities and experiences of adult life;
- promotes moral, social, mental and physical development and positive characteristics including resilience, self-worth, honesty, integrity, courage, kindness and trustworthiness;
- helps pupils form and sustain positive relationships, make informed and ethical decisions, recognise when things are not right and seek help;
- is carefully sequenced so knowledge and skills are taught before pupils are likely to need them, without normalising harmful behaviour or causing unreasonable alarm;
- is relevant and responsive to pupils' lived contexts and local safeguarding needs;
- is accessible to every pupil, with precise adjustments for communication, cognition, sensory, physical and social-emotional needs; and
- is delivered as part of a whole-school culture of safeguarding, equality, kindness and respect.

Legal framework and national guidance

This policy has been prepared with regard to the:

- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, sections 34 and 35 of the Children and Social Work Act 2017, section 80A of the Education Act 2002, section 403 of the Education Act 1996, and the revised DfE statutory guidance published July 2025 for introduction from 1 September 2026.
- Equality Act 2010, including the Public Sector Equality Duty;
- Children Act 1989 and Children Act 2004;
- Data Protection Act 2018 and UK GDPR;
- Keeping Children Safe in Education, current edition;
- Working Together to Safeguard Children, current edition;
- SEND Code of Practice: 0 to 25 years;
- National curriculum, including science, computing, citizenship and PE;
- Online Safety Act and related law on online harms;
- Domestic Abuse Act 2021 and statutory guidance;
- Behaviour in Schools and Teaching Online Safety in Schools guidance; and
- Relevant local safeguarding partnership procedures and public health intelligence.

RSHE curriculum aims, design and sequencing:

We ensure that the content and materials are appropriate for the age and cognition of pupils and sensitive to their needs. We acknowledge that although, in legal guidance, some topics are classed as primary or secondary, for our pupils, we must use professional judgment to adapt this and introduce them when are pupils are ready.

Our RSHE curriculum is based on the following aims, that:

- All pupils can access RSHE and learn in the most appropriate way to progress towards the end of phase goals and our long term curriculum aims.
- Core knowledge and skills will be broken into manageable steps, revisited and generalised

across contexts.

- Learning will include structured opportunities to practise communication, boundary setting, help-seeking, decision-making and respectful disagreement.
- Assessment and feedback will identify misconceptions, gaps and pupils requiring additional support or intervention.
- Assessment will be through discussion, work produced, and how well they apply learning in real life situations.
- RSHE topics are discussed and reinforced throughout the curriculum and every day situations.
- New or emerging local issues may be addressed responsively. Parents will be informed in advance of any substantive departure from the published policy and relevant materials will remain available on request.

'Primary phase' curriculum

Teaching focuses on the fundamental building blocks and characteristics of positive relationships, It does not involve explaining the details of different forms of sexual activity, although it may include sensitive safeguarding content that helps children recognise and report abuse.

At a level appropriate to each pupil's needs and stage of development, pupils will be taught the following statutory areas.

Families and people who care for me:

- the importance and characteristics of safe, stable and caring family life;
- respect for different family structures, including single-parent, same-sex parent, kinship, adoptive, foster and grandparent-led families;
- marriage and civil partnership as formal, legally recognised commitments intended to be lifelong;
- how to recognise unsafe or unhappy family relationships and seek help.

Caring friendships and respectful, kind relationships:

- how friendships are formed, maintained, repaired and sometimes ended;
- kindness, honesty, trust, loyalty, inclusion, generosity, boundaries and mutual respect;
- managing conflict without violence, expressing needs assertively and recognising controlling behaviour;
- courtesy, manners, self-respect, stereotypes, bullying, bystander responsibility and help-seeking.

Online safety and awareness:

- respectful behaviour online, peer pressure and the risks posed by people who conceal or misrepresent their identity;
- age restrictions, privacy and location settings, personal information and the permanence and onward circulation of online content;
- recognising harmful content or contact and knowing how and where to report concerns.

Being safe:

- privacy, healthy boundaries, bodily autonomy and the difference between appropriate and unsafe contact;
- correct names for private body parts, taught factually and accessibly;
- recognising emotional, physical and sexual abuse, understanding that abuse is never the victim's fault, and seeking help persistently until heard;
- responding safely to people encountered in person and online, including people who appear trustworthy but may have harmful intentions.

Health and wellbeing:

- general wellbeing, emotions, loneliness, change, loss, bereavement and early help;
- online wellbeing, screen use, online gaming, monetisation, gambling-style content, scams,

fraud, privacy and reporting;

- physical activity, time outdoors, sleep, healthy eating and a healthy relationship with food;
- legal and illegal harmful substances, smoking, vaping, alcohol, drugs, nicotine addiction and nicotine pouches;
- health protection, sun safety, dental health, hygiene, germs, vaccination and immunisation;
- personal safety around fire, roads, railways and water;
- basic first aid, emergency calls, common injuries and the importance of reporting rather than filming incidents; and
- growth, puberty, correct body-part vocabulary and menstruation before pupils are likely to experience it.

Sex Education primary phase:

Sex Education is not compulsory at this age. If deemed appropriate, the content, timing and resources will be clearly identified and parents will be consulted. It will be distinct from statutory Relationships Education, Health Education and science. Depending on pupil needs we may cover appropriate content about conception and birth.

Content about online sexual material or pressure to share naked images will be taught only where we feel pupils need this to protect themselves, and in a way that does not cause unreasonable alarm. Parents/Carers will be informed of any planned departure from the published programme.

Secondary phase curriculum

Secondary provision will build on previous learning as pupils are ready and will cover the following statutory content:

Families:

- different committed and stable relationships and their contribution to wellbeing and raising children;
- the legal status of marriage and civil partnership, the myth of “common-law marriage”, and the law on forced marriage and marriage under 18;
- how families change through birth, death, separation and new relationships;
- parental responsibilities, successful parenting and the importance of early childhood;
- recognising unsafe relationships and seeking support.

Respectful relationships:

- positive relationships online and offline, consent, trust, respect, honesty, kindness, boundaries, privacy, reconciliation and ending relationships;
- self-esteem, independence, tolerance, respectful communication and conflict management;
- how ethical behaviour goes beyond consent and includes kindness, care, attention to vulnerability and awareness of power imbalances;
- bullying and bystander responsibility; harmful stereotypes; sexism, misogyny and other prejudice;
- how unequal power can shape behaviour and how pornography may distort attitudes, normalise harm, reinforce misogyny or create sexual entitlement;
- how online subcultures, including “incel” narratives and harmful influencers, may shape attitudes and how to respond critically without directing pupils to harmful content.

Online safety and awareness:

- rights, responsibilities, opportunities, privacy and location settings in public and private online spaces;
- fake accounts, exaggerated profiles, misinformation, disinformation and content created or altered using artificial intelligence;
- law and risks relating to sharing, keeping, forwarding or generating indecent or sexual images, including AI-generated images, and routes to support where an image has been shared;

- deepfakes, how they can cause harm, and how pupils may identify and report them;
- online misogyny, violence, weapons content, conflict escalation, stalking, harassment, coercive control and abusive behaviour;
- pornography as a distorted representation of people and sexual behaviour, including its potential impact on attitudes and partners;
- online scams, sextortion and routes to support without blame; and
- AI chatbots and the risks of fake intimacy, manipulation or harmful advice.

Being safe and subject-specific safeguarding:

- consent and boundaries, including in early romantic and sexual relationships, and strategies to resist and avoid applying pressure;
- personal safety in public and social spaces, with explicit teaching that precautions never transfer blame to a victim;
- sexual harassment, public sexual harassment, sexual violence, rape, sexual assault, upskirting and harmful sexual behaviour;
- domestic abuse, stalking, coercive and controlling behaviour, grooming, sexual and criminal exploitation, financial exploitation, forced marriage and hate crime;
- FGM, virginity testing and hymenoplasty, their harms, support routes and the law;
- strangulation and suffocation as criminal and dangerous acts; and
- how pupils can seek help for harmful behaviour they have experienced or are worried they may display themselves, including when medical help is needed.

Intimate and sexual relationships, including sexual health:

The curriculum provides pupils with the knowledge and skills to develop healthy, safe and nurturing relationships, understand consent and the law, protect sexual and reproductive health, resist pressure, recognise abuse and seek support including:

- age of consent, readiness, choice, abstinence and the fact that intimate relationships do not have to involve sexual activity;
- giving, withholding and withdrawing consent, including the influence of law, faith and family values;
- the full range and effectiveness of contraception and how to find medically accurate information;
- impartial and legally and medically accurate information about pregnancy options, including keeping a baby, adoption and abortion;
- STIs, including HIV, safer sex, condoms, testing, treatment, stigma, and HIV prevention through PrEP and PEP;
- how alcohol and drugs can affect sexual risk and decision-making; and
- confidential sexual and reproductive health advice, treatment and support.

The core focus of this aspect of the curriculum is to:

- Give our pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. We ensure that lesbian, gay, bisexual and transgender specific content is included within the delivery of our programme.
- Make explicit that that sexual violence and sexual harassment (including online) are not acceptable, will never be tolerated, and are not an inevitable part of growing up

As a result, pupils are able to

- develop safe, fulfilling and healthy relationships, including sexual relationships at the appropriate time. They learn to respect themselves and others. It does not encourage early sexual experience or experimentation.
- Understand the law, taking into account age, physical and emotional maturity, cognition, religious background and developmental differences when planning and delivering our learning.
- Become well informed about the range of aspects of the law which relate to sex including: the age of consent, what consent is and is not, the definitions of rape, sexual

- assault and harassment, and choices permitted by the law around pregnancy.
- Build awareness of grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour.
- Understand the physical and emotional damage caused by female genital mutilation (FGM) and the context of the law surrounding this and other forms of 'honour or faith based abuse'.

Secondary health and wellbeing:

- mental wellbeing, accurate emotional vocabulary, loneliness, anxiety, depression and the difference between normal feelings and mental health conditions;
- gambling harms, including the mental health impact of gambling and debt risks from online gambling and gambling-like gaming content;
- online comparison, body image, misinformation, illegal online markets and content promoting self-harm, suicide or violence;
- physical activity, healthy weight, healthy eating, cardiovascular health, and blood, organ and stem-cell donation;
- illegal drugs, synthetic substances, illicit vapes, counterfeit medicines, alcohol, drink spiking, smoking, vaping and routes to cessation support;
- hygiene, infection, antibiotics, antimicrobial resistance, vaccinations, screening, sleep and dental health;
- pre-conception health, folic acid, pelvic-floor health, miscarriage and pregnancy loss;
- navigating local healthcare, including GPs, pharmacies, urgent and emergency care, sexual health services, family planning and third-sector support;
- medical consent, parental responsibility, capacity and Gillick competence;
- personal safety relating to roads, railways, water, unfamiliar settings, knives, violence, peer influence, grooming and exploitation;
- first aid, CPR and defibrillators; and
- puberty, adolescent brain development, menstrual and gynaecological health including PMS, heavy menstrual bleeding, endometriosis and PCOS, and reproductive health including fertility and menopause.

All BILTT schools deliver aspects of the National Curriculum for science at an appropriate level. This includes teaching about reproduction in humans, for example the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, birth and HIV/AIDS.

- There is no right for parents to withdraw children from the National Curriculum for science.
- Our curriculum for teaching science can be viewed online on our school websites.

Teaching sensitive and contested topics

Teaching will be factual, balanced, age and developmentally appropriate and within the law. Staff will distinguish between legal facts, established evidence, religious belief and matters on which there is significant public debate.

Pupils will be supported to express views respectfully and to understand that bullying, harassment and disrespect are never acceptable.

Teaching about biological sex, gender reassignment and related legal rights will be accurate and respectful. Staff will not present contested views as fact, will avoid reinforcing gender stereotypes, and will not suggest that social transition is a simple solution to distress or discomfort. External materials on these topics will be scrutinised carefully, discussed with parents in advance where used, and made available on request.

Same sex parents and a wide range of family arrangements will be represented positively in primary Relationships Education. At secondary, pupils will have equal opportunity to explore the features of stable and healthy same-sex relationships, integrated across the programme rather than isolated in a standalone lesson. Sexual health teaching will be relevant to all pupils.

Faith perspectives may be taught, but staff will clearly identify when a view reflects religious belief. Teaching will respect the protected characteristic of religion or belief and will remain compliant with equality law.

Delivery, pedagogy and staff competence

Our RSHE curriculum is taught within classes by school staff. This delivery is enhanced by visits from external organisations and guest speakers where appropriate.

Sex Education teaching

- We provide a non-judgmental, factual approach within a safe environment that allows scope for pupils to ask questions in confidence. Staff are trained to use distancing techniques, to set ground rules and anonymous question boxes to help manage sensitive discussion and receive responses to these questions.
- It is important that responses are given that satisfy pupils' curiosity in order to prevent pupils seeking that information online, through a potentially harmful source that may contain inappropriate content, and encourage contact and conduct that is unsafe.
- Our online policy applies to all aspects of RSHE
- Language will be clear, factual and non-stigmatising. Teaching will not normalise harmful behaviour, stigmatise boys or suggest that girls are responsible for preventing abuse.
- Pupils will have opportunities to practise respectful communication and consider experiences different from their own. Single-sex grouping may be used exceptionally where it creates a safer space for a specific topic and does not stigmatise pupils.
- Staff know the curriculum boundaries, safeguarding procedure, disclosure response, confidentiality limits and sources of reliable support.

Equality statement

We are committed to anti-discriminatory practice as outlined within the provisions of the Equality Act 2010. We ensure that there is no discrimination towards anyone 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 planning for delivery of Relationship, sex and health education, we make appropriate adjustments to alleviate disadvantage and adhere to the SEND Code of Practice.

We are also aware that some of our pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Therefore, RSHE is especially important for those pupils, for example those with social, emotional and mental health needs or learning disabilities. This is reflected within our planning for this subject.

Safeguarding and confidentiality

RSHE can increase safeguarding reports. All staff and visitors must follow the Child Protection and Safeguarding Policy and current Keeping Children Safe in Education. Concerns must be acted on immediately and passed to the Designated Safeguarding Lead or deputy. Staff must never promise absolute confidentiality.

Before sensitive teaching, pupils will be told in an accessible way how confidentiality works, what staff must do if a concern is disclosed, and where they can seek help inside and outside school. Victim blaming language is never used and pupils will be taught that abuse is never the victim's fault. Staff understand mandatory reporting duties, including FGM, and will remain alert to domestic abuse, sexual abuse, exploitation, harmful sexual behaviour and online harms.

Managing questions and disclosures

Teachers will answer questions honestly, factually and in a way that is appropriate to the pupil's age, stage, developmental understanding and the planned curriculum. Questions will not be used to invite personal disclosure in a group setting.

- If a question is suitable for the class, it will be answered using agreed language and within the lesson's learning objectives.
- If a question is unsuitable for a whole-class response, the teacher will acknowledge it and arrange a private, supported response, signposting the pupil to a parent, trusted adult, DSL, health professional or reliable service as appropriate.
- Questions relating to sex education not covered in primary, or content from which a pupil has been withdrawn, will be handled with emphasis on safeguarding and support rather than dismissal.
- Any question or disclosure indicating possible harm will be managed immediately under safeguarding procedures.
- Staff will receive support and training where questions require specialist handling.

Roles and responsibilities

Headteacher:

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school and for managing any requests to withdraw pupils from non-statutory components. They are also responsible for ensuring that staff have appropriate training and are given opportunities to keep up to date with local and national guidance.

Board of Trustees and Local Governing Bodies:

The LGB must:

- approve and keep this policy under review;
- ensure statutory duties are met and monitor pupil progress;
- seek quality assurance that the curriculum content and teaching is accessible and aligns with statutory guidance;
- ensure clear information is provided to parents about content, materials, external providers and withdrawal rights;
- support the headteacher to manage withdrawal requests fairly, lawfully and with written records;

RSHE Leads:

Every school has their own nominated RSHE Lead who holds the responsibility for leading the curriculum. In collaboration with other senior staff, the RSHE lead has responsibility for:

- Implementing, monitoring and evaluating the impact and appropriateness of the RSHE curriculum, reviewing provision as appropriate;
- Providing or sourcing appropriate training for colleagues as appropriate.
- Encouraging teachers to explore how new pedagogies and technology can be fully utilised to support the subjects;
- Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND;
- Ensuring that clear information is provided for parents on the subject content and the right to request that their child is withdrawn through regular consultation.

Designated Safeguarding Leads:

- advise on local and pupil-specific risks, safe sequencing and routes to support;
- ensure staff know how to respond to concerns and disclosures;
- review safeguarding themes arising from RSHE without compromising confidentiality, and inform curriculum improvement.

Teaching staff:

- deliver agreed content accurately, safely and accessibly;
- use approved resources and agreed vocabulary;
- assess learning, address misconceptions and identify pupils needing additional support;
- follow safeguarding procedures immediately and preserve appropriate confidentiality

Working with parents, carers and the wider community:

- We recognise the vital role of parents in the development of their children's understanding about relationships is vital and that they have the most significant influence in enabling their children to grow and mature and to form healthy relationships.
- We provide opportunities for parents to collaborate with the academy on planning and delivering RSHE via questionnaires and meetings.
- We ensure that parents are advised what will be taught and when and clearly communicate the fact that parents have the right to request that their child be withdrawn from some aspects RSHE.
- We provide parents/carers every opportunity to understand the purpose and content of RSHE through the content on our website, parents' / carers' consultations and personal communications.
- We welcome any questions about the school's approach to RSHE from parents/ carers to help increase confidence in the curriculum. We will also provide opportunities for parents to discuss what their children will be taught, address any concerns and help support parents in managing conversations with their children on these issues.
- Curriculum materials used to teach RSHE will be available for parents to view on request. Parents cannot veto statutory curriculum content.
- We will ensure that our parents and carers are fully informed about the RSHE curriculum through updates on our website and DOJO. Families will be informed in advance about sensitive content and any substantive change from the published programme.

Right to request withdrawal from sex education

Parents have the right to request withdrawal from some or all sex education delivered as part of RSE. There is no right to withdraw from Relationships Education, Health Education or science, including science content relating to puberty or sexual reproduction.

- A parent should submit the request to the Headteacher. The Headteacher will discuss it with the parent and, where appropriate, the pupil, explain the purpose and benefits of the curriculum, explore concerns and possible adverse social or emotional effects, and document the discussion.
- Up to Year 6, a request to withdraw from sex education will be granted automatically, except for content taught as part of science.
- From Year 7, the Headteacher may refuse a request in exceptional circumstances, for example where there are safeguarding concerns or a pupil has a specific vulnerability. Any decision will be reasoned, recorded and communicated sensitively. Headteachers will apply this with flexibility linked to pupils SEND needs. SEND, including having an Education, Health and Care Plan, will not by itself determine a withdrawal decision. The Headteacher may consider an individual pupil's needs and vulnerability where relevant, particularly in exceptional secondary cases.
- From three terms before the pupil turns 16, the pupil may choose to receive sex education even where a parent has requested withdrawal. Pupils will be told about this right in an accessible way.
- Where a pupil is withdrawn, the academy will provide appropriate, purposeful education for the period of withdrawal and will protect the pupil from stigma.

Working with external organisations or visitors

External providers may enhance but will not replace school-led curriculum delivery. The academy remains responsible for content, resources, safeguarding and pupils' learning.

To ensure best practice:

- Credentials, expertise, safeguarding suitability and any wider commercial or partisan

interests will be checked.

- Lesson plans and all materials will be reviewed in advance for factual accuracy, impartiality, age and stage appropriateness, accessibility and alignment with this policy.
- The academy and visitors will agree confidentiality and safeguarding reporting arrangements before delivery.
- Visitors will be briefed on communication needs, reasonable adjustments and how to respond to questions and disclosures.
- Provider contracts will permit parental access to all content, subject to lawful copyright controls.

Monitoring, evaluation and quality assurance

Provision will be monitored at least termly and more frequently where safeguarding, pupil need or national guidance requires. Evidence may include curriculum and resource audits, lesson visits, work scrutiny, assessment information, pupil and parent feedback, staff confidence, safeguarding themes, participation and accessibility checks.

Evaluation will consider whether pupils remember and apply essential knowledge and skills, can communicate boundaries and seek help, understand equality and the law at an appropriate level, and are prepared for increasing independence. It will not rely solely on completion of lessons or worksheets.

Findings and actions will be reported through academy and Trust governance. Any gap in statutory coverage, accessibility or safeguarding practice will be addressed through a time-bound action plan.

Review process

This policy will be reviewed annually. At every review, it will be approved by the BILTT Board of Trustees and individual Academy LGB.

Appendix 1: Relationship education outcomes for pupils at end of the primary and secondary phase

Topic	Focus Area Hawks, Falcons	Focus Area in Eagles, Kestrels and Red Kites
Self-Awareness (SA)	1. Things we are good at 2. Kind and unkind behaviours 3. Playing and working together 4. People who are special to us 5. Getting on with others	1. Personal strengths 2. Skills for learning 3. Prejudice and discrimination 4. Managing pressure
Self-Care, Support and Safety (SSS)	1. Taking care of ourselves 2. Keeping safe 3. Trust 4. Keeping safe online 5. Public and Private	1. Feeling unwell 2. Feeling frightened/worried 3. Accidents and risk 4. Keeping safe online 5. Emergency situations 6. Public and private 7. Gambling
Managing Feelings (MF)	1. Identifying and expressing feelings 2. Managing strong feelings	1. Self-esteem and unkind comments 2. Strong feelings 3. Romantic feelings and sexual attraction 4. Expectations of relationships/abuse
Changing and Growing (CG)	1. Baby to adult 2. Changes at puberty 3. Dealing with touch 4. Different types of relationships	1. Puberty 2. Friendship 3. Healthy and unhealthy relationship behaviour 4. Intimate relationships, consent, and contraception 5. Long-term relationships/parenthood
Healthy Lifestyles (HL)	1. Healthy Eating 2. Taking care of physical health 3. Keeping well	1. Elements of a healthy lifestyles 2. Mental wellbeing 3. Physical activity 4. Healthy eating 5. Body image 6. Medicinal drugs 7. Drugs, alcohol & tobacco
The World I Live In (WILI)	1. Respecting differences between people 2. Jobs people do 3. Rules and laws 4. Taking care of the environment 5. Belonging to a community	1. Diversity/rights and responsibilities 2. Managing online information 3. Taking care of the environment 4. Preparing for adulthood 5. Managing Finances

Appendix 2: Physical health and mental wellbeing

In addition to learning about relationships, by the end of primary school age, pupils need to

understand the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

The RSHE curriculum will be complemented by teaching pupils about physical health and mental wellbeing to give them the information that they need to make good decisions about their own health and wellbeing. It enables them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

By the end of Year 6 pupils will:

Mental wellbeing	Pupils should know: • 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 are 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	Pupils should know: • 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
Physical health and fitness	Pupils should know: • 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	Pupils should know: • 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	Pupils should know: • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and prevention	Pupils should know: • 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 allergies, immunisation and vaccination
Basic first aid	Pupils should know: 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 body	Pupils should know: • 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



LTP 3 Year Rolling Programme - RSHE - Eagles

LOTC	Hello Yellow Day CIN Day – charity event Visits to local shops – Christmas Fayre Enterprise project	Anti-bullying ambassadors – Visits to local shops Enterprise project – class fund raising Workplace visit	Flat Stanley First Aid workshop Class Jobs Local leisure visit
Online Safety- Each Year	• Making responsible choices • Online interactions • Who am I talking to? • Content and contact – evaluating representations online • Internet traffic light • Online issues – key themes • Media pressures and influences online • How social media can affect me	• Forms of communication (gifts, emojis, memes) • Safe behaviours online • Trust and is it truth? • Chat rooms and groups • Sharing online and consequences • Respect and consent – boundaries • Online connections/contacts – who can I trust? • Grooming/cat fishing	• Impact of technology on health and wellbeing – positive and negative – how to manage • Tips/advice to promote healthy online use • Accessing health/wellbeing advice online • Pressures that technology place on people and how to manage this • Consent/ Peer Pressure • Persuasive design and content
Year 1	Term 1	Term 2	Term 3
	• Things I am good at • My beaming personality - personal strengths • What makes me feel good/ bad • Discrimination: sex, gender, race, etc • Being a Good Friend • Understanding my emotions • Healthy and unhealthy relationships	• Diversity – Valuing everyone around us • Sexual orientation. Growing up – exploring different relationships • Stereotyping • Bullying – the victim/ protagonist and onlooker	• Taking care of ourselves • Elements of a healthy lifestyles • Fitness • What to do when you feel unwell. Who pays for my prescription • Healthy eating • Smoking/ Vaping/ Edibles • Setting personal goals
Year 2	Term 1	Term 2	Term 3
	• Exploring different job roles • Research the local labour market • Meet and question people about their jobs • Professional appearance and conduct • Class business project: money made to be spent as class chooses!	• Friendship (valuing others/ managing conflict) • Kind and unkind behaviours • Self-esteem and unkind comments • Managing big feelings • Reproduction • Appropriate/inappropriate behaviour in relationships • Consent / Peer pressure	• Feeling frightened/worried • Medicinal drugs • Keeping safe around water and in the home Exploring emergency situations in the home • Keeping safe online • Transition and safety
Year 3	Term 1	Term 2	Term 3
	• Talking without words/ Communication & Body Language • Appropriate/ inappropriate touch • Learning to Listen / Hold a conversation • Social scripts • Formal vs informal situations	• Crime in our community – what can we do • knife crime • grooming/ cat fishing • gambling • Using the internet safely • Debating issues	• Taking responsibility in the community • Taking responsibility for our world – making a difference • Persuading others to do the right thing • Road safety: on foot, scooters/bikes etc. • Recycling project - for a chosen cause



LTP 3 Year Rolling Programme - RSHE - Falcons

Year 1		Term 1:	Term 2:	Term 3:
Online Safety- each year		- Media balance - Putting a stop to online meanness - Getting help - Being internet secure and kind / responsibility for own behaviour - Grooming	- Safety in my online neighbourhood - Internet traffic lights - That's private! - Who's safe and how do I know?	- Pause for people - Let's give credit! - Is seeing believing? - How long do things stay online? - Things spread quickly - Media vs reality
Skills and Knowledge	Half term 1	Self-Awareness (SA) - Things we are good at - Kind and unkind behaviours	Self-Care, Support and Safety (SSS) - Taking care of ourselves - Keeping safe	Healthy Lifestyles (HL) Healthy Eating
	Half term 2	Managing Feelings (MF) - Identifying and expressing feelings - Managing strong feelings	Changing and Growing (CG) - Baby to adult - Changes at puberty	The World I Live In (WILI) - Respecting differences between people - Rules and laws
Year 2		Term 1:	Term 2:	Term 3:
Skills and Knowledge	Half term 1	Self-Awareness (SA) - Playing and working together - People who are special to us	Self-Care, Support and Safety (SSS) - Trust - Keeping safe online	Healthy Lifestyles (HL) Taking care of my physical health
	Half term 2	Managing Feelings (MF) - Identifying and expressing feelings - Managing strong feelings	Changing and Growing (CG) - Changes at puberty - Dealing with touch	The World I Live In (WILI) - Jobs people do - Money
Year 3		Term 1: Pre-history	Term 2: Pyramids and pharaohs	Term 3: Planet Earth
Skills and Knowledge	Half term 1	Self-Awareness (SA) Getting on with others	Self-Care, Support and Safety (SSS) Public and Private	Lifestyles (HL) Keeping well
	Half term 2	Managing Feelings (MF) - Identifying and expressing feelings - Managing strong feelings	Changing and Growing (CG) - Changes at puberty - Different types of relationships	The World I Live In (WILI) - Taking care of the environment - Belonging to a community



LTP 3 Year Rolling Programme- RSHE- Kestrels

LOT	Hello Yellow Day CIN Day – charity event Visits to local shops – Christmas Fayre Enterprise project	Anti-bullying ambassadors – Visits to local shops Enterprise project – class fund raising Work place visit	Flat Stanley First Aid workshop Class Jobs Local leisure visit
Online Safety- each year	• Making responsible choices • Online interactions • Who am I talking to? • Content and contact – evaluating representations online • Internet traffic light • Online issues – key themes • Media pressures and influences online • How social media can affect me	• Forms of communication – gifs, emojis, memes • Safe behaviours online • Trust and is it truth? • Chat rooms and groups • Sharing online and consequences • Respect and consent – boundaries • Online connections and contacts – who can I trust? • Grooming/cat fishing	• Impact of technology on health and wellbeing – positive and negative – how to manage • Tips and advice to promote healthy online use • Accessing health and wellbeing advice online • Pressures that technology place on people and how to manage this • Consent/ Peer Pressure • Persuasive design and content
Year 1	Term 1	Term 2	Term 3
	• Things I am good at • My beaming personality - personal strengths • What makes me feel good/ bad • Discrimination: sex, gender, race, disability etc • Being a Good Friend • Understanding my emotions • Healthy and unhealthy relationships • How social media can affect me	• Diversity – Valuing everyone around us • Sexual orientation. Growing up – exploring different relationships e.g LGBT+ • Stereotyping • Bullying – the victim/ protagonist and onlooker	• Taking care of ourselves • Elements of a healthy lifestyles • Fitness • What to do when you feel unwell. Who pays for my prescription • Healthy eating • Smoking/ Vaping/ Edibles • Setting personal goals
Year 2	Term 1	Term 2	Term 3
	• Exploring different job roles • Research the local labour market • Meet and question people about their jobs • Professional appearance and conduct • Class business project: money made to be spent as class chooses!	• Friendship (valuing others/ managing conflict) • Kind and unkind behaviours • Self-esteem and unkind comments • Managing big feelings • Reproduction • Appropriate and not appropriate behaviour in a relationships • Consent /Peer pressure	• Feeling frightened/worried • Medicinal drugs • Keeping safe around water and in the home Exploring emergency situations in the home • Keeping safe online • Transition and safety
Year 3	Term 1	Term 2	Term 3
	• Talking without words/ Communication & Body Language • Appropriate/ inappropriate touch • Learning to Listen / Hold a conversation • Social scripts • Formal vs informal situations	• Crime in our community – what can we do • knife crime • grooming • cat fishing • gambling • Using the internet safely • Debating issues	• Taking responsibility in the community • Taking responsibility for our world – making a difference • How to persuade others to do the right thing • Road safety: on foot, scooters/bikes etc. • Recycling project - to raise money for a chosen cause



LTP 3 Year Rolling Programme- RSHE-Red Kites

LOTC	Yr 11 College Open Day Parent drop in for post 16 providers Hello Yellow Day CIN Day College visits /Careers Fayre	Apprenticeships Team – workshop Visits to local shops – Christmas Fayre Enterprise project	Anti-bullying ambassadors – School Nurse Visits to Town Travel Training Enterprise project – class fund raising	Flat Stanley First Aid workshop Work experience Gambling – WORKSHOP College Visits Workplace visit
Online Safety – each year	- How to capture bullying content as evidence -what does it look like? - Perception and viewpoint – making accurate judgements - How to help people - Healthy and unhealthy relationship behaviour - Positive online reputation - Influences online - Managing pressure - Live streaming		- Sharing details - Identifying and recognising being targeted by groups/apps and what to do - Sharing information and images/ nudes and sextortion - Permission and consent - Free apps and services - Gambling online - Grooming Harassment online	- Being sceptical - Evaluating digital content - Making safe choices - Key concepts- fact, opinion, belief, evidence and reliability - Being drawn into an agenda or targeted - Impact of media and its influence on my opinions - Addressing extremism and radicalisation - Online influencer - Body image/ Impact of social media
Year 1	Action Planning – Unit 1 Emotional Wellbeing – Unit 5		Being a Critical Consumer – Unit 11 Diversity, Prejudice and Discrimination - Unit 12	Relationships and Behaviours in the workplace -Unit 9 Healthy Lifestyles – Unit 6
Topic	- Highlighting my talents – preparing for interview. (Personal strengths, Personal Action Plan) - Identifying and expressing feelings - Managing strong feelings - Mental wellbeing/ health/ Manage pressure - Body image/ Impact of social media		- Exploring consumer influence - Financial decision making - Roles and responsibilities - Differences and similarities - Discrimination and The Law - Diversity/rights and responsibilities - Addressing extremism and radicalisation	- Personal Care and supporting others - Sexual health - Strong Body – strong mind – how to be our best self - Physical activity - Eating choices to influence lifestyle - Drugs education – county lines/ exploitation - Peer influence, substance use and gangs
Year 2	Friendships and feelings – Unit 2		Applying for Jobs and courses - Unit 8.2 Career Explores Unit 8.1	Personal Safety – Unit 10
Topic	- People who are special to us – Circle of Trust - Building relationships – informal and formal - Identity and relationships - Conflict management - Self-esteem and assertive behaviours - Standing up for my own beliefs		- Making informed career choices - Applying for jobs and courses - Building for the future - Developing skills and aspirations	- Feeling unsafe – reflecting on risky situations and how to manage them - Exploring emergencies in the community - Personal safety when out in the community - gambling - Transition and safety
Year 3	Making informed Careers Choices – Unit 7		Sex and relationship Education – Unit 3	Personal Finance – Unit 4 Personal
	- Preparing for adulthood - Making informed career choices - Applying for jobs and courses - Careers in the Community - Preparing for work experience: CV, letter of application. - Preparing for interview		- Romantic feelings and sexual attraction - Different types of sexual orientation - Respectful relationships - expectations of relationships/abuse - Communication in relationships - Healthy and unhealthy relationship behaviour - Intimate relationships, consent and the law - Exploring influence - Sexual health	- Preparing for adulthood - Financial decision making - Income: work, benefits, gifts - Managing money – saving types of bank accounts - Using Bank apps safely/ scams - Ways to pay - Safe spending on the internet - Spending in the community (personal safety) - Budgeting for a function



LTP 3 Year Rolling Programme -Life Skills- Hawks

Year 1	Term 1	Term 2	Term 3
Focus	Selfcare and hygiene	Responsibility	Safety
Project	How do I look after my body?	How can I develop my personal responsibility?	How can I protect myself?
Skills & Knowledge	- Describe their daily bedtime routine; - Explain what happens if you do not exercise regularly. - explain that other people have rights for their own body; - list foods that are good to have once a week; - identify hazard signs that mean something is dangerous; - explain what germs are and why people need to keep clean.	- Understand that litter should go in the bin - Spot litter in your local school community What effect can litter have in the environment? - Understand that we can reduce litter by recycling materials. - Approach questions like: -Where can we reduce materials locally? -What materials can be recycled? -Can you promote recycling?	- To know my home address - To be able to identify what an emergency is - Know how to dial 999 if there is an emergency - To be able to call me parents' /carers' mobile number
Year 2	Term 1	Term 2	Term 3
Focus	Health and well being	Cooking and nutrition	Relationships
Project	It's my body	What type of food is healthy for my body?	Who is special to me?
Skills & Knowledge	- Describe their daily bedtime routine; - explain what happens if you don't exercise regularly; - explain that other people have rights for their own body - list foods that are good to have once a week; - identify hazard signs that mean something is dangerous; - explain what germs are and why people need to keep clean.	- Eat a food I have not tried before - Distinguish healthy from unhealthy food - Making good healthy choices - Prepare a healthy snack/drink - Understand why people should eat healthy foods	- Recognise people who are special to me - Describe feelings for the people who special to me - explain why a family network is important; - know what makes someone a good friend and demonstrate these qualities; - put positive resolution techniques into practice - cooperate with others to complete a task; - identify several ways to show others they care and understand the importance of doing this.
Year 3	Term 1	Term 2	Term 3
Focus	Health and wellbeing	Living in the wider world (1)	Living in the wider world (2)
Project	Safety first	Energy matters	Money matters
Skills & Knowledge	Identify some everyday dangers; Understand basic rules that help keep people safe; Know what to do if they feel in danger; Identify some dangers in the home; Identify some dangers outside; Know that their private body parts are private; Recall the number to call in an emergency; List some people who can help them stay safe.	- Explain ways we can save energy. - Identify everyday appliances that require the use of energy - Identify why energy is important in our lives - Understand what we need to do to keep our bodies warm - Know that recycling helps to save energy - Identify everyday items that can be recycled	- Understand why we need money to do certain things e.g. go shopping etc - Understand why is important to keep our money safe - Learn how to make a shopping list of 5 to10 items I need to buy and know how much money I can spend.