



Relationships, sex and health education policy (RSHE)

Bringing **joy**...**inspiring** success!

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1. Introduction

This policy for Relationships and Sex Education (RSE) has been written with our school Christian values and vision at the centre. Our approach to RSE follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive. It is underpinned by our vision statement, values and Bible quotation: Jesus said: I have come that you might have life and have it to the full.

At Chalfont St Peter C of E Academy, we bring joy and inspire success so that every pupil flourishes and lives life to the full. Guided by our strong Christian ethos and values, we are committed to nurturing the unique talents and potential of each child, empowering them to thrive academically, socially, and spiritually.

Through our vibrant, enriching curriculum and abundant opportunities for personal development, we will cultivate a love of learning and equip our pupils with the knowledge, skills, and resilience to excel beyond their time with us. As a reflective, forward-thinking community, we will continuously strive for improvement, forging effective partnerships to ensure our pupils are prepared for every stage of their future journey.

Underpinned by our unwavering dedication, high expectations, and positive outlook, Chalfont St Peter C of E Academy will be a beacon of excellence, where happiness shines through, and every child is valued, nurtured, and inspired to reach their

full potential.

At Chalfont St Peter C of E Academy, we bring joy and inspire success knowing that Jesus said, *I have come that they may have life, and have it to the full (John 10:10).*

Bringing joy...inspiring success!

At Chalfont St Peter Church of England Academy (CSPA), everyone is treated with dignity as all people are made in the image of God and are loved equally by God. All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; where bullying of all kinds is eliminated and where children are free to be themselves and fulfil their potential without fear.

Relationships and Sex education (RSE) at CSPA is about what constitutes wellbeing and loving care for ourselves (PSHE), how we show loving care for others (relationships education) and, when at an appropriate age and stage in life, how we show loving care to those we choose to be intimate with, including within marriage (sex education). It is also underpinned by the spiritual and moral aspects of healthy, loving and nurturing relationships.

2. Aims

The aims of relationships and sex education (RSE) at our school are to:

- ❖ Provide a Personal, Social, Health and Economic (PSHE) education curriculum which has planned, timetabled lessons in all year groups.
- ❖ Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home.
- ❖ Create a positive culture where pupils feel safe and provide a framework in which any sensitive discussions can take place.
- ❖ Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity.
- ❖ Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and cohort of pupils.
- ❖ Fosters equality and challenges all forms of discrimination allowing pupils to learn positively and in ways that are appropriate to their age and maturity.
- ❖ Prepare pupils for puberty and the importance of health and hygiene.
- ❖ Teach pupils the correct vocabulary to describe themselves and their bodies.
- ❖ Meets the needs of all pupils including those with special educational needs and disabilities.
- ❖ Seeks pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.
- ❖ Ensure zero-tolerance of sexual harassment and sexual violence. CSPA will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be (see the Behaviour Policy and/or Safeguarding Policy for more information).

3. Statutory Requirements

At CSPA, we teach RSE as set out in this policy.

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including a requirement to teach Science. This includes the elements of sex education contained in the Science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the Secretary of State, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

4. Policy Development

This policy was developed in consultation with staff, pupils, governors and parents/carers. The consultation and policy development process involved the following steps:

1. Review - school leaders, members of staff and governors pulled together all relevant information including national and local guidance.
2. Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations.
3. Parents/carers - invited to review the policy, read additional information and arrange to meet with the headteacher if requested.
4. Pupil consultation - consider what pupils want from their RSE (pupil survey and pupil voice).
5. Ratification - once amendments were made, the policy was shared with the full governing body and ratified.

5. Definition

[Statutory at primary age](#)

Relationships Education teaches the fundamental building blocks and characteristics of positive relationships including friendships, family relationships and relationships with other children and adults to all children from Year 3 to Year 6. It focuses on values such as kindness, consideration, respect, honesty, truthfulness and faithfulness as well as humility and integrity. Children are taught about healthy and positive features of relationships highlighting safety, equality and sensitivity. Relationships Education also provides an opportunity to explore the children's emotional and mental wellbeing through understanding the importance of self-respect and self-worth. Children are taught the knowledge of how to recognise, report and seek advice about any forms of abuse by focussing on boundaries and the rights they have over their own bodies.

In **Science**, all year groups learn about the **Human Body**. Specifically, In Year 5, students delve into the early stages of human growth: gestation, birth, and infancy. They also explore the physical and mental changes occurring during puberty, and they

recognise that humans and animals experience growth stages of varying lengths. In Year 6, pupils explore reproduction, learning about the roles of male and female cells in fertilisation, the development of a zygote into an embryo and foetus, and gestation in more depth.

Health Education focuses on both mental and physical health for children from Year 3 to Year 6. This includes children being aware of their own and others emotional wellbeing and understanding how to express themselves. It also develops digital wellbeing. Health Education is about nurturing physical health highlighting the importance of healthy eating and fitness as well as the impact of harmful substances. Pupils learn about the prevention of poor health and basic first aid. Furthermore, pupils learn about changing adolescent bodies including key facts about puberty (physical and emotional changes) experienced by both girls and boys at primary school age.

Non-statutory at primary age

Sex Education is taught in Year 6. This includes the facts surrounding human conception. The basics of sexual intercourse will be taught in a scientific way. Sex Education will also connect their understanding of relationships in an age-appropriate way. This is taught in Year 6 during the summer term and parents will be contacted at that time in order for them to withdraw their children should they wish to.

Parents do not have the right to withdraw their child from **statutory education (Relationships, Health and Science)** but do have the right to withdraw their child from **non-statutory education (Sex Education)**. Please see below in section 9.

6. Curriculum

Our curriculum is set out in Appendices 1-4. We may need to adapt it as and when necessary. We have developed the curriculum in consultation with CSPA stakeholders, taking into account the age, developmental stage, needs (including cultural and religious) and emotions of our pupils.

Pupils may ask questions related to topics which go beyond any sex education covered by the school or which cover age-restricted content and the scope of this policy. Teachers will respond in an appropriate manner with an emphasis on supporting the child. This may include asking a pupil to speak to their parents or a trusted adult, signposting to support services where needed and recognising that children whose questions go unanswered might instead turn to inappropriate sources of information, including those online.

For more information about our curriculum, see our RSE and Health Education curriculum and whole school curriculum map in Appendices 1-4.

7. Delivery of RSE

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Education (RE). Pupils are taught in an age-sensitive and scientifically, sequenced way. RSE is led, taught and resourced in the same way as any other subject.

RSE is delivered in a way that affords dignity and shows respect to all who make up our diverse community. It does not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community. We prioritise our core values, including faithfulness and develop skills for pupils to disagree without being disagreeable, learning to live well together.

RSE at CSPA promotes healthy, safe and resilient relationships set in the contexts of our school vision and values.

Pupils with SEND will have the RSE curriculum content adapted where appropriate in order to ensure full accessibility through high Quality First teaching and differentiated resources. Additional steps to ensure learning progress is made through pre-teaching and/or over-teaching and /or adaptive teaching.

Relationships Education focuses on teaching the fundamental building block and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Primary sex education (Year 6) focuses on:

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

Teachers ensure that all pupils' views are listened to. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils. The curriculum is designed to focus on boys as much as girls, and lessons are planned to make sure both are actively involved.

7.1 Inclusion

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel safe and supported and able to engage with the key messages

We will also make sure that pupils learn about these topics in an environment that's appropriate for them and gives careful consideration to the level of differentiation needed.

7.2 Use of resources

We ensure that any resources we use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible, trusted sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and do not provoke distress

We ensure that, when we consult parents/carers, we provide examples of the resources the school uses.

8. Use of external organisations and materials

We will make sure that any agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties.

We will make appropriate checks and engage with external agencies to make sure that their approach to teaching RSE is in line with the school's Christian values is balanced and age-appropriate, in line with pupils' developmental stage and compliant with our policies, the [Teachers' Standards](#), the [Equality Act 2010](#), the [Human Rights Act 1998](#) and the [Education Act 1996](#)

We will only work with external agencies where we have full confidence in the agency, its approach and the resources it uses. We will make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum and review any case-study materials and look for feedback from other schools and organisations the agency has worked with. We will ask to see in advance any materials that the agency may use.

In addition we will:

- Seek the approval from the Governing Body before engaging any outside agency for RSE
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers. Do not permit the agency access to any personal data including photographs without the explicit authority of the Headteacher.
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, where appropriate stop a session
- Make sure that a teacher is always in the room at any time when external speakers are present
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents/carers and governors during monitoring visits.

We **will not**, under any circumstances:

- Work with external agencies that take or promote extreme political views (any doubts about external agencies should be raised with the Headteacher and RSE governor for advice)
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies which do not allow their material to be shared with parents and carers

9. Roles and responsibilities:

9.1 The Governing Body

The Governing Body approves the RSE policy and holds the Headteacher to account for its implementation. Governors actively monitor the delivery of RSE as part of their regular subject monitoring programme.

9.2 The Headteacher

The Headteacher or another designated member of the SLT is responsible for ensuring that RSE is taught consistently across the school, for sharing all materials and resources and for managing withdrawal requests (non-statutory components) from parents.

9.3 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high quality and appropriate for each year group.
- Modelling positive attitudes to RSE.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish for them to be withdrawn (non-statutory components).
- Modelling positive behaviour, avoiding language that might perpetuate harmful stereotypes, and being conscious of the requirements of the Equality Act
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's Designated Safeguarding Lead (DSL)

Staff do not have the right to opt out of teaching RSE, but those who have concerns are encouraged to discuss this with the Headteacher who will respond sympathetically to particular circumstances.

The school ensures that all staff who teach RSE are properly trained, resourced and supported (see section 11).

9.4 Pupils

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

10. Parents' right to withdraw

Parents **do not have** the right to withdraw their children from Relationships, Health and Science Education (statutory). Parents **do have** the right to withdraw their children from non-statutory Sex Education within RSE (non-statutory).

Requests for withdrawal should be put in writing using the form found in appendix 5 of this policy and addressed to the Headteacher.

The school will invite any concerned parents or carers to talk through concerns, including the rationale for RSE, reviewing intended materials and considering the impact of not receiving sex education with peers. **On request, all parents have the right to view all teaching materials and will be able to do so.** We will ensure that any pupil receives an appropriate and purposeful education during any period of withdrawal.

11. Training

Staff are trained on the delivery of RSE as part of their induction and further training is included in our continuing professional development calendar. The Headteacher may also invite visitors from outside the school, such as school nurses, to provide support and training to our staff teaching RSE when required.

12. Monitoring arrangements

The delivery of RSE follows the same monitoring and evaluation processes used throughout the school for all subjects, including governor monitoring visits, work scrutiny, learning walks etc. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. The policy will be reviewed by the PSHE lead/Headteacher every three years. At every review, the policy will be approved by the CSPA Governing Body.



Appendix 1: PSHE and RSE Curriculum Map

Overview

Teachers use the 'Twinkl Life' programme for their planning and resources as a starting point. As with all subjects, teachers will adjust and supplement any resources whilst keeping to the curriculum overview. The resources and planning for the 'It's my body' (Y4 and Y5) and 'Growing up' (Y5 and Y6) topics have been adjusted in line with the RSE policy.

On the whole Year 3 and 4 follow the lower key stage 2 programme of study and Year 5 and 6 follow the upper key stage 2 programme of study, with the exception of 'Growing up' (LSKS2) which will be taught in Year 5.

Some topics are enhanced with additional events and activities such as the NSPCC 'Speak Out' programme supporting the children's awareness of personal safety and protection as well child on child sexual harassment and violence; focussed weeks and days such as 'Anti-Bullying Week' and 'Wellbeing Day'; expert visitors such as the School Nurse Team and St John's Ambulance (First Aid).

Digital wellbeing is covered in Year 3 through a PSHE unit but are taught, along with E-Safety, in Computing lessons in Y4, 5 and 6 with some regular, non-explicit references in other PSHE topics such as 'Be Yourself' and 'Think Positive'.

British Values are also covered in all year groups in the 'One World' and 'Diverse Britain' topics.

The curriculum map is presented below. Key words briefly describing the content of each topic are given.

Year 3	Year 4	Year 5	Year 6
Autumn			
Team Teamwork, starting a new year, working well with others.	Safety First Responsibility for own safety - road, water, rail, dangerous substances.	Team Qualities of a team, how to disagree, compromise, share responsibility.	Safety First Emergencies, hazards, risks, dangers - roads, rail, water, fireworks.
Digital Wellbeing Online safety, stranger danger, online relationships (cyber bullying).	Think Positive Mental health - dealing with difficult emotions.	Diverse Britain Contributing to society, Britain's wide representation, how the government works.	Think Positive Dealing with positivity and negativity, growth mindset, making good choices.

Spring

VIPs Building and maintaining friendships and how to deal with bullying.	Be Yourself Expressing yourself, positive outlook, managing feelings.	It's My Body (UPKS2) Taking care of and protecting our bodies, what we think and feel about our bodies.	Be Yourself Having a positive view of yourself, dealing with peer pressure, managing feelings.
Money Matters Where money comes from and how it is used.	One World Differing life opportunities and experiences - inequality, stereotyping.	Money Matters Impact of advertising, ethical spending, budgeting.	One World Global citizenship, sustainability, environmental issues, making the world a better place.

Summer

Diverse Britain Being respectful of differences. British Values - rules, law, liberty, democracy.	VIPs Friends and families, conflict and resolution, dares and secrets.	Growing Up (LKS2) Human reproduction, body changes in girls and boys, changing emotions, relationships and families.	Growing Up (UPKS2) Changing bodies and emotions. Different relationships, human conception and reproduction.
Aiming High Goals and aspirations. Role models.	It's my body (LKS2) Looking after your body - sleep, exercise, diet, cleanliness, consent. Recognising early changes in your body	Aiming High Positive attitude, achievement, learning styles, stereotyping.	Transition to Year 7 Preparing to move onto secondary school and their next chapter.

Appendix 2: CSPA Curriculum

Statutory

Relationships Education



Strand	Outcome statements Pupils know...	Year groups and Twinkl Life planning
Families and people who care about me	<ul style="list-style-type: none"> ● That families are important because they give love, security and stability to those within them and as a building block of a stable society. ● The characteristics of safe and happy family life, such as: commitment to each other, including in times of difficulty; protection and care for children and other family members; the importance of spending time together and sharing each other's lives. ● That other children's families, either in school or in the wider world, sometimes look different from their own, but that they should respect those differences and know that other families are also characterised by love and care. ● That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow. ● That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. ● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	<p>VIPs (Y3 spring and Y4 summer)</p> <p>Growing up (Y5 summer and Y6 summer)</p>
Caring friendships	<ul style="list-style-type: none"> ● How important friendships are in making us feel happy and secure, and how people choose and make friends. ● That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind 	<p>VIPs (Y3 spring and Y4 summer)</p> <p>Team (Y3 autumn and Y5 autumn)</p>

	<p>friendships.</p> <ul style="list-style-type: none"> ● That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. ● The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties. ● That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. ● How to manage conflict with kindness and respect, and that violence is never right (with some exceptions of self-defence). ● How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed 	<p>Y6-Y7 Transition (Y6 summer)</p>
<p>Respectful, kind relationships</p>	<ul style="list-style-type: none"> ● The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated. ● The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults. ● How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration. ● That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs. ● The practical steps they can take in a range of different contexts to improve or support their relationships. ● The conventions of courtesy and good manners. ● The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to consider issues 	<p>VIPs (Y3 autumn and Y4 summer)</p> <p>Team (Y3 autumn and Y5 autumn)</p> <p>Diverse Britain (Y3 summer and Y5 autumn)</p> <p>One World (Y4 spring and Y6 spring)</p> <p>Think Positive (Y4 autumn and Y6 autumn)</p> <p>Growing Up (Y5 summer and Y6 summer)</p> <p>Aiming High (Y5 summer)</p>

	<p>like self-esteem and building a sense of their own identity.</p> <ul style="list-style-type: none"> ● Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. ● 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. ● What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype. ● How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. 	
<p>Online safety and awareness</p>	<ul style="list-style-type: none"> ● That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child. ● 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. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. ● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. ● There is a minimum age for joining most social media sites (currently 13) which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults. ● That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online. ● How to critically consider their online friendships and sources of information, including awareness of the risks associated with 	<p>Digital wellbeing (Y3 autumn). *Taught in computing lessons for Y4-6</p> <p>Safety First (Y4 autumn and Y6 autumn)</p>

	<p>people they have never met.</p> <ul style="list-style-type: none"> ● How information and data is shared and used online, including where pictures or words might be circulated. ● 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. ● That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. 	
Being safe	<ul style="list-style-type: none"> ● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example. ● 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. ● 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, including online) including those they do/do not know. ● How to recognise when a relationship is harmful or dangerous, including skills for recognising whom to trust and whom not to trust. ● How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so. ● How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. 	It's my body (Y4 summer and Y5 spring)

**Appendix 3: CSPA Curriculum
Statutory
Health and Wellbeing Education**



Strand	Outcome statements Pupils know...	Year groups and Twinkl Life planning
General wellbeing	<ul style="list-style-type: none"> ● The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. ● The importance of promoting general wellbeing and physical health. ● The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. ● How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. ● How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ● That isolation and loneliness can affect us all, and the benefits of seeking support. ● That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. ● That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to 	<p>Aiming High (Y3 summer and Y5 summer)</p> <p>Think Positive (Y4 autumn and Y6 autumn)</p> <p>Be Yourself (Y4 spring and Y6 spring)</p> <p>Y6-Y7 Transition (Y6 summer)</p>

	<p>bereavement, and that everyone grieves differently.</p> <ul style="list-style-type: none"> ● Where and how to seek support (including recognising the triggers for seeking support), including who 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). ● That it is common to experience mental health problems, and early support can help. 	
Wellbeing online	<ul style="list-style-type: none"> ● That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. ● That online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. ● 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. ● How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. ● Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. ● The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. ● How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. ● That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. ● How to understand the information they find online, including 	<p>Digital wellbeing (Y3 autumn). *Taught in computing lessons for Y4-6</p>

	<p>from search engines, and know how information is selected and targeted.</p> <ul style="list-style-type: none"> ● That they have rights in relation to sharing personal data, privacy and consent. ● Where and how to report concerns and get support with issues online. 	
Physical health and fitness	<ul style="list-style-type: none"> ● The characteristics and mental and physical benefits of an active lifestyle. ● The importance of building regular physical activity 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, moderate and/or vigorous physical activity. ● 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. 	It's my body (Y4 summer and Y5 spring)
Healthy eating	<ul style="list-style-type: none"> ● What constitutes a healthy diet (including understanding calories and other nutritional content). ● The importance of a healthy relationship with food. ● 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). 	It's my body (Y4 summer and Y5 spring)
Drugs, alcohol, tobacco and vaping	<ul style="list-style-type: none"> ● The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches. 	It's my body (Y4 summer and Y5 spring) Safety First (Y4 autumn and Y6 autumn)
Health protection and prevention	<ul style="list-style-type: none"> ● 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. 	It's my body (Y4 summer and Y5 spring) Safety First (Y4 autumn and Y6 autumn)

	<ul style="list-style-type: none"> ● The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. ● About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups 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 scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils. 	
Personal safety	<ul style="list-style-type: none"> ● About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. ● How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. 	Safety First (Y4 autumn and Y6 autumn)
Basic first aid	<ul style="list-style-type: none"> ● How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. ● Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries. 	Safety First (Y6 autumn)
Spirituality	<ul style="list-style-type: none"> ● Explain why spiritual practice may improve their physical, emotional and mental health. ● That Judeo-Christian spirituality is the primary foundation of western life, law and culture. 	Taught as part of learning in RE.
Developing bodies	<ul style="list-style-type: none"> ● About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. ● The correct names of body parts, including the penis, vulva, 	<p>Growing Up (Y5 summer and Y6 summer)</p> <p>*Although girls and boys will be taught separately for some elements of this unit to support their well being, they will each learn about the different changes affecting each gender.</p>

	<p>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.</p> <ul style="list-style-type: none"> ● The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress. 	
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Appendix 4: CSPA Curriculum Map

**Non-statutory
Sex Education**



Strand	Outcome statements Pupils know...	Year groups and Twinkl Life planning
Sexual intercourse	<ul style="list-style-type: none"> ● About conception and birth which forms part of the national curriculum for science. ● Describe, using accurate and age-appropriate vocabulary, what happens between a man and woman that has the possibility of resulting in a baby. ● Understand how close intimate relationships might affect people physically, emotionally and spiritually. ● Explain why one view is that the best time for such closeness is within a long-term and committed relationship. ● Show that they know that in the UK it is unlawful to have sexual intercourse until you are 16. 	<p>Growing Up (Y6 summer)</p> <p>*Although girls and boys will be taught separately for some elements of this unit to support their wellbeing, they will each learn about the different changes affecting each gender.</p>

