

The Woodland Federation



Relationships, Health & Sex Education Policy 2025-26

Approved by governors: October 2025

Policy aims / rationale

This policy aims to set out the federation position with regards to the teaching and learning of Relationships, Health & Sexual Education curriculum. This is in line with government guidance published in July 2025. The guidance states that children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality teaching of RHSE can help prepare pupils for the opportunities and responsibilities of adult life and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.

Duties

Schools are bound by The Relationships, Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Childre and Social Work Act 2017, make relationships education compulsory for all pupils receiving primary education. Parents have the right to request that their child may be withdrawn from some or all of sex education delivered as part of statutory RSE.

Roles & responsibilities

Headteacher: **Mrs V Fenemore**

RHSE Co-ordinator: **Mr W Slocombe**

SENDCo: **Mrs D Rowcliffe**

Designated safeguarding lead: **Mrs V Fenemore**

Deputy designated safeguarding leads: **Mr W Slocombe, Mrs D Rowcliffe**

Online safety co-ordinator: **Mr J Walter**

Contact: admin@winkleigh.devon.sch.uk / admin@kingsnympton.devon.sch.uk

Telephone: 01837 83354 / 01769 580512

Role of staff

At The Woodland Federation, staff play a vital role in delivering Relationships, Health and Sex Education (RHSE) in a way that is age-appropriate, inclusive, and supportive of children's development. Teachers and support staff provide a safe environment where pupils can explore topics such as friendships, respect, personal health, and emotional wellbeing. They are responsible for modelling positive behaviours, addressing sensitive questions with care, and tailoring lessons to meet the diverse needs of all learners. Staff also work closely with parents and carers to ensure that RHSE reflects both statutory guidance and the values of the school community, helping children build the knowledge and skills they need to stay safe and thrive. They are also responsible for the safeguarding of children as per the Woodland Federation Safeguarding policy.

Role of governors

Governors have a strategic responsibility in ensuring that RHSE is delivered effectively and in line with statutory requirements. Their role is not to teach the subject directly but to oversee, monitor, and evaluate the school's policy and approach to RHSE. This includes approving and reviewing the school's RHSE policy, ensuring that it is inclusive and reflective of community needs, and holding senior leaders accountable for its implementation. Governors also provide a crucial link between the school, parents, and

the wider community, helping to ensure that the provision of RHSE supports pupils' wellbeing, prepares them for life beyond school, and aligns with the school's overall vision and values.

School vision & values

The Woodland Federation Vision

Inspiring Individuals

To create a superb learning community that challenges pupils to acquire a thirst for knowledge; introducing them to *the best that has been thought and said* to prepare them for their lives ahead as educated citizens in a diverse and ever-changing world.

We promote achievement by:

Holding the highest expectations for all

Striving for every child to make the very best possible progress

Being restless in our pursuit of excellence

We develop as confident and independent learners by:

Providing learning which excites passion and curiosity.

Embracing challenge and not giving up

Trying our best without fear of failure

Speaking knowledgeably about our strengths and areas of improvement

We value supportive and positive relationships by:

Bringing out the best in each other

Showing pride in one another's achievements

Creating strong partnerships between home, our two schools and the wider community

We appreciate others by:

Valuing and respecting the rights of others

Making sure everybody feels listened to

Promoting good manners and caring attitudes

Our curriculum

This sections lays out the curriculum and where they are taught. The subjects are part of the basic school curriculum, allowing flexibility in when the aspects are delivered. At the Woodland Federation, our main subject that the content is delivered through is PSHE, PSED in EYFS. There will also be ad hoc times that teaching is required such as through circle times, at break times, in the moment teaching in response to an incident or comment.

We recognise that some questions may arise that are not part of the taught curriculum, teachers will deal with these sensitively, making appropriate records on CPOMs should the need arise. Children are curious and will want to know more, teachers and TAs are well-equipped to deal with these situations and will seek the guidance of SLT if needed. Teachers will communicate with parents as necessary.

We recognise that the government guidance suggests that this policy should consider the engagement with pupils, parents, positivity, careful sequencing, relevance, skilled delivery and a whole school approach.

Relationships education

Relationships education is compulsory and teaches children about their relationships with friends, peers, parents, adults, staff. They will be taught about how to form and maintain positive relationships. Relationships education does not involve explaining the detail of different forms of sexual activity but can cover sensitive topics such as sexual violence in order to keep pupils safe, linking to the safeguarding policy. Relationships education equips pupils with the knowledge and skills to act with kindness and respect in all their relationships. They learn how to enjoy relationships, keeping themselves and others safe.

By the end of primary education, pupils will know:

Families and people who care for me

Pupils should know:

that families are important for children growing up because they can give love, security and stability

the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives

that 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

that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up

that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong

how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring friendships

Pupils should know:

how important friendships are in making us feel happy and secure, and how people choose and make friends

the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right

how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

Pupils should know:

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

practical steps they can take in a range of different contexts to improve or support respectful relationships

the conventions of courtesy and manners

the importance of self-respect and how this links to their own happiness

that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

about different types of bullying (including 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

the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know:

that people sometimes behave differently online, including by pretending to be someone they are not

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

the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met

how information and data is shared and used online

Being safe

Pupils should know:

what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

about the concept of privacy and the implications of it for both children and adults; including that it 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) whom they do not know

how to recognise and report feelings of being unsafe or feeling bad about any adult

how to ask for advice or help for themselves or others, and to keep trying until they are heard,

how to report concerns or abuse, and the vocabulary and confidence needed to do so

where to get advice, for example family, school or other sources

Managing difficult questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. The school's policy should cover how the school handles such questions. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Meeting these objectives will require a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Schools should consider what is appropriate and inappropriate in a whole-class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

Sex education

The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement. All primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

We recognise that pornography is easily accessible, we will ensure that we teach about online safety, the risks of accessing inappropriate content.

Health education

Health education is the process of providing individuals and communities with the knowledge, attitudes, and skills necessary to make informed decisions about their health. This is taught through science sequences and through PSHE and PE. Health education recognises the benefit of physical activity and time spent outdoors. Care is taken to ensure that appropriate concepts are taught and builds on relevant prior le

Primary health and wellbeing: content to be covered by the end of primary

General wellbeing

Curriculum content:

1. 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.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should 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.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.

9. 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).

10. That it is common to experience mental health problems, and early support can help.

Wellbeing online

Curriculum content:

1. 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.
2. Pupils should be supported to discuss how 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.
3. 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.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. 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.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

Physical health and fitness

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. 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.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.

3. The principles of planning and preparing a range of healthy meals.

4. 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, tobacco and vaping

Curriculum content:

1. 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.

Health protection and prevention

Curriculum content:

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

3. 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.

4. 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.

5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

6. 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

Curriculum content:

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.

2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid

Curriculum content:

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.

2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies

Curriculum content:



1. 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.


2. The 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.



3. 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.

Law

Where relevant, pupils will be made aware of the legal implications and duties for topics. For example, this may include marriage/forced marriage, civil partnerships, consent.

	Age group	RHSE Curriculum content	Delivered through...
Early Years	Hedgehogs 9months-2 years	<p> Birth to three – babies, toddlers and young children will be learning to:</p> <p>Feel strong enough to express a range of emotions.</p> <p>Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</p>	PSED
	Foxcubs 2-4 years	<p>Establish their sense of self.</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</p> <p>Develop friendships with other children.</p> <p>Safely explore emotions beyond their normal range through play and stories.</p> <p>Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</p> <p>Learn to use the toilet with help, and then independently.</p>	
		<p>Examples of how to support this:</p> <p>Help children to feel emotionally safe with a key person and, gradually, with other members of staff.</p> <p>Show warmth and affection, combined with clear and appropriate boundaries and routines. Develop a spirit of friendly co-operation amongst children and adults.</p> <p>Encourage children to express their feelings through words like 'sad', 'upset' or 'angry'. Toddlers and young children may have periods of time when their favourite word is 'no' and when they want to carry out their wishes straight away. Maintain sensible routines and boundaries for children during these testing times. Negative or harsh responses can cause children to feel unduly anxious and emotionally vulnerable.</p> <p>Offer supervision or work discussion sessions to staff. Staff will need to talk about the strong feelings that children may express. How are practitioners feeling about these and developing their understanding of the children's feelings?</p> <p>Babies develop a sense of self by interacting with others, and by exploring their bodies and objects around them, inside and outdoors.</p> <p>Respond and build on babies' expressions and gestures, playfully exploring the idea of self/other. Suggestion: point to your own nose/eyes/mouth, point to the baby's.</p> <p>Be open to what children say about differences and answer their questions straightforwardly. Help children develop positive attitudes towards diversity and inclusion.</p> <p>Help all children to feel that they are valued, and they belong.</p> <p>Support children to find ways into the play and friendship groups of others. For example, encourage them to stand and watch from the side with you. Talk about what you see, and suggest ways for the child to join in.</p> <p>Story times with props can engage children in a range of emotions. They can feel the family's fear as the bear chases them at the end of 'We're Going on a Bear Hunt'. They can feel relief when the Gruffalo is scared away by the mouse.</p> <p>Recognise, talk about and expand on children's emotions. For example, you might say: "Sara is smiling. She really wanted a turn with the truck."</p> <p>You cannot force a child to use the potty or toilet. You need to establish friendly co-operation with the child. That will help them take this important step. Children can generally control their bowels before their bladder.</p> <p>Notice when young children are ready to begin toilet training and discuss this with their parents:</p> <ul style="list-style-type: none"> • they know when they have got a wet or dirty nappy • they get to know when they are peeing and may tell you they are doing it • the gap between wetting is at least an hour • they show they need to pee by fidgeting or going somewhere quiet or hidden • they know when they need to pee and may say so in advance <p>Potty training is fastest if you start it when the child is at the last stage. By the age of 3, 9 out of 10 children are dry most days. All children will have the occasional 'accident', though, especially when excited, busy or upset.</p>	Circle times /PSED
		<p> Birth to three – babies, toddlers and young children will be learning to:</p> <p>Observational Checkpoint</p> <p>Around 7 months, does the baby respond to their name and respond to the emotions in your voice?</p> <p>Around 12 months, does the baby start to be shy around strangers and show preferences for certain people and toys?</p> <p>Around 18 months, is the toddler increasingly curious about their world and wanting to explore it and be noticed by you?</p> <p>Around the age of 2, does the child start to see themselves as a separate person? For example, do they decide what to play with, what to eat, what to wear?</p> <p>Between the ages of 2 and 3, does the child start to enjoy the company of other children and want to play with them?</p> <p>Note: watch out for children who get extremely upset by certain sounds, smells or tastes, and cannot be calmed. Or children who seem worried, sad or angry for much of the time. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.</p>	

	<p style="text-align: center;">Squirrels 3-4 years</p>	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Develop their sense of responsibility and membership of a community.</td> <td style="width: 50%; padding: 5px;">Give children appropriate tasks to carry out. Suggestion: they can fetch milk cartons or fruit. They can wash up their own plates after their snack.</td> </tr> <tr> <td style="padding: 5px;">Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</td> <td style="padding: 5px;">Children who often express angry or destructive feelings need clear boundaries and routines. They also need practitioners to interact calmly and sensitively with them. Model ways that you calm yourself down, such as stopping and taking a few deep breaths. This can help children to learn ways to calm themselves. If adults are excessively challenging or controlling, children can become more aggressive in the group. They may increasingly 'act out' their feelings. For example, when they feel sad, they might hit another child to make that child feel sad as well.</td> </tr> <tr> <td style="padding: 5px;">Understand gradually how others might be feeling.</td> <td style="padding: 5px;">Help children explore situations from different points of view. Talk together about how others might be feeling. Bring these ideas into children's pretend play: "I wonder how the chicken is feeling, now the fox is creeping up on her?"</td> </tr> </table> <p> 3 and 4-year-olds will be learning to:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Observational Checkpoint</td> <td style="width: 50%; padding: 5px;">Examples of how to support this:</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;"> <p>Around the age of 3 Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?</p> <p>Can the child settle to some activities for a while?</p> <p>Around the age of 4 Does the child play alongside others or do they always want to play alone?</p> <p>Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?)</p> <p>Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?</p> <p>Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different You will need to work closely with parents and other agencies to find out more about these developmental difficulties.</p> </td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</td> <td style="width: 50%; padding: 5px;">Talk to children about the importance of eating healthily and brushing their teeth. Consider how to support oral health. For example, some settings use a toothbrushing programme.</td> </tr> <tr> <td style="padding: 5px;">Make healthy choices about food, drink, activity and toothbrushing.</td> <td style="padding: 5px;">Talk to children about why it's important to wash their hands carefully and throughout the day, including before they eat and after they've used the toilet.</td> </tr> </table> <p>Observational checkpoint</p> <p>Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.</p> <p>Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.</p>	Develop their sense of responsibility and membership of a community.	Give children appropriate tasks to carry out. Suggestion: they can fetch milk cartons or fruit. They can wash up their own plates after their snack.	Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Children who often express angry or destructive feelings need clear boundaries and routines. They also need practitioners to interact calmly and sensitively with them. Model ways that you calm yourself down, such as stopping and taking a few deep breaths. This can help children to learn ways to calm themselves. If adults are excessively challenging or controlling, children can become more aggressive in the group. They may increasingly 'act out' their feelings. For example, when they feel sad, they might hit another child to make that child feel sad as well.	Understand gradually how others might be feeling.	Help children explore situations from different points of view. Talk together about how others might be feeling. Bring these ideas into children's pretend play: "I wonder how the chicken is feeling, now the fox is creeping up on her?"	Observational Checkpoint	Examples of how to support this:		<p>Around the age of 3 Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?</p> <p>Can the child settle to some activities for a while?</p> <p>Around the age of 4 Does the child play alongside others or do they always want to play alone?</p> <p>Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?)</p> <p>Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?</p> <p>Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different You will need to work closely with parents and other agencies to find out more about these developmental difficulties.</p>	Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.	Talk to children about the importance of eating healthily and brushing their teeth. Consider how to support oral health. For example, some settings use a toothbrushing programme.	Make healthy choices about food, drink, activity and toothbrushing.	Talk to children about why it's important to wash their hands carefully and throughout the day, including before they eat and after they've used the toilet.	<p style="text-align: center;">Circle times/ PSED</p>
Develop their sense of responsibility and membership of a community.	Give children appropriate tasks to carry out. Suggestion: they can fetch milk cartons or fruit. They can wash up their own plates after their snack.																
Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Children who often express angry or destructive feelings need clear boundaries and routines. They also need practitioners to interact calmly and sensitively with them. Model ways that you calm yourself down, such as stopping and taking a few deep breaths. This can help children to learn ways to calm themselves. If adults are excessively challenging or controlling, children can become more aggressive in the group. They may increasingly 'act out' their feelings. For example, when they feel sad, they might hit another child to make that child feel sad as well.																
Understand gradually how others might be feeling.	Help children explore situations from different points of view. Talk together about how others might be feeling. Bring these ideas into children's pretend play: "I wonder how the chicken is feeling, now the fox is creeping up on her?"																
Observational Checkpoint	Examples of how to support this:																
	<p>Around the age of 3 Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?</p> <p>Can the child settle to some activities for a while?</p> <p>Around the age of 4 Does the child play alongside others or do they always want to play alone?</p> <p>Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?)</p> <p>Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?</p> <p>Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different You will need to work closely with parents and other agencies to find out more about these developmental difficulties.</p>																
Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.	Talk to children about the importance of eating healthily and brushing their teeth. Consider how to support oral health. For example, some settings use a toothbrushing programme.																
Make healthy choices about food, drink, activity and toothbrushing.	Talk to children about why it's important to wash their hands carefully and throughout the day, including before they eat and after they've used the toilet.																
	<p style="text-align: center;">Owls (Reception) 4-5years</p>	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>	<p style="text-align: center;">Circle times/ PSHE</p>														

		<p> Children in reception will be learning to:</p> <table border="1"> <tr> <td data-bbox="384 159 751 271">See themselves as a valuable individual.</td> <td data-bbox="751 159 1278 271"> <p>Examples of how to support this:</p> <p>Make time to get to know the child and their family. Ask parents about the child's history, likes, dislikes, family members and culture.</p> <p>Take opportunities in class to highlight a child's interests, showing you know them and about them.</p> </td> </tr> <tr> <td data-bbox="384 271 751 506">Build constructive and respectful relationships.</td> <td data-bbox="751 271 1278 506"> <p>Make sure children are encouraged to listen to each other as well as the staff.</p> <p>Ensure children's play regularly involves sharing and cooperating with friends and other peers.</p> <p>Congratulate children for their kindness to others and express your approval when they help, listen and support each other.</p> <p>Allow children time in friendship groups as well as other groupings.</p> <p>Have high expectations for children following instructions, with high levels of support when necessary.</p> </td> </tr> <tr> <td data-bbox="384 506 751 685">Express their feelings and consider the feelings of others.</td> <td data-bbox="751 506 1278 685"> <p>Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p> <p>Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused.</p> <p>Undertake specific activities that encourage talk about feelings and their opinions.</p> </td> </tr> <tr> <td data-bbox="384 685 751 887">Identify and moderate their own feelings socially and emotionally.</td> <td data-bbox="751 685 1278 887"> <p>Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.</p> <p>Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios. Give children space to calm down and return to an activity.</p> <p>Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.</p> </td> </tr> </table> <p> Children in reception will be learning to:</p> <table border="1"> <tr> <td data-bbox="400 947 751 1160"> <p>Manage their own needs.</p> <ul style="list-style-type: none"> • Personal hygiene </td> <td data-bbox="751 947 1278 1160"> <p>Examples of how to support this:</p> <p>Model practices that support good hygiene, such as insisting on washing hands before snack time.</p> <p>Narrate your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables.</p> <p>Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p> <p>Work with parents and health visitors or the school nurse to help children who are not usually clean and dry through the day.</p> </td> </tr> <tr> <td data-bbox="400 1160 751 1339"> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian </td> <td data-bbox="751 1160 1278 1339"> <p>Talk with children about exercise, healthy eating and the importance of sleep.</p> <p>Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p> <p>Explain to children and model how to travel safely in their local environment, including: staying on the pavement, holding hands and crossing the road when walking, stopping quickly when scootering and cycling, and being sensitive to other pedestrians.</p> </td> </tr> </table>	See themselves as a valuable individual.	<p>Examples of how to support this:</p> <p>Make time to get to know the child and their family. Ask parents about the child's history, likes, dislikes, family members and culture.</p> <p>Take opportunities in class to highlight a child's interests, showing you know them and about them.</p>	Build constructive and respectful relationships.	<p>Make sure children are encouraged to listen to each other as well as the staff.</p> <p>Ensure children's play regularly involves sharing and cooperating with friends and other peers.</p> <p>Congratulate children for their kindness to others and express your approval when they help, listen and support each other.</p> <p>Allow children time in friendship groups as well as other groupings.</p> <p>Have high expectations for children following instructions, with high levels of support when necessary.</p>	Express their feelings and consider the feelings of others.	<p>Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p> <p>Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused.</p> <p>Undertake specific activities that encourage talk about feelings and their opinions.</p>	Identify and moderate their own feelings socially and emotionally.	<p>Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.</p> <p>Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios. Give children space to calm down and return to an activity.</p> <p>Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.</p>	<p>Manage their own needs.</p> <ul style="list-style-type: none"> • Personal hygiene 	<p>Examples of how to support this:</p> <p>Model practices that support good hygiene, such as insisting on washing hands before snack time.</p> <p>Narrate your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables.</p> <p>Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p> <p>Work with parents and health visitors or the school nurse to help children who are not usually clean and dry through the day.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian 	<p>Talk with children about exercise, healthy eating and the importance of sleep.</p> <p>Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p> <p>Explain to children and model how to travel safely in their local environment, including: staying on the pavement, holding hands and crossing the road when walking, stopping quickly when scootering and cycling, and being sensitive to other pedestrians.</p>	
See themselves as a valuable individual.	<p>Examples of how to support this:</p> <p>Make time to get to know the child and their family. Ask parents about the child's history, likes, dislikes, family members and culture.</p> <p>Take opportunities in class to highlight a child's interests, showing you know them and about them.</p>														
Build constructive and respectful relationships.	<p>Make sure children are encouraged to listen to each other as well as the staff.</p> <p>Ensure children's play regularly involves sharing and cooperating with friends and other peers.</p> <p>Congratulate children for their kindness to others and express your approval when they help, listen and support each other.</p> <p>Allow children time in friendship groups as well as other groupings.</p> <p>Have high expectations for children following instructions, with high levels of support when necessary.</p>														
Express their feelings and consider the feelings of others.	<p>Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p> <p>Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused.</p> <p>Undertake specific activities that encourage talk about feelings and their opinions.</p>														
Identify and moderate their own feelings socially and emotionally.	<p>Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.</p> <p>Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios. Give children space to calm down and return to an activity.</p> <p>Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.</p>														
<p>Manage their own needs.</p> <ul style="list-style-type: none"> • Personal hygiene 	<p>Examples of how to support this:</p> <p>Model practices that support good hygiene, such as insisting on washing hands before snack time.</p> <p>Narrate your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables.</p> <p>Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p> <p>Work with parents and health visitors or the school nurse to help children who are not usually clean and dry through the day.</p>														
<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian 	<p>Talk with children about exercise, healthy eating and the importance of sleep.</p> <p>Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p> <p>Explain to children and model how to travel safely in their local environment, including: staying on the pavement, holding hands and crossing the road when walking, stopping quickly when scootering and cycling, and being sensitive to other pedestrians.</p>														
KS1	Year 1 5-6 years	<p>Understand that classroom rules help everyone to learn and be safe;</p> <p>Explain their classroom rules and be able to contribute to making these.</p> <p>Give and receive positive feedback, and experience how this makes them feel. Recognise how others might be feeling by reading body language/facial expressions;</p> <p>Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) Identify a range of feelings;</p> <p>Identify how feelings might make us behave:</p> <p>Suggest strategies for someone experiencing 'not so good' feelings to manage these.</p> <p>Recognise that people's bodies and feelings can be hurt;</p> <p>Suggest ways of dealing with different kinds of hurt. Identify simple qualities of friendship;</p> <p>Suggest simple strategies for making up.</p> <p>Identify the differences and similarities between people;</p> <p>Empathise with those who are different from them;</p> <p>Begin to appreciate the positive aspects of these differences.</p> <p>Explain the difference between unkindness, teasing and bullying;</p> <p>Understand that bullying is usually quite rare.</p> <p>Explain some of their school rules and how those rules help to keep everybody safe.</p> <p>Recognise and explain what is fair and unfair, kind and unkind;</p> <p>Suggest ways they can show kindness to others.</p> <p>Identify some of the people who are special to them;</p>	PSHE												

		<p>Recognise and name some of the qualities that make a person special to them.</p> <p>Recognise that they belong to various groups and communities such as their family;</p> <p>Explain how these people help us and we can also help them to help us.</p> <p>Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;</p> <p>Identify simple bedtime routines that promote healthy sleep.</p> <p>Recognise emotions and physical feelings associated with feeling unsafe;</p> <p>Understand and learn the PANTS rules;</p> <p>Name and know which parts should be private;</p> <p>Explain the difference between appropriate and inappropriate touch;</p> <p>Understand that they have the right to say "no" to unwanted touch;</p> <p>Start thinking about who they trust and who they can ask for help.</p> <p>Think about the benefits and the risks of the internet;</p> <p>Recognise ways to stay safe online;</p> <p>Understand the importance of consent.</p> <p>Understand that medicines can sometimes make people feel better when they're ill;</p> <p>Explain simple issues of safety and responsibility about medicines and their use.</p> <p>Recognise the range of feelings that are associated with loss.</p> <p>Recognise the importance of regular hygiene routines;</p> <p>Sequence personal hygiene routines into a logical order</p> <p>Demonstrate respect and responsibility for looking after something (e.g. a class pet or plant);</p> <p>Explain the importance of looking after things that belong to themselves or to others;</p> <p>Develop their sense of respect for objects - including things in the environment.</p> <p>Recognise the importance of fruit and vegetables in their daily diet;</p> <p>Know that eating at least five portions of vegetables and fruit a day helps to maintain health.</p> <p>Recognise that they may have different tastes in food to others;</p> <p>Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch;</p> <p>Recognise which foods we need to eat more of and which we need to eat less of to be healthy.</p> <p>Understand how diseases can spread;</p> <p>Recognise and use simple strategies for preventing the spread of diseases</p> <p>Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);</p> <p>Understand and explain the simple bodily processes associated with them</p> <p>Understand that the body gets energy from food, water and air (oxygen);</p> <p>Recognise that exercise and sleep are important parts of a healthy lifestyle.</p> <p>Understand some of the tasks required to look after a baby;</p> <p>Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.</p> <p>Explain the difference between teasing and bullying;</p> <p>Give examples of what they can do if they experience or witness bullying;</p> <p>Say who they could get help from in a bullying situation.</p> <p>Explain the difference between a secret and a nice surprise;</p> <p>Identify situations as being secrets or surprises;</p> <p>Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</p> <p>Identify parts of the body that are private;</p> <p>Describe ways in which private parts can be kept private;</p> <p>Identify people they can talk to about their private parts.</p>	
<p>Year 2 6-7 years</p>		<p>Use a range of words to describe feelings;</p> <p>Recognise that people have different ways of expressing their feelings;</p> <p>Identify helpful ways of responding to other's feelings.</p> <p>Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);</p> <p>Explain where someone could get help if they were being upset by someone else's behaviour.</p> <p>Recognise that friendship is a special kind of relationship;</p> <p>Identify some of the ways that good friends care for each other.</p> <p>Explain the difference between bullying and isolated unkind behaviour;</p> <p>Recognise that there are different types of bullying and unkind behaviour;</p> <p>Understand that bullying and unkind behaviour are both unacceptable ways of behaving.</p> <p>Understand and describe strategies for dealing with bullying;</p> <p>Rehearse and demonstrate some of these strategies</p> <p>Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;</p> <p>Identify situations as to whether they are incidents of teasing or bullying.</p> <p>Identify some of the physical and non-physical differences and similarities between people;</p> <p>Know and use words and phrases that show respect for other people.</p> <p>Identify people who are special to them;</p> <p>Explain some of the ways those people are special to them.</p>	<p>PSHE</p>

		<p>Explain how it feels to be part of a group; Explain how it feels to be left out from a group; Identify groups they are part of; Suggest and use strategies for helping someone who is feeling left out.</p> <p>Recognise and describe acts of kindness and unkindness; Explain how these impact on other people's feelings; Suggest kind words and actions they can show to others; Show acts of kindness to others in school.</p> <p>Identify situations in which they would feel safe or unsafe; Suggest actions for dealing with unsafe situations including who they could ask for help.</p> <p>Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.</p> <p>Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; Identify the types of touch they like and do not like; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p> <p>Recognise that some touches are not fun and can hurt or be upsetting; Know that they can ask someone to stop touching them; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p> <p>Identify safe secrets (including surprises) and unsafe secrets; Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</p> <p>Identify how inappropriate touch can make someone feel; Understand that there are unsafe secrets and secrets that are nice surprises; Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.</p> <p>Know how to ask for help.</p> <p>Think about the benefits and the risks of the internet; Recognise ways to stay safe online; Know that talking to strangers online is a risk; Understand that we should never share personal information online.</p> <p>Explain how germs can be spread; Describe simple hygiene routines such as hand washing; Understand that vaccinations can help to prevent certain illnesses. Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); Describe how food, water and air get into the body and blood.</p> <p>Explain the importance of good dental hygiene; Describe simple dental hygiene routines.</p> <p>Understand that the body gets energy from food, water and oxygen; Recognise that exercise and sleep are important to health</p> <p>Identify which parts of the human body are private; Explain that a person's genitals help them to make babies when they are grown up; Understand that humans mostly have the same body parts but that they can look different from person to person.</p> <p>Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); Understand and describe some of the things that people are capable of at these different stages.</p> <p>Explain what privacy means; Know that you are not allowed to touch someone's private belongings without their permission; Give examples of different types of private information.</p>	
KS2	Year 3 7-8 years	<p>Identify people who they have a special relationship with; Suggest strategies for maintaining a positive relationship with their special people.</p> <p>Rehearse and demonstrate simple strategies for resolving given conflict situations.</p> <p>Identify qualities of friendship; Suggest reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills for making up again.</p> <p>Explain some of the feelings someone might have when they lose something important to them; Understand that these feelings are normal and a way of dealing with the situation.</p> <p>Recognise that there are many different types of family; Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</p> <p>Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</p> <p>Explain that people living in the UK have different origins; Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together. Recognise the factors that make people similar to and different from each other; Recognise that repeated name calling is a form of bullying; Suggest strategies for dealing with name calling (including talking to a trusted adult).</p> <p>Understand and explain some of the reasons why different people are bullied; Explore why people have prejudiced views and understand what this is.</p> <p>Identify situations which are safe or unsafe; Identify people who can help if a situation is unsafe; Suggest strategies for keeping safe.</p>	PSHE

		<p>Define the words danger and risk and explain the difference between the two; Demonstrate strategies for dealing with a risky situation.</p> <p>Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; Recognise and describe appropriate behaviour online as well as offline; Identify what constitutes personal information and when it is not appropriate or safe to share this; Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</p> <p>Evaluate the validity of statements relating to online safety; Recognise potential risks associated with browsing online; Give examples of strategies for safe browsing online.</p> <p>Identify some key risks from and effects of cigarettes and alcohol; Know that most people choose not to smoke cigarettes; (Social Norms message) Define the word 'drug' and understand that nicotine and alcohol are both drugs.</p> <p>Identify key people who are responsible for them to stay safe and healthy; Suggest ways they can help these people.</p> <p>Understand the difference between 'fact' and 'opinion'; Understand how an event can be perceived from different viewpoints; Plan, draft and publish a recount using the appropriate language.</p> <p>Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; Explain what is meant by the term 'balanced diet'; Give examples what foods might make up a healthy balanced meal.</p> <p>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain); Describe how food, water and air get into the body and blood.</p> <p>Develop skills in discussion and debating an issue; Demonstrate their understanding of health and wellbeing issues that are relevant to them; Empathise with different view points; Make recommendations, based on their research.</p> <p>Identify different types of relationships; Recognise who they have positive healthy relationships with.</p> <p>Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to allow someone into their body space; Rehearse strategies for when someone is inappropriately in their body space.</p> <p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p> <p>Recognise that babies come from the joining of an egg and sperm; Explain what happens when an egg doesn't meet a sperm; Understand that for girls, periods are a normal part of puberty.</p>	
<p>Year 4 8-9 years</p>		<p>Explain what we mean by a 'positive, healthy relationship'; Describe some of the qualities that they admire in others.</p> <p>Recognise that there are times when they might need to say 'no' to a friend; Describe appropriate assertive strategies for saying 'no' to a friend.</p> <p>Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; Explain how different words can express the intensity of feelings. Identify a wide range of feelings; Recognise that different people can have different feelings in the same situation; Explain how feelings can be linked to physical state.</p> <p>Demonstrate a range of feelings through their facial expressions and body language; Recognise that their feelings might change towards someone or something once they have further information.</p> <p>Define the terms 'negotiation' and 'compromise'; Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</p> <p>List some of the ways that people are different to each other (including differences of race, gender, religion); Recognise potential consequences of aggressive behaviour; Suggest strategies for dealing with someone who is behaving aggressively.</p> <p>List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); Define the word respect and demonstrate ways of showing respect to others' differences.</p> <p>Understand and identify stereotypes, including those promoted in the media.</p> <p>Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); Give examples of features of these different types of relationships, including how they influence what is shared. Understand that they have the right to protect their personal body space; Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</p> <p>Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; Identify situations which are either dangerous, risky or hazardous; Suggest simple strategies for managing risk.</p> <p>Describe stages of identifying and managing risk; Suggest people they can ask for help in managing risk.</p> <p>Identify images that are safe/unsafe to share online;</p>	<p>PSHE / Science</p>

		<p>Know and explain strategies for safe online sharing; Understand and explain the implications of sharing images online without consent.</p> <p>Understand that medicines are drugs; Explain safety issues for medicine use; Suggest alternatives to taking a medicine when unwell; Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).</p> <p>Understand some of the key risks and effects of smoking and drinking alcohol; Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).</p> <p>Identify strategies for keeping personal information safe online; Describe safe behaviours when using communication technology.</p> <p>Explain how different people in the school and local community help them stay healthy and safe; Define what is meant by 'being responsible'; Describe the various responsibilities of those who help them stay healthy and safe; Suggest ways they can help the people who keep them healthy and safe.</p> <p>Understand that humans have rights and also responsibilities; Identify some rights and also responsibilities that come with these.</p> <p>Define the word influence; Recognise that reports in the media can influence the way they think about a topic; Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.</p> <p>Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; Recognise that they can play a role in influencing outcomes of situations by their actions.</p> <p>Identify ways in which everyone is unique; Appreciate their own uniqueness; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</p> <p>Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).</p> <p>Name some positive and negative feelings; Understand how the onset of puberty can have emotional as well as physical impact Suggest reasons why young people sometimes fall out with their parents; Take part in a role play practising how to compromise.</p> <p>Describe some of the changes that happen to people during their lives; Explain how the Learning Line can be used as a tool to help them manage change more easily; Suggest people who may be able to help them deal with change.</p> <p>Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; Understand and explain why puberty happens.</p> <p>Know the key facts of the menstrual cycle; Understand that periods are a normal part of puberty for girls; Identify some of the ways to cope better with periods.</p> <p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p> <p>Understand that marriage is a commitment to be entered into freely and not against someone's will; Recognise that marriage includes same sex and opposite sex partners; Know the legal age for marriage in England or Scotland; Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</p>	
	<p>Year 5 9-10 years</p>	<p>Explain what collaboration means; Give examples of how they have worked collaboratively; Describe the attributes needed to work collaboratively.</p> <p>Explain what is meant by the terms negotiation and compromise; Describe strategies for resolving difficult issues or situations.</p> <p>Understand that online communication can be misinterpreted; Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</p> <p>Demonstrate how to respond to a wide range of feelings in others; Give examples of some key qualities of friendship; Reflect on their own friendship qualities.</p> <p>Identify what things make a relationship unhealthy; Identify who they could talk to if they needed help.</p> <p>Recognise basic emotional needs, understand that they change according to circumstance; Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.</p> <p>Identify characteristics of passive, aggressive and assertive behaviours; Understand and rehearse assertiveness skills.</p> <p>Define some key qualities of friendship; Describe ways of making a friendship last; Explain why friendships sometimes end.</p>	<p>Science/ PSHE</p>

		<p>Develop an understanding of discrimination and its injustice, and describe this using examples; Empathise with people who have been, and currently are, subjected to injustice, including through racism; Consider how discriminatory behaviour can be challenged.</p> <p>Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p> <p>Understand that the information we see online, either text or images, is not always true or accurate; Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.</p> <p>Recognise that some people can get bullied because of the way they express their gender; Give examples of how bullying behaviours can be stopped.</p> <p>Identify the consequences of positive and negative behaviour on themselves and others; Give examples of how individual/group actions can impact on others in a positive or negative way.</p> <p>Demonstrate strategies to deal with both face-to-face and online bullying; Demonstrate strategies and skills for supporting others who are bullied; Recognise and describe the difference between online and face-to-face bullying.</p> <p>Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; Know how to protect personal information online; Recognise disrespectful behaviour online and know how to respond to it.</p> <p>Describe some of the health risks caused by vaping; Understand that there are potential health risks of vaping that are not yet fully known; Use critical thinking skills when reading information/media; Understand that companies selling vaping products do so to make money; Describe some of the possible outcomes of taking a risk.</p> <p>Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</p> <p>Explain what a habit is, giving examples; Describe why and how a habit can be hard to change.</p> <p>Understand some of the complexities of categorising drugs; Know that all medicines are drugs but not all drugs are medicines; Understand ways in which medicines can be helpful or harmful and used safely or unsafely.</p> <p>Understand the actual norms around smoking and the reasons for common misperceptions of these.</p> <p>Identify, write and discuss issues currently in the media concerning health and wellbeing; Express their opinions on an issue concerning health and wellbeing; Make recommendations on an issue concerning health and wellbeing.</p> <p>Know the basic functions of the four systems covered and know they are inter-related. Explain the function of at least one internal organ.</p> <p>Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.</p> <p>Identify their own strengths and talents; Identify areas that need improvement and describe strategies for achieving those improvements.</p> <p>Use a range of words and phrases to describe the intensity of different feelings Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; Explain strategies they can use to build resilience.</p> <p>Identify people who can be trusted; Understand what kinds of touch are acceptable or unacceptable; Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.</p> <p>Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe.</p> <p>Identify some products that they may need during puberty and why; Know what menstruation is and why it happens.</p> <p>Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty.</p> <p>Recognise how our body feels when we're relaxed; List some of the ways our body feels when it is nervous or sad; Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</p> <p>Identify the consequences of positive and negative behaviour on themselves and others; Give examples of how individual/group actions can impact on others in a positive or negative way.</p> <p>Explain how someone might feel when they are separated from someone or something they like; Suggest ways to help someone who is separated from someone or something they like.</p>	
--	--	--	--

Animals, including humans

Statutory requirements

Pupils should be taught to:

- describe the changes as humans develop to old age.

27

Science – key stages 1 and 2

Notes and guidance (non-statutory)

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

#

**Year 6
10-11
years**

Recognise some of the challenges that arise from friendships;
Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.

Describe the consequences of reacting to others in a positive or negative way;
Suggest ways that people can respond more positively to others.

Describe ways in which people show their commitment to each other;
Know the ages at which a person can marry, depending on whether their parents agree;
Understand that everyone has the right to be free to choose who and whether to marry.

Recognise that some types of physical contact can produce strong negative feelings;
Know that some inappropriate touch is also illegal.

Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;
Suggest strategies for dealing with bullying, as a bystander;
Describe positive attributes of their peers.

Know that all people are unique but that we have far more in common with each other than what is different about us;
Consider how a bystander can respond to someone being rude, offensive or bullying someone else;
Demonstrate ways of offering support to someone who has been bullied .

Demonstrate ways of showing respect to others, using verbal and non-verbal communication.

Understand and explain the term prejudice;
Identify and describe the different groups that make up their school/wider community/other parts of the UK;
Describe the benefits of living in a diverse society;
Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.

Explain the difference between a friend and an acquaintance;
Describe qualities of a strong, positive friendship;
Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).

Define what is meant by the term stereotype;
Recognise how the media can sometimes reinforce gender stereotypes;
Recognise that people fall into a wide range of what is seen as normal;
Challenge stereotypical gender portrayals of people.

Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;
Understand and describe the ease with which something posted online can spread.

Know that it is illegal to create and share sexual images of children under 18 years old;
Explore the risks of sharing photos and films of themselves with other people directly or online;
Know how to keep their information private online.

Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;
Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.

Explain how drugs can be categorised into different groups depending on their medical and legal context;
Demonstrate an understanding that drugs can have both medical and non-medical uses;
Explain in simple terms some of the laws that control drugs in this country.

Understand some of the basic laws in relation to drugs;
Explain why there are laws relating to drugs in this country.

Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;
Describe some of the effects and risks of drinking alcohol.

Understand that all humans have basic emotional needs and explain some of the ways these needs can be met;
Explain how these emotional needs impact on people's behaviour;

PSHE

		<p>Suggest positive ways that people can get their emotional need met.</p> <p>Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; Describe the language and techniques that make up a biased report; Analyse a report also extract the facts from it.</p> <p>Know the legal age (and reason behind these) for having a social media account; Understand why people don't tell the truth and often post only the good bits about themselves, online; Recognise that people's lives are much more balanced in real life, with positives and negatives.</p> <p>Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.</p> <p>Understand that fame can be short-lived; Recognise that photos can be changed to match society's view of perfect; Identify qualities that people have, as well as their looks.</p> <p>Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people.</p> <p>Understand the risks of sharing images online and how these are hard to control, once shared; Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</p> <p>Recognise some of the changes they have experienced and their emotional responses to those changes; Suggest positive strategies for dealing with change; Identify people who can support someone who is dealing with a challenging time of change.</p> <p>Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; Suggest strategies that would help someone who felt challenged by the changes in puberty; Understand what FGM is and that it is an illegal practice in this country; Know where someone could get support if they were concerned about their own or another person's safety.</p> <p>Identify the changes that happen through puberty to allow sexual reproduction to occur; Know a variety of ways in which the sperm can fertilise the egg to create a baby; Know the legal age of consent and what it means.</p> <p>Explain how HIV affects the body's immune system; Understand that HIV is difficult to transmit; Know how a person can protect themselves from HIV.</p>	
--	--	---	--

Safeguarding

Safeguarding is at the heart of our RHSE provision. All lessons are delivered in a safe, supportive, and age-appropriate environment where children feel respected, valued, and listened to. Clear ground rules and boundaries are established to encourage open discussion while protecting pupils from inappropriate or unsafe content. Staff are alert to any disclosures, worries, or safeguarding concerns that may arise and respond in line with the school's safeguarding policy and statutory guidance. Through RHSE, pupils learn about personal safety, healthy relationships, and how to seek help from trusted adults, building the knowledge and confidence they need to stay safe both in and out of school.

It is important to recognise that some of the discussions involving children may have sensitive and confidential nature. In line with our safeguarding policy, we cannot agree to keeping anything a secret and anything that is a concern will be recorded using CPOMs, alerting the DSL and DDSL.

Safeguarding is always our highest priority and the policy should be followed when considering RHSE, discussions and disclosures.

Staff must be aware that the teaching of RHSE may highlight particular areas of concern such as sexual or emotional abuse. Staff must be vigilant towards this and record any concerns in the appropriate manner.

Equalities & inclusion

As per our approach to the curriculum, learning is made accessible to pupils with SEND. Where appropriate, discussions may be held with parents and Senior Leaders to ensure that the content being taught is appropriate to the age and stage of each individual child.

Schools are required to comply with the equalities act. At The Woodland Federation, we ensure that teaching involves learning about the importance of equality and respect, as well as the protected characteristics including age, disability, gender reassignment, sexual orientation, marriage or civil partnership, pregnancy and maternity, race, religion or belief, and sex.

The Woodland Federation recognises that many different types of relationships exist and that they exist within our communities. As a federation, we will teach about different types of relationships in a factual way to ensure that pupils learning about the world around them and are prepared to be global citizens, as per our strategic priorities. This will include lesbian, gay, bisexual and transgender content in an age and stage appropriate manner. Staff will not endorse any particular view, including those that reinforce any stereotypical opinions, ideas or language.

Language used will be accurate, appropriate and consistent across the federation.

It is worth noting that pupils with SEND may be more vulnerable to harmful sexual behaviours, sexual abuse and exploitation. This is recognised and pupils are included within RHSE teaching in an age and stage appropriate manner.

The Woodland Federation creates a culture where prejudice is challenged and teaching is focused and factual to avoid reinforcing this.

Parental engagement/involvement

The Woodland Federation recognise the importance of parental engagement with RHSE materials. We ensure that parents know what is being taught through this policy, curriculum maps and curriculum newsletters. Parents can contact school at any time to discuss this further and voice any concerns. This policy is consulted on by parents, staff and governors.

Parents are key to their children's education about relationships, health and sex education. Keeping Children Safe in Education 2025 emphasises the importance of online safety, parents should be aware of the risks that access to online materials poses particularly in relation to pornography and its depiction of relationships.

In terms of resources used by school, we follow the SCARF scheme of learning, supplemented and adapted by teachers. Subject cover pages are shared with parents every half term which outlines the lesson sequence, content, key learning, images and questions used within the sequence. These are available to view on the school website.

Monitoring, evaluation & review

Governors are responsible for ensuring that this policy is approved and that all pupils are making progress, teaching is accessible to SEND and that this guidance outlines the curriculum content and teaching.

The RHSE co-ordinator in the federation and the Senior Leadership Team will ensure that this guidance and policy is implemented and followed.

The RHSE policy will be reviewed annually, taking into account any changes in government guidance, school approach and feedback.

Parental right to withdraw

Parents/carers have the right to withdraw children from sex education delivered as part of statutory RSE. Parents/carers will need to make contact with the school (admin@winkleigh.devon.sch.uk or admin@kingsnympton.devon.sch.uk) to discuss this with the Executive Headteacher or Head of Teaching & Learning. The withdrawal is automatic, except for content that is taught within the science curriculum. It is recognised that generally it is appropriate for pupils to take part in RHSE lessons to receive accurate and relevant information, rather than their peers' interpretation.

If a child is withdrawn from Sex Education, it remains the federation's responsibility to provide a relevant and purposeful education.

Answering difficult questions

Pupils may ask questions about topics which go beyond the sex education covered by the federation or relate to lessons from which they have been withdrawn. Teachers and staff will handle this sensitively. Teachers will liaise with parents to ensure that signposting and support services are accessed

appropriately. Teachers create a safe and respectful environment where pupils feel confident to ask questions. When difficult or unexpected questions arise, staff respond in an age-appropriate and sensitive manner, ensuring answers are accurate, inclusive, and in line with the school's RHSE policy. If a question is not suitable to be addressed in the classroom, pupils are encouraged to talk privately with a trusted adult, and staff will follow up where appropriate. This approach helps children feel listened to while maintaining professional boundaries and ensuring content remains appropriate for their stage of development. Where a concern is raised, the safeguarding policy is followed.

Links to other policies

[Safeguarding policy](#)

[Teaching & Learning policy \(under review\)](#)