



Relationships, Sex and Health Education Policy (RSHE)

With God's love, we grow and flourish together

Approved by:

Local Academy
Board

Date: September 2026

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Next review due by:

September 2028

Our Theologically Rooted Christian Vision

With God's love, we grow and flourish together.

We are a vibrant, connected and inclusive school. Rooted in God's love, creativity and nature inspire learning. We nurture joy and perseverance so that everyone flourishes as unique individuals.

Love shapes the way we live and learn together. We know we are loved. We know we belong. With compassion, confidence and hope, we grow thoughtful, responsible citizens who are ready to make a difference in our world.

'Above all, clothe yourselves with love, which binds us all together in perfect harmony.'
Colossians 3:14

Our Core Christian Values



We Love: A selfless and unconditional commitment to action resulting in service and compassion towards others.



We Hope: Confidence in the future informed by the power of love and the purposes of God, helping to build trust, community, safety, and connection.



We Belong: Being accepted, loved, and included by God and others; knowing you are part of God's family that cares for one another.

Aims

At Coleshill Church of England Primary School, our RSHE curriculum is rooted in our Christian vision: *'With God's love, we grow and flourish together.'* Our vision promotes love, hope and belonging. RSHE is part of our vibrant, rooted, connected and inclusive curriculum and supports pupils to grow into responsible, hopeful citizens.

The aims of relationships, sex and health education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture and promote healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Promote equality, challenge prejudice and stereotypes, and reflect the diversity of families and society;
- Work openly and respectfully with parents and carers.

Statutory Requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017. We must also teach health education.

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 requirements to teach science. This includes the elements of sex education contained within the science curriculum.

In teaching RSHE, we are required by our funding agreement 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 the 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

We also have regard to our funding agreement and articles of association. At Coleshill Church of England Primary School, we teach RSHE as set out in this policy.

Policy Development

- This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:
- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
- Staff consultation – school staff were given the opportunity to look at the policy and make recommendations.
- Parent/stakeholder consultation – parents and any interested parties were invited to attend two meetings about the policy.
- Pupil consultation – we asked pupils how they felt about their PSHE/RSE lessons and what they preferred.
- Ratification – once amendments were made, the policy was shared with governors and ratified.

Definition

Relationships and Health Education will:

- Teach the skills and knowledge that form the building blocks of all positive relationships
- Support children from the start of their education to grow into kind, caring adults who:
 - Have respect for others
 - Know how to keep themselves safe
 - Have emotional awareness
- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health

Sex Education

In a primary school, sex education refers to teaching about human conception and birth that goes beyond statutory Relationships Education, Health Education and the school's science curriculum. Primary schools are not required to provide this additional content.

Coleshill Church of England Primary School does not teach additional primary sex education. Our curriculum includes statutory learning about relationships, body parts, privacy, personal boundaries, puberty, menstruation and reproduction where this forms part of Relationships Education, Health Education or Science curriculum.

Curriculum

Our RSHE curriculum is set out as per Appendix 1. The curriculum will always be responsive to children's needs and decisions about the order of units will follow children's needs and safeguarding requirements.

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils.

Following consultation, the school has decided not to teach additional primary sex education beyond the content taught through statutory Relationships Education, Health Education and Science. The two My Happy Mind Plus lessons covering human conception, birth, pregnancy prevention and caring for babies are not included in Coleshill's taught curriculum.

The curriculum does include statutory learning about correct anatomical vocabulary, personal boundaries, puberty, menstruation and reproduction where this forms part of Relationships Education, Health Education or science. Parents do not have the right to withdraw their child from this statutory content.

For more information about our curriculum, see the Appendix. This overview gives opportunity for parents to use the information to help encourage discussions at home.

If pupils ask questions that go beyond the curriculum, staff will respond sensitively and in an age-appropriate way. Depending on the nature of the question, this may include providing a brief factual response, encouraging the pupil to speak to a parent, carer or trusted adult, or signposting appropriate support. Staff will not introduce additional sex-education content through responses to individual questions. Questions will be handled thoughtfully so that pupils do not seek potentially inaccurate or inappropriate information online.

Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. We use the myHappyMind and myHappyMind Plus scheme of work. Biological aspects of RSE are taught within the science curriculum, other aspects are included in computing and elements may be considered as part of discussion in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- Wellbeing: general, Physical health and fitness, healthy eating, drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic First aid
- Developing bodies

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

Teaching about periods is introduced to all pupils in Year 4 because menstruation can begin from the age of eight. This learning is revisited within wider puberty teaching in Year 5. Pupils learn about the physical and emotional changes experienced during puberty, how to manage these changes and where to seek support at home and school.

Core teaching about puberty and menstruation will normally take place with boys and girls taught separately. This ensures that all pupils understand experiences that may differ from their own and helps to reduce stigma.

Pupils will be told which trusted adults can provide support and where menstrual products and appropriate disposal facilities are available.

Teaching will reflect a range of family structures, including single-parent families, families with same-sex parents, families headed by grandparents, adoptive families, foster families and blended families. Teaching will also recognise sensitively that some children have different structures of care and support around them, including looked-after children and young carers. All families will be discussed positively and respectfully, without stigmatising pupils because of their home circumstances.

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

About the myHappymind and myHappymind Plus programmes; Programme and delivery

At Coleshill Church of England Primary School, Personal, Social, Health and Economic education (PSHE), including Relationships, Sex and Health Education (RSHE), is taught through selected lessons and resources from myHappymind and myHappymind Plus, alongside relevant learning in science, computing and the wider curriculum.

The programmes provide progressive, age-appropriate learning that builds on pupils' prior knowledge as they move through the school. Interactive lessons, journals and worksheets support discussion, reflection and the recording of learning. Lessons are inclusive and are adapted where appropriate to meet the needs of all pupils, including those with special educational needs and disabilities (SEND).

RSHE is normally taught by class teachers through weekly PSHE lessons. Class teachers are well placed to provide a consistent, trusted and supportive environment in which pupils feel safe to learn, reflect and ask questions.

The core myHappymind programme supports pupils' mental health and wellbeing by helping them to develop emotional awareness, resilience, self-esteem, positive relationships and strategies for managing their feelings. Selected myHappymind Plus lessons extend this learning and support the school's statutory Relationships Education and Health Education curriculum and its wider PSHE provision.

The school does not teach additional primary sex education beyond the content required through statutory Relationships Education, Health Education and science. Consequently, the two

myHappyMind Plus lessons covering human conception, birth, pregnancy prevention and caring for babies are not included in Coleshill's taught curriculum.

For each year group, relevant PSHE Association objectives are mapped to the lessons taught. This supports teachers in planning progressive learning, assessing pupils' understanding and identifying misconceptions or areas that need to be revisited.

Partnership with parents and carers

Coleshill Church of England Primary School is committed to working in partnership with families. Parents and carers are provided with clear and accessible information about the RSHE curriculum and are given opportunities to understand and engage with their child's learning. The RSHE policy and curriculum overviews are made available to families, and parents and carers may arrange to view the teaching materials used by the school by checking the school's website and contacting the school office for more specific lesson material. Families can also access resources through the myHappyMind Parent App. These resources explain aspects of the core programme and help families reinforce strategies, such as Happy Breathing, at home.

Parents and carers do not have the right to withdraw their child from statutory Relationships Education, Health Education or science. This includes age-appropriate teaching about correct anatomical vocabulary, privacy, personal boundaries, puberty and menstruation. As the school does not currently teach additional primary sex education, there are no additional sex-education lessons from which parents may request withdrawal.

If the school proposes to introduce additional primary sex education in the future, parents and carers will be consulted, informed about the proposed content and resources, and advised of their right to request withdrawal from that additional provision.

Responding to pupils' questions

Pupils may ask questions that extend beyond the planned curriculum. Staff will respond sensitively, factually and in an age-appropriate way. Depending on the nature of the question, this may include providing a brief factual response, encouraging the pupil to speak to a parent, carer or trusted adult, or signposting appropriate support.

Staff will not introduce additional sex-education content through their responses to individual questions. However, questions will be handled thoughtfully so that pupils feel able to seek help and do not turn to potentially inaccurate or inappropriate sources of information.

Inclusion, equality and family life

Teaching will reflect a range of family structures, including single-parent families, families with same-sex parents, families headed by grandparents, adoptive families, foster families and blended families. Teaching will also recognise sensitively that some pupils have different structures of care and support around them, including looked-after children and young carers.

All families will be discussed positively and respectfully. Teaching will be planned so that pupils are not stigmatised because of their family circumstances, background, identity or individual needs. British values are promoted through the RSHE curriculum, assemblies and wider school life. Pupils are supported to understand respect, responsibility, democracy, individual liberty and the rule of law.

Safeguarding

RSHE forms an important part of the school's preventative safeguarding curriculum. Pupils learn about online safety, healthy and respectful relationships, privacy, age-appropriate concepts of permission and consent, personal boundaries, safe and unsafe situations, emotional wellbeing, trusted adults and how to seek help.

Lessons are delivered in a safe, supportive and age-appropriate manner. Staff receive regular safeguarding training and are alert to concerns or disclosures that may arise through discussions, written work or journals. Any concern is managed in accordance with the school's Safeguarding and Child Protection Policy and reported promptly to the Designated Safeguarding Lead. Pupils are regularly reminded of the trusted adults they can speak to if they feel worried, unsafe or in need of support.

Curriculum Intent

Through a carefully planned and progressive curriculum, we aim to:

- develop pupils' confidence, resilience, empathy and emotional awareness;
- equip pupils with strategies to support their wellbeing and relationships;
- help pupils recognise healthy, respectful and safe relationships;
- ensure pupils understand personal boundaries and know how to seek help;
- prepare pupils for the opportunities, responsibilities and experiences of modern life; and
- meet the statutory requirements for Relationships Education and Health Education while supporting the school's wider PSHE curriculum.

Our approach is:

- connected and consistent – learning is taught regularly with connections made across the curriculum and follows a structured sequence;
- relevant – teaching is responsive to pupils' ages, needs and experiences;
- inclusive – learning is accessible and respectful of every pupil; and
- vibrant and engaging – teaching is supported by high-quality, age-appropriate resources.

Implementation

Teachers use the following resources to support consistent and effective delivery:

- a staff introduction video explaining the programme's aims, structure and approach;
- PSHE objective mapping showing progression across year groups;
- long-term plans that support the sequencing of learning;
- adaptable planning materials that enable teaching to respond to the needs of particular cohorts;
- assessment materials that support teachers in evaluating pupils' knowledge and understanding;
- British values assemblies and classroom activities; and
- monitoring checklists for the PSHE subject leader.

The PSHE subject leader supports staff, monitors curriculum delivery and ensures that the lessons and resources used reflect the school's agreed curriculum. Resources are reviewed before use to ensure that they are appropriate for pupils' ages and needs and are consistent with statutory guidance and the school's Christian vision and values.

Impact

The impact of the RSHE curriculum is evaluated through teacher assessment, pupils' work, pupil voice, learning walks and curriculum monitoring. The school considers whether pupils can recall and

apply important knowledge, use appropriate vocabulary, recognise healthy and unsafe situations, respect personal boundaries and identify trusted adults or sources of support.

Assessment and monitoring are used to identify misconceptions, gaps in learning and areas that need to be revisited. They also help the school evaluate whether the curriculum is progressive, inclusive and effective in preparing pupils to keep themselves and others safe.

Inclusion

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is accessible to pupils with SEND
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - 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, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats
- Give careful consideration to the level of adaptation needed

Use Of Resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would 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 sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress
- We will make sure that when we consult parents/carers we provide a representative sample of the resources that the school plans to use.
- We will ensure that parents/carers are able to view all curriculum materials used to teach RSHE on request.
- Parents/carers are not able to veto curriculum content.
- We will comply with any applicable copyright laws when sharing resources with parents or carers, and will include a statement that parents agree to as a condition of access that the content should not be copied or shared further except as authorised under copyright law.

Use Of External Organisations And Materials

Whilst the school may work with external organisations to deliver the curriculum, it remains responsible for the content and the way in which pupils are taught.

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 around political impartiality.

We will:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:

- o Are age-appropriate
- o Are in line with pupils' developmental stage
- o Are accessible for all pupils, including those with SEND
- o Are sensitive to pupils' needs
- o Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- o Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- o Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- o Review any case-study materials and look for feedback from other people the agency has worked with
- o Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- o Ask to see in advance any materials and lesson plans that the agency may use
- o Know the named individuals who will be there, check the credentials of the visitor and/or visiting organisation, and follow our usual safeguarding procedures for these people
- o Make sure the visitor understands and agrees in advance:
 - How confidentiality will work in any lesson
 - How safeguarding reports should be dealt with, in line with our school policies
- o Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- o Check the agency's protocol for taking pictures or using any personal data they might get from a session
- o Remind teachers that they can say "no" or, in extreme cases, stop a session
- o Make sure that the teacher is in the room during any sessions with external speakers

- o Inform all external organisations that the school is legally obliged to share all content with parents and carers
- o Share all external materials with parents and carers
- o Consult parents/carers on the content of external resources on the topic of biological sex and gender reassignment in advance and make all materials available to them on request
- o Avoid materials that use cartoons or diagrams that oversimplify the topics of biological sex and gender reassignment, that could be interpreted as being aimed at younger children, or that perpetuate stereotypes or encourage pupils to question their gender

We **won't**, under any circumstances:

- o Work with external agencies that take or promote extreme political positions
- o Use materials produced by such agencies, even if the material itself is not extreme
- o Work with agencies who don't allow their material to be shared with parents and carers. The school will communicate to agencies that it is legally obliged to have regard to the expectation that all content can be shared with parents and carers

Roles And Responsibilities

The Local Academy Board

The Local Academy Board will approve the RSE policy and hold the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for making sure that RSHE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for ensuring that parents receive clear information about statutory and non-statutory content and managing any request for withdrawal if the school introduces additional primary sex education in the future

Staff

Staff are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Following the school's agreed arrangements if additional primary sex education is introduced and a pupil is withdrawn from that content.
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour and stereotypes
- Where misogynistic ideas are expressed at school, challenging the ideas, rather than the person expressing them
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (Headteacher).

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. To ensure the safest emotional environment for pupils, RSE is taught by the class teacher of each year group.

Pupils

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

Parents' Right To Withdraw

Parents and carers do not have the right to withdraw their child from statutory Relationships Education, Health Education or science. This includes teaching about correct anatomical vocabulary, privacy, personal boundaries, puberty and menstruation.

Coleshill Church of England Primary School does not currently teach additional primary sex education. The two myHappymind Plus lessons within the scheme covering human conception, birth and pregnancy prevention are not included in the school's taught curriculum. There is therefore no additional sex-education lesson from which parents may currently request withdrawal.

If the school proposes to introduce additional primary sex education in the future, parents and carers will be consulted, informed about the content and resources in advance and advised of their right to request withdrawal. The headteacher would automatically grant a request to withdraw a primary-aged pupil from additional sex education, other than content taught through science.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by the Headteacher and PSHE lead through:

- planning scrutinies
- learning walks
- Pupil voice
- Pupil outcomes

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PSHE lead every two years. At every review, the policy will be approved by the Local Academy Board. It will be reviewed sooner where there are changes to statutory guidance, the school's curriculum or the needs of pupils. Parents and carers will be consulted when the school develops or makes substantive changes to the policy. Following each formal review, the policy will be approved by the Local Academy Board.



Relationships, Sex and Health Education (RSHE): What do we teach when?

Our RSHE curriculum reflects our wider curriculum vision: rooted in our Christian vision and values, vibrant and connected through carefully sequenced and progressive learning, and inclusive so that every child feels valued and experiences dignity and belonging. Through My Happy Mind Plus, RSHE forms an important part of our wider PSHE and safeguarding curriculum. It equips children with the knowledge, vocabulary and confidence to build healthy relationships, understand boundaries, recognise unsafe or inappropriate situations and seek help from trusted adults. The curriculum celebrates different families, needs and backgrounds while teaching children to respect themselves and others. On this curriculum map, links to PSHE are highlighted in yellow, statutory Science content in green, and links to Computing in pink. At Coleshill, we teach statutory Relationships Education, Health Education and relevant science content. We do not teach the two additional myHappyMind Plus sex-education lessons covering conception, birth and pregnancy prevention. Parents do not have the right to withdraw their child from the statutory curriculum shown in this map.

Long Term Plan for Relationship, Sex and Health Education						
Science RSE Links	Computing RSE links	PSHE links				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	PSHE - Meet your brain	RSHE - my happy places Children learn to notice and name their feelings, understand how emotions can affect behaviour, and use simple strategies to manage big feelings. They also learn when and how to ask a trusted adult for help.	RSHE - my happy body Children learn how to look after their bodies and make healthy choices. This includes becoming more independent with personal care, such as brushing teeth, using the toilet and washing hands, as well as learning about healthy eating, physical activity, sensible screen time and good sleep routines.	RSHE- my happy relationships Children learn to build confidence in social situations, play positively with others and develop respectful relationships. They also learn to value differences between people and show kindness towards others.	PSHE- my happy mind Engage	PSHE- Ready to Shine (transition)
		PSHE - my happy mind Celebrate	PSHE- my happy mind Appreciate	PSHE - My happy mind Relate	PSHE- My happy world	

Year 1	RSHE – Families and Trusted Relationships (Lesson 2 of 3) Children learn that families can look different, and that every family is unique. They explore how families show love and care, who trusted adults are, and how to ask for help if they ever feel worried, unsafe or unsure.	RSHE – my happy places children learn to notice and name their feelings, understand how emotions can affect behaviour, and use simple strategies to manage big feelings. They also learn when and how to ask a trusted adult for help.	SCIENCE: Animals including humans identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	PSHE – my happy mind relate	PSHE – My happy mind engage	RSHE – my happy body – Changing and Growing (Including loss) Children learn that people grow and change throughout life, and that their needs can change too. They also learn about different types of change and loss, including death, how this can affect feelings, and who can help.
	PSHE – Meet your brain	PSHE – my happy mind celebrate	PSHE- my happy mind Appreciate	RSHE – Families and Trusted Relationships (2 lessons) Children learn that families can look different, and that every family is unique. They explore how families show love and care, who trusted adults are, and how to ask for help if they ever feel worried, unsafe or unsure.	RSHE- my happy world shared responsibilities	
		RSHE – friendships and showing respect (Bullying) to recognise bullying and hurtful behaviour and understand how this can affect people’s feelings. They learn the importance of being kind and telling a trusted adult if they see or experience bullying.	RSHE – Healthy choices Children learn simple ways to stay healthy and feel good, including being active, sleeping well, relaxing, keeping clean, looking after their teeth, making healthy food and drink choices, and knowing who can help if they feel unwell or worried		PSHE- my happy mind- communities	
		Computing: Children learn about safe relationships, trusted adults, privacy and respect. They begin to understand that they have a right to feel safe and to seek help if something makes them uncomfortable				PSHE Ready to Shine Transition

Year 2	SCIENCE unit 1 - Animals and Survival Notice that animals, including humans, have offspring which grow into adults	PSHE - my happy places Children learn to notice and name their feelings, understand how emotions can affect behaviour, and use simple strategies to manage big feelings. They also learn when and how to ask a trusted adult for help.	PSHE- my happy mind appreciate PSHE – safe choices Children learn simple ways to keep themselves safe and well in everyday situations. This includes sun safety, road and water safety, staying safe in busy places, recognising hazards at home and outside, using medicines safely, keeping personal information private online, and knowing how to get help or call 999 in an emergency.	PSHE – my happy mind relate PSHE –safe relationships- friendships and showing respect (2 lessons) Children learn what makes a good friend, how to be kind, include others, share and take turns. They explore how to manage friendship problems calmly, respect differences, express their needs, and ask for help if a friendship makes them feel unhappy.	PSHE – My happy mind engage PSHE – safe relationships – Children learn about asking for and giving permission in everyday situations, such as play and sharing space or toys. They also learn how to say no, resist pressure, and tell a trusted adult if a secret makes them feel worried, uncomfortable or unsafe.	PSHE- my happy world – economic wellbeing (2 lessons) Ready to Shine: Transition
	PSHE - Meet your brain	PSHE – my happy mind Celebrate Computing: Children develop skills to recognise unsafe situations, understand consent in simple contexts (asking permission), and know how to get help. They learn that they should not feel pressured into doing things online or offline.	PSHE- my happy world- Media literacy and digital resilience	PSHE – my Happy Body Changing and Growing (1 lesson) Children learn that some parts of the body are private and are taught the correct names for these body parts using clear, age-appropriate language. They also learn that their body belongs to them, how to understand privacy and personal boundaries, how to recognise safe and unsafe touch, and who to tell if they ever feel worried or uncomfortable.		

Year 3	PSHE – Meet your brain (5 lessons) Computing: The focus on trust, permission and sharing directly supports RSE teaching about healthy friendships, respect and consent. Children explore the difference between online and real-world relationships and learn they can change their mind.	RSHE – my happy places to notice and name their feelings, understand how emotions can affect behaviour, and use simple strategies to manage big feelings. They also learn when and how to ask a trusted adult for help. PSHE – my happy mind celebrate	PSHE- my happy mind appreciate RSHE – my happy body- Healthy choices Children learn how everyday choices can support their health and wellbeing, including sleep, rest, exercise, time outdoors, hobbies, healthy food, and spending time with others. They also learn how these choices affect their body, feelings and learning, and who to speak to if they are worried about their health.	PSHE – my happy mind relate RSHE – Friendships and Showing Respect Lesson (1 lesson) Children learn why positive friendships matter and how they can support wellbeing. They also learn how to recognise healthy friendships, include others, manage peer pressure, work through disagreements safely, and cope with disappointment or frustration in relationships. RSHE – Families and Trusted Relationships Lesson (1 lesson) Children learn that families can look different, including single-parent, blended, adoptive, foster and LGBT+ families, and that all families should be respected. They also learn that families should provide love, care and safety, and who to talk to if they ever feel worried or unsafe.	My happy mind engage RSHE – My happy body- changing and growing over time (1 lesson) Children learn the correct scientific names for external genitalia and internal reproductive organs, and understand that some body parts are private. They also learn that everyone's body belongs to them, how to respect personal boundaries, how to recognise inappropriate or unwanted touch, and who to tell if they feel worried, unsafe or uncomfortable.	My happy world – communities lesson RSHE My happy world – shared responsibilities (1 lesson) RSHE – changing and growing (grief) (1 lesson) Children learn that families can go through changes and difficult times, and that families can support each other. They also learn about loss and grief, including bereavement, and explore simple ways to cope and ask for help. PSHE: Ready to Shine- Transition lesson

Year 4	PSHE – Meet your brain	PSHE – my happy places to notice and name their feelings, understand how emotions can affect behaviour, and use simple strategies to manage big feelings. They also learn when and how to ask a trusted adult for help.	PSHE- my happy mind appreciate	PSHE – my happy mind relate	My happy mind engage	PSHE: My happy world – economic wellbeing
	PSHE – Friendships and Showing Respect (Bullying) Children learn how to recognise bullying and hurtful behaviour and understand how this can affect people's feelings. They learn the importance of being kind and telling a trusted adult if they see or experience bullying.	PSHE – my happy mind celebrate	PSHE – my happy body-First aid Children learn what first aid is and simple ways to respond to common injuries. They also learn when and how to call emergency services, and why getting help and staying safe is more important than filming an incident.	PSHE – safe relationships Children learn about privacy, personal boundaries, safe relationships, and asking for or giving permission. They also practise what to do if someone pressures them to do something unsafe or uncomfortable.	PSHE – my happy body- safe choices Children learn how to spot hazards, understand risks and make safe choices at home, outdoors and when travelling. They explore simple ways to keep themselves safe around things like fire, electricity, roads, water, railways and unfamiliar places	PSHE: Ready to Shine: transition I
		Computing: Children learn to think critically about information and influences online. This supports RSE by helping them recognise manipulation, peer pressure and misleading content while developing respect for themselves and others.	PSHE – my happy world – internet safety		PSHE – changing and growing (periods) Children learn about periods as part of puberty, including the physical and emotional changes that can happen. They also learn simple ways to prepare for periods, look after themselves and ask for support if needed. <i>Taught in boys/girls grps</i>	

Year 5	PSHE – Meet your brain	PSHE – my happy places Children learn to notice and name their feelings, understand how emotions can affect behaviour, and use simple strategies to manage big feelings. They also learn when and how to ask a trusted adult for help.	PSHE- my happy mind appreciate	PSHE – my happy mind relate	Science unit 4 – Life Cycles -describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird -describe the life process of reproduction in some plants and animals. -find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals	Science unit 5- Growing Old -describe the changes as humans develop to old age. -draw a timeline to indicate stages in the growth and - development of humans. learn about the changes experienced in puberty.
	Computing: The curriculum explores wellbeing, bullying, privacy and online influence	PSHE – my happy mind celebrate	PSHE – my happy body – Healthy lifestyles (2 lessons) Children learn how to make healthy choices that look after their bodies, including dental care, personal hygiene, sun safety, being active and using medicines safely. They also learn how to prevent illness and who to speak to if they are worried about their health.	PSHE – Friendships and Showing Respect Friendships and Showing Respect (Bullying) Children learn how positive friendships can support their wellbeing and how to recognise when a friendship feels unsafe, uncomfortable or unhealthy. They also explore how friendships can change, how to manage peer pressure, and how to treat others respectfully both online and offline.	PSHE: My happy mind engage	PSHE – my happy world – economic wellbeing PSHE – Changing and Growing Lesson (Grief) Children learn that families can go through changes (e.g. new siblings, moving home) and experience difficult times, and can support each other through these about change, loss and grief, including bereavement; that people feel, express, and manage grief in different ways; strategies that can help with change, loss and grief.
				PSHE – Families and Trusted Relationships Children learn that families and relationships can look different, and that all families should be respected. They also learn that families should provide love, care and safety, and who to talk to if they ever feel worried or unsafe.	PSHE – Changing and Growing Lesson (Puberty) Children learn about the emotional and physical changes that happen during puberty, such as changes in mood, body hair, periods and wet dreams. They also learn simple ways to prepare for and manage these changes, and how to ask for support if needed.	PSHE: Ready to Shine Transition

Year 6	PSHE – Meet your brain	PSHE – my happy world – shared responsibilities	PSHE- my happy mind appreciate	PSHE – my happy mind relate	PSHE – My happy mind engage	PSHE: Ready to Shine – Transition programme
	PSHE – my happy places Children learn to notice and name their feelings, understand how emotions can affect behaviour, and use simple strategies to manage big feelings. They also learn when and how to ask a trusted adult for help Computing: Children prepare for secondary school by learning about boundaries, digital reputation, responsible communication, scams and misinformation.	PSHE – Friendships and Showing Respect (Bullying) (1 lesson) Children learn how to recognise different types of bullying, including online, and understand how bullying can affect everyone involved. They also learn how to report concerns, seek help, and communicate kindly and respectfully online. PSHE – my happy mind celebrate PSHE – my happy world – communities	PSHE – my happy body- First aid (1 lesson) Children learn what first aid is and simple ways to respond to common injuries. They also learn when and how to call emergency services, and why getting help and staying safe is more important than filming an incident. PSHE – Safe Choices Lesson (Drug Education) Children learn about the risks and effects of drugs that may be part of everyday life, such as alcohol, nicotine, caffeine and medicines. They also learn about drug laws, what can influence people’s choices, how habits can form, and where to get help if they are worried. PSHE – My happy world – digital literacy	PSHE – safe relationship Children learn about privacy, personal boundaries and respectful relationships. They also learn how to recognise unsafe or uncomfortable situations, respond to pressure, understand when secrets should be shared, and keep asking trusted adults for help until they are heard.	PSHE – Be your best	

What is covered?

myHappymind

Core programme that teaches children preventive habits to look after their mental health.



myHappyworld

Maps to:
Section 2: Economic Wellbeing and Careers Education

Covers:
Online Life and safety
Economic Wellbeing
Careers Education: aspirations, learning and work
Drug Education

myHappyrelationships

Maps to:
Section 1: Relationships (Sex) and Health Education (RSHE)

Covers:
Families
Friendships
Respecting self and others
Safe relationships

myHappybody

Maps to:
Section 1: Relationships (Sex) and Health Education (RSHE)

Covers:
Mental Health and Wellbeing
Keeping Healthy and Well
Physical Activity and Nutrition
Changing and Growing Up
Personal Safety and First Aid

ADDITIONAL INFORMATION - SCIENCE:

Within the National Curriculum for Science in England, the elements most closely related to Relationships and Sex Education (RSE) are found in the biology content on human growth and development, puberty, reproduction, and reproduction in plants and animals. These are **statutory** science requirements and are separate from the statutory RSHE curriculum.

Key Stage 1 (Years 1-2)	
Year 1: Animals, Including Humans Pupils should be taught to: identify, name, draw and label the basic parts of the human body.	Year 2: Animals, Including Humans Pupils should be taught to: Notice that animals, including humans, have offspring which grow into adults. Non-statutory guidance states that pupils should be introduced to: The processes of reproduction and growth in animals. Human development through stages such as baby, toddler, child, teenager and adult. Growth and life cycles, without teaching the mechanics of human reproduction.
Lower Key Stage 2 (Years 3-4)	
There are no explicit human sex education requirements in science at this stage. However, pupils learn about:	
Year 3: Plants The role of flowers in the life cycle of flowering plants, including pollination and seed formation.	Year 4: Living Things and Their Habitats Recognising similarities and differences in life cycles of living things. These topics provide a foundation for understanding reproduction in living organisms.
Upper Key Stage 2 (Years 5-6)	
Year 5: Animals, Including Humans Pupils should be taught to: Describe the changes as humans develop to old age. The accompanying guidance specifically states that pupils should: Learn about the changes experienced during puberty. This is the principal statutory science content that directly supports RSE in primary schools. Year 5: Living Things and Their Habitats Pupils should be taught to: Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life processes of reproduction in some plants and animals. Guidance includes: Sexual and asexual reproduction in plants. Sexual reproduction in animals.	Year 6 There is no additional statutory sex education content within science.

Appendix 2: Relationships Education (Primary) and Physical health and mental wellbeing: Primary

By the end of primary school pupils should know:

	Relationships Education, Health and Wellbeing, (Primary)
TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. 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. 3. That the families of other children, 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. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Relationships Education, Health and Wellbeing, (Primary)	
TOPIC	PUPILS SHOULD KNOW
Caring friendships	1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. 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. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 5. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Relationships Education, Health and Wellbeing, (Primary)	
TOPIC	PUPILS SHOULD KNOW
Respectful relationships	Curriculum content: 1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners. 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Relationships Education, Health and Wellbeing, (Primary)	
TOPIC	PUPILS SHOULD KNOW
Online relationships	1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. 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. 6. 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.

Relationships Education, Health and Wellbeing, (Primary)	
TOPIC	PUPILS SHOULD KNOW
Being safe	1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. How to report abuse, concerns 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. 7. 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.

Relationships Education, Health and Wellbeing, (Primary)	
TOPIC	PUPILS SHOULD KNOW
General Wellbeing	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.

Relationships Education, Health and Wellbeing, (Primary)	
TOPIC	PUPILS SHOULD KNOW
Wellbeing online	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	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.

Relationships Education, Health and Wellbeing, (Primary)	
TOPIC	PUPILS SHOULD KNOW
Healthy eating	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 and tobacco	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.

Relationships Education, Health and Wellbeing, (Primary)	
TOPIC	PUPILS SHOULD KNOW
Health protection and prevention	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	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	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.

Relationships Education, Health and Wellbeing, (Primary)	
TOPIC	PUPILS SHOULD KNOW
Developing Bodies	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.

**Here is an overview of each myHappymind module,
plus theme and British Values topic.**

Strand	Module/ Content Pillars	Description/ Core Content
myHappymind	Meet Your Brain	Helping children to understand how their brains work and teaching strategies for regulation such as Happy Breathing.
	Celebrate	Building children's self-esteem through recognising and celebrating their Character Strengths.
	Appreciate	Developing an Attitude of Gratitude! Teaching children the importance of thinking about what we are grateful for and sharing this with others.
	Relate	Introducing relationship-building skills such as Active Listening to ensure children have the foundations to form friendships, be heard and understand others.
	Engage	Introducing the power of Goal Setting to children so that they aspire, dream and learn to persevere.
myHappymind Plus	myHappybody	Section 1: Relationships (Sex) and Health Education (RSHÉ): Covering topics such as physical wellbeing and keeping safe.
	myHappyrelationships	Section 1: Relationships (Sex) and Health Education (RSHÉ): Covering topics such as families and close positive relationships, bullying and respecting ourselves and others.
	myHappyworld	Section 2: Economic Wellbeing and Careers Education: Covering topics such as media literacy, economic wellbeing and career education.
British Values	Democracy	Promoting a democratic process.
	Rule of Law	Teaching the importance of laws and rules, their purpose in protecting society, and the consequences of breaking them.
	Individual Liberty	Ensuring children understand their rights and freedoms, while also learning to exercise them responsibly within a safe environment
	Mutual Respect	Teaching children to respect the protected characteristics of others and to treat everyone with respect
	Tolerance of Different Faiths and Beliefs	Encouraging an understanding and appreciation of different cultures, faiths and beliefs, and promoting respect for all people regardless of their background.