

Park End Primary School



Approved By: *D. Jackson*

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PSHE – (Personal, Social, Health and Economic Education), RSE (Relationships and Sex education) and Health Education Policy September 2026

Review Date	Type of Review	Comments	Initials
September 2020		Combining of PSHE and RSE policy along with amendments to statutory requirements for RSE	SA
December 2021		Update	SA
September 22	Update	Policy condensed	SA
July 2023	Update	Additional information about LGBTQ	SA
September 2024	Update		SA/TZ
November 2025		Update - The Department for Education's updated statutory guidance (July 2025) will apply from September 2026.	TZ
July 2026	Update	Full review against DfE July 2025 statutory guidance	TZ

Park End Primary School

Personal, Social, Health and Economic (PSHE) Education, Relationships Education and Relationships & Sex Education (RSE) Policy

This policy has been revised to reflect the Department for Education statutory guidance "Relationships Education, Relationships and Sex Education (RSE) and Health Education", revised July 2025 and in force from 1 September 2026. The school will have regard to the statutory guidance and will review provision regularly to ensure continued compliance. The policy should be read alongside the school's Safeguarding and Child Protection Policy, Behaviour Policy, Anti-Bullying Policy, SEND Policy, Science Policy, Online Safety/Computing Policy, Mental Health and Wellbeing Policy and other relevant policies.

Rationale

At Park End Primary School, we believe that PSHE (Personal, Social, Health and Economic Education) education provides pupils with the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active and responsible members of their community.

Our PSHE curriculum supports pupils' personal development, physical and mental wellbeing, relationships, safety, financial understanding and preparation for life in modern Britain. Statutory Relationships Education and Health Education form an important part of our wider PSHE curriculum.

What is PSHE?

PSHE is the planned programme through which children acquire the knowledge, understanding and skills they need to manage their lives now and in the future.

At Park End Primary School, PSHE supports pupils to:

- develop physical and mental wellbeing
- develop emotional literacy and resilience
- build positive and respectful relationships
- understand families, friendships and wider communities
- keep themselves safe, including online
- understand healthy lifestyles and personal health
- develop financial and economic awareness
- understand diversity, equality and inclusion
- develop confidence, self-respect and empathy
- become active and responsible citizens
- prepare for life in modern Britain.

PSHE is a broader curriculum area which includes statutory Relationships Education and Health Education, alongside other areas such as citizenship, economic wellbeing and personal development.

What is Relationships Education?

Relationships Education is statutory for all pupils in primary schools. It teaches the fundamental building blocks and characteristics of positive, safe and respectful relationships. By the end of primary school, pupils will have developed age-appropriate knowledge and skills relating to:

- families and people who care for them
- caring friendships
- respectful and kind relationships
- online safety and awareness

- being safe
- recognising healthy, unhealthy, controlling and harmful behaviours
- boundaries, privacy and respecting the boundaries of others
- communication, assertiveness and seeking help
- bullying, prejudice, stereotypes and discrimination
- treating others with dignity and respect
- managing disagreement and conflict safely and respectfully.

Relationships Education is taught progressively throughout the primary years and is revisited as pupils develop and mature.

What is Health Education?

Health Education is statutory in primary schools. It supports pupils to understand and look after their physical and mental health and wellbeing. It includes:

- general wellbeing and emotional awareness
- physical health, fitness and active lifestyles
- healthy eating, nutrition and a healthy relationship with food
- sleep, rest and self-care
- mental wellbeing, resilience and help-seeking
- online safety, online harms and digital wellbeing
- drugs, alcohol, tobacco, vaping and nicotine awareness
- health and prevention, including vaccination and immunisation
- personal hygiene, germs and dental health
- basic first aid and emergency help
- personal and community safety, including road, rail, water and fire safety
- puberty and the changing adolescent body
- menstrual wellbeing.

Health Education is taught in an age-appropriate and progressive way, with pupils developing knowledge and skills over time.

What is Relationships and Sex Education (RSE)?

At primary school, Relationships Education is statutory. Additional Sex Education beyond the statutory National Curriculum for Science is not compulsory, but a primary school may choose to provide age-appropriate Sex Education.

At Park End Primary School, statutory Science content relating to human development and reproduction is taught through the National Curriculum for Science. Where the school provides additional Sex Education, this is planned, age-appropriate, carefully sequenced and clearly identified to parents/carers. Jigsaw's Changing Me materials provide the main framework for this learning in Year 6, alongside the statutory Science curriculum.

The school will distinguish clearly between statutory Relationships Education, statutory Health Education, statutory Science and any additional Sex Education. Parents/carers will be informed about additional Sex Education and their statutory right to request withdrawal from it.

1. Statutory Requirements

Park End Primary School has regard to the Department for Education's statutory guidance "Relationships Education, Relationships and Sex Education (RSE) and Health Education", revised July 2025 and in force from 1 September 2026.

The school provides:

- Statutory Relationships Education
- Statutory Health Education

- National Curriculum Science, including statutory content relating to the human body, growth, development and reproduction.
- Additional Sex Education where identified in the school's curriculum and communicated to parents/carers.

Primary schools are not required to teach additional Sex Education beyond the statutory Science curriculum. Where Park End Primary School teaches additional Sex Education, it will be age-appropriate, carefully sequenced and delivered in accordance with this policy and the statutory guidance.

The school's PSHE curriculum supports pupils':

- physical and mental health and wellbeing
- positive, respectful and healthy relationships
- personal safety and safeguarding
- resilience and emotional development
- understanding of equality, diversity and respect
- digital and online safety
- financial and economic awareness
- preparation for life in modern Britain.

Teaching is age-appropriate, inclusive, factual and sensitive, taking account of pupils' age, maturity, developmental stage, SEND and individual needs. The curriculum may be supplemented where emerging issues arise by Pol-Ed, the PSHE Association, assemblies, themed weeks, visitors and other appropriate resources to respond to the needs of pupils and the local community.

The school remains responsible for the content and delivery of PSHE and Relationships Education when external resources or visitors are used.

2. Aims

The aims of PSHE education at Park End Primary School are to:

- promote pupils' spiritual, moral, social, cultural, mental and physical development
- develop pupils' confidence, self-respect, empathy, resilience and self-worth
- teach pupils how to recognise, understand and manage their emotions
- develop pupils' ability to form and maintain positive, healthy and respectful relationships
- teach pupils how to recognise and respond to unsafe, unhealthy, controlling or harmful behaviour
- develop pupils' understanding of personal boundaries, privacy and respect for the boundaries of others
- equip pupils with strategies for keeping themselves safe, including online
- promote healthy lifestyles and physical and mental wellbeing
- prepare pupils for puberty and the changes associated with growing up
- develop pupils' understanding of diversity, equality and inclusion
- prepare pupils for the opportunities, responsibilities and experiences of later life
- develop pupils' financial awareness and economic understanding
- encourage pupils to become positive and active members of a democratic society
- develop respect for different families, backgrounds, beliefs and experiences
- support pupils to understand how and where to seek help when they are worried about themselves or others
- provide opportunities for pupils' voices to be heard and to contribute positively to school and community life.

Fundamental British Values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs, are promoted through PSHE and across the wider school curriculum and ethos.

3. Policy Development

This policy has been developed and reviewed through consultation with staff, pupils, parents/carers and governors. The process includes:

- reviewing relevant national and local guidance
- consulting with staff
- seeking pupil voice about PSHE and Relationships Education
- consulting with parents/carers when reviewing the policy
- sharing the policy with governors for review and approval
- reviewing curriculum content and resources in response to changes in statutory guidance and the needs of the school community.

3.1 Our PSHE policy is informed by existing DfE guidance

Our PSHE and Relationships Education provision is informed by relevant statutory guidance and school policies, including:

- Department for Education Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, revised July 2025 and effective from 1 September 2026
- Keeping Children Safe in Education
- Equality Act 2010
- SEND Code of Practice
- National Curriculum Science
- Prevent Duty
- guidance relating to bullying and online safety
- relevant safeguarding guidance
- school Behaviour Policy
- school Safeguarding and Child Protection Policy
- school Anti-Bullying Policy
- school SEND Policy
- school Mental Health and Wellbeing Policy.

4. Content and Delivery

4.1 What we teach

At Park End Primary School, Jigsaw PSHE 3–11 provides the main framework for our PSHE curriculum, including statutory Relationships Education and Health Education.

Jigsaw provides a whole-school, spiral curriculum in which key areas of learning are revisited and developed progressively as pupils mature. The six Jigsaw Puzzles are:

1. Being Me in My World
2. Celebrating Difference
3. Dreams and Goals
4. Healthy Me
5. Relationships
6. Changing Me.

The school uses the Jigsaw curriculum as its main overview and starting point for planning. Curriculum leaders and teachers ensure that provision continues to meet the current statutory requirements and the specific needs of Park End Primary School pupils.

The school will maintain a separate 2026 statutory curriculum mapping document showing where each statutory requirement is taught, revisited and assessed. The mapping will identify any content delivered through Science, Jigsaw, additional PSHE resources or responsive teaching.

Where appropriate, Jigsaw is supplemented by:

- Pol-Ed resources

- PSHE Association resources
- local safeguarding and community resources
- resources from trusted external organisations
- lessons responding to issues arising within school, during playtimes or within the local community
- learning linked to current events and emerging safeguarding concerns.

This responsive approach ensures that PSHE remains relevant to pupils' lived experiences while maintaining a planned and progressive curriculum.

Relationships Education

Relationships Education covers the statutory areas of:

- families and people who care for me
- caring friendships
- respectful and kind relationships
- online safety and awareness
- being safe.

Teaching also develops pupils' understanding of boundaries, privacy, communication, kindness, healthy relationships, stereotypes, bullying, harmful and controlling behaviour, managing conflict, seeking help and staying safe.

Relationships Education recognises that families may take different forms, including single-parent families, adoptive families, foster families, families with same-sex parents, families headed by grandparents and other caring relationships. Pupils are taught to respect differences between families and understand that families should provide love, care and security.

Teaching will develop pupils' ability to communicate respectfully, listen to others, manage disagreement, understand healthy boundaries, be assertive without being controlling, recognise when behaviour is harmful, and seek help when relationships make them feel unhappy, unsafe or uncomfortable.

Health Education

Health Education develops pupils' understanding of physical health, mental wellbeing and healthy lifestyles. Learning includes:

- emotional wellbeing and resilience
- physical activity and fitness
- healthy eating, nutrition and a healthy relationship with food
- sleep, rest and self-care
- personal hygiene, germs and dental health
- online harms and digital wellbeing
- drugs, alcohol, smoking, vaping and nicotine products
- health prevention, vaccination and immunisation
- sun safety and skin health
- basic first aid and making an effective emergency call
- road, rail, water and fire safety
- puberty and the changing adolescent body
- menstrual wellbeing.

The school will ensure that the curriculum reflects current risks and technologies. This includes age-appropriate teaching about social media, online gaming and gaming-related harms, scams and financial harms, fake or misleading online content, AI-generated or manipulated content,

sharing images and personal information, privacy and location settings, and how to report concerns and seek support.

Where age-appropriate, pupils will be taught that online material can be copied, altered and redistributed and that they should seek help if they are pressured to create, receive or share inappropriate images or content.

Sex Education

The biological aspects of human growth and reproduction are taught through the National Curriculum Science Programme of Study.

Where Park End Primary School provides additional Sex Education beyond statutory Science, this is planned to be age-appropriate and carefully sequenced. Jigsaw's Changing Me materials provide the main framework for this learning in Year 6.

Additional Sex Education will be clearly identified in curriculum information shared with parents/carers. The school will ensure that pupils receive factual, age-appropriate information and that teaching does not replace or duplicate statutory Science content unnecessarily.

The school will use correct anatomical terminology when teaching about the body.

Responsive PSHE

PSHE is not limited to timetabled lessons. Teachers respond appropriately to issues arising from pupils' experiences, including:

- friendship difficulties
- bullying
- discrimination
- unsafe or harmful behaviour
- issues arising during playtimes
- online concerns
- issues within the local community
- current events
- safeguarding concerns

Where appropriate, additional teaching may be provided using Pol-Ed or other approved resources. This responsive provision complements rather than replaces the planned Jigsaw curriculum.

Responsive teaching may be used when a safeguarding risk emerges before the planned curriculum point, provided the teaching is age-appropriate, necessary, factual and consistent with safeguarding procedures.

4.2 How we teach it

PSHE lessons are taught weekly or fortnightly throughout the school year by class teachers and, where appropriate, other members of staff.

Jigsaw provides the main structure for lessons. Teachers may adapt or supplement lessons to ensure that learning is appropriate for their pupils and responsive to identified needs.

Teaching may include:

- discussion
- questioning
- role play
- games
- scenarios
- problem solving
- investigations
- circle time
- paired and group activities
- reflection

- practical activities
- opportunities for pupil voice.

Teaching should be participative and skills-based as well as providing knowledge. Pupils should have opportunities to practise communication, decision-making, emotional regulation, problem solving, boundary-setting, respectful disagreement and seeking help.

Wider opportunities

PSHE learning is reinforced through the wider life of the school. This may include:

- whole-school assemblies
- Jigsaw assemblies
- Anti-Bullying Week
- Children's Mental Health Week
- online safety activities
- fire safety assemblies
- road safety initiatives
- health and wellbeing events
- community projects
- School Council activities
- citizenship opportunities
- visits and visitors.

External visitors may include local PCSOs, firefighters, health professionals, school nurses, charities, safeguarding professionals and other community organisations.

Visitors enhance the curriculum but do not replace the responsibility of teachers to deliver planned PSHE learning. The school remains responsible for the content and delivery of sessions provided by external organisations. Visitors and their resources will be checked to ensure that they are appropriate, accurate, age- and stage-appropriate and consistent with school policies and statutory guidance. Visitors will be appropriately checked, briefed and managed in accordance with school safeguarding procedures, and arrangements for responding to any safeguarding concerns will be agreed in advance.

Sensitive and controversial issues

Some PSHE topics may involve sensitive, personal or controversial issues. These may include family circumstances, bereavement, bullying, discrimination, health, money, relationships, online harms and issues arising from pupils' experiences.

Teachers will:

- create a safe and respectful learning environment
- use age-appropriate language and resources
- avoid asking pupils to disclose personal experiences
- respond sensitively to questions
- follow safeguarding procedures where a concern or disclosure arises
- provide balanced teaching where political or controversial issues are addressed
- avoid imposing personal beliefs on pupils
- support pupils to consider different perspectives respectfully.

Where a pupil makes a disclosure indicating a safeguarding concern, this will be dealt with in accordance with the school's safeguarding procedures. Staff will not promise confidentiality where a safeguarding concern is disclosed.

Monitoring

The delivery of PSHE is monitored by SLT and the PSHE Lead through:

- planning and book monitoring

- learning walks
- pupil voice
- staff discussions
- curriculum review
- assessment and progression information.

The PSHE Lead will regularly review curriculum content, resources and delivery against current DfE guidance and the needs of the school community, including the school's 2026 statutory mapping.

5. Equality and Inclusion

At Park End Primary School, PSHE and Relationships Education are inclusive and accessible to all pupils.

Teaching is planned with consideration of:

- age
- maturity
- developmental stage
- SEND
- individual needs
- family circumstances
- cultural background
- religious and philosophical beliefs
- pupils' lived experiences.

The school complies with the Equality Act 2010 and promotes respect for protected characteristics through the curriculum and wider school life.

Pupils are taught to recognise and challenge bullying, prejudice, discrimination, stereotyping and derogatory language.

Teaching about difference is factual, balanced, age-appropriate and focused on respect, dignity, inclusion and equality.

6. LGBT

Park End Primary School is committed to promoting equality, inclusion and respect for all members of our school community.

As part of Relationships Education, pupils learn that families can take different forms and that all families should be treated with respect. This may include age-appropriate teaching about families with same-sex parents, alongside other family structures such as single-parent, adoptive, foster and extended families.

Teaching is age-appropriate, factual and sensitive to the needs and maturity of pupils. It focuses on developing pupils' understanding of kindness, respect, inclusion, healthy relationships and acceptance of difference.

The school recognises and respects the diversity of its pupils and families. No pupil should experience bullying, discrimination or prejudice because of their family circumstances or because of a protected characteristic.

Where relevant to the curriculum, pupils are taught that homophobic, biphobic and transphobic bullying and discrimination are unacceptable. Staff will respond to any concerns in accordance with the school's Behaviour, Anti-Bullying and Safeguarding policies.

Where teaching addresses biological sex, gender reassignment or related equality matters, it will be factual, age- and developmentally appropriate and consistent with the statutory guidance and the Equality Act 2010. The school will avoid reinforcing gender stereotypes and will not present contested views as established fact. Teaching will focus on respect, dignity, equality and protection from discrimination.

7. Pupils with SEND

All pupils with SEND are entitled to access the PSHE, Relationships Education and Health Education curriculum. The school recognises the importance of this learning in supporting pupils' personal, social, emotional, physical and mental wellbeing.

Teaching, resources and activities will be adapted where appropriate to meet individual pupils' needs, taking into account their age, developmental stage, communication needs, sensory needs, learning needs and ability to access the curriculum. Teachers and support staff will provide appropriate differentiation, scaffolding and additional support to enable all pupils to participate fully.

Where appropriate, individual pupils may receive additional or personalised teaching to support their understanding of topics such as personal safety, relationships, emotional wellbeing, puberty and personal development.

The school will work with pupils, parents/carers and relevant professionals, where appropriate, to ensure that PSHE, Relationships Education and Health Education are accessible, inclusive and responsive to individual needs.

Particular consideration will be given to the increased vulnerability of some pupils with SEND to abuse, exploitation, bullying and harmful behaviour, and teaching will be adapted to ensure that pupils have the knowledge, vocabulary and confidence to seek help.

8. Roles and Responsibilities

8.1 The Governing Body

The governing body will approve the PSHE and RSE policy, and hold the headteacher to account for its implementation.

8.2 The Headteacher

The headteacher is responsible for ensuring that PSHE and Relationships Education is taught consistently across the school, ensuring that the policy is reviewed appropriately, and managing requests to withdraw pupils from additional Sex Education.

8.3 Staff

Staff are responsible for:

- delivering PSHE and Relationships Education sensitively and appropriately
- following the school's curriculum and policies
- modelling respectful and inclusive behaviour
- adapting teaching to meet pupils' needs
- responding appropriately to questions and concerns
- following safeguarding procedures when concerns or disclosures arise
- supporting pupils whose parents/carers have requested withdrawal from additional Sex Education.

8.4 Pupils

Pupils are expected to:

- engage positively with PSHE learning
- listen respectfully to others

- respect different experiences, opinions and family circumstances
- participate appropriately in discussions and activities
- follow agreed classroom expectations for sensitive discussions
- seek help when they are worried about themselves or others.

9. Monitoring arrangements

The delivery of PSHE is monitored by SLT and the PSHE Leader through:

- Book and Planning Monitoring
- Learning Walks
- PSHE Staff meetings
- Pupil / Staff questionnaires and interviews
- review of the 2026 statutory curriculum mapping
- review of resources and external-provider materials
- review of parent feedback and consultation.

The PSHE Lead will regularly review curriculum content, resources and delivery to ensure compliance with current Department for Education guidance and to ensure that learning remains responsive to local safeguarding needs, emerging issues and the experiences of pupils within the school community.

10. Parents' right to withdraw

Parents and carers are important partners in supporting children's learning about relationships, health and personal development.

The school will:

- make this policy available on the school website
- provide information about the PSHE and Relationships Education curriculum
- provide information about any additional Sex Education
- consult parents/carers when reviewing the policy
- respond to questions and concerns
- provide information about the statutory right to withdraw from additional Sex Education.
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Parents/carers do not have the right to withdraw their child from:

- statutory Relationships Education
- statutory Health Education
- National Curriculum Science.
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Parents/carers may request that their child is withdrawn from some or all Sex Education which is additional to the statutory National Curriculum for Science.

In primary schools, the Headteacher must automatically grant a parent's request to withdraw their child from additional Sex Education. Before a withdrawal request is actioned, the Headteacher will discuss the request with the parent/carer and, where appropriate, the pupil, so that the parent/carer understands the content and purpose of the learning and which elements are subject to withdrawal.

Requests should be made in writing to the Headteacher. The school will keep an appropriate record of the request and will provide purposeful alternative education for the pupil during any withdrawn sessions.

The right to withdraw does not apply to statutory Science content, including biological content relating to human development and reproduction.

11. Training

Staff receive appropriate training and support to develop their confidence in delivering PSHE, Relationships Education, Health Education and additional Sex Education. Training may form part of staff induction, whole-school CPD and subject-specific professional development.

The PSHE Lead may coordinate support from external agencies and professionals, including safeguarding partners, health professionals and specialist educational providers.

Training and support will be reviewed in response to changes in statutory guidance, emerging safeguarding issues and staff confidence or identified development needs.

12. Links with other policies

This policy links to the following policies and procedures:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Science Policy
- RE Policy
- Teaching and Learning Policy
- Mental Health and Wellbeing Policy
- SEND Policy
- Anti-Bullying Policy
- Equal Opportunities / Equality Policy
- Assessment Policy
- Computing / Online Safety Policy
- Attendance Policy where relevant to wellbeing and pupil support.

Appendices

The appendices below form part of the policy. Curriculum leaders should maintain the detailed 2026 mapping documents alongside this policy and update them when statutory guidance or the school's curriculum changes.

Appendix A – Jigsaw PSHE 3–11 RSHE 2026 mapping document

Jigsaw PSHE 3–11 provides the main curriculum framework used by Park End Primary School. The school's curriculum lead will maintain and review the Jigsaw RSHE 2026 mapping document against the DfE statutory requirements.

Current school resource: Jigsaw PSHE 3–11 RSHE 2026 mapping document, April 2026.

<https://jigsawlivescsmuk.blob.core.windows.net/umbraco-media/4okhxuu0/jigsaw-pshe-3-11-rshe-2026-mapping-document-april-2026.pdf>

Appendix B – Jigsaw PSHE 3–11 Knowledge and Skills Progression Map

The school's Jigsaw knowledge and skills progression map should be used alongside the statutory 2026 mapping. Teachers should ensure that learning is progressive, age-appropriate and revisited over time.

Resource currently used by the school: Jigsaw PSHE 3–11 Knowledge and Skills Progression Map.

<https://cumberworthfirstschool.co.uk/wp-content/uploads/2026/06/Progression-of-skills-and-vocab.pdf>

Appendix C – 2026 PSHE/RSHE Statutory Curriculum Mapping

The following summary identifies the key statutory content that must be evidenced across the school's curriculum. The detailed school mapping should identify the specific year group, unit and lesson where each element is taught.

Area	Park End provision / curriculum evidence
Families and people who care for me	Jigsaw Relationships; family diversity; caring, commitment, security and seeking help.
Caring friendships	Jigsaw Relationships; friendship skills, kindness, trust, conflict resolution and repair.
Respectful relationships	Jigsaw Relationships; courtesy, self-respect, boundaries, stereotypes, bullying, discrimination and respectful communication.
Online relationships	Jigsaw/online safety provision; online behaviour, privacy, harmful content/contact, reporting, social media and online gaming.
Being safe	Jigsaw/safeguarding; body ownership, privacy, boundaries, appropriate/inappropriate contact, trusted adults and help-seeking.
Mental wellbeing	Jigsaw Healthy Me; emotions, resilience, self-care, loneliness, bullying and seeking support.
Internet safety and harms	Online safety curriculum; digital wellbeing, social media, gaming, harmful content/contact, scams, image sharing, AI-generated/manipulated content and reporting.
Physical health and fitness	Jigsaw Healthy Me; activity, benefits of exercise and risks of inactivity.
Healthy eating	Jigsaw Healthy Me; healthy diet, nutrition, food preparation and healthy relationship with food.
Drugs, alcohol, tobacco and vaping	Jigsaw/Pol-Ed and responsive provision; smoking, vaping, nicotine, alcohol, legal/illegal substances and associated risks.
Health and prevention	Jigsaw/Health Education; hygiene, dental health, sun safety, sleep, allergies, vaccination and immunisation.
Basic first aid	Health/safety provision; emergency calls, common injuries and appropriate help-seeking.
Changing adolescent body	Jigsaw Changing Me and Science; puberty, physical/emotional changes and menstrual wellbeing.
Personal safety	Safeguarding and wider curriculum; road, rail, water and fire safety and recognising hazards.
Financial and economic wellbeing	PSHE/economic wellbeing; money, needs/wants, spending, saving, scams and financial harms.
Equality, diversity and inclusion	Celebrating Difference; Equality Act 2010; family diversity, protected characteristics, stereotypes and anti-discrimination.

Appendix D – Science Planning

The statutory National Curriculum for Science is taught separately and is linked where appropriate to Health Education and additional Sex Education.

Year group	Topic/theme details
Year 1	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Year 2	Notice that animals, including humans, have offspring which grow into adults.
Year 3	Relevant statutory Science content, including life cycles and reproduction in plants.
Year 5	Describe the life process of reproduction in some plants and animals; describe the changes as humans develop to old age.
Year 6	Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Health Education statutory content linked to development includes:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- menstrual wellbeing, including key facts about the menstrual cycle.

Appendix E – 2026 Statutory Relationships Education: end-of-primary entitlement

By the end of primary school, pupils should have age-appropriate knowledge and skills across the following areas. The school will use the full DfE July 2025 statutory guidance when maintaining the detailed mapping.

Area	Key entitlement at the end of primary school
Families and people who care for me	Understand the importance of families and caring relationships; recognise that families can look different; respect differences; recognise when relationships are unsafe or unhappy and know how to seek help.
Caring friendships	Understand the importance and characteristics of healthy friendships; recognise exclusion and unhealthy behaviour; manage conflict; seek help when needed.
Respectful relationships	Respect others; understand courtesy, self-respect, stereotypes, bullying and cyberbullying; understand permission-seeking and boundaries.
Online relationships	Understand that behaviour online should reflect respectful behaviour offline; recognise harmful content/contact; consider online friendships and information critically; know how information and data are shared.
Being safe	Understand boundaries, privacy, body ownership, appropriate/inappropriate contact, trusted adults, unsafe feelings, reporting concerns and continuing to seek help until heard.

Appendix F – 2026 Health Education: end-of-primary entitlement

Area	Key entitlement at the end of primary school
Mental wellbeing	Understand emotions, self-care, resilience, loneliness, bullying and how and where to seek support.
Internet safety and harms	Understand benefits and risks of online activity, excessive screen use, online abuse, trolling, bullying and harassment; critically consider online information; report concerns.
Physical health and fitness	Understand benefits of an active lifestyle, risks of inactivity and when/how to seek support.
Healthy eating	Understand a healthy diet, nutrition, planning/preparing meals and risks associated with poor diet.
Drugs, alcohol, tobacco and vaping	Understand facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol and drug-taking.
Health and prevention	Understand signs of illness, sun safety, sleep, dental health, hygiene, germs, allergies, vaccination and immunisation.
Basic first aid	Know how to make a clear and efficient emergency call and understand basic first-aid responses to common injuries.
Changing adolescent body	Know key facts about puberty and physical/emotional changes and menstrual wellbeing.
Personal safety	Recognise common hazards and know how to keep safe and seek help in everyday and emergency situations.

Appendix G – Parent information and curriculum materials

The school will make this policy available on the school website and will provide parents/carers with information about the content and organisation of PSHE, Relationships Education, Health Education and any additional Sex Education.

Parents/carers may request to view the curriculum materials used to teach these subjects. The school will provide access to the relevant materials on request, subject to copyright and other lawful restrictions, and will ensure that arrangements with external providers do not prevent parents/carers from accessing the materials they are entitled to view.

Parents/carers will be consulted when the policy is reviewed. Consultation provides an opportunity to understand and respond to parents' views, but does not give an individual parent a veto over statutory curriculum content.