



Maidenbower Infant School and Nursery

Education for safeguarding RSHE and PSHE Policy

29/09/26

E Jenkins Chair of Governors

J Roberts 29/9/26

Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

From September 2020 The Department for Education (DfE) made Relationship and Health Education compulsory for all primary schools in England and Relationships, Sex and Health Education compulsory in all secondary schools in England. They believe this is necessary because:

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way...The key decisions on these subjects have been informed by a thorough engagement process, including a public call for evidence that received over 23,000 responses from parents, young people, schools and experts and a public consultation where over 40,000 people contacted the Department for Education.”

DfE, 2019

Our PSHE policy is informed by the following guidance:

- *Keeping Children Safe in Education (statutory guidance)*
- *DFE Relationships Education, Relationships and Sex Education (RSE) and Health Education (Statutory Guidance July 2025)*
- *Equality Act 2010*
- *SEND code of practice: 0 to 25 years (statutory guidance)*
- *Mental Health and Behaviour in Schools (advice for schools)*
- *Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)*
- *Sexual violence and sexual harassment between children in schools (advice for schools)*
- *The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)*
- *Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils’ spiritual, moral, social and cultural (SMSC))*

PSHE and Relationship Education (RSHE) at Maidenbower Infant School

What is PSHE and RSHE?

At Maidenbower Infant School, Personal, Social, Health, Economics (PSHE) and Relationships and Health Education (RSHE) is a whole-school approach. We value PSHE and RSHE as one way to support children's development as individuals. We believe that good teaching of this area of the curriculum will support our children to understand and respect who they are, empower them with a voice and to equip them for life.

We deliver a comprehensive, carefully thought-through PSHE and RSHE curriculum which brings consistency and progression to our children's learning in this vital curriculum area. It brings together Personal, Social, Health and Economics Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of work. Our PSHE and RSHE education provides our pupils with the knowledge, skills and attributes they need to keep themselves healthy and safe and enable them to make informed decisions, preparing them for adult life and cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage and kindness.

At Maidenbower Infant School we recognise we need to respond to various personal, emotional, health and relationship needs of our children as they occur. Therefore, in addition to the planned curriculum, teachers will use their ongoing assessments to provide additional sessions to respond to social and emotional needs arising for individuals and groups of children.

Our PSHE/RSHE curriculum supports the "Personal Development" and "Behaviour and Attitude" aspects of school life as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Statement of INTENT

At Maidenbower Infant school and Nursery we believe that '**what happens early, matters for a lifetime**' and we recognise that Personal Social Health Economics Education (PSHE) including Relationships Sex and Health Education (RSHE) should be at the heart of our school values and ethos and run throughout all that we do, every day.

Our PSHE/RSHE curriculum is aligned closely with our school values and aims to support our children to be **curious**, have a good understanding of themselves, to be **kind**, have empathy, an ability to work with others and form and maintain positive relationships treating everyone equally with tolerance and **respect**. We aim to achieve this through an **ambitious**, relevant, progressive, and engaging PSHE/RSE curriculum which inspires, nurtures, and develops all pupils' personal and social skills, values, and knowledge and understanding to support them to become successful citizens in the wider world.

We have high expectations and aspirations for all our children at Maidenbower Infant School and Nursery. We plan and adapt our PSHE/RSHE curriculum to ensure it meets the needs of all the children so that when they leave our school, they are well equipped with the essential knowledge and cultural capital to succeed in the next stages of their education and beyond. We want our children to develop independence, be **ambitious**, have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it.

Our PSHE/RSHE curriculum will support our Pupils to:

- *make informed choices.*
- *know how to keep themselves safe and healthy.*
- *develop happy and healthy relationships.*
- *build and develop their self-esteem and self-identity and be the best they can be.*
- *recognise we live in a diverse world and to embrace this.*
- *develop a positive, happy and healthy mind.*
- *identify when they need to seek help and how to do this.*

- *understand ways to reduce anxiety.*
- *To stay safe online*
- *become responsible members of society who demonstrate respect and tolerance and who are prepared to face and manage the challenges and opportunities of an ever-changing modern Britain.*
- *develop their understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance.*
- *develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.*
- *help pupils to understand the importance of their physical and mental health, understand emotions and feelings and have strategies to help them become resilient and confident so they are ready for the transition to the next stage of their education.*

Why does Relationship and Health Education have to be taught as part of the PSHE Curriculum?

From September 2020 The Department for Education (DfE) made Relationship and Health Education compulsory for all primary schools in England and Relationships, Sex and Health Education compulsory in all secondary schools in England. In addition the DfE provided updated statutory guidance in July 2025 for Relationships education, Relationships and Sex Education (RSE) and Health Education which has been used to inform this policy. The changes aim to ensure our children are equipped with the skills and understanding to make informed decisions about their wellbeing, health and relationships to support them to create a happy and successful adult life. Relationships and Health Education is taught within our whole-school PSHE Curriculum (appendix 1).

Implementation

Personal Social Health Economics Education (PSHE) including Relationships Sex Health Education (RSHE) is at the heart of our school values and ethos and runs throughout all that we do, every day. As well as it being embedded as part of our ethos, PSHE/RSHE at Maidenbower Infant School and Nursery is delivered and taught through a carefully sequenced, relevant, and progressive scheme of learning which brings together the British Values, Spiritual, Moral, Social and Cultural (SMSC), personal, social, health, relationships, emotional literacy, social skills, and citizenship into a comprehensive curriculum. Consultation with all stakeholders including pupil and parent voice ensures our PSHE/RSHE curriculum is well adapted and bespoke to our school to meet the needs of all our children. Our curriculum is designed to prepare children for life, helping them to know and value who they are, understand how they relate to other people and keep them safe in our ever-changing world. There is a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. It includes mindfulness to allow children to advance their emotional awareness, concentration and focus.

To ensure children know more and remember more over time, our PSHE/RSHE curriculum ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. It is important that skills are taught but also applied during consecutive years, thereby building on knowledge and experience. Lessons are carefully considered and well adapted to meet the needs of each individual class / pupils including those children with special educational needs or disabilities (SEND) and to deal with issues as they arise. Lessons are delivered in a way that ensures pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills. Lessons and school ethos consistently promote safe, equal, caring and enjoyable relationships and we discuss real-life issues appropriate to the age and stage of pupils, including friendships, families, consent and safe relationships online.

Pupils are taught regularly timetabled PSHE/RSHE lessons by a member of Maidenbower Infant School and Nursery staff with whom the pupils are familiar. Staff follow our tailor-made whole school curriculum to plan their lessons which has been devised to support our vision in PSHE/RSHE and to ensure the progression of knowledge and skills across the year groups from EYFS to KS1 and beyond. This is based on **West Sussex's Education for safeguarding Guidance (E4S)** ensuring the Statutory RSHE curriculum is taught and uses the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance July 2025 for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers:

[Relationships Education, Relationships and Sex Education and Health Education guidance](#)

The statutory guidance for Relationships Education and Health Education applies from the Early Years Foundation Stage (EYFS) onwards. In Reception, learning is delivered through the EYFS PSED curriculum and daily interactions as well as discrete lessons, using age-appropriate and developmentally appropriate activities. Children begin to learn about positive relationships, feelings, personal safety, self-care and healthy development in ways that are suitable for their age and understanding.

External Visitors

Assemblies, themed days, visits and external visitors are used to enhance the teaching and learning. In line with the DfE's updated RSHE statutory guidance (July 2025), schools may use external visitors such as police officers, school nurses, drama companies and other specialist organisations to enrich pupils' learning and provide expert knowledge and real-life perspectives. However, external visitors should complement, not replace, a planned and sequenced curriculum, and schools remain responsible for ensuring that all content is age-appropriate, accurate, evidence-based and consistent with the school's values, policies and safeguarding procedures. Effective use of visitors can help reinforce key messages, engage pupils and strengthen understanding of important health, safety and wellbeing topics.

Working in Partnership with Parents

We are committed to working in partnership with parents and carers by keeping them informed about the curriculum their children are learning, consulting with them on relevant aspects of RSHE, and maintaining open communication about curriculum content. We provide information about planned learning, alongside key discussion questions and signposts to high-quality resources that parents and carers can use to revisit, reinforce and extend learning at home. This collaborative approach supports consistency between home and school and helps parents and carers engage confidently in their child's learning and development.

In line with the DfE RSHE statutory guidance (July 2025), the school is committed to being open and transparent with parents and carers about the content and resources used within the curriculum. Parents and carers may request to view curriculum plans, teaching materials and resources by contacting the school office. The school will make appropriate arrangements for these materials to be reviewed and will provide opportunities for parents and carers to discuss the curriculum with relevant staff where appropriate.

The Curriculum is based on the four cornerstones of West Sussex Education for Safeguarding (E4S);

PHWB – Physical Health and Wellbeing

EHWB – Emotional Health and Wellbeing

DML – Digital Media Literacy

RSE – Relationships and Sex Education

Definitions of the E4S 'Cornerstones'



Digital & Media Literacy (DML)

It is important that in modern Britain, young people have the skills and knowledge to be able to navigate the rapidly evolving digital world and explore the positive contributions the internet creates, whilst also ensuring that they are critical thinkers, can recognise risk and develop effective strategies for staying safe online. The Digital and Media Literacy cornerstone will enable this by providing pupils with crucial insight into five key concepts: Online content and critical thinking; Self-image, mental health and wellbeing; Staying safe online; Online reputation and Online relationships and cyberbullying. In addition, pupils will also be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. Pupils will be taught why social media, computer games and online gaming have age restrictions and be equipped to manage common difficulties encountered online.



Physical Health & Wellbeing (PHWB)

Physical Health and Wellbeing education is learning about the characteristics of good physical health, wellbeing and the connections between our bodies, minds, behaviours and wellbeing. The fundamental building blocks across all age phases include the benefits and importance of exercise, nutrition, sleep, hygiene, healthier lifestyles, substances, health prevention, emergencies and keeping safe and taking risks. It also focuses on the steps pupils can take to protect and support their own and others' health and wellbeing. This should enable pupils to develop the knowledge, skills and understanding needed to develop the language to talk about their bodies, health and lifestyles and express whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.



Emotional Health & Wellbeing (EHWB)

Emotional Health and Wellbeing is about learning the characteristics of positive mental health and wellness, and exploring how pupils can best maintain these. Teaching ways to recognise challenges to emotional health and helping students develop strategies to cope is of paramount importance. This includes how cope with loss and manage changing situations. Pupils will be encouraged to discuss and recognise their own strengths, achievements and success. Universal emotional health and wellbeing curriculum within an effective whole school approach is a truly proactive way in which schools can make a real difference to the lives of their pupils. There is clear evidence of positive impacts on: academic learning; staff and pupil wellbeing; the development of social and emotional skills and attitudes that promote learning in school and throughout life. The prevention of mental health problems such as depression, anxiety and stress; improving school behaviours and reductions in risky behaviour is also a key element of this cornerstone. There is significant evidence that good emotional health and wellbeing also contributes to good physical health.



Relationship and Sex Education (RSE)

Relationship Education in Primary schools is learning about the emotional, social and physical aspects of growing up and a range of different relationships. The fundamental building blocks at Primary School will be the characteristics of positive relationships, friendships, family relationships, relationships with other children and with adults, identity, diversity and feeling safe. Relationship and Sex Education will equip pupils with the information, skills and values to have safe, fulfilling and enjoyable relationships. Primary Sex Education involves preparing boys and girls for the changes that adolescence brings and how a baby is conceived and born. This is detailed further in the Curriculum segment of the policy. These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: Looked After Children or Young Carers).

Wider Curriculum

We believe that focusing on Metacognition and self-regulation, whilst also developing a 'Growth Mindset' in our children will help them to build resilience, independence and confidence; embrace challenge; foster a love of learning; and increase their level of happiness. We do this through the language we use in class, the power of 'yet', praising children for their efforts, and using language to encourage children to change their way of thinking. This supports both our school and PSHE aims and values.

We also encourage our pupils to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We challenge all of our pupils to look for opportunities to show the school values of ambition, kindness, respect and curiosity.

We also offer the following wider curriculum opportunities:

- Visitors such as emergency services and the school nurse complement our PSHE curriculum to offer additional learning.
- Assemblies are linked to PSHE, British Values and SMSC and cover any additional sessions that would benefit the whole school.
- PSHE, BV and SMSC displays throughout school reinforce the PSHE curriculum enabling children to make links in their learning.
- Working with Elite Football Coaching, forest schools, ELSA and Play Therapy, should individual children require this support.

How does our PSHE and RSHE curriculum promote positive mental health?

At part of our whole school approach, the children will actively engage in mindfulness activities. At Maidenbower Infant School we believe by providing our children with mindfulness opportunities we are supporting our children's concentration, lessening their stress and anxiety and allowing children to regulate their emotions.

During this time, mindfulness will be developed in two main ways:

- 1 Mindfulness activities e.g. breathing, awareness exercises and grounding techniques
- 2 The taught curriculum by helping children explore their thoughts and feelings

Why is a Safe and Positive Learning Environment important for our PSHE and RSHE curriculum?

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that rules described as 'Valued Behaviours'

are agreed and owned at the beginning of the year and are reinforced throughout the school year. This is reinforced through using class charters at the beginning of the year which will then be used as a resource and reminder in the classroom.

In addition, the children have their personal jigsaw pieces or 'Mini Mes' as a tool to enable them to request time to talk to their teachers about any worries and concerns that they want to talk about privately. This initiative is being used by the children successfully and is an effective safeguarding tool for them which they can use with their teacher at any time in the school day.

The statutory requirements of Relationships, Sex and Health Education (RSHE)

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful, kind relationships', 'Online safety and awareness', and 'Being safe'.

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'General wellbeing', 'Wellbeing online', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol, tobacco and vaping', 'Health protection and prevention', 'Personal safety', 'Basic First Aid', 'Developing bodies'.

What does the DfE statutory guidance on Sex Education expect children to know by the time they leave primary school?

The DfE Guidance recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It states that Sex Education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born'.

The Sex Education aspect of the RSHE curriculum does not apply to Key Stage 1 or EYFS. Our curriculum at Maidenbower Infant School lays the foundations for these areas of learning. As an infant school our RSHE sessions focus on correctly naming external body parts, the human body as it grows from birth to old age and lifecycles of animals and humans. Pupils are taught to identify and name body parts as part of the Year 1 National Curriculum for Science. In addition, children are taught the correct anatomical names for all parts of the body, including private parts, through statutory Relationships and Health Education and safeguarding education. This learning supports children's understanding of their bodies, personal boundaries, health and safety, and is not classified as sex education.

Alongside this, we teach about different kinds of families and relationships and focus on creating healthy, respectful relationships within families and friendships in all contexts, including online. It is important that our children should have an understanding of the full diversity of the world they live in and be prepared for life in modern Britain. We also fully appreciate that parents are the first teachers of their children and have the most significant influence in enabling the children to achieve healthy relationships. Maidenbower Infant School fosters a strong relationship with Maidenbower Junior School to ensure a consistent and progressive approach in order to prepare children for Key Stage 2.

Managing difficult questions

We recognise that asking questions is an important part of children's learning and development. Pupils will be encouraged to ask questions and express their views in a safe, respectful and supportive learning environment. Teachers will answer questions honestly, factually and in a way that is appropriate to the age, maturity and understanding of the pupils. Responses will be guided by the planned curriculum, statutory guidance, and the professional judgement of staff, ensuring that information is accurate, age-appropriate and supports children's wellbeing and safety.

Teachers may use a range of strategies, including anonymous question boxes where appropriate, to enable pupils to raise questions confidently. To ensure that all pupils feel included and supported, questions will usually be answered in a general rather than personal way. If a question is outside the scope of the curriculum, not appropriate for the age of the pupils, or raises a safeguarding concern, the teacher may choose not to answer it immediately and will respond in a way that is appropriate to the individual child and the circumstances. In some cases, children may be encouraged to discuss their question with a parent, carer or another trusted adult, particularly where this would support ongoing conversations at home.

Parents right to request withdrawal from Sex Education

The teaching of correct anatomical vocabulary for body parts is not classified as sex education. It forms part of statutory Health Education, Relationships Education, safeguarding education and, where appropriate, the National Curriculum for Science. Learning accurate terminology helps children communicate confidently, understand personal boundaries and keep themselves safe. As this content is part of the statutory curriculum, parents do not have the right to withdraw their child from these lessons.

In accordance with the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (July 2025), parents do not have the right to withdraw their child from Relationships Education or Health Education, as these subjects are statutory in primary schools. Parents also cannot withdraw their child from any content taught as part of the National Curriculum for Science. As an infant school, we do not teach non-statutory sex education; therefore, there is currently no content from which parents can request withdrawal. We are committed to working in partnership with parents and carers and will ensure that they are kept informed about the content their children will be learning.

Impact

By the end of Key Stage 1 children will...

- Be able to form strong, positive relationships.
- Know that families are important for children growing up because they can give love, security, and stability.
- Know that every family is different, and they should respect those differences and know that other children's families are also characterised by love and care.
- Have a secure understanding of physical health and wellbeing.
- Be aware of boundaries with relationships and be able to recognise when something is wrong.
- Know ways to keep safe in different situations.
- Have the knowledge of what to do and who to go to if they feel unhappy or unsafe.
- Be able to approach a range of real-life situations and apply their skills and attributes to help navigate themselves through modern life.
- Be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society.
- Recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.
- Be able to understand and have a range of strategies to help them manage their emotions.
- Have respect for themselves and others.
- Have a positive self-esteem.
- Have a foundation of knowledge of how to stay safe online

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the session finishes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's safeguarding and child protection policy should be followed and the Designated Safeguarding Lead (DSL) informed.

Equality

In line with the Equality Act 2010 and the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (July 2025), our curriculum is inclusive, accessible and respectful of all pupils. We are committed to promoting equality, fostering positive and respectful relationships, and ensuring that no pupil is disadvantaged on the basis of any protected characteristic. Teaching reflects the diversity of families, communities and society and supports children to develop understanding, kindness, respect and acceptance of others. Schools also have a duty to prevent discrimination, advance equality of opportunity and foster good relations between different groups, while ensuring a safe learning environment free from bullying, prejudice and discriminatory language.

Inclusivity is a fundamental principle underpinning the planning and delivery of our PSHE and RSHE curriculum. Lessons are designed to meet the needs of all pupils and provide appropriate challenge and support so that every child can access the learning. Teachers use ongoing assessment to identify individual needs and make reasonable adaptations where necessary, including for pupils with special educational needs and disabilities (SEND). Through an inclusive curriculum and teaching approaches, we aim to ensure that all children feel valued, represented and supported to achieve their full potential.

Monitoring and Review

The Designated Safeguarding Lead (DSL) and PSHE & RSHE subject leader will monitor delivery of the programme through observations, book monitoring and discussion with teaching staff and pupils to ensure consistent and coherent curriculum provision.

The DSL, PSHE & RSHE lead and teachers will continuously monitor the personal, social, emotion and health needs of cohorts and respond appropriately through additional PSHE and RSHE sessions.

Links to other policies and curriculum areas

We recognise the clear link between PSHE & Re and many policies, statutory guidance documents and curriculum areas such as:

- *Science curriculum and policy*
- *Physical Education and policy*
- *Maths curriculum (economics)*
- *Computing and Online Safety curriculum and policy*
- *Equal Opportunities Policy*
- *Assessment Policy*
- *Confidentiality and Behaviour Policies*
- *Safeguarding and Child Protection Policy*
- *PREVENT policy*
- *Keeping Children Safe in Education (statutory guidance)*
- *Working Together to Safeguard Children (statutory guidance)*

Policy Requirement

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties are able to access the policy on the school website and can feedback as they feel appropriate.
4. Pupil consultation – we considered what exactly pupils want from their RSHE during the lessons.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Roles and responsibilities

The Governing Body

The governing body will approve the PSHE/RSHE policy, and hold the Headteacher to account for its implementation.

Headteacher and PSHE/RSHE Lead

The Headteacher and PSHE/RSHE Lead are responsible for ensuring that it is taught consistently across the school. It is the responsibility of the Headteacher and PSHE/RSHE Lead to ensure that both staff and parents are informed about our policy, and that the policy is implemented effectively. It is also the Headteacher and PSHE/RSHE Lead's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

Staff

Staff are responsible for:

- Delivering PSHE/RSHE in a sensitive way;
- Modelling positive attitudes to PSHE/RSHE and Personal Development;
- Monitoring progress;
- Responding to the needs of individual pupils, including those with Special Educational Needs or Disabilities;
- Staff do not have the right to opt out of teaching PSHE/RSHE. Staff who have concerns about teaching it or components of it are encouraged to discuss this with the PSHE/RSHE Lead/Headteacher.

THIS POLICY WAS REVIEWED BY THE HEADTEACHER/GOVERNORS OF MAIDENBOWER INFANT SCHOOL

SIGNED



(Chair of Governors)

Date: September 2026

Name: Elaine Jenkins

Next review date: September 2028

Appendix 1 – Curriculum Concepts Overview (Reception to Year 2)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	PHMW • Keeping safe • Right/Wrong • Fair/Unfair • Valued • Behaviours • Being in a classroom • Who helps us?	RSE/EHWB • Feelings • Anti-Bullying • How our bodies feel • What makes me happy/sad • Strong feelings • Who can I talk to?	DML • Online/offline • Online activities – finding information • Healthy online behaviours • Safely access information online • Who to ask for help/What to do	PHWB • Being clean • Keeping clean • Personal hygiene and routines • Dental hygiene • Well and unwell • Germs	EHWB/RSE • Comfortable and uncomfortable feelings • Physical hurt and emotional hurt • Different feelings • Managing feelings • Helping each other	RSE/EHWB • What is a surprise/secret • Body privacy • PANTS rule • Who looks after us and keeps us safe? • Bodies • Changes/growing up/Celebrations
Year 1	EHWB • Changes • Planning for change • Successes • Achievements • Classroom rights and responsibilities	RSE/EHWB • Special people • Bullying • Being left out • Trusted adults • Friendships	DML • Personal information • Protecting personal information • Sharing online • Keeping devices safe and secure • Keeping safe online	PHWB • What is safe to put into/onto my body • Medicines • Staying safe in different situations • Who keeps us safe?	RSE • Belonging to a family – what is family • Different types of families • Other relationships • Changes • Coping with Change	RSE/EHWB • Changes since being a baby • Difference in male and female bodies and terminology (gender) • Body privacy - Good and bad touch • PANTS rule • Celebrations/looking forward to/transition
Year 2	EHWB/RSE • Special People	EHWB • Bullying	DML/RSE • Different online platforms	PHWB • Keeping safe in different places	EHWB/PHWB • Physically active	RSE/PHWB/EHWB • Safe choices

	• Belonging to a group • Responsibilities of belonging to a group • Working together/feeling included • Emotions in relation to different experiences/situations	• Getting help • Special and unique • Assumptions and stereotypes about gender • Gender diversity	• Staying safe communicating online • Online posts • Online behaviours • Consequences of online behaviours • Online bullying • How to get help	• Who keeps us safe • Emergencies • First Aid	• Healthy eating • Emotional and physical needs • Who can help us when we are not well or feeling sad or lonely	• Keeping safe • Privacy and body privacy - PANTS rule • Difference in male and female bodies and terminology • Physical contact boundaries • Changes/Preparing for transition/feelings about change
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Appendix 2 – Vocabulary and Body Parts Taught and Used

Year Group	Key Vocabulary and Phrases
Reception	right, wrong, fair, unfair, difference, actions, feelings, responsible, responsibilities, support, help, rules, consequences, choices, impact, feelings, emotions, happy, unhappy, sad, upset, worried, nervous, excited, angry, comfortable, uncomfortable, scared, confused, embarrassed, ashamed, bored, silly, lonely, grumpy, confident, calm, proud, jealous, experience, strong feelings, facial expressions, body language, cope, help, trusted adults, unkind, bullying, teasing, joking, online, offline, Internet, websites, web pages, information, technology, access, search, search engine, healthy, unhealthy, safe, safety, rules, true, untrue, false, worried, upset, help, clean, healthy, personal hygiene, routines, body, teeth, dental, dentist, oral health, well, unwell, diseases, spread, germs, feelings, emotions, happy, sad, upset, angry, cross, worried, anxious, tired, bored, excited, jealous, nervous, scared, embarrassed, ashamed, silly, lonely, grumpy, confident, calm, proud, comfortable, positive, negative, physical hurt, emotional hurt, body language, facial expressions, cope, manage, secrets, private, privacy, worries, help, trusted adults, good touch, bad touch, safe, unsafe, worried, uncertain, uncomfortable, 'butterflies', worry, excited, memories, PANTS rule, Body parts: general body parts e.g. hands, feet, legs, arms etc.
Year 1	change, new beginnings, moving on, look forward, positive, negative, emotions, feelings, strategies, help, strengths, achieve, achievement, goals, encouragement, support, praise, rights, responsibilities, special people, friends, friendship care, respect, kindness, treated, behaviour, care, bullying, joking, teasing, hurtful, physical, emotional, feelings, worried, help, online, personal information, private, privacy, safe, safety, secure, post, share, devices, privacy settings, passwords, strategies, safe, safety rules, household substances, harmful, not harmful, safe, unsafe, hazard, medicines, drug, illness, family, families, love, care, kindness, same, different, similarities, differences, relationships, roles, responsibilities, feelings, emotions, change, separation, divorce, strategies, cope, help baby, toddler, child, adult, growing, changing, life-cycle, birth, mother, father, boys, girls, male female, gender, body, private parts, penis, vulva, vagina, testicles, Anus, good touch, bad touch, trusted adult, similar, different, equal, unique, special, value, respect, lifestyles, stereotype, media, influence, recognise, challenge, Changes, Adulthood, Grown-up, Mature, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping, Body parts: As above and the following private body parts - penis, anus, testicles, vagina, vulva.
Year 2	similar, different, unique, equal, belong, belonging, included, rights, responsibilities, treasure, precious, lost, ruined, loss, change, permanent, temporary, behaviour, emotions, feelings - happy, sad, upset, angry, excited, comfortable, uncomfortable, scared, nervous, worried, confused, embarrassed, ashamed, bored, silly, lonely, grumpy, confident, calm, proud, jealous, nervous, boys, Girls, Similarities, Assumptions, Stereotypes, Special, Differences, Bully, Purpose, Kind, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Friends, Unique, Value, online, platforms, communicate, safe, pretend, Internet, post, positive, negative, unkind, actions, consequences, bullying, upset, worried, help, advice, safe, unsafe, safety rules, road, fire, water – beach, river, sea, lake, pond, emergency, non-emergency, 999, first aid, treatment, injuries, help, body, mind, healthy, healthier, active, exercise, lifestyle, physical, emotional, 'healthy diet', food, eating, well, unwell, feelings, emotions, strategies, safe, unsafe, safety, choices, care, danger, risks, online, private, privacy, personal, information, settings, share, post, devices, applications, (apps), trusted adults, help, private parts, penis, vagina, vulva, testicles, anus, good touch, bad touch, trusted adult, similar, different, Cuddle, Hug, Squeeze, Like,

	Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Excited, Nervous, Anxious, Happy, PANTS rule, Body parts: As above and the following private body parts - penis, anus, testicles, vagina, vulva.
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