



ST DAVID'S PREP

PSHE and RSE Policy (including EDI)

Last Review Date	Significant Changes
September 2025	Updates to format
September 2026	Information on new scheme (Kapow) added, updated RSE curriculum embedded, roles and responsibilities of stakeholders included, additional information added on dealing with questions and a new long-term plan added as an appendix. Additional paragraph added for EDI.

Introduction

St David's Preps approach to Personal, Social, Health and Economic (PSHE) education, which includes Relationships and Sex Education, prepares pupils for the contemporary world and enhances a sense of their cultural identity, whilst fostering positive attitudes and encouraging respect for other people, paying particular regard to the protected characteristics set out in the Equality Act (2010). These are Age, Disability, Sex, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief or Sexual orientation.

We recognise that statutory guidance has changed in 2026, and this has informed our decision-making when selecting a new scheme to deliver PSHE and Relationships Education. We conducted thorough research into the scheme, including discussions with other Wishford schools that use it and trialling lessons during the previous academic year. We understand the importance of parental transparency regarding Relationships Education and value the age-appropriate resources and lesson content provided by the scheme. We have also carefully reviewed the information and resources available to support parents in understanding what their children will be taught.

The Year 6 Sex Education unit is both age-appropriate and comprehensive, providing our 10 and 11-year-old pupils with the knowledge and understanding needed to navigate the modern world confidently and safely. Where relevant, lessons explore contemporary issues and equip pupils with the skills to think critically, make informed decisions, and develop respectful relationships.

PSHE and Relationships Education offers children the opportunity to become confident, healthy, independent and responsible citizens. It is important for pupils to learn about themselves as developing and changing individuals and to encourage them to play a positive role in contributing to the life of the school and the wider community. It helps children develop the knowledge, skills and attributes they need to manage their lives, stay healthy and safe, now and in the future. Our Relationships Education programme is an integral part of our whole school PSHE education provision.

At St David's, we recognise our responsibility to promote the spiritual, moral, cultural, mental and physical development of our pupils. To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. PSHE and relationships education can support young people

to develop resilience, to know how and when to ask for help, and to know where to access support.

This Policy reflects the latest updates from: Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance (DfE, updated July 2025 for implementation from September 2026) and Keeping Children Safe in Education (KCSIE 2026). The curriculum incorporates age-appropriate teaching about online safety, respectful relationships, consent, equality, diversity, child on child abuse, sexual harassment, misogyny, protected characteristics, mental wellbeing and seeking support where concerns arise.

Aims

PSHE education equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

‘PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.’ (PSHE Association Programme of Study 2026)

The aims of PSHE at St David’s Prep are to help the children to:

- Develop the knowledge, skills and understanding to lead confident, healthy, independent lives and to become informed, active, responsible citizens
- Have an awareness of the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different religions and beliefs, and what it means to live in this country today
- Build a resilience to radicalisation and to be able to identify and challenge extremist views
- Recognise their own self-worth, work well with others and become increasingly responsible for their own learning and actions

- Encourage discussion and debate whilst ensuring that teachers' personal opinions do not lead to a biased viewpoint
- Develop strategies to support good mental health and a sense of wellbeing
- Reflect on their own experiences and understand how they are developing personally and socially
- Talk about the lives of people around them and their roles in society
- Understand and respect our common humanity, diversity and differences
- Form effective, fulfilling and respectful relationships
- Be aware of acceptable and unacceptable actions in relationship to themselves and others
- Become independent and responsible members of the school and wider community
- Become positive and active members of a democratic society
- Tackle many of the spiritual, moral, social and cultural issues that are all part of growing up
- Show resilience and perseverance in the face of challenge
- Manage their own needs
- Enjoy learning the subject

The aim of Relationships Education is to provide the key building blocks of healthy, respectful and positive relationships, with a focus on family, friendships and relationships in all contexts, including online. It sits alongside the essential understanding required to support pupils' physical, emotional and mental health and wellbeing. Through high-quality, evidence-based and age-appropriate teaching, the school aims to equip pupils with the knowledge, skills and attributes needed to make informed decisions, develop resilience, stay safe and healthy, and seek support when needed. The curriculum prepares pupils for the opportunities, responsibilities and experiences of adolescence and adult life. It seeks to provide a safe, inclusive and stimulating environment which, in partnership with parents and the wider community, enables pupils to understand their moral, physical, social and emotional development and to become confident, respectful and responsible members of society.

This starts with pupils being taught about:

- What positive relationships are (including online relationships)
- What positive friendships are and how to maintain them
- What family means and the different ways families can be formed
- The role of trusted adults and support networks
- How to take turns, cooperate and resolve conflicts positively
- How to treat themselves and others with kindness, consideration and respect
- The importance of honesty and truthfulness

- Positive emotional, mental and physical wellbeing
- Recognising and managing emotions
- Developing self-esteem, resilience and confidence
- Seeking and giving permission and the concept of personal privacy
- Personal space and boundaries
- The difference between appropriate, inappropriate and unsafe physical and other contact
- An age-appropriate understanding of consent
- How to stay safe online and seek help if concerns arise
- How and when to ask for help and where support can be found
- Understanding and respecting differences and diversity
- Coping with change, transition, loss and bereavement in an age-appropriate way
- An age-appropriate introduction to sex education for Year 6 pupils

Through Relationships Education, we teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This focuses on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This also includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils are taught how to report concerns and seek advice when they suspect or know that something is wrong. At all stages, we balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

EDI (Equality, Diversity & Inclusion)

At St David's Prep, we are committed to promoting equality, diversity and inclusion through our PSHE and RSE curriculum and across all aspects of school life. We celebrate and value the diverse backgrounds, experiences and identities of our pupils, families and staff, fostering a culture of respect, kindness and belonging. Through age-appropriate learning, pupils are encouraged to develop an understanding of different communities, perspectives and life experiences, helping them to become respectful, compassionate and responsible citizens. The school is supported by an Equality, Diversity and Inclusion (EDI) Parent and Teacher Network (PTN), which collaborates with staff to promote inclusive practice, supports the planning and delivery of events and awareness activities, and works alongside the wider school community to ensure that diversity, equity and inclusion are meaningfully interwoven throughout the curriculum, co-curricular programme and everyday life of the school.

Through this partnership, we seek to create an environment in which every member of our community feels valued, represented and empowered to thrive.

Roles and Responsibilities

The Head:

- To be responsible for ensuring that PSHE and Relationships Education is taught consistently across the school

The Deputy Head Pastoral/Deputy Head Academic:

- To monitor the efficacy and impact of the PSHE and Relationships Education curriculum
- To help fulfil the aims of the PSHE and Relationships Education policy by embedding them in the wider curriculum and daily school life

PSHE lead:

- To lead the PSHE and Relationships Education curriculum and keep abreast of developments
- To support members of staff in the delivery of the lessons
- To monitor and track children's understanding and engagement through assessment
- To review and update the Policy on an annual basis and in line with DfE and ISI requirements

Form teachers:

- To deliver PSHE and Relationships Education in a sensitive way
- To model positive attitudes to PSHE and Relationships Education
- To monitor and assess pupil progress
- To respond to the needs of individual pupils and ensure that all pupils are able to participate fully in lessons regardless of ability or special educational needs and/or disability
- To ensure that they remain impartial when discussing personal, political or religious beliefs so their attitudes do not influence their teaching

Pupils:

- To engage fully in PSHE and Relationships Education and, when discussing issues related to these subjects, treat others with respect and sensitivity

Parents:

- To support the school's approach to PSHE and Relationships Education
- To help their children cope with the emotional and physical aspects of growing up, taking into account their physical and mental wellbeing
- To support the development of their child's understanding of relationships

Dealing with questions

Although children may be the same age, they can be at different developmental stages, leading to variations in their behaviour and the questions they ask. Some questions may be better dealt with on a one-to-one or small group basis, rather than the whole class. Teachers will be supported and prepared for the unexpected and there are resources available to support this. Examples of being prepared for the unexpected include:

- If a teacher does not know the answer to a question, they should acknowledge this and research it later
- If a teacher feels that a question is too explicit, is too advanced for a pupil, is inappropriate for the whole class or raises any safeguarding concerns, the teacher should acknowledge the question and deal with it on an individual basis. The teacher will inform parents about any issue or question that he/she feels needs to be followed up at home unless that matter raises safeguarding concerns when advice will first be sought from the DSL
- If a teacher is concerned that a child has disclosed any matter which raises a safeguarding concern, they should follow the school's Safeguarding and Child Protection Policy and make a report to the DSL immediately

Staff members are aware that views around Relationships Education issues are varied. However, while personal views are respected, all issues are taught without bias using KAPOW Primary. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Sex Education in Year 6

In Year 6, pupils participate in a six-session unit on Human Conception, Pregnancy and Birth. Sessions may be taught by form teachers, the Head of PSHE and Deputy Head (Pastoral). Teaching is delivered sensitively and inclusively, recognising the diversity of pupils' experiences, backgrounds and family circumstances. The programme is designed to support pupils' understanding of human development, conception, pregnancy and birth in a factual, sensitive and age-appropriate manner. The programme also supports pupils in understanding personal safety, healthy relationships, and where to seek help or advice if they have questions or concerns.

The school will consult with parents/carers prior to the unit being taught and will provide further information about the content and resources in the half term preceding delivery. Parents/Carers are welcome to review the teaching materials and resources in advance. Where a Parent/Carer chooses to withdraw their child from these sessions, appropriate alternative educational provision will be provided for the duration of the lessons. While recognising the right of Parents/Carers to withdraw their child, the school believes that there is significant educational value in pupils learning about human conception, pregnancy and birth before they transition to secondary education. The programme aims to equip pupils with accurate knowledge, appropriate vocabulary and a clear understanding of human development, enabling them to make informed and responsible choices as they mature. An overview of the updated Relationships and Sex Education curriculum is also available in the Parent Information Booklet (Appendix 4).

This unit includes content that goes beyond the statutory National Curriculum for Science and is therefore classified as non-statutory primary sex education. Parents/Carers have the right to withdraw their child from all or part of these elements of the programme. Requests for withdrawal should be made in writing to the Deputy Head (Pastoral)/ Head of PSHE.

Right to withdraw

In line with the DfE guidance, there is no right for parents to withdraw their child from Relationship Education or Health Education (which includes learning about the changing adolescent body and puberty). However, parents have the right to withdraw their children from the year 6 human conception, pregnancy and birth unit, which is a non-statutory/non-science component of sex education. If your child is withdrawn from this unit or parts of this unit, alternative lessons will be provided.

Our curriculum

At St David's we use a PSHE scheme- Kapow. Leading on from the EYFS framework, the KS1 and KS2 curriculum provision (see Appendix 1) follows the Kapow Primary RSE & PSHE

Programme which is fully aligned to DfE statutory Relationships Education and Health Education requirements.

The curriculum is organised through 7 progressive strands:

1. My Healthy Self
2. Connecting with others
3. The online world
4. Staying safe
5. Health protection
6. Citizenship
7. Growing up

These strands are revisited annually to support knowledge retention and progression. Not every year group will cover each of the 7 strands annually. The curriculum is carefully sequenced to ensure pupils develop increasingly sophisticated knowledge, skills and vocabulary as they move through the school. The curriculum is designed as a spiral curriculum with the following principles in mind:

- **Cyclical**- pupils revisit PSHE & RSE knowledge and skills across the key areas throughout their time at primary school
- **Increasing depth**- each time a theme within a key area is revisited, it is explored with greater maturity and complexity
- **Prior knowledge**- pupils build on what they have already learned, making connections rather than starting again

Early Years Provision

PSHE is embedded in all that we do. We fulfil the objectives set out in the Early Years Framework and the relevant aspects support the aim of developing a child's personal, emotional and social development as set out in the framework. Citizenship education is also supported in the reception classes where the children are encouraged to develop their 'knowledge and understanding of the world'. The reception units within Kapow are Building relationships, Self-regulation and managing self-regulation.

Safeguarding and Confidentiality

The best interests of the child are our main concern. Children have a right to expect school to be a safe and secure environment. Teachers need to be aware that effective Relationships Education can lead to disclosures from pupils, often unintentionally, that raise child protection concerns. Key points to be aware of are:

1. The school has in place a Safeguarding and Child Protection policy and an agreed approach to confidentiality which is consistent with current safeguarding and child protection principles and KCSIE 2026
2. Teachers can never offer or guarantee unconditional confidentiality
3. Any visitor from an outside agency involved with pupils in Relationships Education will be made aware of the confidentiality rules and whom to approach on the staff with concerns

Assessment

PSHE & RSE assessment is based on continuous teacher assessment and professional judgement rather than formal testing. Evidence may be gathered through:

- Classroom discussions
- Questioning and pupil responses
- Practical and collaborative activities
- Role play and scenario-based learning
- Pupil reflections and self-assessment
- Written outcomes where appropriate
- Observation of participation and engagement
- End of unit tasks and discussions

Assessment does not judge pupils' personal beliefs, values or life experiences. Instead, it focuses on pupils' understanding of the taught curriculum and their ability to apply the taught knowledge and skills.

Vocabulary

It is important to outline the correct terms and vocabulary used within PSHE and Relationships Education lessons to ensure continuity at school and home. The vocabulary list (Appendix 3) is broken down into year groups. Having the correct terminology is an important tool for children which enables them to express themselves properly. Children should not use vocabulary that is inaccurate or offensive. There are many words surrounding the PSHE and Relationships curriculum that may have negative connotations or be

misunderstood by pupils. We encourage children to always use the correct terminology and encourage parents to reinforce this at home.

The teaching of accurate, age-appropriate vocabulary is an essential part of our PSHE & RSE curriculum. Providing children with the correct terminology supports understanding, promotes confidence and enables pupils to communicate clearly about their thoughts, feelings, relationships, experiences and concerns. Vocabulary progression is outlined in Appendix 3, which identifies key terminology for each year group and builds progressively on prior learning. Through the Kapow PSHE & RSE curriculum, pupils are taught and encouraged to use correct subject specific language across all six strands.

The use of accurate vocabulary is particularly important in supporting pupils to:

- Communicate their understanding effectively
- Discuss sensitive topics respectfully and confidently
- Develop a secure understanding of health, relationships and wellbeing
- Recognise, describe and report concerns or worries appropriately
- Understand concepts relating to personal safety, consent, boundaries and safeguarding
- Reduce stigma, confusion and misconceptions surrounding key PSHE and RSE topics

In line with current DfE guidance (2026), pupils are taught the correct names for body parts, including anatomical terminology, in an age-appropriate manner. The use of accurate terminology is recognised as an important safeguarding measure, enabling children to communicate clearly and seek help if needed. Staff will model and consistently reinforce the use of appropriate vocabulary throughout lessons. Pupils will be encouraged to use respectful and accurate language and will be supported in understanding why some terms may be inaccurate, misleading or inappropriate.

Partnership with parents and carers is an important aspect of this approach. Parents are encouraged to use and reinforce the correct terminology at home to promote consistency between home and school and to support children's developing understanding of relationships, health, safety and wellbeing.

Confident use of appropriate vocabulary contributes to pupil personal development, communication skills and safeguarding awareness, helping them to become informed, respectful and resilient members of society.

Legislation

This policy has been developed with reference to the following legislation and guidance:

- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Department for Education: Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019, revised 2025 for implementation from September 2026)
- Keeping Children Safe in Education (KCSIE) 2026
- SEND Code of Practice: 0 to 25 years
- Working Together to Safeguard Children (2026)
- Mental Health and Behaviour in Schools (2018)
- Preventing and Tackling Bullying (2017)
- Behaviour in Schools (current DfE guidance) (2024)
- Political Impartiality in Schools (Updated March 2025)

Appendix 1

Curriculum provision- Scheme of work- KAPOW Primary. These are the intended lesson objectives for each year group.

	Year 1
My Healthy Self- how can we look after our emotions	1. What emotions can we recognise 2. When and why do people show different emotions? 3. How can emotions change? 4. What helps us to feel calm or excited? 5. What might make us feel worried, annoyed or upset? 6. What can we do when our feelings get tricky?
Connecting with others- How can I help myself and others feel happy and safe?	1. What makes me special? 2. How do families show love and care for each other? 3. What helps me feel safe and cared for? 4. What is a friend? 5. How can we have a kind and friendly class? 6. How should people behave towards others?

The online world- how do we spend time online?	1. When am I online? 2. What can I do online and what can I do in person? 3. How should I behave when I use a device? 4. How can I balance screen time with in-person activities? 5. What should I do if I see something online that worries me? 6. How can I stay safe online?
Citizenship- How can I help others and the environment?	1. What do babies and toddlers need? 2. What do animals need? 3. How can we look after our school environment? 4. How can I share my ideas respectfully? 5. Who helps look after our local environment? 6. How do rules help everyone?
Health protection- How can I protect myself and others in daily life?	1. How and why do we wash our hands? 2. How can I protect myself in any weather? 3. Who helps us stay healthy? 4. What should I do if I feel unwell? 5. How serious are different injuries? 6. How can we get help for serious illnesses or injuries?
Staying safe- How can I stay safe?	1. How can I stay safe at home? 2. What is safe for our bodies? 3. What rules can keep me safe? 4. How can I stay safe near roads? 5. How might my body feel when something is unsafe? 6. Who can keep me safe?

	Year 2
My Healthy Self-How can we look after our bodies?	1. How does moving my body make me feel? 2. Why is sleep important? 3. What foods can help me stay healthy? 4. How can I make some healthy food and drink choices? 5. What can I do to keep my teeth clean and healthy? 6. How can I make healthy choices every day?

Connecting with others- How can I build safe, kind and caring relationships with others?	1. How are we all different and the same? 2. How are families different and the same? 3. How can I show my feelings kindly and calmly? 4. How can I let others know what is okay or not okay for me? 5. Who can I talk to if something does not feel right? 6. What should I do if someone is being unkind again and again?
The online world- How can we stay safe online?	1. What can we do online and how can we do it safely? 2. Who can see information shared online? 3. What is private information? 4. How do I know if private information has been shared online? 5. Is everything we see online real? 6. What should I do if something online worries me?
Citizenship- How do people belong to a community and earn money?	1. Where do we belong? 2. How can different people contribute to my community? 3. What jobs do people do in our local community? 4. What other jobs might people do? 5. What is money? 6. Where does money come from?
Growing up- How can we look after and respect our bodies as we grow?	1. How do we grow and change? 2. How will I change as I grow up? 3. Do I make the rules about my own body? 4. How can I talk about my body? 5. How can we show respect for each others bodies? 6. Who can I talk to if I don't feel safe?
Staying safe- How can I make safe choices in different places?	1. What makes my body special? 2. How can I keep my body safe? 3. How can I make safe choices at home? 4. How can I stay safe in different places? 5. What can I do if I cannot find my trusted adult? 6. How can I stay safe around water?

	Year 3
My Healthy Self- How can I take care of my mind and body?	1. How do emotions affect my body? 2. How can I tell how someone else might be feeling? 3. How are my mind and body connected? 4. How does sleep help my mind and body? 5. When can I do when I experience strong emotions? 6. When should I ask an adult for emotional support?
Connecting with others- What helps us feel safe and included?	1. How can I respect myself? 2. What are personal boundaries? 3. What makes a family? 4. How can I be a good friend? 5. How can we repair a friendship after a falling-out? 6. What are the different types of bullying?
The online world- How should we communicate online?	1. How do we communicate online? 2. How can we be respectful when we communicate online? 3. How can communication online sometimes be misunderstood? 4. How should I respond to online bullying? 5. Why do we need to be careful when communicating online? 6. How can I keep myself safe online?
Citizenship- What rights and responsibilities do we have?	1. What are human rights? 2. What rights should children have? 3. How can we help the environment by reducing what we use? 4. How can reusing items help the environment? 5. Why is recycling important? 6. How do local councils help look after their communities?
Health protection- How can we prevent illness and injury and respond if they happen?	1. How can good hygiene help prevent illness? 2. How can I protect myself from the sun? 3. How does my body protect itself from illnesses? 4. When should I tell an adult if I am worried about my health? 5. What first aid might help with common injuries? 6. How can I get help in a medical emergency?

Citizenship- What careers do people choose and why?	1. What careers do people have? 2. Not yet published 3. Not yet published 4. Not yet published 5. Not yet published 6. Why might someone make a career change?
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	Year 4
My Healthy Self- How can I make healthy choices?	1. What is a balanced diet and why does having one matter? 2. How can being active help my mind and body? 3. How can I keep my energy up throughout the day? 4. How can I get support for myself or others? 5. How can I respond when things feel hard? 6. Why is helping others good for me too?
Connecting with others- How can we respect each other?	1. How can I show self-respect? 2. How can I show respect to others? 3. How can I build trusting friendships? 4. How can we solve friendship challenges? 5. How should I respond to bullying? 6. What is a stereotype?
The online world- How can we decide what to trust online?	1. How can the internet be helpful and challenging? 2. Is all online content appropriate for me? 3. Why should we be careful what we trust online? 4. How can we check if online information is reliable? 5. How can we use multiple sources to check online information? 6. Why should we question what we see online?
Citizenship- How can I spend money responsibly?	1. How do people pay for things? 2. Why keep track of money? 3. What does budgeting mean? 4. What is value for money? 5. What happens when people spend money? 6. How do people feel about money?

Growing up- How will my body and emotions change as I grow up?	1. What are our body boundaries? 2. How will I grow and change during puberty? 3. Which emotional changes could I experience when growing up? 4. What is a period? 5. How can we show kindness and understanding about body changes? 6. Who can I talk to about growing up and changes?
Citizenship- What signs help me recognise what is safe or unsafe?	1. How can I tell if a situation is unsafe? 2. What do I do if a situation feels unsafe? 3. How can I stay safe around traffic? 4. Why can water be dangerous? 5. What drugs are safe and unsafe? 6. How can I prevent accidents?

	Year 5
My Healthy Self- How can I support my mind and body as I grow?	1. What do food labels really tell us? 2. How active am I and how can I move more? 3. What are the different types of physical activity and how do they affect us? 4. How can I recognise complex feelings? 5. How can I respond to strong and complex feelings? 6. How can we tell when someone might need support with their mental health?
Connecting with others- Why are healthy relationships important?	1. What makes me who I am? 2. How do families show commitment to each other? 3. How can families support and protect each other? 4. What helps us make and maintain healthy friendships? 5. How can we manage challenges in friendships? 6. How can I be assertive and respectful?

The online world- How am I influenced by what I see online?	1. How do adverts try to influence us online? 2. How are adverts chosen for me online? 3. How else am I influenced online? 4. How do online trends shape our choices offline? 5. How does what we see online influence our viewpoints? 6. How can some online messages be misleading?
Citizenship- How can we make a difference in our communities and beyond?	1. How can we show care for others? 2. How do people contribute to the community? 3. How does the UK government work? 4. What is the role of a local councillor? 5. What are pressure groups? 6. How can people influence the decisions made by the government?
Growing up- How can I manage the changes to my body and emotions as I grow up?	1. How will my body grow during puberty? 2. How can I keep myself clean and hygienic? 3. How can we treat others with kindness during puberty? 4. How can I manage my emotions and feelings during puberty? 5. What is a period? 6. How can I challenge behaviour which crosses personal boundaries?
Citizenship- How can we be in control of our money?	1. Why should people prioritise needs over wants? 2. What is a weekly budget? 3. What is borrowing and lending? 4. What are the risks of handling money online? 5. How do people keep money safe? 6. What are the risks of gambling?

	Year 6
My Healthy Self- How do my choices today shape my future health?	1. Why do healthy teeth matter for the future? 2. How can I eat for a healthier future? 3. What habits might support my future health? 4. How can I recognise and regulate complex feelings? 5. How does my mindset affect my personal growth?

	6. How can I support my self-esteem for myself and others?
Connecting with others- What does it mean to stand up for myself and others?	1. How does self-respect help me? 2. How can I be respectful in different situations? 3. How can I set and respect boundaries? 4. How can we challenge unfairness? 5. How should we work together to stop bullying? 6. When and how should I seek help?
The online world- How do I feel about the things I see online?	1. How do online platforms keep users engaged? 2. How can I make safe choices if I am gaming online? 3. Is online content always realistic? 4. What is harmful online behaviour? 5. Does what we post online matter? 6. How does being online make me feel?
Citizenship- How can we protect everyone's rights?	1. Not yet published 2. Not yet published 3. Not yet published 4. Not yet published 5. Not yet published 6. Not yet published
Staying safe- How can I stay safe as I grow up?	1. How can I stay safe on my own at home? 2. How can I stay safe outside on my own? 3. How can I travel safely on my own? 4. How can I stay safe in, on and around water? 5. How can I stay safe when I feel peer pressure? 6. How can I stay safe around drugs?
Sex education- How do people become parents and carers?	1. Which words can we use to describe our private body parts? 2. How are babies made? 3. What happens in pregnancy and how are babies born? 4. How are families formed? 5. How does life change after having a baby? 6. What is consent?

Appendix 3

Vocabulary progression

The vocabulary below shows new words that are taught in each topic, in each school year.

My healthy self	
Year 1	Anger, body clues, disgust, emotions, face clues, fear, feelings, happiness, relax, sadness, surprise, trust, trusted adult
Year 2	Active, exercise, 5 a day, healthy, habits
Year 3	Health, mental health, mind, mood, negative (feelings), physical health, positive (feelings), respect, routine, support, trust team
Year 4	Balanced diet, fixed mindset, growth mindset, hydrated/dehydrated, hygiene, mindset, nutrients, resilience
Year 5	Cope, light (activity), moderate (activity), regulate, response, vigorous (activity), wellbeing
Year 6	Calories, tooth (decay), dental hygiene, flossing, long-term, persistence, setback, short-term

Connecting with others	
Year 1	Fair/unfair, friendly, lonely, polite, safe, share, strengths, trust, trusted adult
Year 2	Belong, bullying, calm, carer, family
Year 3	Behaviour, falling out, friendship, relationship, respect, self-respect
Year 4	Assertive, compromise, disrespect, manners
Year 5	Civil partnership, commitment, conflict, influence, marriage
Year 6	Bystander, discrimination, empathy, self-esteem, stereotypes, upstander

The online world	
Year 1	Online, polite, safe, screen time, trusted adult
Year 2	Permission, personal information, private information, sharing
Year 3	Anonymous, block, communicate, report, respect, respectful, screenshot
Year 4	Content, inaccurate, accurate, mislead, reliable, search engine
Year 5	Advert, influence, fact, opinion, scam, targeted adverts, mislead, sponsored

Year 6	Gambling, online bullying, realistic, upstander, harmful, online reputation,
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Citizenship	
Year 1	Not yet published
Year 2	Not yet published
Year 3	Not yet published
Year 4	Not yet published
Year 5	Not yet published
Year 6	Not yet published

Staying safe	
Year 1	999, body clues, comfortable, danger, emergency, harm, road safety, rule, safe, trusted adult, uncomfortable, unsafe
Year 2	Penis, permission, private parts, vagina, testicles, vulva
Year 3	N/A
Year 4	Alcohol, boundaries, cigarettes, current, hazard, illegal, inappropriate, legal, operator, personal space, pressure, risk, road crossing, tide, vapes
Year 5	N/A
Year 6	Addictive, cautious, air ambulance, coastguard, consent, criminal offence, drugs, emergency, emotional, mountain rescue, peer pressure, physical, public transport, search-and-rescue, substance, threat, violence

Health protection	
Year 1	999, dentist, doctor, emergency, first aid, germs, illness, injury, medicine, prevent, protect, serious, spread, unwell, urgent
Year 2	N/A
Year 3	Allergy, asthma, defence, disease, immune, infection, pressure, spf, sunburn, sunstroke, symptom, vaccine
Year 4	N/A

Year 5	N/A
Year 6	N/A

Growing up	
Year 1	N/A
Year 2	Change, grow, nipples, penis, private parts, scrotum, testicles, vagina, vulva
Year 3	N/A
Year 4	Boundaries, breasts, period, physical changes, puberty
Year 5	Egg, erection, genitals, hormones, influence, menstrual cup, period pad, period pants, self-conscious, sensitive, tampon, wet dreams, womb/uterus
Year 6	N/A

Sex education	
Year 1	N/A
Year 2	N/A
Year 3	N/A
Year 4	N/A
Year 5	N/A
Year 6	Conception, consent, ovary, pregnant, sexual intercourse, sperm

Appendix 4

**Parent Information Booklet for parents with Department for Education
updates for PSHE and RSE**

<https://canva.link/h18i229ew0dpb0s>