



**QUEEN EMMA'S
PRIMARY SCHOOL**
BELONGING, BEING AND BECOMING

Policies and Procedures

Relationships, Health and Sex Education Policy

Information for Office:	
Policy Author:	Headteacher: L Dixon
Review Date	3 October 2025
Review frequency:	Annually
Next review date:	20 October 2026
Approved by:	Local Committee

CONTENTS

1. Aims
 2. Statutory requirements
 3. Policy development
 4. Definition
 5. Curriculum
 6. Delivery
 7. Roles and responsibilities
 8. Parents' right to withdraw
 9. Training
 10. Monitoring arrangements
 - a. Appendix 1: Curriculum Map
 - b. Appendix 2: By the end of secondary school pupils should know
 - c. Appendix 3: Parent form: Withdrawal from Sex Education within RHSE
-

1. AIMS

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

- Provide a safe and supportive framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development, health and hygiene
- Equip pupils with the knowledge and skills to make informed, ethical decisions about their health, relationships and wellbeing
- Create a positive culture around issues of sexuality and relationships
- Ensure teaching is inclusive of all pupils, reflects diverse family structures and identities, and is accessible to those with special educational needs and disabilities
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Support pupils to recognise and report risks, understand boundaries, and know how to seek help if they feel unsafe, including in online contexts
- Ensure we are ready, respectful and safe at all times

2. STATUTORY REQUIREMENTS

As a primary academy school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a broad and balanced curriculum similar to the National Curriculum including requirements to teach science, covering elements of sex education contained in the science curriculum.

In teaching RHE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Parents have the right to request that their child is withdrawn from sex education delivered outside of the science curriculum. However, there is no right to withdraw from Relationships Education or Health Education.

At Queen Emma's Primary School, we teach Relationships, Health and Sex Education as set out in this policy.

3. POLICY DEVELOPMENT

This policy has been developed in consultation with staff, pupils and parents, in line with statutory guidance. The consultation and 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 were invited to provide feedback on the draft policy
4. Pupil consultation – We gathered pupils' views on what they find most helpful and relevant in Relationships and Health Education, to ensure the curriculum is engaging and meets their needs.
5. Ratification – Following amendments, the policy was shared with Local Committee Volunteers for approval and ratified

Following ratification, this policy will be published on the school website so it is accessible to all parents and carers. A free printed copy is available on request from the school office. Parents will be notified when the policy has been reviewed or updated, as part of our annual review cycle.

We recognise that emerging issues may require updates to our RSHE provision outside of the annual cycle, and we will keep parents informed of any significant changes and share relevant resources with them on request.

4. DEFINITION

RHSE is about the emotional, social, and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, and personal identity. RHSE involves a combination of sharing information and exploring issues and values. RHSE is not about the promotion of sexual activity.

Within RHSE, statutory Relationships and Health Education focuses on emotional, social, and physical development, including friendships, family relationships, respect for others, online safety, mental wellbeing, and the changes of puberty. It also equips pupils with the knowledge and skills to keep themselves and others safe, both offline and online.

Optional Sex Education goes beyond this statutory provision to cover topics such as conception, intimate relationships, and sexual health. Parents have the right to withdraw their children from non-statutory Sex Education, while all pupils continue to receive the statutory Relationships and Health Education. This distinction ensures clarity about what is taught to all pupils versus what is additional, non-compulsory content.

5. CURRICULUM

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

The curriculum has been developed in consultation with parents, pupils and staff, ensuring that it is age-appropriate, inclusive and sensitive to pupils' diverse backgrounds and experiences. It is carefully sequenced to build pupils' knowledge and skills progressively from Early Years through to Year 6, preparing them for more complex content in secondary school.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate, age-sensitive manner to ensure pupils are given safe and accurate information, and are not left to seek answers from unsafe sources online.

6. DELIVERY OF RELATIONSHIPS HEALTH AND SEX EDUCATION

Relationships and Health Education is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects are taught within science, and additional themes are included in religious education, PE and assemblies.

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

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our Relationships, Health and Sex curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, ensuring that no child is stigmatised based on their home circumstances. We reflect sensitively on the diversity of families, which may include single parent families, LGBT parents, families headed by

grandparents, adoptive parents, foster carers and kinship carers, as well as looked-after children and young carers.

Inclusion

Where appropriate, learners with special educational needs may access RHSE in a way that best supports their understanding and participation. This may include adapted resources, simplified language, the use of visual supports, or pre-teaching of key vocabulary. Lessons may be delivered in smaller groups or on a 1:1 basis when sensitive topics require a more personalised approach. Staff will work closely with the SENCO to ensure content is accessible, developmentally appropriate and responsive to individual needs.

Safeguarding

The teaching of RHSE will be underpinned by the school's safeguarding and child protection policies. Staff are aware that sensitive discussions may prompt disclosures of a safeguarding nature. In such cases, normal safeguarding procedures will be followed, and concerns will be reported to the Designated Safeguarding Lead (DSL) without delay. Pupils will never be encouraged to disclose personal information in front of their peers, and teachers will use agreed ground rules and strategies (such as anonymous question boxes) to create a safe learning environment.

Parents are welcome to view curriculum resources on request.

7. ROLES AND RESPONSIBILITIES

7.1 The Local Committee Volunteers

The Local Committee Volunteers will approve the Relationship, Health and Sex Education policy, and hold the Headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for overseeing the quality of RHSE provision, and ensuring that Relationships, Health and Sex Education is taught consistently across the school.

7.3 Staff

Staff are responsible for:

- Delivering Relationships, Health and Sex Education in a sensitive, inclusive, and age-appropriate way
- Modelling positive attitudes to relationships, health and respect
- Monitoring progress
- Responding to the needs of individual pupils
- Following safeguarding procedures

Staff do not have the right to opt out of teaching RHSE. Staff who have concerns about teaching RHSE are encouraged to discuss this with the Headteacher.

7.4 School Leaders

School leaders coordinate the Relationships, Health and Sex Education curriculum.

7.5 Pupils

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

8. PARENTS' RIGHT TO WITHDRAW

Parents do not have the right to withdraw their children from relationships and Health education.

Parents have the right to withdraw their children from the non-Science components of sex education within RHSE. Parents cannot withdraw their children from content covered in the Science National Curriculum.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

9. TRAINING

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

School Leaders will also invite visitors from outside the school, such as school nurses or health professionals, to provide support and training to staff teaching RHSE.

10. MONITORING ARRANGEMENTS

The delivery of RHSE is monitored by School Leaders through:

- School council, data analysis, ward rounds and planning scrutiny
- Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems (Curriculum Maestro). This enables teachers and leaders to track progress and ensure pupils are developing the knowledge and skills set out in the curriculum.
- This policy will be reviewed by School Leaders, annually. At every review, the policy will be approved by the Local Committee Volunteers.

Belonging Being Becoming

Relationships Health and Sex Education Policy

Appendices documents for Queen Emma's Primary School and Finstock Church of England Primary School

- Appendix 1: Curriculum Map
Appendix 2: By the end of secondary school pupils should know
Appendix 3: Parent form: Withdrawal from Sex Education within RHSE

Appendix 1: Curriculum map

Relationships and sex education curriculum map (Years 1 and 2)

RHSE is delivered during a weekly assembly. It is mapped out on Curriculum Maestro. The weekly assembly will alternative focus between RHE, PHSE and RE.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1 and 2 Cycle A	Autumn 1 National Fitness Day World Mental Health Day (Hello Yellow Day)	Ready – New Beginnings Making friends Important friendships make us feel happy. Friends are loyal and trustworthy.	BBC Friendships https://www.bbc.co.uk/bitesize/topics/zswwxnb/resources/1 Stories Will you be my friend? By Molly Potter Lost and Found by Oliver Jeffers Hello friend by Rebecca Cobb

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1 and 2 Cycle A	Autumn 2 Anti-bullying Week	Respectful – Say no to bullying Kindness, Consideration and Respect are at the heart of positive friendships. Treat others how you would want to be treated.	Odd socks day. https://anti-bullyingalliance.org.uk/anti-bullying-week/school-resources/primary-school-pack 'What does it mean to be kind' by Rana DiOria
Year 1 and 2 Cycle A	Spring 1 Safer Internet Day Mental Health Week/ National Breathing Space Day Time to Talk Random Act of Kindness Week Nutrition and Hydration Week	Safe – Going for goals Who you can turn to – asking for help. E-safety – Keeping safe online	Safer Internet Day https://saferinternet.org.uk/safer-internet-day/safer-internet-day People who help us- Thank you by Joseph Coelho

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1 and 2 Cycle A 2	Spring 2 Science Week Carbon Free Day	Relationships Families – give us love and support Families change and families look different	Stories Who's In My Family? All About Our Families by Robie H. Harris The Great Big Book of Families by Mary Hoffman https://www.bbc.co.uk/teach/class-clips-video/ks1-pshe-relationships-our-family-index/zwb2jsg
Year 1 and 2 Cycle A	Summer 1 Kids Walk/ Road Safety National Sun Awareness Week Christian Aid Week	Good to be me Healthy mind – recognising feelings Good Habits – Hygiene and lifestyle	https://www.mentallyhealthyschools.org.uk/resources/activities-for-exploring-feelings/ https://www.bbc.co.uk/bitesize/topics/zxccwmn/resources/1 The colour monster by Anna Llenas Links to science investigation: How do germs spread? Eat your greens Goldilocks by Steve Smallman

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1 and 2 Cycle A	Summer 2 World Environment Day International Friendship Day	Changes Getting on and falling out – Supporting and improving respectful friendships	https://www.mentallyhealthyschools.org.uk/resources/getting-on-and-falling-out/ SEAL Wiltshire Learn for Life Up and Down by Oliver Jeffers
Year 1 and 2 Cycle B	Autumn 1 National Fitness Day World Mental Health Day (Hello Yellow Day)	Ready – New Beginnings Positive friendships- diversity and respecting friends even if they are different.	The Rainbow Fish by Marcus Pfister Beegu by Alexis Deacon Shine by Sarah Asuquo
Year 1 and 2 Cycle B	Autumn 2 Anti-bullying Week	Respectful – Say no to bullying Manners and courtesy, Self-respect, Cyber bullying	https://anti-bullyingalliance.org.uk/anti-bullying-week/school-resources/primary-school-pack It's hard to be 5- Jamie Lee Curtis

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1 and 2 Cycle B	Spring 1 Safer Internet Day Mental Health Week/ National Breathing Space Day Time to Talk Random Act of Kindness Week Nutrition and Hydration Week	Safe Boundaries and Privacy	https://saferinternet.org.uk/safer-internet-day/safer-internet-day https://www.bbc.co.uk/teach/safer-internet-day-resources/z6bbhbk
Year 1 and 2 Cycle B	Spring 2 Science Week Carbon Free Day	Relationships Who you can trust	Stuck by Oliver Jeffers

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1 and 2 Cycle B	Summer 1 Kids Walk/ Road Safety National Sun Awareness Week Christian Aid Week	Good to be me What makes me happy? Family and Friends. Staying Safe – Sun exposure	https://www.bbc.co.uk/teach/class-clips-video/pshe-eyfs-ks1-feeling-happy/znnhvk7 Have you filled your bucket today? By Carol McCloud https://www.sunsafeschools.co.uk/resources/
Year 1 and 2 Cycle B	Summer 2 World Environment Day International Friendship Day	Changes Moving on Changing body, changing mind – physical and emotional changes.	Dear teacher by Amy Husband https://www.bbc.co.uk/bitesize/topics/zxccwmn/resources/1

Science curriculum map (Years 1 and 2)

YEAR GROUP	TERM	DETAILS	MAESTRO RESOURCES
Year 1 and 2 Cycle A	Autumn 1 National Fitness Day	Human Senses This project teaches children that humans are a type of animal known as a mammal. They name and count body parts and identify similarities and differences. They learn about the senses, the body parts associated with each sense and their role in keeping us safe.	Childhood: Year 1 Companion Project/ Science Investigation Human Senses
Year 1 and 2 Cycle A	Autumn 2	Everyday Materials This project teaches children that objects are made from materials. They identify a range of everyday materials and their sources. Children investigate the properties of materials and begin to recognise that a material's properties defines its use.	Childhood: Year 1 Companion Project/ Science Investigation Everyday Materials
Year 1 and 2 Cycle A	Spring 1 Nutrition and Hydration Week	Seasonal Change This project teaches children about the seasons, seasonal changes and typical seasonal weather and events. They learn about measuring the weather and the role of a meteorologist. Children begin to learn about the science of day and night and recognise that the seasons have varying day lengths in the UK	Bright Lights, Big City: Year 1 Companion Project/ Science Investigation Seasonal Change

YEAR GROUP	TERM	DETAILS	MAESTRO RESOURCES
Year 1 and 2 Cycle A 2	Spring 2 Science Week Carbon Free Day	Working Scientifically Children use equipment from the project to ask and investigate a scientific question of their design. Seasonal Change Children collect raindrops during a rain shower to see how they vary in size. Children measure the direction and force of the wind over the course of a week. Children create a weather tree to help them monitor and understand the weather over a whole school year.	Bright Lights, Big City: Year 1 Companion Project/ Science Let's Investigate Example scientific questions: • Is today's weather forecast correct? • Could the Sun burn me on a cloudy day? • Does it rain the same amount every week? • Does it rain more in the mornings?
Year 1 and 2 Cycle A	Summer 1 National Sun Awareness Week	Plant Parts This project teaches children about wild and garden plants by exploring the local environment. They identify and describe the basic parts of plants and observe how they change over time.	School Days: Year 1 Companion Project/ Science Investigation Plant Parts

YEAR GROUP	TERM	DETAILS	MAESTRO RESOURCES
Year 1 and 2 Cycle A	Summer 2 World Environment Day	Animal Parts This project teaches children about animals, including fish, amphibians, reptiles, birds, mammals and invertebrates. They identify and describe their common structures, their diets and how animals should be cared for.	School Days: Year 1 Companion Project/ Science Investigation Animal Parts
Year 1 and 2 Cycle B	Autumn 1	Let's Investigate Children observe how easily germs can spread through direct and indirect contact. Human Survival This project teaches children about the basic needs of humans for survival, including the importance of exercise, nutrition and good hygiene. They learn how human offspring grow and change over time into adulthood.	Movers and Shakers: Year 2 Companion Project/ Science Human Survival Let's investigate focus: Reporting and concluding

YEAR GROUP	TERM	DETAILS	MAESTRO RESOURCES
Year 1 and 2 Cycle B	Autumn 2	Materials and their properties Children design and develop a mystery habitat. Habitats This project teaches children about habitats and what a habitat needs to provide. They explore local habitats to identify and name living things and begin to understand how they depend on one another for food and shelter.	Movers and Shakers: Year 2 Companion Project/ Science Habitats Let's investigate focus: Reporting and concluding
Year 1 and 2 Cycle B	Spring 1 Nutrition and Hydration Week	Animal Survival This project teaches children about growth in animals by exploring life cycles of some familiar animals. They build on learning about the survival of humans, by identifying the basic needs of animals for survival, including food, water, air and shelter.	Magnificent Monarchs: Year 2 Companion Project/ Science Investigation Animal Survival
Year 1 and 2 Cycle B	Spring 2 Science Week Carbon Free Day	Human Survival Children learn about the heart and heart rate then complete physical activities that allow them to see the effect exercise has on our body.	Magnificent Monarchs: Year 2 Companion Project/ Science Investigation/ Science Investigation Why should I exercise?

YEAR GROUP	TERM	DETAILS	MAESTRO RESOURCES
Year 1 and 2 Cycle B	Summer 1 National Sun Awareness Week	Materials and their properties Children observe the differences between the degradable properties of alive, dead and never been alive materials when they are placed in a jar of salty water for six weeks Uses of materials This project teaches children about the uses of everyday materials and how materials' properties make them suitable or unsuitable for specific purposes. They begin to explore how materials can be changed	Coastline: Year 2 Companion Project/ Science Investigation Will it degrade? Uses of materials
Year 1 and 2 Cycle B	Summer 2 World Environment Day	Plants This project teaches children about the growth of plants from seeds and bulbs. They observe the growth of plants firsthand, recording changes over time and identifying what plants need to grow and stay healthy.	Coastline: Year 2 Companion Project/ Science Investigation Plant Survival

Science curriculum map- LKS2 (Year 3 and 4)

YEAR GROUP	TERM	DETAILS	MAESTRO RESOURCES
Year 3 and 4 Cycle A	Autumn 1 National Fitness Day	Animal nutrition and the skeletal system This project teaches children about the importance of nutrition for humans and other animals. They learn about the role of a skeleton and muscles and identify animals with different types of skeleton.	Through the Ages: Year 3 Let's investigate focus: Asking and answering questions
Year 3 and 4 Cycle A	Autumn 2		Through the Ages: Year 3 Companion Project
Year 3 and 4 Cycle A	Spring 1 National Breathing Space Day Nutrition and Hydration Week	Forces and Magnets This project teaches children about contact and non-contact forces, including friction and magnetism. They investigate frictional and magnetic forces and identify parts of a magnet and magnetic materials.	Rocks, Relics and Rumbles: Year 3 Companion Project Forces and Magnets Let's investigate focus: observing, measuring and recording

YEAR GROUP	TERM	DETAILS	MAESTRO RESOURCES
Year 3 and 4 Cycle A	Spring 2 Science Week Carbon Free Day		Rocks, Relics and Rumbles: Year 3 Companion Project
Year 3 and 4 Cycle A	Summer 1 National Sun Awareness Week	Plant nutrition and reproduction This project teaches children about the requirements of plants for growth and survival. They describe the parts of flowering plants and relate structure to function, including the roots and stem for transporting water and the flower for reproduction.	Emperors and Empires: Year 3 Companion Project Plant nutrition and reproduction Let's investigate focus: Planning and carrying out
Year 3 and 4 Cycle A	Summer 2 World Environment Day	Light and Shadows This project teaches children about light and dark. They investigate the phenomena of reflections and shadows, looking for patterns in collected data. The risks associated with looking at the Sun are also explored.	Emperors and Empires: Year 3 Companion Project Light and Shadows Let's investigate focus: Reporting and concluding

YEAR GROUP	TERM	DETAILS	MAESTRO RESOURCES
Year 3 and 4 Cycle B	Autumn 1 National Fitness Day	Digestive System This project teaches children about the human digestive system. They explore the main parts, starting with the mouth and teeth, identifying teeth types and their functions. They link this learning to animals' diets and construct food chains to show the flow of energy.	Invasion: Year 4 Companion Projects Digestive system Let's investigate focus: Planning and carrying out
Year 3 and 4 Cycle B	Autumn 2	Sound This project teaches children about sound and how sounds are made and travel as vibrations through a medium to the ear. They learn about pitch and volume and find out how both can be changed.	Invasion: Year 4 Companion Projects Sound Let's investigate focus: Planning and carrying out
Year 3 and 4 Cycle B	Spring 1 National Breathing Space Day Nutrition and Hydration Week	States of Matter This project teaches children about solids, liquids and gases and their characteristic properties. They observe how materials change state as they are heated and cooled, and learn key terminology associated with these processes.	Misty Mountain, Winding River: Year 4 Companion Project States of Matter Let's investigate focus: Observing, measuring and recording

YEAR GROUP	TERM	DETAILS	MAESTRO RESOURCES
Year 3 and 4 Cycle B	Spring 2 Science Week Carbon Free Day	Grouping and Classifying This project teaches children about grouping living things, known as classification. They study the animal and plant kingdoms and use and create classification keys to identify living things.	Misty Mountain, Winding River: Year 4 Companion Project Grouping and Classifying Let's investigate focus: Reporting and classifying
Year 3 and 4 Cycle B	Summer 1 National Sun Awareness Week	Electrical Circuits and Conductors This project teaches children about electrical appliances and safety. They construct simple series circuits and name their parts and functions, including switches, wires and cells. They investigate electrical conductors and insulators and identify common features of conductors. It also teaches children about programmable devices. They combine their learning to design and make a nightlight.	Ancient Civilisations: Year 4 Companion Project Electrical Circuits and Conductors Let's investigate focus: Design and evaluate (Innovate)
Year 3 and 4 Cycle B	Summer 2 World Environment Day		Ancient Civilisations: Year 4 Companion Project Electrical Circuits and Conductors Let's investigate focus: Design and evaluate (Innovate)

Science curriculum map- UKS2 (Year 5 and 6)

YEAR GROUP	TERM	DETAILS	MAESTRO RESOURCES
Year 5 and 6 Cycle A	Autumn 1 National Fitness Day	Forces and Mechanisms This project teaches children about the forces of gravity, air resistance, water resistance and friction, with children exploring their effects. They learn about mechanisms, their uses and how they allow a smaller effort to have a greater effect.	Dynamic Dynasties: Year 5 Companion Project Forces and Mechanisms Let's investigate focus: Observing, measuring and recording
Year 5 and 6 Cycle A	Autumn 2	Earth and Space This project teaches children about our Solar System and its spherical bodies. They describe the movements of Earth and other planets relative to the Sun, the Moon relative to Earth and the Earth's rotation to explain day and night.	Dynamic Dynasties: Year 5 Companion Project Earth and Space Let's investigate focus: Research

YEAR GROUP	TERM	DETAILS	MAESTRO RESOURCES
Year 5 and 6 Cycle A	Spring 1 National Breathing Space Day Nutrition and Hydration Week	Human Reproduction and Ageing This project teaches children about animal life cycles, including the human life cycle. They explore human growth and development to old age, including the changes experienced during puberty and human reproduction.	Sow, Grow and Farm: Year 5 Companion Project Human Reproduction and Ageing Let's investigate focus: Reporting and concluding
Year 5 and 6 Cycle A	Spring 2 Science Week Carbon Free Day		Sow, Grow and Farm: Year 5 Companion Project Let's investigate focus: Reporting and concluding
Year 5 and 6 Cycle A	Summer 1 National Sun Awareness Week	Properties and changes of materials This project teaches children about the wider properties of materials and their uses. They learn about the reversible mixing of materials, including the process of dissolving, and how mixtures can be separated. Irreversible changes, such as burning and rusting, are also observed.	Groundbreaking Greeks: Year 5 Companion Project Properties and changes of materials Let's investigate focus: Planning and carrying out

YEAR GROUP	TERM	DETAILS	MAESTRO RESOURCES
Year 5 and 6 Cycle A	Summer 2 World Environment Day		Groundbreaking Greeks: Year 5 Companion Project Properties and changes of materials Let's investigate focus: Planning and carrying out
Year 5 and 6 Cycle B	Autumn 1 National Fitness Day	Circulatory System This project teaches children about the transport role of the human circulatory system, its main parts and their primary functions. They learn about healthy lifestyle choices and the effects of harmful substances on the body.	Maafa: Year 6 Companion Projects Circulatory system Let's investigate focus: Reporting and concluding
Year 5 and 6 Cycle B	Autumn 2		Maafa: Year 6 Companion Projects Circulatory system Let's investigate focus: Reporting and concluding

YEAR GROUP	TERM	DETAILS	MAESTRO RESOURCES
Year 5 and 6 Cycle B	Spring 1 National Breathing Space Day Nutrition and Hydration Week	Electrical Circuits and Components This project teaches children about electrical circuits, their components and how they function. They recognise how the voltage of cells affects the output of a circuit and record circuits using standard symbols. It also teaches children about programmable devices, sensors and monitoring. They combine their learning to design and make programmable home devices.	Frozen Kingdoms: Year 6 Companion Project Why are things classified? Let's investigate focus: Develop, design and evaluate (innovate)
Year 5 and 6 Cycle B	Spring 2 Science Week Carbon Free Day		Frozen Kingdoms: Year 6 Companion Project: Electrical circuits and components Let's investigate focus: Develop, design and evaluate (innovate)
Year 5 and 6 Cycle B	Summer 1 National Sun Awareness Week	Light Theory This project teaches children about the way that light behaves, travelling in straight lines from a source or reflector, into the eye. They explore how we see light and colours, and phenomena associated with light, including shadows, reflections and refraction.	Britain at War: Year 6 Companion Project Light Theory Let's investigate focus: Planning and carrying out

YEAR GROUP	TERM	DETAILS	MAESTRO RESOURCES
Year 5 and 6 Cycle B	Summer 2 World Environment Day	Evolution and Inheritance This project teaches children about how living things on Earth have changed over time, and how fossils provide evidence for this. They learn how characteristics are passed from parents to their offspring, and how variation in offspring can affect their survival, with changes (adaptations) possibly leading to evolution.	Britain at War: Year 6 Companion Project Evolution and Inheritance Let's investigate focus: Planning and carrying out

RHSE across KS2- Key Objectives and progression

YEAR GROUP	TERM	TOPIC/THEME DETAILS	MAESTRO RESOURCES
Year 3 Year 3 and 4 Cycle A	Autumn 1	Healthy Lifestyle Know what constitutes a healthy diet (including understanding calories and other nutritional content).	Project: Through the Ages Companion Project - Cook Well, Eat Well
Year 3 Year 3 and 4 Cycle A	Summer 2	Staying Safe Know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	Project: Emperors and Empires Companion Project- Light and Shadows
Year 4 Year 3 and 4 Cycle B	Autumn 1	Healthy Lifestyle - Know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). - Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check ups at the dentist.	Project: Invasion Companion Project- Digestive System

YEAR GROUP	TERM	TOPIC/THEME DETAILS	MAESTRO RESOURCES
Year 4 Year 3 and 4 Cycle B	Autumn 2	Nutrition - Know what constitutes a healthy diet (including understanding calories and other nutritional content). - Know the principles of planning and preparing a range of healthy meals.	Project: Invasion Companion Project- Fresh Food, Good Food
Year 5 Year 5 and 6 Cycle A	Spring 1 and 2	Issues, evidence and ideas Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	Project: Sow, Grow and Farm
Year 5 Year 5 and 6 Cycle A	Spring 1 and 2	Healthy Lifestyle and Living things - Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. - Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. *NB: Letter to be sent out to families before covering objective 2.	Project: Sow, Grow and Farm Companion Project- Human Reproduction and Ageing

YEAR GROUP	TERM	TOPIC/THEME DETAILS	MAESTRO RESOURCES
Year 5 Year 5 and 6 Cycle A	Spring 1 and 2	Nutrition Know what constitutes a healthy diet (including understanding calories and other nutritional content).	Project: Sow, Grow and Farm Companion Project- Eat the seasons
Year 6 Year 5 and 6 Cycle B	Autumn 1 and 2	Unacceptable behaviour • Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • Know what a stereotype is, and how stereotypes can be unfair, negative or destructive. • Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.	Project: Maafa

YEAR GROUP	TERM	TOPIC/THEME DETAILS	MAESTRO RESOURCES
Year 6 Year 5 and 6 Cycle B	Autumn 1	Healthy Lifestyle - Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. - Know the risks associated with an inactive lifestyle (including obesity). - Know what constitutes a healthy diet (including understanding calories and other nutritional content). - Know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). - Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking. *NB: PSCOs to be contacted in regards to speaking to children about legal and illegal harmful substances.	Project: Maafa Companion Project: Circulatory system
Year 6 Year 5 and 5 Cycle B	Autumn 1 and 2	Nutrition - Know what constitutes a healthy diet (including understanding calories and other nutritional content). - Know the principles of planning and preparing a range of healthy meals.	Project: Maafa Companion Project- Food for life

Additional coverage throughout the school year across Key Stage 2

Autumn 1: National Fitness Day; World Mental Health Day (Hello Yellow Day)

Autumn 2: Anti-bullying week

Spring 1: Safer Internet Day, Mental Health Week, National Breathing Space Day, Time to Talk Day, Random Acts of Kindness Week, Nutrition and Hydration Week

Spring 2: Science Week, Carbon Free Day

Summer 1: National Sun Awareness Week, Kids Walk/ Road Safety, Christian Aid Week

Summer 2: World Environment Day, International Friendship Day

Collective worship assemblies throughout the year- see separate rota and focus.

UKS2: Year 5/6

Across the year- Choices Programme

Summer 1 and 2- Project 10

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from sex education within RHSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships, health and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL
Agreed actions from discussion with parents