



# Relationships, Sex and Health Education (RSHE) Trust Policy

<b>Policy type</b>	Trust wide with local context (Tier 3). Taken from The Key
<b>Review</b>	Every three years
<b>Author/Responsible Officer</b>	Governance Officer
<b>Approved by</b>	Trust Board
<b>Date of approval</b>	February 2026 for implementation from 1 <sup>st</sup> September 2026
<b>Date of next review</b>	April 2028

This policy is a mandatory policy for all DSAMAT Academies and must be implemented with localised amendments

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## **Our mission, vision and values**

The Trust has a clear **mission** at its core, ensuring that all pupils are enabled to flourish, rooted in God's Love - academically, socially, spiritually, physically and mentally. This is central to our work and rooted in our Christian foundation (John 10 v 10). Our commitment to mutual flourishing within the school community is built upon our shared belief in Church of England principles. In our Trust, just as in the wider Church of England community, 'flourish' refers to prospering, thriving and growing. It means prayerfully encouraging all within our schools so that they might prove fruitful, successful and contented in the longer term. We seek to provide space generously for all to flourish in life and all of its structures. Equitable treatment for all pupils, staff and the wider community is a core part of enabling this long term, holistic flourishing.

We have a clear **vision** about creating successful schools for the benefit of their communities and we expect every school in the Trust to continuously improve. All schools provide rich and diverse curricula which evolve to meet the needs of their children and local communities, as well as delivering educational excellence to enable them to continue to flourish in later life.

The way we work and deliver against our mission is critical to our Trust. We have shared, agreed **values** of:

Hope; Nurture; Equality; Respect; Collaboration

The Trust's vision is underpinned by a Christian values framework which is adopted by all schools. It provides clear expectations for all Trust employees on how we wish our values to impact on all areas of school life. It draws on, and is informed by, the National Church of England Vision for Education and the Diocesan Board of Education Vision.

Each school within the Trust has a personalised vision for education, developed locally to reflect the individual character and needs of the school community. This vision is underpinned by the Trust's wider vision, and agreed with the Trust, but it is owned and driven by the headteacher and their LGB.

## **Our community**

The Trust are dedicated to delivering education that serves local communities. Our schools are inclusive, welcoming those from all and no faiths, from all abilities and backgrounds. We believe in providing a high-quality education, underpinned by Christian values, which enables every child to flourish.

Underpinning all of the Trust's work is a belief in educational excellence. The Trust serves all stakeholders by providing schools with the highest levels of academic rigour and pastoral care.

Our schools are places where children and young people develop and thrive intellectually, socially, culturally, and spiritually. All of the Trust's schools teach a broad and balanced curriculum within national guidelines focusing on core skills. This is designed to ensure that all pupils reach their academic potential and seek to enrich their experience along the way. Pupils will be enabled to succeed in an atmosphere of high expectation, aspiring to educational excellence with a firm foundation of values.

This policy forms part of our Trust governance and ensures that we are held to the highest standards as we carry out our duties.

## **Statement of Intent**

This is the Diocese of St Albans Multi-Academy Trust (DSAMAT) over-arching Relationships and Sex Education policy and must be implemented and adhered to in each of the academies within the Diocese of St Albans Multi Academy Trust along with those working within the central team. This policy will also be implemented and adhered to from the first day of any other school joining the Trust.

Throughout the document, the Diocese of St Albans Multi Academy Trust will be referred to as DSAMAT and lower, junior and primary schools will be referred to collectively as primary schools.

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## 1. Aims

The aims of relationships and sex and health education (RSHE) in our trust are to:

- Provide a framework in which sensitive discussions can take place
- Provide children and young people with the knowledge and skills that enable them to make an informed decision about their wellbeing, health and relationships.
- Prepare pupils for the opportunities and responsibilities of adult life and promote their moral, social, mental and physical development.
- Provide effective teaching to support the prevention of harms by helping young people understanding and identify when things are not right. puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Provide Relationships Education for all children receiving a Primary Education and Relationships and Sex Education for all pupils receiving a Secondary Education.
- Help children and young people to cultivate positive characteristics including: resilience, self-worth, self-respect, honesty, integrity, courage, kindness and trustworthiness
- Provide children and young people with a clear understanding about puberty and the importance of health and hygiene.
- Provide our Secondary age pupils with an understanding of sexual development, and create a positive culture around sexuality and relationships.
- Teach children and young people the correct vocabulary to describe themselves and their bodies, in an age appropriate and progressive way.

## 2. Statutory requirements

In our primary academies, we must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#). This legislation also requires us to provide RSHE to all pupils at our secondary academies.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum at primary level.

In teaching RSHE, we're 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](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

In our Trust we teach RSHE as set out in this policy.

## 3. Policy development

Parents must be consulted when making changes to the RSHE policy, and it is good practice to consult with staff and pupils, too. The text below is how DSAMAT schools will do this.

The localised aspects of this policy will be developed in consultation with staff, pupils and parents/carers. The consultation and policy development process should include the following steps:

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1. Review – The lead for PSHE / RSHE compiles all relevant information linked to the delivery of the RSHE Curriculum
2. Staff consultation – staff across all schools are given the opportunity to review the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers are invited to review the draft policy and raise any points for due consideration
4. Pupil consultation for Secondary Age pupils – we investigate what exactly pupils want from their RSHE
5. Approval – if any amendments to the trust aspects of the policy are proposed, it will be resubmitted to the board of trustees for consideration and approval.

## 4. Definition

For the purpose of this policy:

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity.

## 5. Curriculum

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

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share any curriculum resources and materials with parents and carers upon request.

Curriculum delivery in our schools will ensure the following key principles are assured:

- Engagement with children and young people: An inclusive and well-sequenced RSHE curriculum informed by meaningful engagement with pupils to ensure the curriculum is relevant and engaging.
- Engagement and Transparency with Parents: Engage with parents on the content of RSHE and be transparent about all the materials used in RSHE. Parents have the right to withdraw their children from sex education and schools should ensure parents are aware of the education content within lessons in advance.
- Positivity: Focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships, where relevant and about health, including mental health.
- Careful Sequencing: Schools should cover all statutory topics and sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way, before they occur, to prevent harms.
- Relevant and Responsive: The curriculum should be developed to be relevant, age and stage appropriate and accessible to all.
- Skilled delivery of participative education: Delivered by school staff, or external providers who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm pupils.
- Whole School approach: The curriculum is best delivered as part of a whole school approach to well-being and positive relationships, supported by other school policies. Including behaviour and safeguarding.

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Primary sex education will focus on:

- Preparing children for the changes that adolescence brings

For more information about our curriculum, see our curriculum map in Appendix 1.

## 6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum.

The trust will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

**At St Leonard's CE Academy, RSHE is delivered in the following way**



We deliver statutory Relationships and Health Education within our comprehensive PSHE programme, using materials from Jigsaw PSHE 3-11. This provides children with a carefully sequenced, age-appropriate curriculum that meets all statutory requirements whilst also developing wider personal and social capabilities. Our curriculum addresses all statutory requirements including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Basic first aid
- Developing bodies (including puberty as part of Health Education)

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings

Throughout each year group we will use material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities.

These explicit lessons are reinforced and enhanced in many ways:

- Assemblies and collective worship, through our school values, praise and reward system, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

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## The Jigsaw Approach: A Whole-School Framework

We use Jigsaw PSHE as our curriculum framework because it provides a comprehensive, carefully sequenced scheme of work that brings consistency and progression to children's learning across their primary years. Built on current research and best practice in child development, safeguarding and health education, it is kept continuously up to date with evolving statutory guidance and enables us to deliver high-quality PSHE education that meets our children's needs. The programme is distinctive in its approach including:

**Emotional literacy at the core** - Every Jigsaw lesson systematically develops children's emotional vocabulary and understanding. Children learn to recognise, name and talk about a wide range of feelings in themselves and others. This emotional literacy supports children's ability to share and discuss things that are important in their lives, to seek help when needed, and to build positive relationships.

**Mindful practice** - Every Jigsaw lesson begins with 'Calm Me Time', a mindfulness activity designed to support self-regulation and create a safe, focused space for learning. This consistent practice forms part of our approach to children's emotional wellbeing and helps children to be ready for open, thoughtful discussion.

**Connection and community** - The 'Connect Us' activity in every lesson strengthens relationships within the class and develops children's social skills, building a sense of belonging and mutual respect that underpins all learning.

**Developing skills for respectful dialogue** - PSHE lessons provide regular opportunities for children to develop and practise essential communication skills including listening to others, expressing their own views clearly and respectfully, considering different perspectives, and engaging in constructive discussion. These oracy skills are fundamental to building positive relationships and respectful communities, enabling children to navigate differences with kindness and to participate confidently in democratic discussion.

**Age-appropriate spiral curriculum** - Topics are revisited across year groups with increasing depth and complexity, enabling children to build on prior learning in line with their developing maturity and understanding, with teachers able to adapt according to their pupils' needs.

**Interactive, participative teaching** - Lessons are designed to be engaging and active, using discussion, role-play, problem-solving and creative activities to develop skills alongside knowledge. Children don't just gain information - they explore topics in age-appropriate ways and develop practical skills that support them in their everyday lives.

## The Six Jigsaw Puzzles

Our PSHE curriculum is organised into six themed units ('Puzzles'), each taught for approximately half a term:

Term	Puzzle	Key Content
Autumn 1	Being Me in My World	Understanding personal identity, my place in the class and school community, rights and responsibilities, democracy, making a positive contribution.
Autumn 2	Celebrating Difference	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.
Spring 1	Dreams and Goals	Setting and working towards goals, understanding aspirations and future possibilities, developing perseverance and resilience, recognising achievements, working collaboratively.
Spring 2	Healthy Me	The relationship between physical and emotional health; nutrition, sleep, exercise and hygiene; emotional wellbeing; drug education (including medicines); keeping safe; understanding habits and making healthy

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Term	Puzzle	Key Content
		lifestyle choices.
Summer 1	Relationships	Understanding different relationships and their characteristics, our families, managing friendship challenges, conflict resolution and communication skills, recognising when relationships are unhealthy, understanding loss and bereavement.
Summer 2	Changing Me	Understanding life cycles and human growth, coping positively with change, body image and self-esteem, puberty education, changing relationships,

### Adapting Jigsaw for Our School Community

Whilst we follow the Jigsaw programme, we recognise that our children, families and context have specific needs and characteristics. Our PSHE lead and class teachers carefully consider each lesson's content and approach to ensure it is appropriate and relevant for our pupils, taking into account:

- The specific needs, experiences and developmental stages of pupils in each class
- Pupil voice - gathered through feedback within lessons, informal discussions with children, and other methods such as school council discussions, pupil surveys and class discussions.
- Local context and community considerations
- Feedback from parents, pupils and staff
- Our school's distinctive values and ethos

Where we make adaptations to the programme, these decisions are made thoughtfully, in consultation with senior leadership, and with reference to statutory requirements. Parents and carers are informed about significant adaptations, particularly where these relate to sensitive content.

### Supporting Children with SEND

Children with special educational needs and/or disabilities receive appropriate, adapted PSHE education that meets their needs. PSHE is particularly important for children with SEND, who may be more vulnerable to exploitation, abuse and bullying. Teachers adapt lessons to ensure content is accessible, using:

- Visual supports, simplified language, concrete examples
- Additional pre-teaching or small group work where needed
- Multi-sensory approaches and practical activities
- Extended time for processing and responding
- Personalised social stories or resources where appropriate

For some children with SEND, certain PSHE content may need to be taught in different ways or at different times to ensure understanding and safety. The SENCO works closely with the PSHE lead and class teachers to ensure appropriate provision.

### Beyond the Classroom: Embedding PSHE in School Life

PSHE is taught weekly through dedicated curriculum time of one hour per week by their class teachers. Learning is integrated naturally into the classroom environment so that teachers can draw connections between PSHE and other areas of learning.

We recognise that effective PSHE education extends far beyond weekly lessons. The skills, values and understanding developed in PSHE sessions are reinforced and 'lived' throughout our school day and across all areas of school life such as:

- Collective worship and assemblies regularly explore PSHE themes, celebrating successes, exploring moral questions, and building whole-school awareness of current wellbeing and relationship topics.



- Our behaviour and relationships policy reflects the principles taught in PSHE, emphasising respect, kindness, responsibility and positive conflict resolution. Adults model these values in all interactions with children and each other.
- The Jigsaw Learning Charter established in each class at the start of the year becomes a living document that children refer to and use to guide behaviour and resolve difficulties.
- Playground and social times provide opportunities for children to practise the friendship and conflict-resolution skills learned in PSHE, supported by staff who understand the PSHE curriculum and can reference learning when supporting children.
- Emotional literacy taught in PSHE develops an extensive vocabulary for feelings and emotions which is reinforced throughout the school day, with staff supporting children to name and express their feelings, to understand others' emotions, and to use this awareness to build positive relationships and resolve difficulties. Display materials, including feelings vocabulary and visual prompts, support this learning across the school.
- Recognition and reward systems celebrate not just academic achievement but the personal and social qualities developed through PSHE - kindness, perseverance, respect, courage, and contribution to the school community.
- Our learning environment reflects PSHE values, with working walls displaying current learning, vocabulary walls supporting emotional literacy, and visual prompts reinforcing key concepts like the Jigsaw Charter, feelings vocabulary, and strategies for wellbeing.

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the ages of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The trust will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At all points of delivery of the curriculum, the schools will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

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

RSHE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. The RSHE curriculum will be delivered by appropriately trained members of staff.

Teachers will make sure that pupils understand the importance of equality and respect, and learn about the law relating to the protected characteristics, as set out in the Equality Act 2010, by the end of their secondary education. The curriculum is designed to include pupils of all gender identities, and activities will be planned to make sure all are actively involved.

Throughout each year group we will use appropriate materials to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

### **Assessment:**

Although no formal assessment takes place in RSHE, class teachers monitor impact of teaching and learning through both formative and summative assessment opportunities. In each lesson we assess the children against the learning objective, this helps us to keep records of formative assessments for each child, to adapt our teaching and learning and to provide support to individual pupils. At the end of each unit of work we make a summative assessment as to whether pupils are working at the expected level of understanding, at a greater depth level of understanding or below the expected level of understanding.



## 6.1 Inclusivity

Our academies will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

They will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

## 6.2 Use of resources

Our academies will consider whether any resources they plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## 7. Use of external organisations and materials

Across our trust, we will make sure that any external organisations and associated materials used are appropriate and in line with our legal duties around political impartiality.

We remain responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Our academies **will**:

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

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
  - This policy



- The [Teachers' Standards](#)
  - The [Equality Act 2010](#)
  - The [Human Rights Act 1998](#)
  - The [Education Act 1996](#)
  - Only work with external agencies where they have full confidence in the agency, its approach and the resources it uses
  - Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
  - Review any case study materials and look for feedback from other people the agency has worked with
  - Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed
  - Ask to see in advance any materials that the agency may use
  - Know the named individuals who will be there, and follow usual safeguarding procedures for these people
  - Conduct a basic online search and address anything that may be of concern to the school, or to parents and carers
  - Check the agency's protocol for taking pictures or using any personal data they might get from a session
  - Remind teachers that they can say "no" or, in extreme cases, stop a session
  - Make sure that the teacher is in the room during any sessions with external speakers
  - Share any external materials with parents and carers
  - Our academies **won't**, under any circumstances:
    - Work with external agencies that take or promote extreme political positions
    - Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

## 8. Roles and responsibilities

### 8.1 The board of trustees

The board of trustees will approve the RSHE policy, and hold the Headteacher to account for its implementation through the CEO.

### 8.2 CEO

The CEO will:

- Work with the Director of Education and Headteachers to make sure they can implement the policy in their school
- Report to the board of trustees on any issues with its implementation across the trust

### 8.3 The Headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across their school, for making sure that resources and materials are shared with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 9).



## 8.4 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE

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

## 8.5 Pupils

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

## 9. Parents' right to withdraw

Across our primary schools, parents/carers do not have the right to withdraw their children from relationships education.

Parents/carers have the right to withdraw their children from the non-statutory components of sex education within RSHE. However, as the final year at St Leonard's CE Academy is currently Year 4, we do not provide any sex education outside of what is covered within the statutory curriculum.

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

## 10. Training

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

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

## 11. Monitoring arrangements

The delivery of RSHE is monitored by the headteacher through:

Planning and book scrutinies, learning walks, staff meetings.

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

This policy will be reviewed every three years. At every review, the policy will be approved by the Trust Board via the EE Committee.



## Appendix 1: Curriculum map



December 2025

### PSHE Knowledge Content Snapshot Overview

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5</b>	<ul style="list-style-type: none"> <li>Self-identity</li> <li>Understanding feelings</li> <li>Being in a classroom</li> <li>Being gentle</li> <li>Rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Identifying talents</li> <li>Being special</li> <li>Families</li> <li>Where we live</li> <li>Making friends</li> <li>Standing up for yourself</li> </ul>	<ul style="list-style-type: none"> <li>Challenges</li> <li>Perseverance</li> <li>Achieving and setting goals</li> <li>Overcoming obstacles</li> <li>Seeking help</li> <li>Jobs</li> </ul>	<ul style="list-style-type: none"> <li>Exercising bodies</li> <li>Physical activity</li> <li>Healthy food</li> <li>Sleep</li> <li>Keeping clean</li> <li>Safety</li> </ul>	<ul style="list-style-type: none"> <li>Family life</li> <li>Friendships</li> <li>Breaking friendships</li> <li>Falling out</li> <li>Dealing with bullying</li> <li>Being a good friend</li> </ul>	<ul style="list-style-type: none"> <li>Bodies</li> <li>Respecting my body</li> <li>Growing up</li> <li>Growth and change</li> <li>Fun and fears</li> <li>Celebrations</li> </ul>
<b>Ages 5-6</b>	<ul style="list-style-type: none"> <li>Feeling special and safe</li> <li>Being part of a class</li> <li>Rights and responsibilities</li> <li>Rewards and feeling proud</li> <li>Consequences</li> <li>Owning the learning charter</li> </ul>	<ul style="list-style-type: none"> <li>Similarities and differences</li> <li>Understanding bullying and knowing how to deal with it</li> <li>Making new friends</li> <li>Celebrating the differences in everyone</li> </ul>	<ul style="list-style-type: none"> <li>Setting goals</li> <li>Identifying successes and achievements</li> <li>Learning styles</li> <li>Working well and celebrating achievement with a partner</li> <li>Tackling new challenges</li> <li>Identifying and overcoming obstacles</li> <li>Feelings of success</li> </ul>	<ul style="list-style-type: none"> <li>Keeping myself healthy</li> <li>Healthier lifestyle choices</li> <li>Keeping clean</li> <li>Being safe</li> <li>Medicine safety/ safety with household items</li> <li>Road safety</li> <li>Linking health and happiness</li> </ul>	<ul style="list-style-type: none"> <li>Belonging to a family</li> <li>Making friends/being a good friend</li> <li>Physical contact preferences</li> <li>People who help us</li> <li>Qualities as a friend and person</li> <li>Self-acknowledgement</li> <li>Being a good friend to myself</li> <li>Celebrating special relationships</li> </ul>	<ul style="list-style-type: none"> <li>Life cycles – animal and human</li> <li>Changes in me</li> <li>Changes since being a baby</li> <li>Differences between female and male bodies (correct terminology)</li> <li>Linking growing and learning</li> <li>Coping with change</li> <li>Transition</li> </ul>

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## Appendix 1: Curriculum map



December 2025

### PSHE Knowledge Content Snapshot Overview

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 6-7</b>	<ul style="list-style-type: none"> <li>Hopes and fears for the year</li> <li>Rights and responsibilities</li> <li>Rewards and consequences</li> <li>Safe and fair learning environment</li> <li>Valuing contributions</li> <li>Choices</li> <li>Recognising feelings</li> </ul>	<ul style="list-style-type: none"> <li>Assumptions and stereotypes about gender</li> <li>Understanding bullying</li> <li>Standing up for self and others</li> <li>Making new friends</li> <li>Celebrating difference and remaining friends</li> </ul>	<ul style="list-style-type: none"> <li>Achieving realistic goals</li> <li>Staying healthy to achieve goals</li> <li>Perseverance and strengths</li> <li>Learning with others</li> <li>Group co-operation</li> <li>Contributing to and sharing success</li> </ul>	<ul style="list-style-type: none"> <li>Motivation</li> <li>Healthier choices</li> <li>Healthy eating and nutrition</li> <li>Safety in the home</li> <li>Safety out and about</li> <li>Medicines</li> </ul>	<ul style="list-style-type: none"> <li>Different types of family</li> <li>Physical contact boundaries</li> <li>Friendship and conflict</li> <li>Secrets</li> <li>Trust and appreciation</li> <li>Expressing appreciation for special relationships</li> </ul>	<ul style="list-style-type: none"> <li>Life cycles in nature</li> <li>Growing from young to old</li> <li>Increasing independence</li> <li>Differences in female and male bodies (correct terminology)</li> <li>Assertiveness</li> <li>Preparing for transition</li> </ul>
<b>Ages 7-8</b>	<ul style="list-style-type: none"> <li>Setting personal goals</li> <li>Self-identity and worth</li> <li>Positivity in challenges</li> <li>Rules, rights and responsibilities</li> <li>Rewards and consequences</li> <li>Responsible choices</li> <li>Seeing things from others' perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Families and their differences</li> <li>Family conflict and how to manage it (child-centred)</li> <li>Witnessing bullying and how to solve it</li> <li>Recognising how words can be hurtful</li> <li>Giving and receiving compliments</li> </ul>	<ul style="list-style-type: none"> <li>Difficult challenges and achieving success</li> <li>Dreams and ambitions</li> <li>Motivation and enthusiasm</li> <li>Recognising and trying to overcome obstacles</li> <li>Evaluating learning Processes</li> <li>Contributing to the community</li> <li>Managing feelings</li> <li>Simple budgeting</li> </ul>	<ul style="list-style-type: none"> <li>Exercise</li> <li>Food labelling and healthy swaps</li> <li>Attitudes towards drugs</li> <li>Keeping safe online and off line</li> <li>Respect for myself and others</li> <li>Healthy and safe choices outdoors</li> <li>Water safety</li> <li>Asking for help</li> </ul>	<ul style="list-style-type: none"> <li>Family roles and responsibilities</li> <li>Friendship and negotiation</li> <li>Keeping safe online and who to go to for help</li> <li>Media influence</li> <li>Being a global citizen</li> <li>How my choices affect others</li> <li>Awareness of other children's different lives</li> <li>Expressing appreciation for family and friends</li> </ul>	<ul style="list-style-type: none"> <li>How babies grow</li> <li>Outside body changes</li> <li>Inside body changes</li> <li>Personal hygiene</li> <li>Family stereotypes</li> <li>Challenging my ideas</li> <li>Preparing for transition</li> </ul>

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## Appendix 1: Curriculum map

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	<ul style="list-style-type: none"> <li>Being part of a class team</li> <li>Being a school citizen</li> <li>Rights, responsibilities and democracy (school council)</li> <li>Rewards and consequences</li> <li>Group decision-making</li> <li>Having a voice</li> <li>What motivates behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Challenging assumptions</li> <li>Judging by appearance</li> <li>Accepting self and others</li> <li>Understanding influences</li> <li>Understanding bullying</li> <li>Problem-solving</li> <li>Identifying how special and unique everyone is</li> <li>First impressions</li> </ul>	<ul style="list-style-type: none"> <li>Hopes and dreams</li> <li>Overcoming disappointment</li> <li>Creating new realistic dreams</li> <li>Achieving goals</li> <li>Working in a group</li> <li>Celebrating contributions</li> <li>Resilience</li> <li>Positive attitudes</li> </ul>	<ul style="list-style-type: none"> <li>Healthier friendships</li> <li>Peer influences</li> <li>Railway safety</li> <li>Staying safe with friends</li> <li>Smoking</li> <li>Alcohol and vaping</li> <li>Assertiveness</li> <li>Peer pressure</li> <li>Celebrating inner strength</li> </ul>	<ul style="list-style-type: none"> <li>Jealousy</li> <li>Love and loss</li> <li>Memories of loved ones</li> <li>Getting and Falling Out</li> <li>Girlfriends and Boyfriends</li> <li>Showing appreciation to people and animals</li> </ul>	<ul style="list-style-type: none"> <li>Being unique</li> <li>Girls and puberty</li> <li>Being part of a family</li> <li>Confidence in change</li> <li>Accepting change</li> <li>Preparing for transition</li> <li>Environmental change</li> </ul>

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## Appendix 1: Curriculum map

### Relationships, sex and health education curriculum map for St Leonard's CE Academy

#### Puzzle 6 - Changing Me

St Leonard's CE Academy overview and our adaptations of LKS2 RSHE sessions

Year 3
Lesson 1 - Yr3 unit Piece 1 - How babies grow (animals)
Lesson 2 - Yr3 unit Piece 2 - Outside body changes. Use introduction from plan and introduce term 'Puberty' and its meaning. Discuss things we are looking forward to/or not when older.
Lesson 3 - Yr3 unit Piece 4 - Keeping ourselves clean
Lesson 4 - Yr3 unit Piece 5 - Family stereotypes
Lesson 5 - Yr4 unit Piece 4 - Circles of change
Lesson 6 - Yr3 unit Piece 5 - Looking Ahead
Year 4
Lesson 1 - Yr4 unit Piece 1 - Unique me. Characteristics from parents
Lesson 2 - Yr3 unit Piece 2 - puberty outside. Whole class
Lesson 3 - Yr3 unit Piece 3 - Inside body changes. Optional single sex lesson.
Lesson 4 - Yr4 unit Piece 2 - Puberty and menstruation. Single sex lesson.
Lesson 5 - Yr4 unit Piece 3 - Being part of a Family. Whole class.
Lesson 6 - Yr4 unit Piece 6 - Looking Ahead

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

TOPIC	PUPILS SHOULD KNOW
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TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> </ul>



TOPIC	PUPILS SHOULD KNOW
	<p>anonymous</p> <ul style="list-style-type: none"><li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li><li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li><li>• How information and data is shared and used online</li></ul>
Being safe	<ul style="list-style-type: none"><li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li><li>• 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</li><li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li><li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li><li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li><li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li><li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li><li>• Where to get advice e.g. family, school and/or other sources</li></ul>