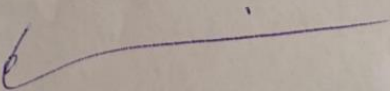


# Medway Community Primary School



## RHE Policy

2025 - 2026

Head Teacher		Date 27.10.25
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# Relationships and Health Education Policy (RHE)

## Rationale and Ethos

This policy covers our school's approach to Relationships, Sex and Health Education. It was produced by staff, governors and members of local schools through consultation with parents and other interested stakeholders.

We define 'relationships, sex and health education' as 'enabling children to embrace the challenges of creating a happy and successful adult life'.

We believe relationships, sex and health education is important for our pupils and our school because:

- It is giving children the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.
- It is about giving children the opportunity to put knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.
- It is the recognition that everyone faces difficult situations in their lives and how relationship and sex education can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.
- It is allowing children from different cultural or religious backgrounds the opportunity to explore issues from various perspectives.

We view the partnership of home and school as vital in providing the context to both complement and reinforce what pupils learn at home about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as how to be healthy.

In line with KCSIE 2025, we ensure RSHE explicitly contributes to safeguarding children, including online harms, misinformation, disinformation, and risks arising from AI-generated content.

Our school's overarching aims for our pupils are:

- To foster pupil wellbeing and develop the resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.
- To know how to be safe, including online.
- To be both mentally and physically healthy.
- To be able to manage their academic, personal and social lives in a positive way.
- To demonstrate personal attributes including kindness, integrity, generosity, honesty, respect and tolerance in order to contribute to adult life in British society.

We ensure RSHE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND). This will be achieved by ensuring content and teaching is differentiated to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, we will ensure that their teaching is sensitive, age-appropriate, and developmentally appropriate and delivered with reference to the law.

We will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. As a school we will ensure we comply with the relevant provisions of the Equality Act 2010, recognising that under which, sexual orientation and gender reassignment are amongst the protected characteristics. We ensure

RSHE fosters gender equality and LGBT+ equality by ***ensuring content is age appropriate and developmentally appropriate***. It will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need as required by law. Content will be integrated into programmes of study for RSHE within our values curriculum wherever possible, but may be supplemented as stand-alone units.

The intended outcomes of our programme are that pupils will:

- Know and understand the characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.
- Understand they have a right to personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical touch.
- Recognise and know how to report abuse, including emotional, physical and sexual abuse.
- Understand they have a responsibility to treat each other with kindness, consideration and respect, permission seek and give and understand the concept of privacy, including when on line.
- Develop the skills of being able to express their emotions and seek help where needed, to build friendships and recognise how this can support mental well being
- Develop the personal attributes of honesty, integrity, courage, humility, kindness, generosity, trustworthiness and sense of justice, and character traits such as perseverance, working towards long term goals, dealing with setbacks, resilience, permission seeking and giving, and the concept of personal privacy.
- Understand how the Equality Act 2010 relates to them as a child and through adult life, including their responsibility to recognise and challenge any form of discrimination.
- Understand how to identify and respond to online harms, misinformation/disinformation, and unsafe AI-generated content. (New statutory addition from KCSIE 2025, para 61+)

### **Roles, Responsibilities and Entitlements**

The RSHE programme will be led by the RSHE curriculum lead, with the support of phase and senior leaders and the governing body. It will be taught by class teachers and delivered through the school curriculum and wider opportunities within the school. The aims and intended outcomes of our approach are encompassed within the school visions and values to promote learning. The RSHE programme will be supported by additional staff in school, appropriate external visitors and developed through advice from professional associations.

### **Governors**

As well as fulfilling their legal obligations, the governing body should also make sure that:

- All pupils make progress in achieving the expected educational outcomes.
- The subjects are well led, effectively managed and well planned.
- The quality of provision is subject to regular and effective self-evaluation.
- Teaching is delivered in ways that are accessible to all pupils with SEND.

- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn.
- That external providers/visitors are appropriately vetted and supervised in line with statutory safeguarding checks. (KCSIE 2025, para 242-245)
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

### **Headteacher and RSHE Leader**

It is the responsibility of the Head Teacher/RSHE leader to ensure that:

- Both staff and parents are informed about our RSE policy, and that the policy is implemented effectively.
- Staff are given sufficient training, so that they can teach about relationship, sex and health education effectively, and handle any difficult issues with sensitivity.
- They liaise with external agencies regarding the school RSHE programme, and ensure that all adults who work with our children on these issues are aware of the school policy, and work within its framework.
- This policy is monitored on a regular basis, and report to governors/trustees, when requested, on the effectiveness of the policy.
- That safeguarding concerns arising from RSHE lessons are reported in line with statutory child protection procedures.

### **Adults Working with Children**

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSHE
- Contribute their views and ideas in support of the development of RSHE for children
- Professional guidance and support
- Opportunities to share good practice
- Be informed about issues of confidentiality and procedures to be followed.
- Be aware of updated statutory safeguarding guidance (KCSIE 2025) regarding online harms, peer-on-peer abuse, and AI-generated content risks.

### **External Visitors**

External visitors working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people. Our school will ensure:

- Validity of the visitor or visiting organisation's credentials.
- Teaching delivered by the visitor fits with the planned programme and published policy.
- Discussion occurs in relation to the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.
- We review the materials visitors will use as well as a lesson plan in advance, so that they can ensure it meets the full range of pupils' needs (e.g. SEND).

- We agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy
- Written confirmation is obtained that external visitors have undergone all statutory safeguarding checks (DBS, barred list, reference checks), as per KCSIE 2025 requirements.

### **Parents and Carers**

Parents, carers and other adults in the community are entitled to:

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs
- A safe and supportive environment for their children
- Information on how and when RSHE is taught
- Understand their rights and responsibilities in relation to RSHE policy and curriculum
- Be informed about issues of confidentiality and how it affects them and their children
- Have their views and ideas received in a respectful, non-judgemental manner.
- Be informed that RSHE teaching includes statutory safeguarding content, including online safety, peer-on-peer abuse, and awareness of risks from AI-generated content.

### **Legislation**

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools.

The RSHE policy supports/complements the following policies:

- PSHE policy
- Safeguarding Policy
- Anti-Bullying Policy
- Equality Policy and statement
- Acceptable use of IT policy
- Online Safety Policy

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping Children Safe in Education – Statutory safeguarding guidance (2025 update)
- Children and Social Work Act (2017)
- DFE guidance RSHE (2019)

## **Curriculum Design**

Our RSHE programme is an integral part of our whole school values curriculum. High quality relationships and sex education helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life.

In accordance with KCSIE 2025, RSHE lessons explicitly include: identifying and responding to online harms, recognising unhealthy relationships, reporting abuse, and supporting peer safeguarding.

We teach RSHE on the understanding that:

- It is taught in the context of family life
- It is part of a wider process of social, personal, spiritual and moral education
- Children should be taught to have respect for their own bodies
- It is important to build positive relationships with others, involving trust and respect, both in person and online
- It makes a significant contribution to our duty to safeguard and protect all children
- Children should learn about their responsibilities to others, and be aware of the consequences of relationship behaviours
- It plays a key role in improving health outcomes for children and young people such as improving diet and reducing risk taking behaviour, including online behaviour

## **Delivery**

Our RSHE programme will be taught through a range of teaching methods and interactive activities. Lessons will be differentiated by all staff or visitors delivering sessions to ensure that individual needs of children are met.

We teach about relationships, sex and health through different aspects of the curriculum. The majority of RSHE will be taught through our values curriculum. Our school values of mobility, equality, inclusivity, criticality, sustainability and probity (termed as belonging, love, trust, respect and care in Key Stage 1) are woven throughout the curriculum and incorporated into lessons and programmes of study based around the National Curriculum. Beyond this, specific sessions are dedicated to the use of 'Social Stories': carefully selected, age-appropriate texts which encourage discussion of aspects mentioned in the RSHE guidance.

While we carry out the main RSHE through our values curriculum, we also do some RSHE through the statutory science curriculum and other subject areas, such as PE and ICT. We believe all these contribute significantly to children's knowledge and understanding of positive relationships, their own bodies, and how they are changing and developing.

All RSHE teaching content is reviewed to ensure it complies with statutory safeguarding and KCSIE 2025 requirements.

High quality resources will support our RSHE provision and will be regularly reviewed. Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context. We will avoid a 'resource led' approach to delivering RSHE, instead focusing on the needs of the children and our planned learning objectives. When selecting resources, we will consider those which:

- Are consistent with our curriculum for RSHE
- Relate to the aims and objectives of this Policy

- Are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- Appeal to adults and children
- Are up-to-date in factual content
- Are produced by a reputable organisation
- Do not show unfair bias e.g. towards a commercial product
- Avoid racial, gender and sexual stereotyping
- Encourage active and participative learning
- Conform to the legal requirements for RSHE.

An overview of the learning in each year group can be found in Appendix 2, as well as being published on the school's website.

### **Assessment**

RSHE lessons will link to/complement learning in Science, Religious Education, Health Education, including mental health education. Pupils will be encouraged to reflect on their own learning and progress, either through self-evaluation tools or through discussion. This will be integral within the approach to assessment of RSHE. We recognise that it is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values; however, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Assessing learning must therefore use a combination of teacher assessment and pupil self and peer assessment. The learning we wish to assess will relate to the pupils' attributes and skills (such as resilience, negotiation, self-awareness, risk management and interpersonal skills), as well as the knowledge and understanding related to the context (for example bullying, consent, mental and emotional health).

Assessment methods will include evaluating pupils' understanding of statutory safeguarding content, including online risks, peer-on-peer abuse, and reporting procedures, in line with KCSIE 2025.

### **Equal Opportunities/Access**

We understand the importance of ensuring that all children in our school receive their entitlement to RSHE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSHE. In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the RSHE Curriculum meets the needs of all:

- We will accept and celebrate difference, and encourage children to do the same.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs or disability, we will review our RSHE Programme to ensure that provision is made for those with additional needs. We will consider:

- Their level of vulnerability
- Their need to learn and demonstrate appropriate behaviour

- Their need to develop self-esteem and positive body image
- The need to involve all staff, including support staff and carers, in policy development, planning and training
- The management of personal care
- Clarity about sources of support for pupils.
- All RSHE teaching will be inclusive and aligned with statutory safeguarding guidance in KCSIE 2025, ensuring all pupils understand risks, consent, and safe behaviour, including online.

### **Safe and Effective Practice**

We will ensure a safe learning environment by:

- Teaching RSHE in a safe, non-judgemental environment where adults and children are confident they will be respected.
- Establishing agreed ground rules at the beginning of any RSHE work, covering:

Appropriate use of language.

The asking and answering of personal questions.

Strategies for checking or accessing information.

Respect for the opinions and beliefs of others.

Sensitive and potentially difficult issues will arise in RSHE. When spontaneous discussion occurs, it will be guided in a way that reflects the stated school aims and curriculum content.

Staff will follow KCSIE 2025 procedures for safeguarding disclosures, peer-on-peer abuse, and online harms.

Visitors/external agencies supporting RSHE will:

- Work under the supervision of a teacher at all times.
- Be DBS-checked as required.
- Follow the school's safeguarding procedures in line with KCSIE 2025.
- Have all lesson content reviewed in advance for age-appropriateness and statutory compliance.
- Understand confidentiality and reporting obligations.

### **Staff Training**

Teaching RSHE can be rewarding but also challenging. All staff will:

- Receive high-quality, up-to-date training to deliver RSHE effectively.
- Be aware of KCSIE 2025 requirements relating to safeguarding, including online safety, peer-on-peer abuse, FGM, and other forms of abuse.

- Have opportunities to discuss issues and seek advice from the RSHE lead or senior leadership.
- Share good practice across phases and key stages.
- Training will include identification and reporting of safeguarding concerns, online harms, and updated statutory content as per KCSIE 2025.

### **Safeguarding**

Our RSHE programme supports our safeguarding duty. It equips children with skills to:

- Recognise healthy and unhealthy relationships.
- Respond to peer-on-peer abuse.
- Understand consent and personal boundaries.
- Navigate online risks safely.
- Know how to access help and support when needed.

Teachers are aware that RSHE may lead to disclosures of abuse. In such cases, staff will:

- Follow the school safeguarding procedures.
- Consult the Designated Safeguarding Lead (DSL) or Deputy DSL.
- Act in accordance with KCSIE 2025, including updated guidance on peer-on-peer abuse, online harms, and staff conduct.

Visitors supporting RSHE are required to:

- Report concerns directly to the DSL or Deputy DSL.
- Be fully briefed on safeguarding procedures before delivering lessons.

### **Engaging Stakeholders**

The school acknowledges that the primary role in children's RSHE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. We work closely with parents to ensure that they are fully aware of what is being taught. Parents will be informed that RSHE includes statutory safeguarding elements, including online safety, consent, and awareness of peer-on-peer abuse, which cannot be opted out of.

We will notify parents when Relationships, Sex and Health Education will be taught, by written communication and through the sharing of our curriculum coverage plans. From September 2020, parents/carers do not have the right to withdraw their children from relationship or health content under the new government legislation.

***We acknowledge that parents do have the right to withdraw their children from all or part of the sex education taught in the school except for those parts included in the***

**statutory National Curriculum for Science: all children are expected to learn the content of the national science curriculum (see Appendix 1).** Parents are encouraged to establish exactly what is covered in the lessons relevant to their child's year group and discuss any concerns about lesson content with staff at the earliest opportunity.

If a parent wishes their child to be withdrawn from any part of our sex education lessons, they should discuss this first with the Head Teacher, make it clear which aspects of the programme they do not wish their child to participate in and confirm their request in writing. The school always complies with the wishes of parents in this regard **so long as it is not part of statutory NC Science**. If a parent/carer requests that their child be removed from sex education, we will arrange for the child to be educated in another class who are not participating in the lesson and provide support by giving the parent access to the materials.

This Policy describes the governors' views on how RSHE will be delivered in addition to requirements of the National Curriculum. It is the responsibility of the governors to ensure, through consultation, that the RSHE Policy reflects the wishes of the parents and the views of our community. It is the responsibility of governors to ensure that the Policy is made available to parents. In order to facilitate this process, the RSHE Policy will appear annually on the agenda of a governors' meeting. The Policy will be made available for parents/carers on the school website and a link governor with responsibility for safeguarding (to include RSHE) will be nominated.

### **Monitoring, reporting and evaluation**

The governing body or trustees are responsible for monitoring the delivery of our RSHE policy. Governors give due consideration to any comments from parents about the RSHE programme, and require the Head Teacher to keep a written record of parents' comments. Teachers will critically reflect on their work in delivering RSHE through the evaluation of lessons, discussion with senior leaders and through monitoring activities led by the RSHE leader. We will refer to local/countywide/national data to ensure our provision is in line and adequate.

We will involve children in the evaluation and development of their RSHE in ways appropriate to their age, such as:

- We will engage the children in assessment activities to establish their development needs
- We will encourage children to ask questions as they arise by providing anonymous question boxes.
- We will ask children to reflect on their learning and set goals for future learning.
- We will consult children (e.g. through School Council) about their perception of the strengths of our RSE programme and the areas to be further developed.

### **RSHE Policy Review Date:**

This policy will be reviewed annually by the RSHE lead and senior leaders to ensure it aligns with:

- Department for Education guidance.
- Statutory safeguarding guidance (KCSIE 2025).

- Best practice in RSHE and PSHE provision.

## **Appendix 1 RSE Elements of the National Science Curriculum**

### **Key Stage 1 (age 5-7 years)**

Year 1 pupils should be taught to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 pupils should be taught to:

- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance of exercise, eating the right amounts of different types of food, and hygiene for humans.

#### *Notes and guidance*

They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adulthood can include references to baby, toddler, child, teenager, and adult.

### **Key Stage 2 (age 7-11 years)**

Year 5 pupils should be taught to:

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop with age

#### *Notes and guidance*

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, and bulbs. They might observe changes in an animal over time (for example, by hatching and rearing chicks), and compare how different animals reproduce and grow.

Pupils should draw a timeline showing the stages in human growth and development. They should learn about the changes that occur during puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with those of humans, and by finding out and recording the length and mass of a baby as it grows.

Year 6 pupils should be taught to:

- recognise that living things produce offspring of the same kind, but typically offspring vary and are not identical to their parents
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

#### *Notes and guidance*

Pupils should learn how to keep their bodies healthy and how their bodies might be damaged, including how some drugs and other substances can be harmful to the human body.

They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance, by considering different breeds of dogs and what happens when, for example, Labrador retrievers are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments—for example, by exploring how giraffes' necks got longer or how the arctic fox developed insulating fur. Pupils might learn about the work of palaeontologists such as Mary Anning and how Charles Darwin and Alfred Wallace developed their ideas on evolution. Note: At this stage, pupils are not expected to understand how genes and chromosomes work.

The programmes of study for science are set out year by year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online.'

*(Department for Education, September 2013)*

**Appendix 2: Long-Term Map of Curriculum Coverage for RSE by Year Group**

<b>Year 1 - KS1 overarching theme – relationships: love, care, trust, belonging and respect</b>					
	<b>Link to RSE framework</b>	<b>Key Theme</b>	<b>Key Questions</b>	<b>Religious Education Topics</b>	<b>Safeguarding</b>
<b>Autumn 1</b>	- Caring and respectful friendships	- Healthy friendships	- How do we treat each other? - What makes us special? - How can we live in harmony?	- Living in harmony: How do we show we care?	Recognising safe adults, reporting worries, and an introduction to safe online use
<b>Autumn 2</b>	- Families and people who care for me	- Family relationships	- Why are families essential for us? - What is family life like?	- Where do I belong? What do I believe? - The 'festival' of Christmas + assembly.	Understanding differences in families safely, recognising appropriate touch
<b>Spring 1</b>	- Physical health - Basic first aid <i>(fire service assembly)</i>	- Healthy eating	- What is a healthy snack? - What are the effects of unhealthy snacks on my body?  - How do I keep safe (fire risks)? - How do I contact the emergency services if necessary?	- Who is a Christian and what do they believe?	Safe responses to accidents, basic understanding of online safety rules
<b>Spring 2</b>	- Mental well-being	- A healthy mind	- What is mental well-being? - What can I do to maintain a healthy mindset?	- Who celebrates what and why?	Identifying feelings, seeking help from trusted adults (safeguarding focus)
<b>Summer 1</b>	- Health and prevention	- Looking after my body	- How can I stay safe in the sun? - What is personal hygiene? - How can I keep myself clean and healthy?		Hygiene, understanding safe behaviours, and introduction to peer-to-peer respect.
<b>Summer 2</b>	- Mental well-being	- Managing my feelings	- How can I describe how I am feeling? - Who can I turn to for support?	- Beginning to learn about Sikhs.	Recognising emotions, safe sharing of feelings, and understanding privacy online

## Long Term Map for Relationships Education

Year 2 KS1 overarching theme – relationships: love, care, trust, belonging and respect					
	Link to RSE framework	Key Theme	Key Questions	Religious Education Topics	Safeguarding
<b>Autumn 1</b>	- Health and prevention - Healthy eating	- Eating healthily	- Which nutrients are in the snacks that we eat? - Why should we wash our hands before eating? - What happens if we have too much sugar?		Identifying safe vs unsafe food, recognising safe adults
<b>Autumn 2</b>	- Caring and respectful friendships	- Friendship	- How can I describe how I am feeling? - What's appropriate in a friendship? - What makes a good friend? - Why should I include them? - How does bullying affect me? - Who can I turn to?	- Beginning to learn from Hindu people: sharing stories and helping other people.  - The 'festival' of Diwali + assembly.	Understanding bullying, peer-on-peer abuse, and reporting to trusted adults
<b>Spring 1</b>	- Being safe	- Courtesy and manners	- How do I respond to unfamiliar adults? - Who should I trust? - How can I stay safe?	- Visiting a place of worship – a church.	Stranger danger, recognising safe adults, reporting concerns
<b>Spring 2</b>	- Families and people who care for me	- Different kinds of families	- What is a family? - How can families differ? - Why are families important to us? - How should my family make me feel?	- Visiting a place of worship – a mosque.	Respecting differences, recognising boundaries and safe touch
<b>Summer 1</b>	- Health and prevention	- Personal hygiene	- How do I maintain personal hygiene? - Why is this important?	- Who is an inspiring person? Who inspires me? - What can stories teach us about life?	Recognising safe practices, understanding privacy
<b>Summer 2</b>	- Physical health and fitness - Healthy eating	- A healthy lifestyle	- Why should I exercise and rest? - How do we burn off calories? - How can I look after my body after exercise?	- The beginning of the world: What can we learn from the stories told?	Understanding healthy choices, safe online activity introduction

## Long Term Map for Relationships Education

Year 3 Medway Overarching Concepts: Probity, Equality, Inclusivity, Sustainability, Criticality, Mobility					
	Link to RSE framework	Key Theme	Key Questions	Religious Education Topics	Safeguarding
<b>Autumn 1</b>	- Families and people who care for me	- Love and attachment (Link TBD and fear, pets)	- What makes me feel safe and secure? People/ pets -Why are routines soothing, and what are they? How do I know that someone cares about me?	- Who is my neighbour? - Love in Action - Charities	Recognising safe adults and boundaries, basic online safety awareness
<b>Autumn 2</b>	- Mental well-being	- Experiencing feelings (Link Tear Thief nuances of feelings)	- What are the names for different feelings? -What can I do with powerful feelings? -How can I talk about my feelings?	- Who inspires me?	Recognising signs of emotional abuse, seeking help, and safe sharing online
<b>Spring 1</b>	- Caring Friendships	- Repairing friendships (Link Social stories The Invisible Boy )	- How can I be a good friend? What will help if I fall out with a friend? -What makes a friendship last?	- What does it mean to be a Christian?	Identifying healthy/unhealthy friendships, understanding peer-on-peer abuse
<b>Spring 2</b>	- Being safe	- Feeling safe and secure (Link Ironman/ competitiveness)	- What can I do if I feel unsafe? -Who can I talk to? What is healthy competition -How can I help people feel safe?	-What are the deeper meanings of celebrations?	Reporting abuse, using trusted adults, and online safety
<b>Summer 1</b>	- Families and people who care for me	- Different types of families (Find a social story?)	- Who are the different people who care for me? -What might different families look like? - Who in the community cares for me?	-What do religions teach about the natural world, and why should we care about it?	Respecting family differences, consent basics
<b>Summer 2</b>	- Healthy behaviours	- Benefits of exercise and self-care (Link science)	- How can I look after myself? -What does balance mean? - What is the right-sized portion of food?	-What does light mean? What does dark mean?	Understanding physical and emotional boundaries, and early safeguarding discussions

## Long Term Map for Relationships Education

Year 4 Medway Overarching Concepts: Probity, Equality, Inclusivity, Sustainability, Criticality, Mobility					
	Link to RSE framework	Key Theme	Key Questions	Religious Education Topics	Safeguarding
<b>Autumn 1</b>	Caring Friendships	Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	What is empathy? What is respect? What is conflict? How can we resolve conflict respectfully and empathetically?		Recognising peer-on-peer abuse, understanding consent and boundaries
<b>Autumn 2</b>	Respectful relationships	The importance of self-respect and how this links to their own happiness	What is self-respect? Why is it important? What does self-respect look like day to day? How can we respect our minds and bodies to maintain and promote our happiness?	Mental wellbeing	Early introduction to online safety, reporting inappropriate behaviour
<b>Spring 1</b>	Being Safe	What sorts of boundaries are appropriate (including in a digital context)  How to report concerns or abuse	What are boundaries? What is an appropriate boundary to have with another person? Where should I go if I have a concern? How do I articulate how I am feeling? What are our personal boundaries with adults and other children? What constitutes appropriate contact?		Understanding safe vs unsafe contact, online safety, and reporting concerns
<b>Spring 2</b>	Online Safety	How to critically consider their online friendships and sources of information, including risk	Why do we have online friends? What is an online persona? What are the risks of talking to people online? Who is a true online friend? How can I tell?		Recognising online risks, scams, grooming, and AI-generated content risks
<b>Summer 1</b>	Families and People who care for me	Respect difference	What is family? How is a family characterised? How to be sensitive around those who don't share the same family values as you.		Supporting friends safely, understanding diverse relationships, and consent awareness

### Long Term Map for Relationships Education

			How is my family different to those of others around me in the world? What makes different family structures unique and special?		
<b>Summer 2</b>	Caring Friendships	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	What is an argument/conflict? Why is violence the wrong approach? Should we take friendships for granted? What must we do to maintain and develop our friendships?		Conflict resolution, peer-on-peer respect, safe online communication

## Long Term Map for Relationships Education

### Year 5 Medway Overarching Concepts: Probity, Equality, Inclusivity, Sustainability, Criticality, Mobility

	Link to RSE framework	Key Theme	Key Questions	Religious Education Topics	Safeguarding
<b>Autumn 1</b>	Respectful relationships	<ul style="list-style-type: none"> <li>- The importance of respect</li> <li>- What a stereotype is and how these can be unfair, negative or destructive</li> <li>- The importance of permission seeking and giving in relationships</li> <li>- Practical steps to improve or support relationships</li> <li>- Bullying and bystanders</li> <li>- Appropriate manners in different contexts</li> </ul>	<p>What are ways we can treat others with respect? How would we like to be treated? What are our boundaries in a friendship? How do I identify bullying? How can I report bullying? What do good manners look like in different contexts?</p>		Peer-on-peer abuse, consent, recognising stereotypes, safe online behaviour
<b>Autumn 2</b>	Being Safe	<ul style="list-style-type: none"> <li>- Appropriate boundaries in friendships (including online)</li> <li>- Respecting privacy and levels of privacy</li> <li>- Responding to adults appropriately and in different contexts</li> <li>- Characteristics of abuse (and seeking help)</li> <li>- Sources of help a</li> </ul>	<p>What physical boundaries should I have with friends and adults? What does abuse look like? What is domestic violence? How can I get help when I'm worried for myself or someone else/ Where can I get help?</p>		Reporting abuse, domestic violence awareness, and online grooming
<b>Spring 1</b>	Families and People who care for me	<ul style="list-style-type: none"> <li>- To know that families can take a variety of forms (including being in care or adopted)</li> <li>- Characteristics of a healthy family life</li> <li>- Recognising and respecting family differences</li> <li>- The role of marriage in society (incl. gay marriage) and that some couples opt not to marry</li> <li>- How to recognise and seek support where people discriminate</li> <li>- What to do if a family relationship is making them worried</li> </ul>	<p>How can families be different? Is there such a thing as a 'normal' family? Who can get married, and what does this mean? Why is family important? Where can I get help if family life is a worry?</p>	RE ceremonies	Recognising family diversity, safe relationships, consent
<b>Spring 2</b>	Being Safe (Mental Health)	<ul style="list-style-type: none"> <li>- How to build self-esteem (incl. positive affirmation)</li> <li>- What good mental health looks like</li> </ul>	<p>How can I look after my mental health? Where can I look for support?</p>		Recognising unsafe situations, seeking support, and safeguarding mental health

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		<ul style="list-style-type: none"> <li>- Where to seek advice and help when mental health is a struggle</li> <li>- How to support friends and family to promote their mental health</li> <li>- Understanding problems adults or family members may have with their mental health (NB depression specifically)</li> <li>- Understand that adults may struggle with alcoholism or drug addiction, and how to get support if this affects us personally</li> </ul>	<p>How do I affirm and support my friends to promote their mental health?</p> <p>How can I seek support if an adult or family member I know has trouble with their mental health?</p>		
<b>Summer 1</b>	Caring Friendships	<ul style="list-style-type: none"> <li>- Strategies to overcome conflict (footsteps to friendship)</li> <li>- The importance of apologising and forgiving in relationships</li> <li>- How to share well (conflict blockers)</li> <li>- The importance and role of friendship for positive mental health (Spr. 2 link)</li> <li>- Characteristics of good friendship</li> <li>- Identifying and seeking help with unhealthy friendships (link to boundaries and online)</li> </ul>	<p>How do I overcome an argument or a disagreement?</p> <p>How do I say sorry?</p> <p>How do I avoid conflict and disagreement?</p> <p>How do I become a good friend?</p> <p>What does a good friend look like?</p>		Managing peer-on-peer conflict safely, reporting concerns, and safe online friendships
<b>Summer 2</b>	Changing Adolescent body	<ul style="list-style-type: none"> <li>- Understanding that humans change over the course of their lives (Science link)</li> <li>- Recognising that death is a part of life and understanding how to deal with loss</li> <li>- Recognising how children develop and change emotionally and physically through puberty</li> <li>- Recognising physical differences between males and females (and how we accept those who may not fit into those categories)</li> <li>- Recognising male and female stereotypes that are wrong and unhelpful</li> <li>- Appropriate physical boundaries (DV/Abuse link)</li> <li>- Appropriate online boundaries (Snapchat and images, especially)</li> </ul>	<p>How do humans change over the course of their lives?</p> <p>How do I deal with loss?</p> <p>How are boys and girls different?</p> <p>How do children change as they go through puberty?</p>		Puberty education, personal boundaries, recognising inappropriate behaviours, and online safety

## Long Term Map for Relationships Education

Year 6 Medway Overarching Concepts: Probity, Equality, Inclusivity, Sustainability, Criticality, Mobility					
	Link to RSE framework	Key Theme(s)	Key Questions	Religious Education Topics	Safeguarding
<b>Autumn 1</b>	Families and people who care for me	<ul style="list-style-type: none"> <li>- that families can take many shapes or forms, and these differences in family structure should be respected</li> <li>- that stable, caring relationships are at the heart of families</li> <li>- that we need to be able to recognise when family relationships are making us feel unhappy or unsafe</li> <li>- that there are many ways to seek help or advice</li> </ul>	<ul style="list-style-type: none"> <li>- What does the term 'family' mean?</li> <li>- Has the concept changed over time?</li> <li>- What forms can a family take?</li> <li>- What does it mean to be a family?</li> <li>- What can we do if we feel unhappy or unsafe in our family?</li> </ul>		Recognising healthy vs unhealthy family dynamics, peer-on-peer abuse awareness
<b>Autumn 2</b>	Respectful Friendships	<ul style="list-style-type: none"> <li>- the importance of respecting others, despite differences, especially in their choices, preferences or beliefs</li> <li>- the importance of self-respect and how this links to their own happiness</li> <li>- the impact of bullying, being a bystander and helping</li> </ul>	<ul style="list-style-type: none"> <li>- Is British society equal and inclusive?</li> <li>- Which groups do you think are still stigmatised in society today?</li> <li>- Why do you think that is?</li> <li>- What can you do to stand up to stigma?</li> </ul>		Identifying bullying, prejudice, reporting abuse, and consent education
<b>Spring 1</b>	Being safe Healthy eating Drugs and tobacco	<ul style="list-style-type: none"> <li>- how to recognise and report feelings of being unsafe about any adult</li> <li>- where to get advice</li> <li>- the characteristics of a poor diet, and risks associated with this</li> <li>- the facts about legal and illegal substances and associated risk, including smoking, alcohol use and drug taking</li> </ul>	<ul style="list-style-type: none"> <li>- Who decides who we should trust?</li> <li>- Is trust something we can earn?</li> <li>- What does trust actually look like?</li> <li>- What do we do if someone mislays our trust?</li> <li>- What are illegal and legal substances?</li> <li>- What are the effects on your body?</li> </ul>		Recognising peer pressure, safe behaviour, and legal/illegal substances awareness
<b>Spring 2</b>	Caring Friendships Changing adolescent body	<ul style="list-style-type: none"> <li>- that most friendships have ups and downs, and that these can often be worked through</li> <li>- how to recognise who to trust/not</li> <li>- key facts about your changing body, including physical and emotional changes</li> </ul>	<ul style="list-style-type: none"> <li>- Should we be friends with everyone?</li> <li>- Do we need such a thing as a 'best friend'? Is this a healthy concept?</li> <li>- Are you a bad person if you are not friends with someone?</li> <li>- Is being emotional a problem?</li> </ul>		Recognising unsafe relationships, peer-on-peer abuse, consent, and online safety

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			<ul style="list-style-type: none"> <li>- How and why do our emotions change?</li> <li>- Where can we get help with our emotions?</li> </ul>		
<b>Summer 1</b>	Health and prevention Mental wellbeing	<ul style="list-style-type: none"> <li>- the importance of sufficient good quality sleep for health, mood and ability to learn</li> <li>- simple self-care techniques</li> <li>- typical for people to experience mental ill health; the problem is often resolved once the right help is made available.</li> </ul>	<ul style="list-style-type: none"> <li>- Why is sleep important?</li> <li>- How can you look after yourself, inside and out!?</li> </ul>		Understanding mental health, safe coping strategies, and reporting concerns
<b>Summer 2</b>	Mental Wellbeing  Caring friends.	<ul style="list-style-type: none"> <li>- where and how to seek support (transition)</li> <li>- identifying triggers for support</li> <li>- Isolation and loneliness can affect children</li> <li>- How to judge how friendships are making us feel</li> <li>- how to manage conflict</li> </ul>	<ul style="list-style-type: none"> <li>- How can you identify if you are feeling unwell?</li> <li>- Where can you go for support (transition)?</li> </ul>		Transition support, isolation/loneliness, recognising unsafe situations, online safeguarding