



Personal, Social, Health, Education (PSHE) and Sex and Relationships (SRE) Policy

DRAFT

Signed by:

Next

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

Review date: on or before

Version 2.0

Version Control

Version	Page/ Section	Date of Amendment	Amended by	Summary of amendments
2.0	all	Sept 26	H. Bide	Entirely new policy to reflect government updates

Statement of intent

At Osbournby Primary School, we are committed to providing a high-quality Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE) curriculum that supports pupils' spiritual, moral, social, cultural, mental and physical development. We aim to help children become confident, respectful and responsible individuals who are well prepared for the opportunities and challenges of life.

Through our PSHE and RSE curriculum, pupils develop the knowledge, skills and values needed to build positive relationships, maintain good physical and mental health, stay safe both online and offline, and make informed decisions as they grow. Our teaching is age-appropriate, inclusive and delivered in line with statutory guidance.

We believe that every member of our school community should strive to achieve their personal best. Through an inclusive curriculum, we foster a culture of kindness, resilience, respect and belonging, enabling every child to thrive and contribute positively to society. We recognise that parents and carers are children's first educators and are committed to working in partnership with families to support pupils' personal development, wellbeing and understanding of relationships.

1. Policy Development and Review

- 1.1 This policy has been developed in line with current statutory guidance and reflects the needs of the pupils and families at Osbournby Primary School.
- 1.2 As part of the review process, a draft version of the policy was shared with parents and carers, who were invited to provide feedback. Parents were also directed to additional curriculum information and invited to attend a consultation meeting to discuss the school's approach to PSHE and RSE and ask questions about the curriculum.
- 1.3 We value the important role that parents and carers play in supporting their children's learning and wellbeing and are committed to working in partnership with families in the development and review of this policy.
- 1.4 Following parent consultation, the policy was presented to the Local School Board for approval. The policy will be reviewed regularly to ensure it remains compliant with statutory requirements and continues to meet the needs of our school community

2. Legal framework

- 2.1. Current regulations and statutory guidance from the Department for Education (DfE) state that Relationships & Health Education must be taught in all primary schools in England from September 2020. This guidance was updated in July 2025 for implementation from September 2026.
- 2.2. Sex education is not compulsory in primary schools, but the DfE recommend that primaries teach sex education in Years 5 and/or 6, in line with content about conception and birth, which forms part of the National curriculum for science. The National curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.
- 2.3. The statutory guidance document has been reviewed to ensure that our school policy and approach are in line with statutory requirements and established best practice. Information on statutory requirements, including the current statutory guidance document from the DfE, can be found in [Relationships Education, Relationships and Sex Education and Health Education](#) guidance.
- 2.4. At our school, we deliver Relationships Education/RSE, as set out in this policy, in line with current statutory duties and requirements. This policy has due regard to legislation and statutory guidance including, but not limited to, the following:
 - Education Act 1996
 - Education Act 2002
 - Children and Social Work Act 2017

- DfE 'National curriculum in England: framework for key stages 1 to 4
- DfE 'Personal, social, health and economic (PSHE) education'
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE 'Keeping children safe in education (KCSIE)'

2.5. This policy operates in conjunction with our other school policies.

3. Roles and responsibilities

3.1. The Local School Board is responsible for:

- Ensuring the school's PSHE Policy is implemented effectively.
- Ensuring that the PSHE Policy, as written, does not discriminate on any grounds or protected characteristics

The **headteacher** is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.
- Knowing, understanding, and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Showing tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- Upholding fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Ensuring that PSHE teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of the subject.

3.2. The relationships, sex and health education subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.

- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher/Governors.

3.3. The appropriate teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

3.4. The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

4. Curriculum Content and Organisation

- 4.1. At Osbournby Primary School, we use the Kapow Primary PSHE and RSE scheme of work as the basis for our provision. This provides a well-sequenced and progressive framework that ensures coverage of statutory requirements.
- 4.2. While the scheme forms the foundation of our curriculum, it is carefully adapted and supplemented to reflect the specific needs, experiences and context of our pupils and community. Adaptations are planned to ensure learning is relevant, meaningful and responsive to the issues and experiences most pertinent to our children (these can be seen identified in red in the appendix)
- 4.3. As a small rural primary school with mixed-age classes, PSHE and RSE are delivered through a two-year rolling programme. This ensures full curriculum coverage whilst enabling learning to be matched appropriately to pupils' age, stage of development and prior knowledge. Learning is carefully sequenced so that key knowledge, skills and understanding are revisited and built upon over time.
- 4.4. Through the PSHE and RSE curriculum, pupils develop the knowledge, skills and understanding needed to lead safe, healthy and fulfilling lives. They learn about positive relationships, physical and mental wellbeing, personal safety, online safety, rights and responsibilities, and the changes they experience as they grow and develop.

4.5. PSHE and RSE are taught through weekly dedicated curriculum lessons and are further supported through other areas of the curriculum, including Science, Religious Education, assemblies and whole-school events where appropriate. Statutory content relating to human growth and development is also taught through the National Curriculum for Science.

4.6. Further information about the content taught in each year group can be found in the curriculum overview included in Appendix 1. Any non-statutory sex education content is clearly identified.

5. Delivery of RSE

5.1. Our Relationships Education/RSE curriculum is delivered predominantly by teachers or other staff within our school and forms part of our timetabled Personal, Social, Health & Economic (PSHE) education programme.

5.2. We recognise that external visitors can add value to the teaching and delivery of Relationships Education/RSE due to their specialist knowledge or expertise. On occasion, appropriately experienced visitors may contribute to the delivery of Relationships Education/RSE. Relevant school policies, including this policy, are shared with any visitors prior to delivery to ensure expectations are clear. School staff are always present during sessions delivered by visitors, and visitors are expected to work in line with this policy and other relevant school policies.

5.3. Creating a safe learning environment is a vital part of effective Relationships Education/RSE delivery, particularly where sensitive or complex issues may be explored. Our school supports pupils to develop confidence in talking, listening and thinking about relationships in a safe and secure way. To support this, a range of strategies are used, including:

- Establishing clear ground rules or learning agreements with pupils on boundaries in lessons.
- Using 'distancing' techniques and strategies.
- Understanding how to discuss sensitive topics, questions or comments from pupils.
- Using age-appropriate materials.
- Encouraging reflection and discussion.

5.4. A wide variety of best-practice teaching and learning approaches are used within the Kapow RSE/PSHE programme to support effective and sensitive delivery of Relationships Education/RSE. These include:

- Film-clips/graphics.
- Scenarios and stories.
- Images and visual prompts.

- Reflection and discussions activities (i.e. whole class, small groups, paired etc.).
 - Role play.
 - Problem-solving activities.
 - Independent, paired and group work.
 - The use of anonymous question boxes.
- 5.4. Staff receive training where required to support safe and effective delivery, including how to manage sensitive topics and pupil questions. During Relationships Education/RSE lessons, pupils are encouraged to ask appropriate questions in line with the agreed boundaries/ground rules established. Any questions arising from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer Teaching staff aim to answer questions honestly and factually, within the scope of the curriculum.
- 5.5. Where a question is not age-appropriate, falls outside the curriculum, or a member of staff does not feel it is appropriate to answer in class, pupils may be supported individually or signposted to parents or carers, who have the primary responsibility for discussing sensitive matters
- 5.6. This approach ensures pupils receive accurate, non-judgmental answers while respecting parental rights and maintaining the integrity of the school's curriculum. When delivering Relationships Education/RSE, teachers are sensitive to the differing needs of pupils and ensure that appropriate adaptations to learning materials are made so they are inclusive, engaging, safe and accessible to all pupils, including any those with additional needs or those with SEND.
- 5.7. The DfE makes it clear that schools should make provision for how teachers will answer questions that may be asked by pupils about topics in sex education that the school does not cover, or that relate to sex education from which a child has been withdrawn.
- 5.8. Our school delivers Relationships Education and Health Education in the primary phase, as required by statutory guidance. We also deliver additional non-statutory sex education lessons in Year 5/6 that cover conception and the birth of a baby, where the parental right of withdrawal applies.
- 5.9. If pupils ask about sex education topics that are not covered in our primary programme (for example, contraception, sexual activity, explicit sexual content), teachers redirect the conversation to the learning being covered, remind pupils of agreed ground rules on asking questions and where they can seek help or advice from trusted adults.
- 5.10. If teachers have concerns regarding any question asked by pupils, they follow school safeguarding procedures.
- 5.11. In responding, teachers use a neutral script such as: "That's a thoughtful question. It's not part of our learning today, so we are not going to explore it in class. If you are

worried about anything then you can talk to me or another trusted adult privately outside of the lesson”.

- 5.12. If a pupil who has been withdrawn from sex education lessons asks a question about withdrawn content, teachers will not answer in class and will use a neutral script such as: “That question is about content your parent has asked us not to cover with you in school. Let’s make sure an adult follows this up with you safely.” Parents will be informed that their child has asked a question which they may need to follow-up with their child and offer guidance for discussing it at home if needed.
- 5.13. If teachers have concerns regarding any question asked by pupils, they follow school safeguarding procedures. As part of our Relationships Education/RSE delivery, pupils are supported to understand who they can speak to in school if they have concerns or worries about anything that has been covered. Building children’s ability to understand that there is always help available from trusted adults is an important cross-cutting element of our PSHE and RSE provision. We also signpost pupils to other reliable external service and sources of help and support, such as Childline
- 5.14. The relationships and health curriculum will be informed, where necessary, by issues in the school and wider community to ensure it is tailored to pupils’ needs.
- 5.15. We consult with parents, pupils and staff in the following ways:
 - Questionnaires and surveys
 - Meetings
 - Newsletters and letters
- 5.16. Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:
 - Organising a meeting with the class teacher/headteacher.
 - Emailing: enquiries@osbournby-cit.co.uk
- 5.17. The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.
- 5.18. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

6. Consultation with parents

- 6.1. The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum.
- 6.2. Through this policy, parents are provided with the following information:
 - The content of the relationships, sex and health curriculum
 - The delivery of the relationships, sex and health curriculum, including what is taught in each year group
 - The legalities surrounding withdrawing their child from the subjects

- The resources that will be used to support the curriculum

Links to further information can also school website (Curriculum, Subjects, PSHE / RSE : [RSE & PSHE Parent Information | Kapow Primary](#))

- 6.3. Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:
- Organising a meeting with the class teacher/headteacher.
 - Emailing: enquiries@osbournby-cit.co.uk
- 6.4. Prior to the delivery of any non-statutory sex education content, a parent consultation meeting will always be held. This provides parents and carers with the opportunity to view the teaching materials, understand the content to be covered, and ask questions of school staff, enabling them to make an informed decision regarding the withdrawal of their child from these lessons.

7. Inclusion

- 7.1. It is our intention that all pupils have the opportunity to access a high-quality programme of Personal, Social and Health Education (PSHE) and Relationships & Sex Education (RSE) that is appropriate to their age, stage of development and individual needs. We operate a fully inclusive ethos and are committed to ensuring that all pupils can access and engage with learning. Lesson content, resources and teaching approaches are adapted where necessary to meet the needs of individual pupils.
- 7.2. Our school recognises and respects the diverse ethnic, religious and cultural backgrounds of our community, as well as the wide range of family structures and experiences represented within it. These are reflected through teaching and resources that promote equality, diversity and inclusion.
- 7.3. During PSHE and RSE lessons, discussion of the diverse nature of our school community and wider society is approached in a sensitive, respectful and age-appropriate manner. Teaching is factual, inclusive and designed to help pupils develop understanding, empathy and respect for others.
- 7.4. We are mindful of statutory guidance from the Department for Education and our responsibilities under the Equality Act 2010. Through PSHE and RSE, pupils are supported to understand and value diversity, challenge discrimination and develop positive, respectful relationships with others. All schools have a duty to eliminate discrimination, foster good relations and promote equality of opportunity, and our curriculum contributes significantly to these aims.

8. Parents' Right to Withdraw.

- 8.1. The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children and have the most significant influence in enabling their children to grow and mature and to form healthy relationships.
- 8.2. At Osbournby Primary School, we are committed to working closely with parents to ensure that we create the best possible Personal, Social, Health Education (PSHE) and Relationships & Sex Education (RSE) curriculum for our pupils, while also supporting parents in the conversations they may have with their children around these topics.
- 8.3. As set out in Department for Education (DfE) requirements, schools should show parents a representative sample of the resources they plan to use, enabling parents to continue conversations started in class, and should ensure that parents are able to view all curriculum materials used to teach RSHE on request.
- 8.4. To meet this duty, we provide samples of materials during parent information events held in school, where appropriate. Parents who wish to view additional PSHE/RSE teaching materials are asked to contact the school to arrange an appointment, during which the headteacher and/or subject lead will share information, resources and discuss any specific topics, issues or concerns.
- 8.5. This approach supports open discussion and helps build understanding of the context of our PSHE/RSE provision across the school. Our school values transparency and partnership with parents.
- 8.6. In line with statutory guidance, we will:

- **Provide access to RSHE curriculum materials**

Parents and carers may request to view materials used in R(S)HE lessons, including those from external providers.

- **Offer multiple ways to view resources**

- Provide representative samples of lesson plans and teaching resources are shared during parent information sessions where these are held.
- Additional materials can be viewed by appointment at school or via secure online access, where this is feasible.

- **Engage parents proactively**

- We may hold R(S)HE information sessions to explain the curriculum approach and answer questions.
- Parents are informed of any significant changes to R(S)HE content and invited to share feedback.

- **Safeguarding and copyright considerations**

- While we aim to provide full transparency, some resources may be subject to copyright restrictions. In these cases, parents are offered supervised viewing in school.
 - All sharing of materials complies with safeguarding and data protection policies
- 8.7. This approach ensures that parents are fully informed and able to support their child's learning at home, while maintaining compliance with statutory requirements.
 - 8.8. Parents are given opportunities to understand the purpose and context of PSHE/RSE as part of our approach to pupils' personal development. We recognise that clear communication, opportunities to ask questions and open discussion help build confidence in the curriculum, and we provide opportunities to support this.
 - 8.9. While we believe that all content within our PSHE and RSE curriculum is important and relevant for pupils, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education lessons, other than those that form part of the National curriculum for science.
 - 8.10. Please refer to our programme overview document (Appendix 1), which clearly highlights any lessons where sex education is delivered and where the parental right of withdrawal applies. Currently, these sessions are delivered in Year 5/6.
 - 8.11. Parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education delivered as part of RSE.
 - 8.12. In line with current DfE statutory guidance, there is **no parental right of withdrawal from Relationships Education or Health Education, or from any sex education content that forms part of the National curriculum for science**. These are statutory requirements that schools are required to teach.
 - 8.13. We ask parents to consider the proven contribution that age-appropriate sex education can make in keeping pupils safe and preparing them for adulthood.
 - 8.14. If parents choose to proceed with withdrawal, the request is recorded and alternative provision is made for the pupil during these sessions so that they are not present in the lesson. It is important that parents who choose to withdraw their child from sex education understand that discussing these issues with their child then **becomes their responsibility**

9. Confidentiality

- 9.1. Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL (Designated Safeguarding Lead) and handled in accordance with the Child Protection and Safeguarding Policy.

10. Monitoring quality

- 10.1. The relationships, sex and health education subject leader is responsible for monitoring the quality of teaching and learning for the subjects and reporting to the Headteacher.
- 10.2. The relationships, sex and health education subject leader will monitor provision, which may include a mixture of the following:
 - Self-evaluations
 - Lesson observations
 - Topic feedback forms
 - Learning walks
 - Work scrutiny
 - Pupil Voice Activities
 - Staff feedback
 - Parental feedback and engagement

11. Monitoring and review

- 11.1. This policy will be reviewed on an annual basis by the relationships, sex and health education subject leader and headteacher.
- 11.2. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.
- 11.3. The Local School Board is responsible for approving this policy.
- 11.4. Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

APPENDIX

Red text = Units that contain adaptations for our context. Highlighted Text = Non statutory RSE Lesson

YEAR A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Year 1/2	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online?
Year 3/4	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: What careers do people choose and why?	Staying safe: What signs help me recognise what is safe or unsafe?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?
Year 5/6	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship: How can we be in control of our money?	Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about the things I see online?	Staying safe: How can I stay safe as I grow up?

YEAR B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Year 1/2	My healthy self: How can we look after our emotions?	Citizenship: How can I help others and the environment?	Citizenship: How do people belong to a community and earn money?	My healthy self: How can we look after our bodies?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?
Year 3/4	My healthy self: How can I take care of my mind and body?	Citizenship: What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond if they happen?	My healthy self: How can I make healthy choices?	Citizenship: How can I spend money responsibly?	Growing up: How will my body and emotions change as I grow up?
Year 5/6	My healthy self: How can I support my mind and body as I grow?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	My healthy self: How do my choices today shape my future health?	Citizenship: How can we protect everyone's rights?	Sex education: How do people become parents and carers?

Overview – EYFS CYCLE A

EYFS

Unit 1	<u>Self-regulation: My feelings</u> 4 lessons Recognising and describing different feelings, and learning strategies to regulate and feel calm.	Unit 2	<u>Building relationships: Special relationships</u> 6 lessons Learning about families, friendships and positive relationships by exploring the importance of special people in the children's lives. They consider the value of sharing, learn strategies for sharing fairly and recognise their own strengths as individuals.
Unit 3	<u>Managing self: Taking on challenges</u> 6 lessons Considering the value of perseverance in facing challenges, the children learn to communicate effectively with others, recognise the importance of rules and practise simple coping strategies.	Unit 4	<u>Self-regulation: Listening and following instructions</u> 6 lessons Developing listening and communication skills through stories and games that encourage careful attention to spoken language. The children explore how information can change as it is passed from person to person and how rumours spread.
Unit 5	<u>Building relationships: My family and friends</u> 6 lessons Developing an understanding of sharing, turn-taking and positive relationships. The children consider the qualities of a good friend, recognise how kind words affect others and work collaboratively to develop teamwork skills.	Unit 6	<u>Managing self: My wellbeing</u> 6 lessons Identifying why exercise is important for physical and mental health, the children discuss ways to take care of themselves, learn how to be safe pedestrians and consider the importance of a balanced diet.

Overview – Year 1/2 CYCLE A

Unit 1	<u>Connecting with others: How can I help myself and others feel happy and safe?</u> 6 lessons Identifying what makes them and others special, pupils learn how friends, family and classmates can help and support each other. They explore how respect is shown through behaviour in different situations and identify simple strategies for managing disagreements in families and friendships.	Unit 2	<u>The online world: How do we spend time online?</u> 6 lessons Understanding how to stay safe and respectful online and recognising the different ways people use the internet in everyday life. Pupils compare online and offline activities, explore appropriate online behaviour and identify strategies for staying safe and responding to unsuitable content.
Unit 3	<u>Health protection: How can I protect myself and others in daily life?</u> 6 lessons Exploring illnesses and injuries, understanding the roles of different healthcare workers in prevention and treatment and practising how to get medical help. Pupils investigate how germs spread, practise ways to reduce the risk of illness and learn when and how to seek help in an emergency.	Unit 4	<u>Staying safe: How can I stay safe?</u> 6 lessons Recognising how rules help to keep people safe by identifying everyday hazards and understanding situations that could cause harm. Pupils explore ways to stay safe around roads and potentially dangerous items, recognise body clues that signal a problem and learn how to seek help from a trusted adult when needed. Osbornby Adaption: Focus on safety in the countryside, risks caused by playing on agricultural machinery, climbing on bales.
Unit 5	<u>Connecting with others: How can I build safe, kind and caring relationships with others?</u> 6 lessons Recognising how families and communities can be similar and different, pupils learn about kindness, respect and positive relationships. Pupils recognise unkind behaviour, including bullying, explore personal space, privacy and boundaries and identify trusted adults who can help them when they feel worried or unsafe. Osbornby Adaption: Recognise	Unit 6	<u>The online world: How can we stay safe online?</u> 6 lessons Developing an understanding of how people use the internet safely, including sharing information, protecting private information and recognising that not everything online is real. Pupils apply their understanding by identifying safe and unsafe online situations, evaluating online content and explaining how to respond safely when they need help.

	difficulties of living in rural communities		
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Suggested long-term plan: **RS**E & PSHE

Overview - Lower key stage 2

Year
3/4

Unit 1	<u>Connecting with others: What helps us feel safe and included?</u> 6 lessons Recognising their own strengths, qualities and boundaries, pupils develop self-worth and confidence in expressing themselves respectfully. Pupils explore how families and friendships provide support, practise ways to repair friendships and identify different types of bullying and how to respond to them.	Unit 2	<u>The online world: How should we communicate online?</u> 6 lessons Exploring online and in-person communication, including respectful behaviour, misunderstandings and how communication can affect safety online. Pupils identify unsafe online situations, consider how to respond to online bullying and apply their understanding to communicate safely and respectfully online.
Unit 3	<u>Citizenship: What careers do people choose and why?</u> 0 lessons Exploring careers, aspirations and equality by learning about different jobs, why people choose them and how careers can change over time. Pupils consider how interests, strengths and pay can influence career choices, while recognising and challenging gender stereotypes in the workplace. Osbourneby Adaption: Look at local area jobs e.g. female farmers, male midwife	Unit 4	<u>Staying safe: What signs help me recognise what is safe or unsafe?</u> 6 lessons Developing personal safety skills by recognising warning signs, responding to uncomfortable situations and seeking help in an emergency. Pupils identify safe ways to cross roads, explore the dangers of water and learn how to distinguish between medicines and harmful substances. Osbourneby Adaption: Countryside dangers e.g. playing on agricultural machinery, climbing on bales, entering fields with livestock, whilst crop spraying is taking place etc.
Unit 5	<u>Connecting with others: How can we respect each other?</u>	Unit 6	<u>The online world: How can we decide what to trust online?</u>

6 lessons	6 lessons
Examining respectful and disrespectful behaviour by considering how actions and expectations can vary in different settings. Pupils develop strategies for building trust and resolving friendship challenges, practise responding to bullying and learn how stereotypes can negatively affect people and communities.	Developing critical thinking skills through exploring how information is found, shared and presented online. Pupils evaluate the reliability of digital content by checking sources, identifying misleading information and comparing evidence before deciding what to believe.

Suggested long-term plan: RSE & PSHE

Overview - Upper key stage 2

Year
5/6

Unit 1	<u>Connecting with others: Why are healthy relationships important?</u> 6 lessons Investigating identity, values and relationships by considering how experiences and beliefs can influence choices and behaviour. Pupils examine the role of commitment and support within families, identify where to seek help if home feels unsafe and develop strategies for building and maintaining healthy friendships.	Unit 2	<u>The online world: How am I influenced by what I see online?</u> 6 lessons Considering how online content can influence choices by examining advertising, influencers and persuasive techniques used online. Pupils develop critical thinking skills by considering spending decisions, recognising possible scams and identifying strategies to respond safely to pressure and persuasion.
Unit 3	<u>Citizenship: How can we be in control of our money?</u> 0 lessons	Unit 4	<u>Connecting with others: What does it mean to stand up for myself and others?</u> 6 lessons Developing self-respect and resilience by setting personal goals and practising respectful behaviour in different situations, including online. Pupils build skills in setting boundaries, challenging stereotypes, discrimination and bullying, and recognising when to seek help from trusted adults and support services. Osbournby Adaption: Why are

			stereotypes and discrimination more likely in our local area?
Unit 5	<u>The online world: How do I feel about the things I see online?</u> 6 lessons Exploring how online experiences can influence our thoughts, feelings and behaviour, and recognising online risks to support safe decision-making, including learning how to respond to online bullying and other harmful behaviour.	Unit 6	<u>Staying safe: How can I stay safe as I grow up?</u> 6 lessons Developing understanding of hazards, risks and safer choices by exploring how to stay safe at home, outdoors, on public transport and around water. Pupils also consider how peer pressure, consent, boundaries and drug misuse can affect decisions and learn strategies to protect themselves and others. Osbournby Adaption: Look at country-side risks including keeping dogs on leads, safe behavior around livestock. Gun safety as several children of gamekeepers.

Suggested long-term plan: RSE & PSHE

Overview - EYFS

EYFS

Unit 1	<u>Self-regulation: My feelings</u> 4 lessons Recognising and describing different feelings, and learning strategies to regulate and feel calm.	Unit 2	<u>Building relationships: Special relationships</u> 6 lessons Learning about families, friendships and positive relationships by exploring the importance of special people in the children's lives. They consider the value of sharing, learn strategies for sharing fairly and recognise their own strengths as individuals.
Unit 3	<u>Managing self: Taking on challenges</u> 6 lessons Considering the value of perseverance in facing challenges, the children learn to communicate effectively with others,	Unit 4	<u>Self-regulation: Listening and following instructions</u> 6 lessons Developing listening and communication skills through stories and games that encourage careful attention to spoken language. The children explore how information can change as it is passed

	recognise the importance of rules and practise simple coping strategies.		from person to person and how rumours spread.
Unit 5	<u>Building relationships: My family and friends</u> 6 lessons Developing an understanding of sharing, turn-taking and positive relationships. The children consider the qualities of a good friend, recognise how kind words affect others and work collaboratively to develop teamwork skills.	Unit 6	<u>Managing self: My wellbeing</u> 6 lessons Identifying why exercise is important for physical and mental health, the children discuss ways to take care of themselves, learn how to be safe pedestrians and consider the importance of a balanced diet.

Suggested long-term plan: RSE & PSHE

Overview - Key stage 1

Year
1/2

Unit 1	<u>My healthy self: How can we look after our emotions?</u> 7 lessons Recognising and naming a range of emotions, pupils learn to identify facial and body clues linked to feelings. They explore what helps them feel calm and happy, understand the importance of rest and enjoyable activities, and practise simple strategies for managing different emotions.	Unit 2	<u>Citizenship: How can I help others and the environment?</u> 6 lessons Learning how people can care for others and the environment through exploring the needs of babies, young children and pets, alongside ways to improve their school and local area. Pupils investigate how rules help communities stay safe, happy and fair, and consider how they can make a positive contribution to the world around them. Osbournby Adaption: Countryside code
Unit 3	<u>Citizenship: How do people belong to a community and earn money?</u> 0 lessons Exploring communities, belonging and money through learning about the groups people belong to, the jobs people do and where money comes from. Osbournby	Unit 4	<u>My healthy self: How can we look after our bodies?</u> 6 lessons Understanding how everyday choices support health and wellbeing by exploring the effects of movement, sleep, food and drink on the body. Pupils identify healthy habits, including eating fruit and vegetables, drinking water, resting well

	Adaption: jobs in the countryside/local area.		and caring for their teeth, before planning a simple healthy daily routine.
Unit 5	<u>Growing up: How can we look after and respect our bodies as we grow?</u> 6 lessons Recognising how people grow and change over time through learning about physical development, privacy and personal boundaries. Pupils learn that change is a normal part of growing up, use the correct scientific names for private body parts and identify trusted people who can help if they feel worried or unsafe.	Unit 6	<u>Staying safe: How can I make safe choices in different places?</u> 6 lessons Understanding that unsafe situations at home and in public, including common hazards and behaviours that can make someone feel unsafe. Pupils identify when words, actions or touch are not okay, practise saying no and learn how and when to seek help from a trusted adult. Osbournby Adaption: Understanding unsafe situations in our local area e.g. beck/rope swing, farmyards and fields, quite roads with high hedges.

Suggested long-term plan: RSE & PSHE

Overview - Lower key stage 2

Year
3/4

Unit 1	<u>Connecting with others: What helps us feel safe and included?</u> 6 lessons Recognising their own strengths, qualities and boundaries, pupils develop self-worth and confidence in expressing themselves respectfully. Pupils explore how families and friendships provide support, practise ways to repair friendships and identify different types of bullying and how to respond to them.	Unit 2	<u>The online world: How should we communicate online?</u> 6 lessons Exploring online and in-person communication, including respectful behaviour, misunderstandings and how communication can affect safety online. Pupils identify unsafe online situations, consider how to respond to online bullying and apply their understanding to communicate safely and respectfully online.
Unit 3	<u>Citizenship: What careers do people choose and why?</u> 0 lessons	Unit 4	<u>Staying safe: What signs help me recognise what is safe or unsafe?</u>

	Exploring careers, aspirations and equality by learning about different jobs, why people choose them and how careers can change over time. Pupils consider how interests, strengths and pay can influence career choices, while recognising and challenging gender stereotypes in the workplace. Osournby Adaption: Jobs in our local area, but also raise ambition – can work for multinational companies/ around the world.		6 lessons Developing personal safety skills by recognising warning signs, responding to uncomfortable situations and seeking help in an emergency. Pupils identify safe ways to cross roads, explore the dangers of water and learn how to distinguish between medicines and harmful substances. Osournby Adaption: Ways to stay safe in local environment – back roads where there is not a path.
Unit 5	<u>Connecting with others: How can we respect each other?</u> 6 lessons Examining respectful and disrespectful behaviour by considering how actions and expectations can vary in different settings. Pupils develop strategies for building trust and resolving friendship challenges, practise responding to bullying and learn how stereotypes can negatively affect people and communities.	Unit 6	<u>The online world: How can we decide what to trust online?</u> 6 lessons Developing critical thinking skills through exploring how information is found, shared and presented online. Pupils evaluate the reliability of digital content by checking sources, identifying misleading information and comparing evidence before deciding what to believe.

Suggested long-term plan: RSE & PSHE

Overview - Upper key stage 2

Year
5/6

Unit 1	<u>Connecting with others: Why are healthy relationships important?</u> 6 lessons Investigating identity, values and relationships by considering how experiences and beliefs can influence choices and behaviour. Pupils examine the role of commitment and support within families, identify where to seek help if home feels unsafe and develop	Unit 2	<u>The online world: How am I influenced by what I see online?</u> 6 lessons Considering how online content can influence choices by examining advertising, influencers and persuasive techniques used online. Pupils develop critical thinking skills by considering spending decisions, recognising possible scams and identifying strategies to
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	strategies for building and maintaining healthy friendships. Osbourneby Adaption: How to seek help if you are isolated Geographically from other houses / don't have neighbors or local support network.		respond safely to pressure and persuasion.
Unit 3	<u>Citizenship: How can we be in control of our money?</u> 0 lessons	Unit 4	<u>Connecting with others: What does it mean to stand up for myself and others?</u> 6 lessons Developing self-respect and resilience by setting personal goals and practising respectful behaviour in different situations, including online. Pupils build skills in setting boundaries, challenging stereotypes, discrimination and bullying, and recognising when to seek help from trusted adults and support services.
Unit 5	<u>The online world: How do I feel about the things I see online?</u> 6 lessons Exploring how online experiences can influence our thoughts, feelings and behaviour, and recognising online risks to support safe decision-making, including learning how to respond to online bullying and other harmful behaviour.	Unit 6	<u>Staying safe: How can I stay safe as I grow up?</u> 6 lessons Developing understanding of hazards, risks and safer choices by exploring how to stay safe at home, outdoors, on public transport and around water. Pupils also consider how peer pressure, consent, boundaries and drug misuse can affect decisions and learn strategies to protect themselves and others.

Suggested long-term plan: RSE & PSHE

Overview - Lower key stage 2

Year
3/4

Unit 1	<u>My healthy self: How can I take care of my mind and body?</u> 7 lessons	Unit 2	<u>Citizenship: What rights and responsibilities do we have?</u> 5 lessons
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	Examining the connection between the mind and body by recognising and describing a wide range of emotions and feelings. Pupils identify habits that support healthy sleep, consider the impact of bullying on wellbeing and learn how and where to access support when needed.		Learning about rights, responsibilities and citizenship by exploring children's rights, human rights and why they matter. Pupils explore how responsible choices support people and the environment, including reducing waste and understanding how local councils help meet the needs of their communities.
Unit 3	<u>Health protection: How can we prevent illness and injury and respond if they happen?</u> 0 lessons Investigating how healthy habits, medicines and healthcare help prevent illness and protect wellbeing. Pupils apply their understanding by making informed decisions about hygiene, sun safety and seeking medical help, while practising basic first aid and learning when to call 999. Osbornby Adaption: Include ticks and Lyme disease	Unit 4	<u>My healthy self: How can I make healthy choices?</u> 7 lessons Understanding how healthy choices support both physical and mental wellbeing by exploring exercise, nutrition and hydration. Pupils identify strategies for developing a growth mindset and recognise how acts of kindness and helping others can have a positive impact on themselves and those around them.
Unit 5	<u>Citizenship: How can I spend money responsibly?</u> 0 lessons Learning about managing money by examining the different ways people pay for things, including cash and bank cards. Pupils develop an understanding of budgeting, value for money and responsible financial decision-making, while considering how money can influence people's feelings and choices.	Unit 6	<u>Growing up: How will my body and emotions change as I grow up?</u> 6 lessons Learning about the physical and emotional changes that occur during puberty, pupils recognise that these changes are normal and happen at different times for everyone.

Suggested long-term plan: RSE & PSHE

Overview - Upper key stage 2

Year
5/6

Unit 1	<u>My healthy self: How can I support my mind and body as I grow?</u> 6 lessons Understanding how everyday choices can support physical and emotional wellbeing by exploring nutrition, physical activity and self-regulation. Pupils learn to read food labels, identify ways to build more movement into their routines and practise strategies for managing emotions and seeking support when needed.	Unit 2	<u>Citizenship: How can we make a difference in our communities and beyond?</u> 6 lessons Developing active citizenship skills through exploring how people can make a difference in their communities and beyond. Pupils learn how individuals, community and pressure groups, local councillors and MPs can influence change in government. Osbournby Adaption: Consider impact of rural isolation of families. Look at the work of Tracey Richadson who has won awards for her community work in Osbournby.
Unit 3	<u>Growing up: How can I manage the changes to my body and emotions as I grow up?</u> 6 lessons Understanding the physical and emotional changes that happen during puberty, including their impact on feelings, behaviour and relationships. Pupils explore personal hygiene, periods, kindness, respect and personal boundaries, and identify trusted sources of support during puberty.	Unit 4	<u>My healthy self: How do my choices today shape my future health?</u> 6 lessons Learning about the importance of daily dental care and how choices about food, drink and lifestyle can affect long-term health and wellbeing. Pupils think critically about healthy eating, including calories as a unit of energy, and consider how habits and reactions can influence relationships, learning and future success. They also explore how a growth mindset can build confidence and resilience when facing challenges.
Unit 5	<u>Citizenship: How can we protect everyone's rights?</u> 0 lessons Exploring human rights, laws and how the legal system helps uphold fairness in society. Pupils consider the consequences of breaking laws, examine prejudice and discrimination, and identify ways to challenge stereotypes to promote equality and inclusion. Osbournby Adaption: Consider why stereotypes / prejudice might be a greater risk in our area. What can we do to challenge this.	Unit 6	<u>Sex education: How do people become parents and carers?</u> 6 lessons Learning the correct terminology for body parts, pupils develop an understanding of how babies are conceived, grow during pregnancy and are born. They learn about consent and the legal age of consent, explore different types of families, and understand the responsibilities and lifelong commitment involved in having a baby.

