

Newham PRUs

Relationships, Sex and Health and Education (RSHE) Policy



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Link Governor: Lando Du Plooy

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Related School Policies: Anti-bullying Policy; Behaviour Policy; Child Protection and Safeguarding Policy; Educational Visits and Visitors Policy

1. Introduction for teachers new to Newham, governors, parents and carers

Relationships, Sex and Health Education (RSHE) has been an established, well-embedded, and highly valued part of the curriculum at Newham PRUs since the introduction of statutory Department for Education (DfE) guidance in 2020. This updated policy reflects the revised national guidance published in 2025, which all schools are required to implement by September 2026.

This updated version of the policy reflects the revised national guidance published in 2025, which schools are required to have in place by September 2026. They have been shaped through consultation with a range of stakeholders, including school staff, pupils, parents and carers, and, where appropriate, local partners, to ensure the curriculum is relevant, inclusive and responsive to the needs of our community.

At Key Stage 3 (KS3) and Key Stage 4 (KS4), our students navigate a highly complex world during a pivotal stage of their personal development. Because our students face high levels of vulnerability within Alternative Provision, RSHE at Newham PRUs is not merely an academic exercise; it is an essential safeguarding tool and a life-saving intervention. It provides young people with a safe, structured environment to explore contemporary issues relevant to their lives, builds critical literacy and oracy skills, and equips them with the vital resilience they need to thrive when they reintegrate into mainstream education or transition to post-16 pathways.

Relationships, Sex and Health Education (RSHE) has been an established, well-embedded, and highly valued part of the curriculum at Newham PRUs since the introduction of statutory Department for Education (DfE) guidance in 2020. This updated policy reflects the revised national guidance published in 2025, which all schools are required to implement by September 2026.

The updates do not represent significant changes to what is taught, but instead provide refinement and clarity, strengthen links to safeguarding and pupil wellbeing, and ensure our practice continues to reflect best practice and the needs of our pupils. As an all-through Alternative Provision supporting students from Key Stage 1 through to Key Stage 4, Newham PRUs offers a continuous learning journey.

Our students navigate a highly complex world during vital, pivotal stages of their personal, physical, and emotional development. Because our cohorts face high levels of vulnerability within Alternative Provision, RSHE across all key stages is not merely an academic exercise; it is an essential safeguarding tool and a critical life-saving intervention. Our curriculum provides a safe, structured, and trauma-informed environment where children can build critical literacy and oracy skills. It builds the vital personal resilience needed to thrive, whether transitioning between primary phases, reintegrating into mainstream schools, or moving on to post-16 pathways.

School consultation 2026

This policy and our wider curriculum have been shaped through extensive consultation with a range of stakeholders, including school staff, pupils, parents and carers, and, where appropriate, local partners, to ensure the curriculum is relevant, inclusive and responsive to the needs of our community.

In school, formal consultation has taken place with the following groups to prepare for the implementation of the updated RSHE statutory guidance in September 2026:

	Parents/carers	School Staff	School Management Committee
Dates	29.04.2026 - 08.05.2026	22.04.2026	
Actions	The feedback reflects a positive consensus, with parents/carers feeling well-informed and supportive of the RSHE provision and 1decision resources at KS1 and KS2 and Life Lessons resources at KS3 and KS4.	KS1 and KS2 staff welcomed the structured 1decision platform for its high-quality visual resources and consistency, while agreeing to a blended, adapted approach to ensure all content remains accessible and developmentally appropriate for our pupils. KS3 and KS4 staff were pleased that the Life Lessons platform would provide consistency, time saving in relation to planning, current and relevant topics and readily available topics.	XXXXXXXXXX
During the consultation period for the updated RSHE statutory guidance, children at Newham PRUs have said about learning in RSHE: In KS1, pupils responded positively to familiar characters, with one pupil stating, “The best thing about PSHE is the ‘potato,’” and another saying, “I want to watch more videos of potato.” In KS2, pupils particularly enjoy “watching the videos and making a choice,” with one suggestion being “to play more games in PSHE.” In KS3, students like that: “RSHE lets us talk about real stuff that happens to us.. It's helped me understand what a healthy relationship actually looks like.” In KS4, students think “it's good we get to ask questions without feeling embarrassed. The teachers don't judge you, so you can actually say what you're thinking.”			

Intent

Aims

At Newham PRUs, our aim is to deliver high-quality Relationships, Sex and Health Education (RSHE), in partnership with parents and carers, in order to support the personal development, wellbeing and future success of all our pupils.

Our RSHE provision aims to:

- Provide high-quality, age-appropriate, pupil-sensitive and evidence-based RSHE that meets statutory requirements.
- Promote respect for the law and for the diverse communities that make up Newham, fostering understanding, inclusion and mutual respect.
- Help pupils to develop a secure understanding of themselves, their relationships and the world in which they live.
- Equip pupils with the knowledge, skills and language they need to make informed, responsible and healthy choices.
- Support pupils to stay safe, including understanding how to recognise risk, seek help and protect their physical and emotional wellbeing.
- Enable pupils to flourish academically, socially and emotionally, both during their time at school and beyond.
- Prepare pupils for the opportunities, responsibilities and challenges of adulthood, in a world that is complex and sometimes difficult to navigate.
- Establish RSHE as a central and valued part of the curriculum, contributing to pupils' lifelong learning and personal development and wellbeing.

See *Appendix 1 – Information about how and why RSHE will be taught at Newham PRUs* for more information. See also *Appendix 2: Explanation of Terms*.

Implementation

RSHE Statutory Content

By law, primary schools are required to teach relationships and health education, alongside the national curriculum for science and within the context of safeguarding.

Here at Newham PRUs, we acknowledge that **parents and carers are a child's first, and most effective, teacher**. To ensure that we are working in collaboration with our parents and carers, we will ensure that information about our RSHE curriculum is published on our website for parents and carers to access. We will also continue to ensure that annual meetings are held with parents and carers to present our RSHE curriculum, as well as ensuring that parents and carers have the opportunity to discuss any queries, worries or questions they may have. At Newham PRUs, there is a clear aim to educate pupils about these important subjects **alongside** parents and carers.

See *Appendix 3-5 – End of Key stage 2 Expectations for Relationships Education, End of Key stage 2 Expectations for Non-Statutory Sex Education and End of Key stage 2 Expectations for Health Education* to see the required content from the statutory guidance.

Curriculum Map

Newham PRU's curriculum map for RSHE sets out in which year group each aspect of the RSHE statutory guidance expectations will be taught at Newham PRUs. Whilst some areas are only taught in RSHE, other areas may also be covered in lessons such as physical education (PE) or science, as well as part of a school wide, integrated and cross curricular approach to RSHE (for example in the books used in English or themes covered in assemblies and on special weeks/days (e.g. anti-bullying week and internet safety day). See *Appendix 6: Curriculum Map for RSHE*

Curricular Frameworks: 1decision and Life Lessons

Our school values: **Kindness, Resilience, Courage.**

To deliver this critical instruction effectively across all key stages, Newham PRUs uses two complementary, high-quality digital platforms tailored to our non-specialist teaching staff and vulnerable student profile:

- Primary Phase (Key Stage 1 & Key Stage 2): Delivered via the 1decision platform. This interactive, video-based resource allows staff to select modules tailored to individual developmental needs, using relatable animations and real-life decision-making scenarios.
- Secondary Phase (Key Stage 3 & Key Stage 4): Delivered via the Life Lessons platform. This platform is chosen for its video-led framework that supports whole-school literacy and shapes oracy through structured group debates, reducing reading anxiety for our secondary young people.

By combining these platforms within a unified policy, we ensure that the tracking, legal compliance, and community sensitivity applied to primary children are maintained and scaled appropriately for our older students.

Core Aims and Objectives

The core purpose of RSHE at Newham PRUs is to deliver high-quality, age-appropriate, pupil-sensitive, and evidence-based instruction, in partnership with parents and carers, in order to support the personal development, wellbeing, and future success of all our pupils. The curriculum ensures that all pupils, from Year 1 to Year 11:

- Develop a secure understanding of themselves, their relationships, and the world in which they live.
- Gain the knowledge, skills, and language they need to make informed, responsible, and healthy choices.
- Understand how to recognise risk, seek help, and protect their physical and emotional wellbeing.
- Build a baseline of respect for the law and for the diverse communities that make up Newham, fostering understanding, inclusion, and mutual respect.
- Successfully prepare for the opportunities, responsibilities, and challenges of adulthood.

2. Statutory Framework and Curriculum Alignment

Newham PRUs fulfills all statutory national requirements. Primary pupils receive statutory Relationships Education and Health Education. Secondary pupils receive statutory Relationships, Sex and Health Education. These strands are aligned with National Curriculum Science across all age brackets.

- Key Stages 1 & 2 (Primary Phase):
 - Statutory Relationships Education (No Withdrawal)
 - Statutory Health Education (No Withdrawal)
 - National Curriculum Science (No Withdrawal)
- Key Stages 3 & 4 (Secondary Phase):
 - Statutory Relationships Education (No Withdrawal)
 - Statutory Health Education (No Withdrawal)
 - National Curriculum Science (No Withdrawal)
 - Non-Statutory Sex Education (Parental Right to Request Withdrawal applies)

A. National Curriculum Science (Statutory - No Right to Withdraw)

National Curriculum Science is statutory across all key stages and cannot be opted out of by parents or carers. At Newham PRUs, this content provides the biological foundation for RSHE:

- Key Stage 1 (Years 1–2): Pupils learn to identify, name, draw, and label the basic parts of the human body; say which part of the body is associated with each sense; notice that animals and humans have offspring which grow into adults; and describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- Lower Key Stage 2 (Years 3–4): Pupils identify that animals, including humans, need the right types and amount of nutrition from what they eat; study that humans and some other animals have skeletons and muscles for support, protection, and movement; describe the simple functions of the basic parts of the human digestive system (mouth, tongue, teeth, oesophagus, stomach, and small/large intestine); and identify the different types of human teeth and their simple functions.
- Upper Key Stage 2 (Years 5–6): Pupils describe the differences in the lifecycles of a mammal, an amphibian, an insect, and a bird; explore the lifecycle process of reproduction in some plants and animals; describe the changes as humans develop to old age (learning about the changes experienced in puberty); identify and name the main parts of the human circulatory system (heart, blood vessels, blood); and recognize the impact of diet, exercise, drugs, and lifestyle on how their bodies function.
- Key Stage 3 (Years 7–9): A deeper scientific analysis of human anatomy, reproductive systems, the mechanics of fertilisation, gestation, birth, and the impact of maternal health, smoking, or alcohol on foetal development.
- Key Stage 4 (Years 10–11): Advanced science content examining the relationship between health and disease, the transmission and prevention of communicable diseases, and the biological mechanics of Sexually Transmitted Infections (STIs), including HIV/AIDS.

B. Statutory Relationships Education

- Primary Phase (KS1/KS2): Focuses on teaching the fundamental building blocks of positive, healthy, and respectful relationships with family members, other children, and adults. Pupils explore boundary-setting, personal privacy, managing feelings and conflict, recognizing bullying (including cyberbullying), and knowing how and where to seek help or report concerns. There is no right to withdraw from primary Relationships Education.
- Secondary Phase (KS3/KS4): Builds on these concepts by focusing on the skills required to navigate romantic, intimate, and long-term committed relationships. Lessons cover mutual trust, identifying coercive control or domestic abuse, conflict management, and the legal structures of marriage and civil partnerships in modern Britain. There is no right to withdraw from secondary Relationships Education.

C. Statutory Health Education

- Primary Phase (KS1/KS2): Focuses on equipping pupils with the tools to make informed, responsible choices about physical health and mental wellbeing. Lessons cover emotional literacy, building an appropriate vocabulary for feelings, recognizing what is typical and healthy, the benefits of physical activity, healthy eating, sleep routines, dental health, sun safety, and basic first aid. Online wellbeing and safety are addressed, focusing on screen time limits, age restrictions, and managing digital life.

Puberty and menstruation are covered before changes begin. There is no right to withdraw from primary Health Education.

- Secondary Phase (KS3/KS4): Focuses on deeper physical and mental health issues. Lessons explore the links between physical and mental wellbeing, recognizing clinical signs of depression or anxiety, substance education (vaping, smoking, alcohol, and drug misuse), and routine health screening awareness (such as testicular and breast self-examinations). There is no right to withdraw from secondary Health Education.

3. Non-Statutory Sex Education and the Right to Withdraw

The statutory frameworks distinguish between primary and secondary phases regarding non-statutory Sex Education and parental withdrawal paths.

Primary Phase Guidance (KS1 & KS2)

Sex Education is not compulsory in primary schools. The DfE recommends that primary schools have an age-appropriate framework in place to discuss human reproduction if appropriate, following on from the science curriculum.

However, in accordance with our internal trauma-informed ethos, Phoenix Provision opts not to deliver non-statutory Sex Education at Key Stages 1 and 2. Instruction regarding human reproduction is strictly confined to the mandatory National Curriculum for Science. Our primary curriculum prioritises Relationships and Health Education (RHE), providing the essential protective factors and emotional regulation skills necessary to meet our primary pupils' complex social and emotional needs.

Secondary Phase Guidance (KS3 & KS4)

At Key Stages 3 and 4, non-statutory Sex Education is included within the RSHE curriculum to help prepare young people for adult life. At Newham PRUs, this content covers detailed information on contraception methods, managing peer or partner pressure, and the legal and personal choices involved in unplanned pregnancies (including abortion, adoption, and young parenthood).

The Process for Requesting Parental Withdrawal (Secondary Phase Only)

1. Parents and carers have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education elements delivered within secondary RSHE.
2. Upon receiving a query, the school will arrange a formal meeting between the parent/carer and a member of the Senior Leadership Team (SLT) alongside the RSHE Lead, Jermaine Carrington.
3. The purpose of this meeting is to review the curriculum content, view the platform resources, explain the intent behind the lessons, and address any personal, cultural, or religious sensitivities.
4. If the parent or carer still wishes to proceed with the withdrawal, they must submit their request formally in writing using the school's standard form.
5. The Three-Term Rule: In line with statutory guidelines, a secondary pupil has the right to override their parents' request to be withdrawn once they reach three terms before their sixteenth birthday. If

the young person requests to receive Sex Education at that stage, the school will arrange for them to receive the lessons.

6. The school ensures that any secondary student formally withdrawn from Sex Education receives alternative, purposeful, and supervised educational provision during those sessions.

4. Inclusion, Equality, and Safeguarding

Safeguarding as a Core Thread Across All Key Stages

Because our pupils face complex vulnerabilities within Alternative Provision, pupil learning in RSHE strengthens safeguarding by ensuring pupils are taught how to recognise risk, unsafe or abusive behaviour (including online), and how to seek help. RSHE lessons equip pupils with the knowledge, language, and confidence to speak to a trusted adult, supporting early identification of concerns. If a student makes a disclosure or shares a concern during an RSHE session, staff will handle the issue immediately in line with the school's Child Protection and Safeguarding Policy.

Compliance with the Equality Act 2010

Newham PRUs complies with the requirements of the Equality Act 2010 and the Public Sector Equality Duty. We ensure our curriculum treats all individuals, families, and communities with dignity and respect. We do not unlawfully discriminate against pupils, nor tolerate bullying, harassment, or victimization on the basis of the protected characteristics: age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation.

- **Family Diversity and Equality:** Our primary curriculum represents a wide range of family structures, ensuring no child is stigmatised because of their home circumstances. In our secondary curriculum, LGBTQ+ content is integrated factually and safely, covering diverse sexual orientations and gender identities, emphasizing that same-sex marriage holds the same legal status and protections in modern Britain. Homophobic, biphobic, and transphobic language or bullying is treated with zero tolerance.
- **Impartiality and Faith Contexts:** In line with the DfE's requirements for political and social impartiality, all content is delivered in a balanced, objective, and age-appropriate manner. The curriculum is delivered with sensitivity toward the multi-faith communities of Newham. While primary 1 decision materials utilise a rainbow design palette, this is a visual design choice by the provider; the school does not use these resources as a vehicle to promote LGBTQ+ themes, focusing strictly on core statutory requirements and personal safety.

SEND Accessibility and Adaptation

We ensure that RSHE content is fully accessible to all pupils, including those with SEND. The SEND team makes delivery decisions on an individual basis for each child based on their stage of development rather than chronological age. The team adapts the school's scheme of work and uses specialised resources made specifically for teaching children with SEND to ensure maximum accessibility.

5. Delivery Framework and Implementation Safeguards

Classroom Safety and Distancing Techniques

To ensure sensitive topics can be explored safely across all key stages, Newham PRUs uses evidence-based distancing techniques. Primary modules use puppets and characters (such as the 1decision animated characters), while secondary sessions use video case studies and fictional scenarios to ground discussions. This prevents pupils from feeling pressured to share personal information.

Implementation Safeguards Across the Key Stages

- **Establishing Ground Rules:** Every RSHE lesson across all key stages begins with clear classroom ground rules to ensure an environment where pupils feel at ease.
- **Anonymous Question Boxes:** Every classroom uses an anonymous question box to allow pupils to ask questions privately and confidently.
- **Single-Sex Environments for Sensitive Content:** Puberty and menstruation are recognised as sensitive topics. To ensure pupils feel comfortable, lessons on these topics can be delivered in single-sex groups with same-sex teachers and support from members of the SLT where operational deployment allows.
- **Delivered by Known Staff:** To maintain stability, primary phase RSHE is delivered directly by the child's class teacher, allowing them to learn from an adult they are comfortable with. Secondary phase delivery is supported by specialised non-statutory workshops where appropriate.

Timetabling and Spatial Safeguards

Class teachers deliver RSHE through a sequential, spiraled curriculum to ensure that knowledge is built upon each year.

- **Primary Phase Provision:** Alongside weekly scheduled lessons, Phoenix conducts a dedicated RSHE Focus Week once per term (Autumn, Spring, and Summer). Due to the transient nature of our setting, repeating this intensive focus week ensures that any pupil joining mid-year receives their full statutory entitlement before transitioning. For long-term pupils, the curriculum is progressive, utilising advanced problem-solving scenarios and leadership roles to prevent simple repetition.
- **Secondary Phase Provision:** Delivered weekly within our core secondary timetable frameworks.

Communication with Parents and Carers

We work closely with families and share curriculum outlines and maps on our website so parents know what their children are learning and when.

- The school hosts annual meetings to introduce parents and carers to our resources and answer any queries.
- For sensitive primary modules (puberty, menstruation), the team notifies parents in advance, inviting them to view materials, and sends home a "top tips" guide to support home conversations. A text message or letter is sent on the day of the lesson so parents can follow up immediately at home.

6. Monitoring, Assessment, and Quality Assurance

The RSHE curriculum is monitored by the subject leaders and the Senior Leadership Team to maintain high standards of delivery through lesson observations, pupil voice, and work monitoring.

- **Baseline Assessment:** Teachers identify pupils' prior knowledge at the beginning of each focus module or lesson to capture their baseline understanding ("What We Know"). This allows staff to identify misconceptions and tailor the sessions directly to the cohort's needs.
- **Formative Tracking:** Progress is updated using our school-wide tracking frameworks, teacher observations, and feedback on completed work.
- **Evidencing Progress:**
 - **Primary Phase (KS1/KS2):** Progress is tracked using 1decision assessment tools alongside our specific "**What We Know and What We Now Know**" framework. Upon completion of a unit, pupils revisit their initial thoughts to document their learning journey and acquired skills ("What We Now Know").
 - **Secondary Phase (KS3/KS4):** Progress is captured through books and topic assessments matching secondary criteria.

P/RSHE Subject Lead

Any queries about this policy, or the materials and resources used, should be addressed to Jermaine Carrington (Head of PSHE) or Ricky Sparham (Deputy Headteacher Curriculum and Teaching).

Appendix 1: Information about how and why RSHE will be taught at Newham PRUs.

Why is RSHE taught at Newham PRUs?

1. Because it is the right thing to do.

Our pupils are growing up in an increasingly complex world, with new opportunities alongside new challenges. As a school, we want our pupils to flourish, and we use all areas of the curriculum to equip them with the knowledge and skills they need to do so.

RSHE is a vital part of preparing pupils for life in 21st-century Britain. It supports them to understand and respect diversity, use technology safely and responsibly, and recognise the importance of healthy relationships with friends and family. Through RSHE, pupils develop the knowledge, values and skills they need to build, maintain and recognise healthy, respectful and safe relationships, now and in the future, and supports their physical, emotional and mental wellbeing.

2. Relationships and health education is a statutory requirement for all primary schools in England.

Teaching relationships and health education in school ensures that all pupils receive age-appropriate, accurate information that supports their wellbeing, safety and development. It provides a safe and consistent framework for learning about relationships, health and personal responsibility.

3. Compliance with Statutory, Legal and National Policy Frameworks

The teaching of RSHE at Newham PRUs is informed by the law, national RSHE statutory guidance and the national curriculum set out by the DfE as well as the school ethos and policies already developed. Below is a list of some of the documents that have been taken into consideration when preparing this policy.

- RSHE Statutory Guidance 2025
- Equality Act 2010 and The Public Sector Equality Duty 2014.
- School ethos and educational aims.

The teaching of RSHE in Newham PRUs is delivered within, and influenced by, all relating school policies. These include:

- Anti-bullying Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Educational Visits and Visitors Policy
- Equality Policy, Information and Objectives

How will we ensure lessons are taught sensitively?

Puberty and menstruation are seen as sensitive topics to teach in RSHE and therefore special measures will be put in place to ensure that pupils feel at ease when talking about these topics. These may include:

- Single sex classes for all lessons taught on sensitive topics so that pupils feel less self-conscious and more confident to ask questions.
- Setting ground rules at the start of the lesson.
- Use of anonymous question boxes.
- Same sex teachers for single sex groups.

When will RSHE will be taught?

Much of the RSHE curriculum is taught throughout the year in our PSHE lessons as well as some objectives being covered by computing, science and physical education. Class teachers teach PSHE weekly using a spiral curriculum to ensure that the pupils' knowledge is built upon each year.

PSHE lessons are scheduled once per week; however, to ensure full coverage of the statutory framework, Phoenix also conducts a dedicated RSHE Focus Week once per term (Autumn, Spring, and Summer). During this week, all compulsory statutory content is delivered in a concentrated, intensive format.

Due to the transient nature of Phoenix, we repeat this focused RSHE week every term. This ensures that any pupil joining our setting mid-year receives their full statutory entitlement before transitioning.

For pupils who remain at Phoenix for multiple terms and have already completed the initial focus work, the curriculum is designed to be progressive. These pupils will not simply repeat the same tasks; instead, they will build upon their existing skills and knowledge through deeper exploration of the themes, advanced problem-solving scenarios, and leadership roles within group discussions.

Menstruation and puberty must be taught as a part of primary health and wellbeing education – developing bodies – by the time children leave primary school (*see page 25 of the statutory guidance*).

How will we ensure communication with parents and carers?

- Newham PRUs works closely with parents and carers and will communicate regularly to parents and carers about their child's learning in RSHE. The aim is to offer a meeting each year to explain what will happen in RSHE, so that parents and carers can, if they wish, talk to their children ahead of lessons. This will allow parents and carers to be ready for any questions that their child may have concerning what they have learnt in school. The Newham PSHE Partnership parent toolkit is used to introduce new parents and carers to the reasons why teaching pupils about RSHE is important.
- Before each sensitive topic is taught (menstruation, puberty), the PSHE Leader will notify parents and carers and invite parents and carers to view the teaching materials, discuss lesson plans and to get support and advice on how to talk about these sensitive topics with their children.
- The PSHE curriculum leader will send out a 'top tips' letter to parents before each sensitive topic is taught (menstruation, puberty) so that they can prepare for having conversations with their children about what they have been learning. A text message and/or a letter will also be sent out on the day of the lessons where each sensitive topic is taught (menstruation, puberty) so that parents are aware that the lesson has taken place and can follow-up the learning with a conversation at home.
- Letters will be sent out to parents and carers communicating the objectives for PSHE each half term and informing parents and carers of the books that will be used in PSHE.

What training will staff be given?

All staff members are given regular yearly training on RSHE to ensure that they know how to answer questions and teach RSHE topics in an age appropriate way. Any staff members who teach sensitive topics are given additional training prior to delivering any of the sessions to ensure pupils all receive the same high standard of education.

New staff will be expected to attend the New to Newham/ECT PSHE training through the Newham PSHE Partnership.

What materials will be used to deliver RSHE?

At Newham PRUs, we have chosen to use a variety of materials to deliver RSHE, from sources we think are best suited to our pupils. While we do use 1decision and Life Lessons for much of our teaching of RSHE, we have adapted and tailored the scheme and resources to ensure that they are age appropriate and culturally sensitive to the children at our school.

Scheme of work

The RSHE curriculum map and an outline of the school's RSHE scheme of work are available for parents and carers to view on the school website. This transparency ensures that parents and carers know what their children will be learning and when. It also provides an opportunity to support learning at home, either by preparing children in advance or by discussing topics afterwards. Being aware of the content taught at school can create a natural and positive opening for conversations about relationships, health, and wellbeing within the family.

It is the aim of Newham PRUs to provide all of our pupils with high quality, pupil sensitive, evidence based and age and developmentally appropriate RSHE that is sensitive to our pupils' background and needs. If there are any additional questions about what we teach and why, please contact the PSHE/RSHE lead or the curriculum lead via ricky.sparham@prus.newham.sch.uk

Reviewing the Policy

Parents and carers will be informed when the policy is being reviewed so that there is an opportunity to give feedback, raise any concerns or inform the school about what has worked well, in the RSHE lessons and in the information given to parents.

A full consultation took place to facilitate the writing of this policy. If any additional significant changes are going to be made to the policy based on school, local authority or government guidance then another consultation will be completed. For example, changing which year groups learn about different sensitive topics (menstruation and puberty).

Appendix 2 Explanation of Terms

Relationships Education refers to teaching pupils about the fundamental building blocks and characteristics of positive relationships. It covers key topics such as families and people who care for them, caring friendships, respectful relationships, online relationships and being safe. This subject helps pupils develop the skills and understanding they need to form healthy, respectful relationships with others throughout their lives. Relationship education is statutory in all primary schools.

Sex Education refers to teaching pupils about how a baby is conceived and born. Reproduction in plants and animals is taught as part of national curriculum science in Year 5 and human reproduction is often included in RSHE lessons in upper Key Stage 2, following on from the science curriculum in Year 5. While not compulsory in primary schools beyond the science curriculum, the Department for Education recommends that age-appropriate sex education is taught in later primary years to prepare pupils for puberty and adolescence.

Health Education refers to teaching pupils about physical health and mental wellbeing. It includes topics such as maintaining good physical health and fitness, healthy eating, internet safety and harms, drugs, alcohol and tobacco, health prevention, basic first aid, and understanding how mental wellbeing affects everyday life. Health Education gives pupils knowledge and skills to look after their own health, recognise when they might need help, and make informed choices to keep themselves safe and healthy.

Appendix 3: Curriculum Content**Relationships Education: content to be covered by the end of KS2**

Families and people who care for me
Curriculum content: 1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships
Curriculum content: 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
Respectful, kind relationships
Curriculum content: 1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.

3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- Where to get advice e.g. family, school and/or other sources.

Appendix 4: Curriculum Content

Primary Sex Education (Paragraph 30-31 in the statutory guidance 2025)

Sex education is not compulsory in primary schools, but the DfE recommends 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.

Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.

Primary schools should consult parents about the content of anything that will be taught within sex education.

This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education.

Key Stage 3 (Years 7, 8 and 9)

Unlike primary education, **Sex Education is compulsory in secondary schools** as part of statutory Relationships, Sex, and Health Education (RSHE). However, it maintains a strict relationship with the National Curriculum for Science.

- **Science vs. RSHE Curriculum:** The secondary National Curriculum for Science includes the biological facts of the human reproductive system, fertilization, gestation, and the impact of hormones. RSHE builds upon this factual foundation by addressing the emotional, social, and legal aspects of sex and relationships.
- **Core Topics:** Focus areas include developing healthy, respectful relationships; a deeper understanding of consent and personal boundaries; the legal realities of online behavior (such as sharing explicit images); and fostering inclusivity regarding identity.
- **Parental Consultation & Withdrawal:** In line with the statutory guidance for secondary schools, parents have the right to request that their child be withdrawn from the *sex education* element of RSHE (but not from the compulsory National Curriculum for Science). Schools must grant this request up until three terms before the child turns 16.

Key Stage 4 (Years 10 and 11)

At this stage, statutory RSHE focuses on preparing young people for the responsibilities of adulthood, legal boundaries, and personal safety.

- **Curriculum Content:** Topics shift to practical safety and critical thinking. This includes comprehensive education on sexual health, safer sex practices, and various forms of contraception (and how to

access local services). It also addresses media literacy, specifically confronting how online pornography distorts real-world intimacy, consent, and body image.

- **The Right to Withdraw (Student Autonomy):** A critical shift occurs at this key stage. If a parent requests that their child be withdrawn from sex education, **the student has the right to override that decision once they reach "three terms before they turn 16" (effectively age 15)**. If the young person wishes to receive sex education rather than be withdrawn, the school is legally required to make arrangements to provide it.

Appendix 5: Curriculum Content**Health and Wellbeing: content to be covered by the end of KS2**

General Wellbeing
Curriculum content: 1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2. The importance of promoting general wellbeing and physical health. 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6. That isolation and loneliness can affect children, and the benefits of seeking support. 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. 9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 10. That it is common to experience mental health problems, and early support can help.
Wellbeing online
Curriculum content: 1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. 3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. 6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.

7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

Physical health and fitness

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol, tobacco and vaping

Curriculum content:

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health protection and prevention

Curriculum content:

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.

5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety

Curriculum content:

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid

Curriculum content:

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies

Curriculum content:

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Appendix 6: Curriculum Content (Secondary Phase)

Relationships, Sex and Health Education: content to be covered by the end of KS3 and KS4

Secondary Relationships, Sex and Health Education (RSHE) is a compulsory requirement that builds safely upon the primary foundation. Delivered through our core digital learning frameworks, it aligns strictly with the factual biological concepts taught within the National Curriculum for Science.

Key Stage 3 (Years 7, 8 and 9)

Families and People Who Care for Me

- **Curriculum Content:**

1. The traits of a healthy, stable, and committed relationship, and how these factors contribute to long-term family security and individual happiness.
2. The diverse structures of family life in modern Britain, including marriage, civil partnerships, cohabitation, and single-parent structures, recognizing that all formats hold equal legal standing and value.
3. How to navigate structural changes within families, such as separation, divorce, bereavement, or changing care dynamics, and strategies for managing emotional impact.
4. Recognizing when family relationships are dysfunctional, unsafe, or emotionally harmful, and knowing how to safely access external help or report domestic abuse.

Caring Friendships

- **Curriculum Content:**

1. The characteristics of positive, respectful, and supportive friendships (trust, honesty, boundaries, and mutual accountability) and how to maintain them through changes in interest or peer groups.
2. How to identify unhealthy friendship behaviors, such as manipulation, coercive control, bullying, or exclusion, and strategies to address or end harmful dynamics safely.
3. Peer influence and its impact on personal choice: practical strategies to resist negative group pressure, make independent decisions, and stand up for others safely.
4. Resolving interpersonal conflict assertively and respectfully without resorting to aggression, threats, or retaliation.

Respectful, Kind Relationships

- **Curriculum Content:**

*Our school values: **Kindness**, **Resilience**, **Courage**.*

1. The legal meaning, importance, and application of consent in all areas of life, establishing that consent must be given freely, can be withdrawn at any time, and cannot be given under pressure or intoxication.
2. Bullying behavior across all contexts (including cyberbullying, prejudice-based bullying, and harassment) and the severe personal and psychological impact it has on individuals.
3. Challenging stereotypes, discrimination, and harmful language linked to protected characteristics (such as sex, race, religion, sexual orientation, or disability) in line with the Equality Act 2010.
4. Understanding personal identity, exploring gender identity and sexual orientation factually and inclusively, and recognizing that everyone is entitled to equal dignity and safety under the law.

Online Safety and Awareness

- **Curriculum Content:**

1. The permanence, legal implications, and personal risks of sharing content digitally, specifically regarding the requesting, sending, or forwarding of explicit self-generated images (sexting).
2. Critically evaluating online media, understanding how social algorithms manipulate behavior, and recognizing grooming, radicalization, or commercial exploitation online.
3. The link between heavy digital usage, social validation, and mental health, and active strategies to maintain digital boundaries and online wellbeing.
4. How to identify, block, and formally report harmful contact, cyber-harassment, or explicit material to the appropriate digital authorities or trusted school staff.

Being Safe

- **Curriculum Content:**

1. Recognizing early signs of physical, emotional, or sexual abuse, neglect, and exploitation (including gang affiliation or county lines operations).
2. The legal age of consent (16) and a clear understanding of the laws protecting young people from sexual harassment, assault, exploitation, and grooming.
3. Personal safety in physical and public spaces, risk assessment when traveling independently, and identifying safe zones or emergency support networks.
4. How to report a safeguarding concern or disclosure, understanding that confidentiality cannot be maintained if a young person is at risk of harm.

Intimate and Sexual Relationships (including Sexual Health)

- **Curriculum Content:**

1. The physical and emotional readiness required for intimate relationships, emphasizing the importance of mutual respect, pacing, and choice over external pressure.
2. Factual, age-appropriate information regarding human reproduction, the menstrual cycle, fertilization, and pregnancy, building on the national curriculum for science.
3. The role of barrier methods (such as condoms) in protecting against Sexually Transmitted Infections (STIs) and unintended pregnancies.
4. Awareness of local, confidential young people's health services, advice lines, and clinics, and how to access them independently.

Physical Health and Mental Wellbeing

- **Curriculum Content:**

1. Building emotional literacy and vocabulary to express complex internal states, and distinguishing between typical emotional fluctuations and signs of clinical anxiety or depression.
2. Self-care practices, including the critical value of sleep, nutrition, and regular exercise on neurological and physical development.
3. Substance education: exploring the health risks, dependency risks, and legal implications of vaping, smoking, alcohol use, and illegal drug intake.
4. Basic first aid and emergency response skills, including CPR, treating serious bleeding, and responding to sudden medical crises.

Key Stage 4 (Years 10 and 11)

Families and People Who Care for Me

- **Curriculum Content:**

1. The legal, social, and emotional responsibilities of long-term parenting and family planning, and the impact of parental choices on early childhood development.
2. The long-term legal and financial frameworks of commitment, including marriage, civil partnerships, joint financial responsibilities, and statutory protections in the UK.
3. Strategies for maintaining resilient family networks during protracted adult challenges, such as chronic illness, financial strain, or unemployment.
4. How to access statutory external agencies (such as family courts, mediation services, social care, or domestic abuse networks) when standard domestic safe structures break down.

Caring Friendships

*Our school values: **Kindness**, **Resilience**, **Courage**.*

- **Curriculum Content:**

1. Transitioning and maintaining healthy peer networks into adult life, evaluating how adult environments change personal values and boundaries.
2. Recognizing subtle adult iterations of coercive control, isolation tactics, or exploitation within close friendships, and knowing how to execute safe interventions or exits.
3. Managing complex adult peer expectations regarding workplace behavior, networking, and group dynamics professionally and assertively.
4. Formulating constructive feedback, managing adult rejection, and dealing with group divisions or structural changes maturely.

Respectful, Kind Relationships

- **Curriculum Content:**

1. Advanced legal frameworks surrounding consent, sexual offenses, and the statutory definitions of coercion, stalking, and harassment in corporate or social settings.
2. Evaluating personal rights within relationships, balancing absolute personal autonomy with the compromises necessary in healthy long-term adult partnerships.
3. Confronting systemic prejudice, institutional discrimination, and hate speech within wider adult culture, and exploring statutory avenues for challenging injustice.
4. Affirming mutual equality in modern relationships, and recognizing that equality of opportunity and expression applies universally across all sexualities and identities.

Online Safety and Awareness

- **Curriculum Content:**

1. Professional digital footprints: understanding how online behavioral histories, posts, and shared content impact future employment, university admissions, and legal standing.
2. Critical media literacy: evaluating the authenticity of online reporting, recognizing deepfakes, algorithmic echo chambers, fake news, and data-mining tactics.
3. Identifying online financial scams, identity theft, cyber-fraud, and understanding the personal data privacy protections dictated by national law.
4. Active digital management: assessing personal vulnerability to digital addictions, and mastering long-term healthy boundaries regarding technology use.

Being Safe

*Our school values: **Kindness**, **Resilience**, **Courage**.*

- **Curriculum Content:**

1. Identifying adult-level safeguarding risks, including modern slavery, forced marriage, honor-based abuse, and corporate financial or sexual exploitation.
2. Navigating safety systems within urban and corporate environments, assessing environmental risk, and personal security during late-night travel or work placement.
3. Statutory reporting protocols for public, workplace, or higher education safety concerns, including whistleblower protections and direct access to legal advice channels.
4. Bystander intervention: safe, constructive methods for intervening when observing public harassment, assault, or abusive behavior toward others.

Intimate and Sexual Relationships (including Sexual Health)

- **Curriculum Content:**

1. Comprehensive analysis of adult contraceptive methods (hormonal, barrier, and long-acting reversible contraception), evaluating efficiency, access, and mutual responsibility.
2. The transmission, clinical symptoms, long-term health implications, and treatment profiles of major Sexually Transmitted Infections (STIs), including HIV/AIDS.
3. Media literacy regarding pornography: critically evaluating how explicit online content distorts real-world relationship expectations, body image, pleasure, equality, and consent.
4. Managing unintended pregnancy: factual, objective information detailing the legal rights, clinical access, and emotional realities regarding abortion, adoption, and young parenthood.

Physical Health and Mental Wellbeing

- **Curriculum Content:**

1. Recognizing early clinical indicators of severe mental ill-health (including eating disorders, self-harm, addiction patterns, or suicidal ideation) and navigating the NHS healthcare system or CAMHS pathways for professional treatment.
2. Navigating performance anxiety, exam-related stress (GCSEs), and establishing sustainable personal balance, work routines, and mental resilience during transition phases.
3. Routine physical health monitoring: instructions and clinical reasoning for performing regular self-examinations (testicular and breast self-exams) and understanding the purpose of national screening initiatives.
4. The physical and legal dangers of recreational drug abuse, prescription drug misuse, polysubstance use, spiking, and the long-term impact of substance dependency on life outcomes

Appendix 7: Curriculum Map for RSHE**RSHE Termly Curriculum Plan (Autumn, Spring, Summer)****Years 1, 2, 3, 4, 5**

Monday	Tuesday	Wednesday	Thursday	Friday
Families and people who care for me	Being safe	Online safety and awareness	Physical health and fitness	Health protection and prevention
Caring friendships	General wellbeing	Wellbeing online	Healthy eating	
Respectful kind relationships	Personal safety	Basic first aid	Drugs, alcohol, tobacco and vaping	Developing bodies

RSHE Termly Curriculum Plan**Year 6**

Monday	Tuesday	Wednesday	Thursday	Friday
Families and people who care for me	Being safe	Online safety and awareness	Physical health and fitness	Health protection and prevention
Caring friendships	General wellbeing	Wellbeing online	Healthy eating	Developing bodies
Respectful kind relationships	Personal safety	Basic first aid	Drugs, alcohol, tobacco and vaping	Puberty (<i>with Conception removed</i>)

YEAR 1 & 2 - PSHE/RSHE - Mixed Class Plan

AUTUMN	KEEPING/STAYING SAFE UNIT CORE COMPREHENSIVE TOPICS <i>What I Know</i> <i>Road Safety - Yr 1</i> <i>Tying Shoelaces - Yr 2</i> <i>Staying Safe - Yr 2</i> <i>What I Now Know</i>	BEING RESPONSIBLE UNIT CORE COMPREHENSIVE TOPICS <i>What I Know</i> <i>Water Spillage - Yr 1</i> <i>Practice Makes Perfect - Yr 2</i> <i>Helping Someone in Need - Yr 2</i> <i>What I Now Know</i>	FEELINGS AND EMOTIONS UNIT CORE COMPREHENSIVE TOPICS <i>What I Know</i> <i>Jealousy Yr 1</i> <i>Worry - Yr 2</i> <i>Anger - Yr 2</i> <i>What I Now Know</i>
	KEEPING/STAYING HEALTHY UNIT CORE COMPREHENSIVE TOPICS <i>What I Know</i> <i>Washing Hands - Yr 1</i> <i>Healthy Eating - Yr 2</i> <i>Brushing Teeth - Yr 2</i> <i>What I Now Know</i>	RELATIONSHIPS UNIT CORE COMPREHENSIVE TOPICS <i>What I Know</i> <i>Friendship - Yr 1</i> <i>Bullying - Yr 2</i> <i>Body Language Yr 2</i> <i>What I Now Know</i>	COMPUTER SAFETY UNIT CORE COMPREHENSIVE TOPICS <i>What I Know</i> <i>Online Bullying - Yr 1</i> <i>Image Sharing - Yr 2</i> <i>Computer Safety - Yr 2</i> <i>What I Now Know</i>
	A WORLD WITHOUT JUDGEMENT UNIT CORE COMPREHENSIVE TOPICS <i>What I Know</i> <i>Democracy - Yr 1</i> <i>Individual Liberty - Yr 2</i> <i>Rule of Law - Yr 2</i> <i>What I Now Know</i>	OUR WORLD UNIT CORE COMPREHENSIVE TOPICS <i>What I Know</i> <i>Growing In Our World - Yr 1</i> <i>Living in Our World - Yr 2</i> <i>Working in Our World - Yr 2</i> <i>What I Now Know</i>	FIRE SAFETY UNIT CORE COMPREHENSIVE TOPICS <i>What I Know</i> <i>Now Hoax Calling - Yr 1</i> <i>Petty Arson - Yr 2</i> <i>Texting Whilst Driving - Yr 2</i> <i>What I Now Know</i>

YEAR 3 & 4 - PSHE/RSHE - Mixed Class Plan

AUTUMN	KEEPING/STAYING SAFE UNIT CORE COMPREHENSIVE TOPICS <i>What I Know</i> <i>Leaning Out of Windows - Yr 3</i> Cycle Safety - Yr 4 What I Now Know	BEING RESPONSIBLE UNIT CORE COMPREHENSIVE TOPICS <i>What I Know</i> <i>Stealing - Yr 3</i> Coming Home on Time - Yr 4 What I Now Know	FEELINGS AND EMOTIONS UNIT CORE COMPREHENSIVE TOPICS <i>What I Know</i> <i>Grief - Yr 3</i> Jealousy - Yr 4 What I Now Know
	KEEPING/STAYING HEALTHY UNIT CORE COMPREHENSIVE TOPICS <i>What I Know</i> <i>Medicine - Yr 3</i> Healthy Living - Yr 4 What I Now Know	RELATIONSHIPS UNIT CORE COMPREHENSIVE TOPICS <i>What I Know</i> <i>Touch - Yr 3</i> Appropriate Touch (Relationships) - Yr 4 What I Now Know	COMPUTER SAFETY UNIT CORE COMPREHENSIVE TOPICS <i>What I Know</i> <i>Making Friends Online - Yr 3</i> Online Bullying - Yr 4 What I Now Know
	A WORLD WITHOUT JUDGEMENT UNIT CORE COMPREHENSIVE TOPICS <i>What I Know</i> <i>Tolerance - Yr 3</i> Breaking Down Barriers - Yr 4 What I Now Know	OUR WORLD UNIT CORE COMPREHENSIVE TOPICS <i>What I Know</i> <i>Looking After Our World - Yr 3</i> Chores at Home - Yr 4 What I Now Know	FIRE SAFETY UNIT CORE COMPREHENSIVE TOPICS <i>What I Know</i> <i>Fire Station Visit - Yr 3</i> <i>What I Now Know</i> FIRST AID UNIT CORE COMPREHENSIVE TOPICS <i>What I Know</i> <i>First Aid - Yr 4</i> <i>What I Now Know</i>

YEAR 5 & 6 - PSHE/RSHE - Mixed Class Plan

AUTUMN	KEEPING/STAYING SAFE UNIT CORE COMPREHENSIVE TOPICS <i>What I Know</i> <i>Peer Pressure - Yr 5</i> <i>Adults' & Children's Views - Yr 5</i> <i>Water Safety - Yr 6</i> <i>What I Now Know</i>	BEING RESPONSIBLE UNIT CORE COMPREHENSIVE TOPICS <i>What I Know</i> <i>Looking Out for Others - Yr 5</i> <i>Adults' & Children's Views - Yr 5</i> <i>Stealing - Yr 6</i> <i>What I Now Know</i>	FEELINGS AND EMOTIONS UNIT CORE COMPREHENSIVE TOPICS <i>What I Know</i> <i>Anger - Yr 5</i> <i>Adults' & Children's Views - Yr 5</i> <i>Worry - Yr 6</i> <i>What I Now Know</i>
	KEEPING/STAYING HEALTHY UNIT CORE COMPREHENSIVE TOPICS <i>What I Know</i> <i>Smoking - Yr 5</i> <i>Adults' & Children's Views - Yr 5</i> <i>Alcohol - Yr 6</i> <i>What I Now Know</i>	GROWING AND CHANGING UNIT CORE COMPREHENSIVE TOPICS <i>What I Know</i> <i>Puberty - Yr 5</i> <i>Adults' and Children's Views - Yr 5</i> <i>What I Now Know</i>	COMPUTER SAFETY UNIT CORE COMPREHENSIVE TOPICS <i>What I Know</i> <i>Image Sharing Yr 5</i> <i>Adults' & Children's Views - Yr 5</i> <i>Making Friends Online - Yr 6</i> <i>What I Now Know</i>
	A WORLD WITHOUT JUDGEMENT UNIT CORE COMPREHENSIVE TOPICS <i>What I Know</i> <i>Inclusion & Acceptance - Yr 5</i> <i>Adults' & Children's Views - Yr 5</i> <i>British Values - Yr 6</i> <i>What I Now Know</i>	THE WORKING WORLD UNIT CORE COMPREHENSIVE TOPICS <i>What I Know</i> <i>Enterprise - Yr 5</i> <i>Adults' & Children's Views - Yr 5</i> <i>In-App Purchases - Yr 6</i> <i>What I Now Know</i>	FIRST AID UNIT CORE COMPREHENSIVE TOPICS <i>What I Know</i> <i>First Aid - Yr 5 (Part 1)</i> <i>First Aid Year 6 (Part 1 and 2)</i> <i>What I Now Know</i>

Appendix 8: Talking about Puberty and Human Reproduction – A Guide for Parents and Carers

During research and consultations, inside and outside of Newham, children and young people have said that they want to learn about relationships, health and sex from their parents and carers as well as their school, so it is important that parents and carers feel equipped and confident to take on this task. Below is some advice and guidance that may help.

Talking about puberty and human reproduction can feel daunting for many parents and carers. This guide is designed to support and empower you to have open, confident conversations with your child about these important topics.

In today's world, children are exposed to information about growing up and reproduction from many sources — television, social media, magazines, and friends. These sources are often unreliable, which can lead to misconceptions. By talking with your child at home, you can provide accurate, age-appropriate information and help them understand their changing bodies, feelings, and relationships in a safe and supportive way.

It is normal to feel anxious or embarrassed when talking about these topics with your child. Learning in school around RSHE has changed dramatically from the experiences that many of us will have experienced growing up ourselves. For many of us, learning about our bodies and how we grow into adults may have been tied in with shame or embarrassment. We know that, for young people today, it is more important than ever to ensure that we remove the shame and embarrassment we might feel before we teach our children.

Our goal is to ensure that our children feel safe to talk to the trusted adults in their lives and ask open questions without fear or embarrassment. This will enable us to protect them from the many challenges of growing up in the digital age.

Top Tips**1. Drip feed information rather than having 'the talk'.**

We know that preparing to have 'the talk' can be a stressful experience for parents and carers. It can also be overwhelming for children as there is so much information for them to process. It is far more beneficial to have regular small chats about different elements of growing up. This makes it easier to prepare for as a caregiver, as well as promoting the idea that this is an important topic that your child can speak to you about whenever they have questions.

2. Find appropriate times to have small chats with your child about sensitive topics.

Find a stimulus to begin the conversation. Finding a TV programme, song or book can help get the conversation started and to make it feel more natural. There are so many opportunities in everyday life to begin these conversations. These may include (but are not limited to):

- when a member of your family announces that they are pregnant;
- when a topic such as puberty comes up in a TV show or movie;
- when gender stereotypes are pushed in TV adverts (especially children's toy adverts); or
- after watching an advert on TV for period/menstrual products.

When these opportunities arise, ask your child an open-ended question to begin the conversation such as, "What do you know about how pregnancy happens?" It can also be great idea to try and discuss these topics just before we have the lessons in school so that children can make the most of having a safe space to ask questions with trusted adults.

3. Prepare before you have these talks with your child.

Look through the resources included in this handout, or others that you know that are from reliable sources, and make sure that you understand what you are going to talk about before you begin the conversation at home. This will help you feel more confident when talking to your children and will help you answer any tricky questions that they might ask as you will have already thought through your responses to those questions.

4. Talk about it in the car or on a walk where appropriate.

It can be much easier to have these conversations where two people are facing forward rather than face to face.

5. Ask them what they know or have already heard.

Often children will have heard half-truths or will have many misconceptions about puberty and human reproduction. Asking them to tell you what they think they already know gives you an opportunity to address any misconceptions at home.

6. Build open communication based on trust.

We want to ensure our children feel comfortable talking about these sensitive topics with someone they can trust. This helps ensure that children receive the information they need at an age-appropriate level rather than looking for the information elsewhere.

Responding to your Child's Questions

- Generally, if the information you give is too basic, children will ask more questions. However, if the information is too in-depth, children will usually only take away what they're able to understand at their age, level or maturity. The most important thing is that you try to begin these conversations. Let your child know that you are there to answer the questions or worries that they have to ensure that they feel comfortable talking to you.
- Keep answers as short and simple as possible. Make sure to explain the meaning of any words that your child might not have heard of before (see our glossary at the end of this handout if you are unsure about how to define and explain any of the words).
- After giving an answer, keep the conversation open. You might want to ask, "Does that answer your question?" or, "What do you think about that?" If your answer has not been in enough detail, this will give your child the opportunity to ask anything more they are ready to know.
- Ask your child open ended questions in response to things that they say or tell you about, in order to find out what they already know. This will help you answer it in an appropriate way, e.g., "Can you tell me what you already know about that?" or, "What have you heard about that?"
- Don't feel like you have to answer every question straight away. You can always say to your child "I'm not sure how to answer that question, let me have a look and I'll talk to you about it later on." You can then consider what answer you want to give your child.

A Guide to Resources

These resources are not websites you should leave your child to explore independently. Always ensure you have planned what you would like to share from these websites with your child beforehand. There are a range of resources available and it is important to ensure that the information comes from a reliable source. Before you show or use any of this information with your child, please make sure you check the websites for yourself and watch and read everything carefully. Each child matures at their own pace and it is important that you decide for yourself what they are ready to find out and when. Some of these websites have

information that will be more appropriate as your children go through secondary school and so some resources are shared with the idea that families will be able to use them in years to come.

From Outspoken Education:

https://a9bba1f6-c2c8-4c4d-90af-050bfd8fad13.filesusr.com/ugd/dfbec9_7efd1b6aa83b457db00446f942b90507.pdf (lesson plans handout_

This resource contains ideas for talking to children about the differences between male and female bodies, how bodies change through puberty (including menstruation), how a baby is conceived, body image, body safety and different types of family. It includes cartoon-like images of both male and female genitals. The images provide an opportunity to explain the different parts of the human body (internal and external) as well as their function. Please review the list of body parts carefully to ensure you feel comfortable explaining what each one is.

<https://www.outspokeneducation.com/ages-6-to-10>

Advice on how to have shame-free, open conversations with children about relationships and sex. Again, a lot of the information on the website will be useful as your child goes through secondary school; however, there are lots of resources to support you in talking to younger children about these sensitive topics.

‘We may lack the confidence, knowledge or skills to talk to our children about sex and relationships. We may get uncomfortable and feel open to judgement. But the evidence is telling us that to help our children – and to strengthen our connection with them – we need to try...’ Outspoken Sex Ed.

<https://www.plannedparenthood.org/learn/parents/tips-talking>

This website gives ideas about how to talk about RSHE topics with your child. While it is an American website, lots of the information and guidance may be helpful for our families.

<https://sexedrescue.com/sex-education-books-for-children/#ages>

This is a website with a long list of books that cover all elements of Sex and Relationships Education. Please check through any books carefully before sharing it with your child. Some of the books on the website cover topics that we would not cover in primary school such as masturbation. It is up to parents and carers if and when you would like to go beyond what we teach in school. We are also aware that in some religions, masturbation is something that is not acceptable, so please teach your child what is appropriate for them in the context of your family’s beliefs. Again, please ensure you use trusted resources such as reputable books if you wish to do this.

<https://www.bbc.co.uk/iplayer/episode/b0759l4k/operation-ouch-specials-dont-panic-about-puberty>

This is a CBBC special episode on puberty. It could be used as a stimulus for parents and carers to begin the conversation at home but please watch it yourselves first to ensure you are happy with how they talk about puberty and to see if it is right for your child.

<https://amaze.org/jr/>

This website is full of videos and information for parents and carers of children of all ages. Many of the videos will be useful as the children get older; however, this link is to the Amaze Jr Parents section so parents and carers can have a look and read more information about discussing how to discuss sex and relationships with

their child. Again, please watch anything you would like to share with your child carefully beforehand as some of the material on this website will be too advanced for primary school pupils.

<https://www.thenational.academy/teachers/programmes/rshe-pshe-primary-ks1/units> (Key Stage 1) and <https://www.thenational.academy/teachers/programmes/rshe-pshe-primary-ks2/units>

Oak National Academy provides free, high-quality RSHE lessons that have been developed by teachers and are aligned with the national curriculum.

The lessons use age-appropriate language, clear explanations and short videos to help children understand sensitive topics in a calm and factual way. Many parents and carers find it helpful to watch a lesson themselves first, so they can decide whether they are comfortable sharing the content with their child and think about how they might want to talk about it together.

Watching a lesson together can then provide a shared starting point for conversation, helping you to answer questions, reassure your child and share your own family values in a way that feels right for you. Oak lessons are optional and flexible – you can dip into specific topics as and when they are useful. They are available online and can be accessed at any time.

What should I talk about and when?

Nursery and Reception

- At this age, children should be able to name the different parts of their body. We strongly advise parents and carers to teach their children the **scientific names** of their body parts, including the genitals, even if they are not the names you would usually use at home. This is to ensure that children are able to tell a trusted adult if they are experiencing any pain or if something happens to them.
- Children should be taught about personal and public spaces and situations. For example, it might be okay for a child to be naked in the house when a grandparent visits but not when a plumber is working there.
- Consent – for this age, children might want to think about how they play with other children in the playground or at home. This can include what types of touch are appropriate and inappropriate, e.g., a high five is appropriate physical contact whereas punching someone is not.

Year 1 and Year 2 (Key Stage 1)

- Children should be able to name and identify different parts of the body for both boys and girls.
- They should understand what job different body parts have.
- Children should also continue to learn about their own body and privacy. This will need to include the idea that some parts of our bodies are private and that we do not show them to other people. When teaching your child this, it is important to include that there may be times where we need to show people our private body parts, such as going to see a doctor.
- Children may also want to begin gaining some of their own independence by washing and drying themselves when they get out of the bath, etc.

Year 3 and Year 4 (Lower Key Stage 2)

- Girls as young as 8 years old can begin menstruating so this age is a really important time to begin that conversation at home. In these years, it is a good idea to talk to girls about beginning menstruation, what it is and how they can manage having their periods. They will often need to know how to use different period/menstrual products (period/menstrual pads being the easiest to begin with).
- At this age, it is also a good idea to talk about this with young boys. You may also want to begin talking about some of the changes boys might begin to experience through puberty. Please use our resource list for support.

Year 5 and Year 6 (Upper Key Stage 2)

- At this age, children are taught about menstruation, puberty and human reproduction at primary school. This is a vital time for children to gain the information they need to understand puberty as they begin to notice changes in their own body.

Year 7, Year 8 and Year 9 (Key Stage 3)

At this age, young people are navigating a period of intense physical, emotional, and social change. Conversations at home should move beyond the mechanics of puberty to focus on identity, respectful relationships, and digital safety.

- **Healthy Relationships & Peer Pressure:** Discuss what makes a relationship healthy (mutual respect, trust, communication) versus unhealthy (control, pressure, manipulation). This is a critical time to talk about peer influence regarding friendships, appearance, and risk-taking behaviors.
- **Consent and Boundaries:** Revisit consent with more nuance. Young people need to understand that consent must be given freely, can be withdrawn at any time, and applies to both physical intimacy and digital interactions.
- **The Digital World:** Openly discuss the emotional and legal risks of online behavior. This includes the impact of social media on self-esteem, the permanence of digital footprints, and the legal realities of sending or requesting explicit images (sexting).
- **Sexual Orientation and Gender Identity:** Young people are exploring who they are. Use this time to foster an inclusive environment at home, discussing diverse identities with respect and ensuring they know your home is a safe space to talk about LGBTQ+ topics.

Year 10 and Year 11 (Key Stage 4)

As young people approach adulthood and gain more independence, conversations should focus on personal responsibility, safety, critical thinking, and preparation for adult relationships.

- **Intimacy and Sexual Health:** Many young people will begin exploring romantic and sexual relationships. It is vital to discuss safer sex practices, including the use of contraception to prevent unintended pregnancies and barrier methods (like condoms) to protect against Sexually Transmitted Infections (STIs). Ensure they know how and where to access local sexual health services confidentially.

- **Consent and the Law:** Ensure young people clearly understand the legal age of consent (16 in the UK) and the legal definition of consent—specifically that intoxication means a person cannot legally give consent.
- **Media Literacy and Pornography:** Address the impact of explicit online content. Young people regularly encounter pornography, which often distorts expectations of body image, pleasure, and relationships. Discussing the difference between media fantasy and real-world, respectful intimacy is crucial.
- **Mental Health and Well-being:** The pressure of exams (GCSEs) combined with social dynamics can impact mental health. Keep lines of communication open regarding stress, anxiety, self-care, and when to seek professional support.

Glossary

It is advised that correct terms for body parts, as well as nicknames, are used with children, this is to avoid shame or fear around these words and to also present the knowledge as factual information – just like learning about the digestive or circulatory system in our bodies.

Male body

Penis	Part of a male body that contains the urethra. Urine and semen with sperm (in males who have passed puberty) pass through it to leave the body.
Scrotum	A pouch of skin that holds the testicles.
Testicles	Two small round organs that produce sperm, which is needed to make a baby.
Urethra	Carries urine from the bladder to the outside of the body.

Female body

Clitoris	A sensitive part of the female body.
Ovaries	The organs inside the body which stores the eggs (ova).
Urethra	The passageway that carries urine from the bladder to the outside of the body.
Uterus	The organ inside the body where a baby grows after it has been conceived.
Vagina	The passageway between the uterus and outside of the body.
Vulva	The part of a female's genitals that are visible on the outside of the body, containing the openings of the vagina, the urethra and also the clitoris.

Other words and terms

Ejaculation	The process where sperm and semen leave a male's body through the penis.
Period	A part of the menstrual cycle when a woman bleeds from her vagina for a few days.
Period/menstrual products	These include period/menstrual pads, tampons and menstrual cups. There are a range of period/menstrual products that girls and women may choose to use when they are menstruating. Families may have different expectations around how menstruation is managed and will talk to their child about what is appropriate for them.
Puberty	the process of a child's body developing into an adult.

Wet dream (nocturnal emissions)	A spontaneous emission of semen for a male whilst asleep Parents and carers should ensure that sons are prepared for this event and know that there is no shame attached to it taking place. Speak to them about what to do with nightwear and bedding after such an event.
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