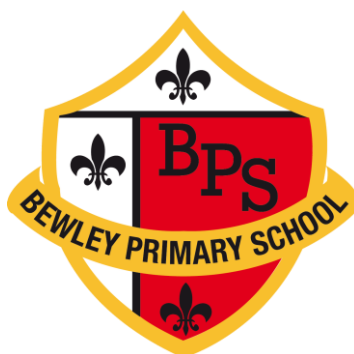




## Relationships and Sexual Health Education POLICY June 2026

**Policy Date:** November 2025  
**Review Cycle:** Annually  
**Responsible Body:** Bewley LGC  
Agreed in draft for ratification Autumn Term

### Version Control

| Review Date      | Updates |
|------------------|---------|
| V1 November 2025 |         |
| V2 June 2026     |         |

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## Introduction

This policy outlines Spark Education Trust's approach to delivering Relationships, Sex and Health Education (RSHE) across all schools within our Trust. It is informed by the Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (July 2025) and will be followed from September 2025.

## Legal Framework

This policy has been developed in accordance with:

- Education Act 2002, Section 80A
- Education Act 1996, Section 403
- Department for Education statutory guidance: Relationships Education, RSE and Health Education (July 2025)
- Keeping Children Safe in Education 2025
- Equality Act 2010
- Other relevant Trust policies (Safeguarding, SEND, Online Safety & Behaviour).

## Aims and Objectives

The aims of RSHE at Spark Education Trust are to:

- Provide a comprehensive, age-appropriate curriculum that reflects pupils' needs and experiences.
- Promote the physical, emotional, and social development of pupils.
- Equip pupils with knowledge and skills to make informed decisions about their health and relationships.
- Foster a safe and supportive environment for discussing sensitive issues.
- Ensure teaching is inclusive, respectful, and sensitive to diverse beliefs and backgrounds.

## Curriculum Content

### Relationships Education (Primary)

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

## Relationships and Sex Education (RSE)(Secondary)

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

## Health Education (Primary & Secondary)

- Mental wellbeing
- Internet safety and harms, including AI and deepfakes
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, and tobacco
- Health and prevention
- Basic first aid
- The changing adolescent body
- Suicide prevention and self-harm awareness

## Teaching and Learning Strategies

RSHE will be taught using:

- Class discussions and debates
- Group work and role-playing
- Multimedia resources
- Guest speakers and external agencies where appropriate
- Interactive workshops

Teachers will establish ground rules to ensure discussions remain appropriate, respectful, and safe.

## Guiding Principles

RSHE delivery is underpinned by:

1. Engagement with pupils to ensure relevance
2. Engagement and transparency with families, providing access to materials
3. Positivity, promoting healthy relationships and lifestyles
4. Careful sequencing of age-appropriate topics
5. Relevance and responsiveness to pupil needs
6. Skilled delivery and staff training
7. Whole school approach embedding RSHE in all aspects of school life

## Inclusion and Equality

- RSHE is inclusive of all pupils, and reflects different family structures, faith backgrounds, cultures, genders and sexual orientations.

- Curriculum adaptations are made for pupils with SEND.
- LGBT+ inclusive content is mandatory and is delivered in an age-appropriate, factual and respectful manner.
- Teaching respects and considers religious and cultural backgrounds while meeting statutory requirements.

## Parental Engagement and Right to Withdraw

- Parents/carers will be informed of RSHE curriculum content and may request to view teaching materials
- **Primary:** No right to withdraw from Relationships Education or Health Education.  
**Sex Education:** Headteachers/Heads of School must automatically grant parental requests to withdraw from Sex Education which is not statutory until KS3.
- **Secondary:** Parents/carers may request withdrawal from non-statutory sex education beyond biological reproduction. Requests must be made in writing.
- The Headteacher/Head of School (or Senior Leader) will meet with parents/carers (and the pupil, where appropriate) before making a decision. Notes and decisions will be recorded.

## Safeguarding and Pupil Welfare

- RSHE will be delivered safely and in line with safeguarding procedures.
- Staff are trained to manage sensitive discussions appropriately, respond to disclosures and follow safeguarding policy and procedures.
- Pupils are informed of confidentiality limits and staff reinforce confidentiality boundaries.
- Staff teach sensitive topics (e.g. abusive relationships, harmful online behaviours, misogyny, self-harm, illegal acts such as strangulation) in a factual and protective way.

## Roles and Responsibilities

- **Trustees/Trust Board:** Ensure statutory compliance, approve policy, allocate resources.
- **Headteacher/Head of School/Governors:** Implement and monitor RSHE, ensure staff training, evaluate effectiveness.
- **RSHE Coordinators:** Curriculum development, resource selection, parental liaison, monitoring.
- **Teaching Staff:** Deliver RSHE safely and effectively, maintain safe environment, respond appropriately to disclosures.
- **Parents/Carers:** Support learning, engage in consultation, communicate concerns.

Parents/carers may contact the following with RSHE queries:

- RSHE Lead: Mr S. Dunn
- Headteacher: Mrs S. Clift
- Designated Safeguarding Lead: Mrs S. Clift

Printed copies of policies/materials available upon request.

## Training and Professional Development

All teachers of RSHE receive regular training on covering statutory guidance, safeguarding, inclusive practice, LGBT+ and inclusion, SEND adaptations and online safety. New staff and supply teachers receive relevant induction training.

## External Agencies and Support Contacts

### Each school list relevant services:

- Local sexual health services
- School nurse- The Parent Support Advisor can refer to the school nursing team and health visitor services to provide support for children and their family. Parent Support Advisor can also support families through the Early Help Service.

### - Mental health support

At Bewley we have an experienced and trusted Parent Support Advisor. She offers meetings, home visits and bespoke solutions to problems to ensure that families are empowered to do their very best for their children. We also:

- Employ a qualified therapeutic play therapist who provides 1:1 play therapy sessions.
- Provide Drawing and Talking sessions with trained teaching assistants. This is a 12-week course. The teaching assistants will sign post to our PSA if further therapeutic work is needed.
- Provide links to Youth Directions, Alliance and other outside agencies.
- Offer less intensive solutions delivered by our excellent staff including Time to Talk, Friendship groups, Thera play activities, Socially Speaking, Thrive, Lunchtime social group and 1-1 drop ins with the school's PSA.

**Teesside CAMHS Single Point of Contact (SPOC) is 0300 2000 000**

**Youth Directions** [01642 677600](tel:01642677600)

**School Health** 0333 3202 302.

## Online Support



**CATCH IT APP: *Anxiety & Depression.***

App to help managing negative thoughts and promote positive thought processes.



### **CHILL PANDA APP: *Reduce Worries***

App to provide information and step by step guides for breathing techniques and exercises to calm the mind.



### **IESO: *Online Therapy***

Assists with anxiety, stress, low mood and much more. Online counselling

[www.iesohealth.com/en-gb](http://www.iesohealth.com/en-gb)



### **MEE TWO: *Mental Health Support***

Online app to discuss issues affecting the lives of students. Anonymous advice available from experts.



**YOUNG MINDS: *Mental Health Support***

Website providing support and online toolkits designed to help improve mental health. Online Blog.

[youngminds.org.uk](http://youngminds.org.uk)

**KOOTH: *Online Counselling Support***

Free online anonymous mental health support. Online crisis support. Articles and community blogs. Online journaling available.

[www.kooth.com](http://www.kooth.com)

**CHILDLINE: *Online Line Information***

Online and telephone counselling and support. Information and advice regarding a large range of topics. Online toolbox providing strategies and assistance.

[www.childline.org.uk](http://www.childline.org.uk)

**Anna Freud National Centre for Children and Families**

<https://www.annafreud.org>

- RSHE Lead contact: Mr S. Dunn [Bewley@bewleyprimary.org.uk](mailto:Bewley@bewleyprimary.org.uk) 01642371647

- Safeguarding contacts Mrs S. Clift, Mrs J. Hepple, Mr K Porritt, Mr J.Cumisky  
[safeguarding@bewleyprimary.org.uk](mailto:safeguarding@bewleyprimary.org.uk)

## Monitoring, Evaluation, and Review

- Monitoring through lesson observations, learning walks, pupil surveys, assessment of knowledge and attitudes.
- Feedback from pupils, parents, and staff informs curriculum improvement.
- Annual policy review or sooner if legislative updates occur.
- Annual reporting to Trust on RSHE provision and compliance.

## Complaints

- Complaints follow the Trust's complaints procedure.
- Alleged breaches of policy are investigated by school leadership and reported to the Trust central team.

## Appendix A: RSHE Curriculum Map Template

### Aims

The National Curriculum states that ‘all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.’

According to the Education Act 2002 and the Academies Act 2010, the PSHE curriculum should be a balanced and broadly-based curriculum which ‘promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for opportunities, responsibilities and experiences of later life.’

We use a PSHE Programme - 3D PSHE - in which pupils develop the knowledge, skills and attributes needed to keep themselves healthy and safe whilst preparing them for life and work.

This policy, provided by Dimensions Curriculum, reflects the 2026 guidance and covers all aspects of Relationships Education and Health and Wellbeing Education in an age-appropriate way.

There are two underlying core themes taught throughout Dimensions 3D PSHE, plus a section on Citizenship, within which there is broad overlap and flexibility :-

Core 1. Health and Wellbeing (shortened to C1 in lessons references)

Core 2. Relationships (shortened to C2 in lessons references)

Citizenship (shortened to CIT in lesson references)

Pupils are encouraged to participate in a wide variety of activities, enabling them to make significant contributions to both life in school and within the wider community. This allows them to become aware of their skills and talents, develop their self-worth, learn to work as part of a team and take greater responsibility for their own learning. In doing so, they are able to reflect and evaluate on how they are making progress.

The 3D PSHE Programme provides pupils with the means to handle many of the social, cultural, spiritual, physical and moral issues that occur throughout life.

3D PSHE helps pupils to develop and demonstrate skills and attitudes that will allow them to participate fully, and contribute positively, to life in modern Britain. Pupils learn to respect similarities and differences between our diverse cultures in order to build successful and meaningful friendships and relationships that are vital to the world we live in.

Dimensions 3D PSHE and Citizenship supports the development of the attitudes, values, skills and behaviour which enable pupils to:-

- Live healthy lifestyles
- Address personal hygiene
- Develop an awareness of changing and growing
- Deal with different emotions in an appropriate way
- Keep safe
- Communicate well with others and work as a team
- Define, identify and know how to respond to bullying
- Know where and how to seek help when needed
- Treat everybody with respect
- Form and build positive relationships
- Understand the reasons for rules, and their responsibility to keep them
- Learn about their responsibility in caring for others
- Be active in their own learning
- Be active within their community
- Manage money well
- Keep safe online
- Self-assess and identify their strengths and weaknesses
- Know how to make emergency calls
- Know basic First Aid
- Work collaboratively and respectfully
- Appreciate diversity
- Empathise with other points of view
- Express opinions clearly
- Understand the changes that occur in puberty
- Develop strategies for managing changing emotions
- Life online, including wellbeing online, online safety and awareness and media literacy

### **Relationships Education (Statutory)**

The focus of 3D PSHE in primary school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults.

3D PSHE teaches pupils, in an age-appropriate way, what a healthy relationship is, enabling them to form a clear understanding of the features of positive relationships that are likely to lead to fulfilment, happiness and security. Pupils learn what friendship is, what family means and who the people are who can support them.

Our school's careful use of 3D PSHE teaches about families in a well-judged and sensitive way, based on a clear knowledge of the pupils and their circumstances, reflecting that some children have different family structures and supportive relationships. They learn how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding, including the differences between appropriate and inappropriate or unsafe physical and other, contact, are the forerunners of teaching about consent, which takes place at secondary.

3D PSHE lessons teach pupils about online safety and appropriate behaviour online, including sharing data and ways in which information provided by users may be used negatively.

3D PSHE's Relationship Education encourages the development and practice of resilience and perseverance, self-respect and self-worth. Pupils are also helped to develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. In 3D PSHE, this is achieved through a plethora of exciting and innovative learning experiences for in active citizenship.

Pupils are taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

They also learn about safe relationships, focusing on boundaries and privacy and ensuring that they understand that they have rights over their own bodies. This also covers understanding boundaries in friendships with peers, in families and with others, in all contexts, including online. In 3D PSHE, pupils are clearly taught how to report concerns and seek advice when they suspect or know that something is wrong. Of paramount importance is ensuring the balance between informing children about making sensible decisions to stay safe (including online) without frightening them unnecessarily, whilst also making it clear that it is never the fault of a child who is exploited or abused, and why victim blaming is always wrong.

### Sex Education

Sex Education is not statutory in primary schools.

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. Our school has determined that we need to cover additional content on sex education to meet the needs of our pupils.

We use the 3D Relationships and Sex Education Unit. This is tailored to the age and the physical and emotional maturity of our pupils and supports pupils' ongoing emotional and physical development effectively. We ensure that both boys and girls are prepared for the changes that adolescence brings and, drawing on knowledge of the human life cycle set out in the national curriculum for science, understand how a baby is conceived and born.

We consult parents before their children start Year 6 about the detailed content of what will be learnt through the 3D PSHE Sex Education unit. We offer parents support in talking to their children about sex education and how to link this with what is being taught in school.

Parents have the right to withdraw their children from our sex education lessons. Our head teacher will be available to discuss the request with parents to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum, and a record will be kept of this process. The head teacher will discuss with parents the benefits of receiving this education and any detrimental effects that withdrawal might have on the child, for example the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. These detrimental effects may, of course, be mitigated if the parents propose to deliver sex education to their child at home instead. If a pupil is excused from sex education, our school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Our 3D PSHE Sex Education teaching and materials are appropriate, having regard to the age and religious backgrounds, and any special educational needs or disabilities of our pupils.

## PSHE Content and Coverage

Dimensions 3D PSHE covers all areas of PSHE for primary schools, as shown in the tables below:-

### Nursery Overview

| Building Relationships                                                                             | Lessons                     |
|----------------------------------------------------------------------------------------------------|-----------------------------|
| Play with one or more other children, extending and elaborating play ideas<br>(DM 3 & 4 year olds) | Lesson 1 'Let's Play Shops' |
| Help to find solutions to conflicts and rivalries<br>(DM 3 & 4 year olds)                          | Lesson 13 'Fair Shares'     |

| Self-Regulation                                                                                            | Lessons                                               |
|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| Select and use activities and resources, with help when needed<br>(DM 3 & 4 year olds)                     | Lesson 5 'Make Your Choice'<br>Lesson 10 'Well Done!' |
| Increasingly follow rules, understanding why they are important<br>(DM 3 & 4 year olds)                    | Lesson 14 'The Pantomime'                             |
| Do not always need an adult to remind them of a rule<br>(DM 3 & 4 year olds)                               | Lesson 16 'A Waiting Game'                            |
| Develop their sense of responsibility and membership of a community<br>(DM 3 & 4 year olds)                | Lesson 6 'Odd Jobs'                                   |
| Show more confidence in new social situations (DM 3 & 4 year olds)                                         | Lesson 11 'A New Baby'                                |
| Becomes more outgoing with unfamiliar people, in the safe context of their setting<br>(DM 3 & 4 year olds) | Lesson 4 'Good Friends'                               |

| Managing Self                                                                                                     | Lessons                   |
|-------------------------------------------------------------------------------------------------------------------|---------------------------|
| Begin to understand how others might be feeling ( <i>DM 3 &amp; 4 year olds</i> )                                 | Lesson 12 'Deaf Girl'     |
| Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' ( <i>DM 3 &amp; 4 year olds</i> ) | Lesson 15 'You Smell'     |
| Talk with others to solve conflict ( <i>DM 3 &amp; 4 year olds</i> )                                              | Lesson 2 'Who's Playing?' |
| Develop appropriate ways of being assertive ( <i>DM 3 &amp; 4 year olds</i> )                                     | Lesson 2 'Who's Playing?' |

## Reception Overview

| Managing Self                                                                                                                                                                                  | Lessons                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| Be confident to try new activities and show independence, resilience and perseverance in the face of challenge<br>(ELG)<br>It's all about...taking part!                                       | Lesson 6 'Taking the Plunge'<br>Lesson 15 'One Gold Star'                         |
| Explain the reasons for rules, now right from wrong and try to behave accordingly<br>(ELG)<br>It's all about... taking part!                                                                   | Lesson 5 'What a Problem'<br>Lesson 25 'Litter Bug'                               |
| Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices<br>(ELG)<br>It's all about... being smart! | Lesson 3 'I Like...'<br>Lesson 12 'Clean and Tidy'<br>Lesson 21 'Getting in Knot' |

| Self-Regulation                                                                                                                                                                                                                    | Lessons                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly<br>(ELG)<br>It's all about... having heart!                                                                     | Lesson 2 'Nan's House' Lesson 13 'Bully Boy'<br>Lesson 20 'The New Pet' |
| Set work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate<br>(ELG)<br>It's all about... being smart!                                                              | Lesson 10 'Rainy Days'                                                  |
| Give focused attention to what the teachers says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions<br>(ELG)<br>It's all about... being smart! | Lesson 18 'A Piece of Cake'                                             |

| Building Relationships                                                                                     | Lessons                                                                            |
|------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Work and play cooperatively and take turns with others<br>(ELG)<br>It's all about... taking part!          | Lesson 4 'It's Your Turn' Lesson 9 'Stick to the Rules' Lesson 24 'Playtime Games' |
| Form positive attachments to adults and friendships with peers<br>(ELG)<br>It's all about... having heart! | Lesson 7 'An Old Friend' Lesson 14 'Family Fun' Lesson 23 'Eid Mubarak'            |
| Show sensitivity to their own and to others' needs<br>(ELG)<br>It's all about... being smart!              | Lesson 1 'Hide and Seek' Lesson 11 'I Feel Poorly!' Lesson 19 'Busy Body'          |

## Year One Overview

|                 |                                                                |
|-----------------|----------------------------------------------------------------|
| <b>Autumn 1</b> | Core 3 Unit 1 Lesson 3: Taking Turns – It's Your Turn          |
|                 | Core 3 Unit 1 Lesson 5: Sharing – Share The Booty              |
|                 | Core 1 Unit 5 Lesson 2: Road Safety – Green X Code             |
|                 | Core 2 Unit 4 Lesson 1: Friendship 1 – Friends Together        |
|                 | Core 2 Unit 4 Lesson 4: Family 1 – My Family                   |
|                 | Safe Zone Lesson 1: Copyright and Ownership                    |
|                 | Safe Zone Lesson 2: Self-Image and Identity                    |
| <b>Autumn 2</b> | Core 1 Unit 4 Lesson 2: Happiness – Smile!                     |
|                 | Core 1 Unit 4 Lesson 3: Anger – Grrr!                          |
|                 | Core 1 Unit 4 Lesson 4: Love – Three Little Words              |
|                 | Core 2 Unit 1 Lesson 1: Opinions – I Think                     |
|                 | Core 2 Unit 1 Lesson 2: Co-operation 1 – I Want To Play        |
|                 | Citizenship Unit 2 Lesson 1: Setting Goals – When I Grow Up... |

|                 |                                                              |
|-----------------|--------------------------------------------------------------|
| <b>Spring 1</b> | Core 1 Unit 2 Lesson 1: Healthy Eating 1 – Vote Green        |
|                 | Core 1 Unit 2 Lesson 2: Healthy Eating 2 – Meat Eaters       |
|                 | Core 1 Unit 1 Lesson 2: Physical Activity 2 – Mighty Muscles |
|                 | Core 1 Unit 1 Lesson 3 Physical Activity 3 – Get Physical    |
|                 | Core 1 Unit 3 Lesson 1: Dental Hygiene 1 – Brushing Up!      |
|                 | Core 1 Unit 3 Lesson 2: Dental Hygiene 2 – Bright White      |
|                 | Safe Zone Lesson 3: Managing Information Online              |
| <b>Spring 2</b> | Core 2 Unit 2 Lesson 1: Bullying – Ugly Duckling             |
|                 | Core 2 Unit 2 Lesson 3: Behaviour 1 – In My Shoes            |
|                 | Core 2 Unit 4 Lesson 4: Kindness – Give A Little             |
|                 | Core 3 Unit 4 Lesson 1: Our School – Common Goals            |
|                 | Core 3 Unit 4 Lesson 2: Belonging – Join The Club            |
|                 | Safe Zone Lesson 4: Privacy and Security                     |

|                 |                                                                     |
|-----------------|---------------------------------------------------------------------|
| <b>Summer 1</b> | Core 3 Unit 1 Lesson 6: Caring – Talking To Plants                  |
|                 | Core 2 Unit 3 Lesson 1: Fairness – It's Not Fair!                   |
|                 | Core 2 Unit 4 Lesson 5: Family 2 – Special People                   |
|                 | Core 2 Unit 4 Lesson 6: Staying Safe 1 – Secret Surprise            |
|                 | Core 1 Unit 5 Lesson 1: Sun Safety – It's A Cover Up!               |
| <b>Summer 2</b> | Core 1 Unit 3 Lesson 5: Keeping Clean 2 – Bath Time!                |
|                 | Core 1 Unit 3 Lesson 6: Similarities and Differences – Boys v Girls |
|                 | Core 1 Unit 3 Lesson 8: Changing Needs – I Need                     |
|                 | Core 3 Unit 3 Lesson 1: Money 1 – Grows On Trees                    |
|                 | Core 3 Unit 3 Lesson 2: Money 2 – Coining It In                     |
|                 | Core 3 Unit 3 Lesson 3: Money 3 – Keep It Safe                      |

## Year Two Overview

|                 |                                                                    |
|-----------------|--------------------------------------------------------------------|
| <b>Autumn 1</b> | Core 3 Unit 1 Lesson 1: Rules and Expectations 1 – Class Charter   |
|                 | Core 3 Unit 1 Lesson 2: Rules and Expectations 2 – Who's At Fault? |
|                 | Core 2 Unit 4 Lesson 2: Friendship 2 – Hola! Bonjour!              |
|                 | Core 2 Unit 4 Lesson 3: Friendship 3 – Share Alike                 |
|                 | Core 2 Unit 1 Lesson 3: Co-operation 2 – Let's Debate              |
|                 | Core 2 Unit 1 Lesson 4: Good Manners – How Rude!                   |
|                 | Safe Zone Lesson 1: Self-Image and Identity                        |
| <b>Autumn 2</b> | Core 2 Unit 3 Lesson 2: Comparisons – All The Same                 |
|                 | Core 2 Unit 3 Lesson 3 Right and Wrong – In The Right              |
|                 | Core 3 Unit 1 Lesson 4: Lending / Borrowing – The Borrowers        |
|                 | Core 3 Unit 2 Lesson 2: Aspirations – It's A Goal!                 |
|                 | Core 1 Unit 4 Lesson 5: Sadness – How To Cope                      |
|                 | Core 1 Unit 5 Lesson 4: Fire Safety – Escape Plan                  |
|                 | Safe Zone Lesson 2: Online Relationships                           |

|                 |                                                                 |
|-----------------|-----------------------------------------------------------------|
| <b>Spring 1</b> | Core 1 Unit 2 Lesson 3: Healthy Eating 3 – What A Load Of Junk! |
|                 | Core 1 Unit 2 Lesson 4: Healthy Eating 4 – Party Time!          |
|                 | Core 1 Unit 1 Lesson 1: Physical Activity 1 – Workout!          |
|                 | Core 1 Unit 1 Lesson 4: Sleep – Nighty Night                    |
|                 | Core 1 Unit 1 Lesson 5: Keeping Healthy – Give It A Boost       |
|                 | Core 1 Unit 5 Lesson 3: Drug Safety – Magic Medicine            |
|                 | Safe Zone Lesson 3: Online Reputation                           |
| <b>Spring 2</b> | Core 1 Unit 3 Lesson 3: Dental Hygiene 3 – Top Teeth            |
|                 | Core 1 Unit 3 Lesson 4: Keeping Clean 1 – Meet Grub             |
|                 | Core 2 Unit 2 Lesson 2: Teasing – That's Mean                   |
|                 | Core 2 Unit 2 Lesson 5: Behaviour 2 – Help Me!                  |
|                 | Core 2 Unit 4 Lesson 7: Staying Safe 2 – I Don't Know You       |
|                 | Safe Zone Lesson 4: Online Bullying                             |

|                 |                                                              |
|-----------------|--------------------------------------------------------------|
| <b>Summer 1</b> | Core 3 Unit 4 Lesson 3: Local Citizenship 1 – Our Local Area |
|                 | Core 3 Unit 1 Lesson 4: Local Citizenship 2 – Community Care |
|                 | Core 1 Unit 4 Lesson 1: Emotions – Mood Swings               |
|                 | Core 1 Unit 5 Lesson 5: Emergency Calls – 999                |
|                 | Safe Zone Lesson 5: Managing Information Online              |
|                 | Safe Zone Lesson 6: Copyright and Ownership                  |
| <b>Summer 2</b> | Core 3 Unit 3 Lesson 4: Money 4 – Shopping List              |
|                 | Core 3 Unit 3 Lesson 5: Choices – This Or That               |
|                 | Core 3 Unit 3 Lesson 6: Enterprise – Dragon's Den            |
|                 | Core 1 Unit 3 Lesson 7: Human Body – Body Bits               |
|                 | Safe Zone Lesson 7: Privacy and Security                     |

### Year Three Overview

|                 |                                                               |
|-----------------|---------------------------------------------------------------|
| <b>Autumn 1</b> | Core 2 Unit 1 Lesson 1: Clear Messages - Dot, Dot, Dash       |
|                 | Core 2 Unit 1 Lesson 2: Listening and Responding - I Hear You |
|                 | Core 2 Unit 4 Lesson 1: Friendship 1 - Best Features          |
|                 | Core 2 Unit 4 Lesson 2: Friendship 2 - Circles Time           |
|                 | Core 2 Unit 4 Lesson 3: Friendship 3 - Falling Out            |
|                 | Safe Zone Lesson 1: Self-Image and Identity                   |
| <b>Autumn 2</b> | Core 1 Unit 1 Lesson 1: Balanced Approach - Define: Healthy   |
|                 | Core 1 Unit 1 Lesson 2: Physical Exercise - Active Kids       |
|                 | Core 1 Unit 1 Lesson 3: Lifestyle Choices - It's Your Choice  |
|                 | Core 1 Unit 2 Lesson 1: Balanced Diet 1 - Plant or Animal     |
|                 | Core 1 Unit 2 Lesson 2: Balanced Diet 2 - Balanced Diet       |
|                 | Core 1 Unit 1 Lesson 4: Sleep - Sweet Dreams                  |
|                 | Safe Zone Lesson 2.1: Online Relationships                    |
|                 | Safe Zone Lesson 2.2: Online Bullying                         |

|                 |                                                                   |
|-----------------|-------------------------------------------------------------------|
| <b>Spring 1</b> | Core 2 Unit 3 Lesson 1: Connections - Paper Chains                |
|                 | Core 2 Unit 3 Lesson 2: Family Links - Family Tree                |
|                 | Core 2 Unit 3 Lesson 6: Self Respect - Let's R.O.C.K              |
|                 | Core 3 Unit 2 Lesson 1: Identified Strengths 1 - I'm Good At That |
|                 | Core 3 Unit 2 Lesson 2: Identified Strengths 2 - Future Me        |
|                 | Safe Zone Lesson 3: Online Reputation/Managing Information Online |
| <b>Spring 2</b> | Core 1 Unit 4 Lesson 1: Loss/Separation 1 - Lost!                 |
|                 | Core 1 Unit 4 Lesson 2: Loss/Separation 2 - Found!                |
|                 | Core 2 Unit 2 Lesson 1: Reactions - Frustration!                  |
|                 | Core 2 Unit 2 Lesson 2: Self Worth - I'm A Marvel                 |
|                 | Safe Zone Lesson 4: Health, Wellbeing and Lifestyle               |
|                 | Safe Zone Lesson 5: Privacy and Security                          |

|                 |                                                            |
|-----------------|------------------------------------------------------------|
| <b>Summer 1</b> | Core 1 Unit 3 Lesson 1: Before Puberty - You've Grown      |
|                 | Core 1 Unit 3 Lesson 2: Keeping Clean - Squeaky Clean      |
|                 | Core 1 Unit 5 Lesson 3: Illness Prevention - Aaachooo!     |
|                 | Core 2 Unit 3 Lesson 4: Religious Views 1 - Faith Findings |
|                 | Safe Zone Lesson 6: Copyright and Ownership                |
|                 | Core 3 Unit 1 Lesson 1: Rules - I'm In Charge              |
| <b>Summer 2</b> | Core 1 Unit 5 Lesson 1: Sun Safety - Too Hot               |
|                 | Core 1 Unit 5 Lesson 2: Beach Safety - Follow The Flags    |
|                 | Core 3 Unit 1 Lesson 2: Thinking Ahead - Lesson Planning   |
|                 | Core 3 Unit 1 Lesson 3: Taking The Lead - Learning Time    |
|                 | Core 3 Unit 4 Lesson 1: Working Together 1 - Name Game     |
|                 | Core 3 Unit 4 Lesson 2: Working Together 2 - Build It Up   |
|                 | Core 3 Unit 4 Lesson 3: Shared Goals - Better Places       |

## Year Four Overview

|                 |                                                                             |
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| <b>Autumn 1</b> | Core 2 Unit 1 Lesson 3: Expressing Opinions – It's Debatable                |
|                 | Core 2 Unit 1 Lesson 4: Privacy – The Secrets Jar                           |
|                 | Core 2 Unit 4 Lesson 4: Friendship 4 – The BAFAs                            |
|                 | Core 2 Unit 4 Lesson 5: Boundaries – Don't Push It                          |
|                 | Core 2 Unit 4 Lesson 6: Trusting Strangers – Safe Strangers                 |
|                 | Safe Zone Lesson 1: Online Relationships and Bullying                       |
| <b>Autumn 2</b> | Core 1 Unit 2 Lesson 3: Working With Food 1 – Master Chef                   |
|                 | Core 1 Unit 2 Lesson 4: Working With Food 2 – Picnic Preparations           |
|                 | Core 1 Unit 1 Lesson 5: Physical, Emotional and Mental 1 – I Am Who I Am    |
|                 | Core 1 Unit 1 Lesson 6: Physical, Emotional and Mental 2 – Hearts and Minds |
|                 | Core 1 Unit 4 Lesson 4: Feelings 1 – Overreacting                           |
|                 | Core 1 Unit 4 Lesson 5: Feelings 2 – Left Out                               |
|                 | Safe Zone Lesson 2: Health, Wellbeing and Lifestyle                         |

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|-----------------|---------------------------------------------------------------------|
| <b>Spring 1</b> | Core 2 Unit 2 Lesson 3: Persistence and Resilience – Don't Give Up! |
|                 | Core 2 Unit 2 Lesson 4: Negative Persistence – Over And Over        |
|                 | Core 3 Unit 2 Lesson 3: Setting Goals 1 – That's My Goal            |
|                 | Core 3 Unit 2 Lesson 4: Setting Goals 2 – The Impossible Dream      |
|                 | Safe Zone Lesson 3: Online Reputation/Managing Information Online   |
| <b>Spring 2</b> | Core 2 Unit 3 Lesson 3: Family Changes – Two Homes                  |
|                 | Core 2 Unit 3 Lesson 5: Religious Views 2 – Inside Outside          |
|                 | Core 2 Unit 3 Lesson 7: Gender Stereotypes – His And Hers           |
|                 | Core 2 Unit 3 Lesson 8: Racial Discrimination – Coming To England   |
|                 | Safe Zone Lesson 4: Self-Image and Identity                         |

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| <b>Summer 1</b> | Core 3 Unit 3 Lesson 1: Money Choices – A Million Dollars    |
|                 | Core 3 Unit 3 Lesson 2: Spending – Ping!                     |
|                 | Core 3 Unit 5 Lesson 3: Managing Money 1 – It's A Gamble     |
|                 | Core 3 Unit 3 Lesson 4: Managing Money 2 – Design Choices    |
|                 | Core 3 Unit 4 Lesson 4: Different Communities – My Community |
|                 | Core 3 Unit 4 Lesson 5: School Communities – School Swap     |
|                 | Safe Zone Lesson 5: Copyright and Ownership                  |
| <b>Summer 2</b> | Core 1 Unit 5 Lesson 4: First Aid – Home Hospital            |
|                 | Core 1 Unit 5 Lesson 5: Drug Safety – My Medicine            |
|                 | Core 1 Unit 3 Lesson 3: Changing Bodies – Everyone Changes   |
|                 | Core 1 Unit 3 Lesson 4: Menstrual Cycle – Every Month        |
|                 | Safe Zone Lesson 6: Privacy and Security                     |

### Year Five Overview

|                 |                                                            |
|-----------------|------------------------------------------------------------|
| <b>Autumn 1</b> | Core 3 Unit 1 Lesson 1: Structure – Just Imagine...        |
|                 | Core 3 Unit 1 Lesson 2: Law and Order – In Charge          |
|                 | Core 3 Unit 1 Lesson 3: U.N. Rights – Our Rights           |
|                 | Core 1 Unit 5 Lesson 1: Fire Safety – Fire Risk            |
|                 | Core 1 Unit 5 Lesson 4: First Aid 1 – Rapid Response       |
|                 | Safe Zone Lesson 1: Privacy and Security                   |
| <b>Autumn 2</b> | Core 2 Unit 4 Lesson 1: Physical Contact – Touch Sensitive |
|                 | Core 2 Unit 4 Lesson 2: Support and Care – Connections     |
|                 | Core 1 Unit 4 Lesson 1: Death and Grief 1 – It's Natural   |
|                 | Core 1 Unit 4 Lesson 2: Death and Grief 2 – Poppies        |
|                 | Core 2 Unit 3 Lesson 4: Culture 1 – Cultural Feast         |
|                 | Safe Zone Lesson 2: Self-Image and Identity                |

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| <b>Spring 1</b> | Core 1 Unit 1 Lesson 1: Healthy Lifestyles – You Choose                |
|                 | Core 1 Unit 1 Lesson 4: Healthy Minds 1 – I Feel Happy!                |
|                 | Core 1 Unit 1 Lesson 6: Physical, Emotional and Mental – 3 Dimensional |
|                 | Core 1 Unit 5 Lesson 6: Medicine and Drugs – Just Say No!              |
|                 | Core 1 Unit 5 Lesson 8: Alcohol – Drink Aware                          |
|                 | Safe Zone Lesson 3: Online Reputation/Managing Information Online      |
| <b>Spring 2</b> | Core 2 Unit 1 Lesson 1: Confidentiality – Secret Info                  |
|                 | Core 2 Unit 1 Lesson 2: Listening 1 – I'm All Ears                     |
|                 | Core 2 Unit 2 Lesson 1: Teamwork 1 – Scrabble                          |
|                 | Core 2 Unit 2 Lesson 2: Teamwork 2 – The Puzzler                       |
|                 | Core 3 Unit 2 Lesson 1: Identified Strengths 1 – Big Dreams            |
|                 | Safe Zone Lesson 4: Health, Wellbeing and Lifestyle                    |

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| <b>Summer 1</b> | Core 1 Unit 2 Lesson 1: Food Choices 1 – A Good Balance         |
|                 | Core 1 Unit 2 Lesson 2: Food Choices 2 – Breakfast Club         |
|                 | Core 1 Unit 2 Lesson 3: Food Choices 3 – A Healthy Relationship |
|                 | Core 2 Unit 3 Lesson 3: Disabilities – Equal Bodies             |
|                 | Core 1 Unit 5 Lesson 2: Water Safety – Water Wise               |
|                 | Safe Zone Lesson 5: Copyright and Ownership                     |
| <b>Summer 2</b> | Core 2 Unit 3 Lesson 1: Race and Ethnicity 1 – Unity Matters    |
|                 | Core 3 Unit 4 Lesson 1: Diverse Communities – Welcome!          |
|                 | Core 3 Unit 4 Lesson 2: Shared Goals – It's All Go              |
|                 | Core 3 Unit 3 Lesson 1: Budgeting – Money Supermarket           |
|                 | Core 3 Unit 3 Lesson 4: Generating Income 1 – Making Money      |
|                 | Core 3 Unit 3 Lesson 6: Online Spending 1 – App Trap            |
|                 | Safe Zone Lesson 6: Online Relationships and Bullying           |
|                 | <i>Substance Related Abuse</i>                                  |

## Year Six Overview

|                 |                                                                   |
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| <b>Autumn 1</b> | Core 3 Unit 2 Lesson 2: Identified Strengths 2 – Big Achievers    |
|                 | Core 3 Unit 2 Lesson 3: Setting Goals 1 – Super Futures           |
|                 | Core 3 Unit 2 Lesson 4: Setting Goals 2 – I Can Do That           |
|                 | Core 1 Unit 5 Lesson 3: Transport Safety – Tracks and Tarmac      |
|                 | Core 1 Unit 5 Lesson 5: First Aid 2 – First Aid Smart             |
|                 | Safe Zone Lesson 1: Online Reputation/Managing Information Online |
| <b>Autumn 2</b> | Core 2 Unit 3 Lesson 2: Race and Ethnicity 2 – Equal Voices       |
|                 | Core 2 Unit 3 Lesson 5: Gender Stereotypes – Jobs 4 All           |
|                 | Core 2 Unit 3 Lesson 6: Culture 2 – Support Squad                 |
|                 | Core 3 Unit 4 Lesson 3: Community Event – We’re Cultured          |
|                 | Core 3 Unit 4 Lesson 4: Disabilities – Super Powers               |
|                 | Safe Zone Lesson 2: Online Relationships and Bullying             |

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| <b>Spring 1</b> | Core 1 Unit 1 Lesson 2: Physical Illness – Bleugh!          |
|                 | Core 1 Unit 1 Lesson 3: Immunisation – One Sharp Scratch    |
|                 | Core 1 Unit 1 Lesson 5: Healthy Minds 2 – Young Minds       |
|                 | Core 1 Unit 1 Lesson 7: Sleep – The Bed Bank                |
|                 | Core 1 Unit 3 Lesson 2: Keeping Clean – Feeling Fresh       |
|                 | Safe Zone Lesson 3: Self-Image and Identity                 |
| <b>Spring 2</b> | Core 2 Unit 1 Lesson 3: Listening 2 – Agree To Disagree     |
|                 | Core 2 Unit 1 Lesson 4: Responding – Scenarios              |
|                 | Core 2 Unit 2 Lesson 3: Teamwork 3 – The Boss               |
|                 | Core 2 Unit 4 Lesson 3: Marriage – I Promise                |
|                 | Core 2 Unit 4 Lesson 4: Managing Conflict – Families At AWR |
|                 | Safe Zone Lesson 4: Healthy, Wellbeing and Lifestyle        |
|                 | <i>Tough Topics Lesson 1 and 2</i>                          |

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| <b>Summer 1</b> | Core 3 Unit 3 Lesson 2: Consumer Sense 1 – Payment Terms       |
|                 | Core 3 Unit 3 Lesson 3: Consumer Sense 2 – Class Catalogue     |
|                 | Core 3 Unit 3 Lesson 5: Generating Income 2 – Raising Money    |
|                 | Core 3 Unit 3 Lesson 7: Online Spending 2 – ‘Appy Banking      |
|                 | Safe Zone Lesson 5: Privacy and Security                       |
|                 | <i>Tough Topics Lesson 3-5</i>                                 |
| <b>Summer 2</b> | Core 1 Unit 2 Lesson 1: Cooking 1 – Invention Team             |
|                 | Core 1 Unit 2 Lesson 2: Cooking 2 – Michelin Stars             |
|                 | Core 1 Unit 5 Lesson 7: Tobacco and Vaping – Up In Smoke       |
|                 | Core 1 Unit 5 Lesson 9: Substance Abuse – Let’s Be Frank       |
|                 | Core 1 Unit 3 Lesson 1: Changing Bodies – What’s Puberty?      |
|                 | Core 1 Unit 3 Lesson 3: The Menstrual Cycle – Fact Or Fiction? |
|                 | Safe Zone Lesson 6: Copyright and Ownership                    |
|                 | <i>Sex and Relationships</i>                                   |

### **3D PSHE Sex Education Unit**

We use the 3D Relationships and Sex Education Unit. This covers close relationships, including friendships, that often form during puberty; the physical, mental and emotional changes that take place during puberty; sexual relationships; busting some myths about sex; the features of healthy and unhealthy relationships; gender identities; an awareness of transgender issues; the difference between transgender and cross-dressing.

### **3D PSHE Extremism and Radicalisation Unit**

We use the 3D PSHE Extremism and Radicalisation Units. In KS1 we cover understanding the differences between 'fact' and 'opinion'; recognising and respecting similarities and differences between people; how to deal with confrontation; understanding that difference is a positive feature. In KS2 we look at how to deal with peer pressure; how extremism manifests itself; homophobia and racism as extremist behaviours; terrorism.

### **3D PSHE Substance Related Abuse Unit**

We use the 3D Substance Related Abuse Unit. This covers keeping safe; understanding some of the consequences of risk-taking; knowing some of the different forms addiction can take; the names of the most common drugs; how advertising influences our choices.

### **In-house Information**

#### **How we monitor, evaluate and assess teaching and learning in PSHE**

Who is responsible for leading PSHE?

*S Cliff (head teacher) S Dunn (PSHE Lead)*

Who is responsible for teaching PSHE?

*All class teachers*

How is PSHE taught?

*Discrete weekly lessons*

When is PSHE taught?

*To work with individual classed weekly timetable*

How is delivery of content made accessible to all of our pupils, including those with SEND?

*At our school, we believe every child deserves the chance to shine. We make our learning and content accessible to all pupils, including those with Special Educational Needs and Disabilities (SEND), by using a "Quality First Teaching" approach. This means we design our lessons from the very start to include everyone.*

*Here is how we make it happen every day:*

*Diverse Ways of Learning: We don't just talk or write on the board. We use a mix of visual aids, hands-on resources (like physical maths blocks), videos, and storytelling to bring lessons to life.*

*Scaffolded Support: We break big ideas down into small, manageable steps. If a child needs extra help, we provide "scaffolds"—such as word banks, visual checklists, or simplified writing frames—so they can achieve the same learning goal as their peers.*

*Adaptive Technology: We use supportive tech tools, such as speech-to-text software, audiobooks, or tablets, to remove barriers to reading and writing.*

*The Right Environment: Our classrooms use visual timetables so children always know what is coming next and we offer quiet sensory spaces or specialised seating for pupils who need a calmer environment to focus.*

*Targeted Adult Support: Our teachers and skilled Teaching Assistants work closely together to provide extra, tailored guidance to individuals or small groups right inside the classroom.*

*By looking at what each unique child can do, we adapt our teaching to ensure no one is left behind and everyone feels proud of their progress.*

## **Bibliography**

This Dimensions 3D Primary PSHE Policy is informed by the following links:-

- [Academies Act 2010](#)
- [Children and Social Work Act 2017](#)
- [Education Act 2002](#)
- [Guidance on Relationships, Relationships and Sex Education, and Health Education](#)
- [Parliament UK Report 2019](#)
- [PSHE Association](#)

## **Appendices**

For further guidance on Relationships Education (Primary), Relationships and Sex Education (RSE – Secondary) and Health Education (Primary and Secondary), please visit the following:

[Guidance on Relationships, Relationships and Sex Education, and Health Education](#)

## **Appendix B: Parental Withdrawal Procedure**

1. Parent/carer submits written request to the Headteacher/Head of School.
2. A meeting is arranged with the parent/carer (and pupil where appropriate).
3. The Headteacher/Head of School/Senior Leader explains lesson content and discusses concerns.
4. Decision confirmed in writing and recorded.
5. Alternative supervised provision arranged.
6. Re-entry to lessons may be requested at any time.

## Appendix C: RSHE Resource Vetting Checklist

Resources must:

- Align with DfE statutory guidance.
- Be age-appropriate.
- Be inclusive and respectful of protected characteristics.
- Be factually accurate.
- Be free from stereotypes.
- Be safeguarding appropriate.
- Be shareable with parents when requested.