



RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION AND PHYSICAL HEALTH AND MENTAL WELL-BEING POLICY

March 2026



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Document Change History

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

| Version | Section | Details of Change |
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1 Introduction

- 1.1 At The Circle Trust, our vision is to help every child and young person grow into a confident, resilient, and responsible individual, well-prepared for a happy and successful adult life. We believe that Relationships Education, Relationships and Sex Education (RSE), and Health Education are central to this journey. These subjects give pupils the knowledge, skills, and self-belief they need to make thoughtful choices about their wellbeing, health, and relationships.
- 1.2 Our approach is guided by the Trust's values of inclusion, respect, and ambition for every learner. Teaching is always evidence-informed, age-appropriate, and responsive to the needs of pupils in both our primary and secondary schools.
- 1.3 We recognise that physical health, mental wellbeing, and positive relationships are closely linked. By supporting pupils to understand these connections, we aim to help them build resilience, make safe and informed choices, and develop lifelong habits that support happiness and fulfilment.
- 1.4 The Trust has a duty under the Equality Act 2010 to make sure our provision is accessible to all pupils, whatever their background or circumstances. We are sensitive to the diversity of cultural and faith perspectives within our school communities, while ensuring that every child receives the knowledge they need to stay safe, healthy, and aware of their rights.
- 1.5 As part of this, when the time is right developmentally, teaching about lesbian, gay, bisexual, and transgender (LGBT) people and relationships will be included naturally within the curriculum, rather than taught separately. This will always be done with care, at a level suited to pupils' maturity, and with an emphasis on respect, equality, and the law. Our commitment is to nurture understanding, celebrate diversity, and prepare pupils for life in modern Britain.
- 1.6 This policy has been shaped in consultation with parents, carers, pupils, and staff across the Trust. It is reviewed each year, with parents invited to contribute to any significant updates, ensuring that it continues to meet both statutory requirements and the evolving needs of our communities.

2 Aims and objectives.

- 2.1 Through high-quality, evidence-based, and age-appropriate Relationships Education, RSE, and Health Education, The Circle Trust aims to support every pupil to thrive both now and in the future. We want our pupils to grow in confidence, to value themselves and others, and to develop the knowledge and skills they need for the responsibilities and experiences of adult life.
- 2.2 By the end of their time in our schools, we hope that pupils will have developed resilience, self-respect, empathy, and a sense of belonging that prepares them for positive relationships and active participation in society.
- 2.3 More specifically, Relationships Education, RSE, and Health Education are designed to help pupils to:
 - 2.3.1 Build healthy, respectful relationships – with a focus on family, friendships, and the wider community.



- 2.3.2 Understand health and wellbeing – including how to stay physically and mentally healthy, and how to recognise and manage risks such as drugs, alcohol, and unhealthy influences.
 - 2.3.3 Learn about intimacy and sexual development – at the appropriate stage, ensuring pupils understand consent, respect, and safe choices.
 - 2.3.4 Develop positive mental health and emotional wellbeing – including strategies for resilience, self-regulation, and seeking help when needed.
 - 2.3.5 Grow personal character and values – such as kindness, integrity, generosity, honesty, and respect for diversity.
- 2.4 Our goal is that pupils leave us equipped with not only the essential knowledge, but also the confidence and empathy to lead safe, healthy, and fulfilling lives.

3 Definition of relationships education and relationships and sex education (RSE)

- 3.1 Relationships Education and RSE form a continuum of learning from primary to secondary school. Together, they provide pupils with the foundations for healthy, safe, and respectful relationships, while preparing them for the changes and responsibilities of growing up.
- 3.2 In the Primary phase:**
- 3.2.1 The focus is on the fundamental building blocks of positive relationships. Pupils learn about:
 - 3.2.2 Friendships and family relationships.
 - 3.2.3 The importance of kindness, respect, honesty, and consideration.
 - 3.2.4 Taking turns, listening, and resolving disagreements respectfully.
 - 3.2.5 Personal privacy, boundaries, and how to recognise and ask for help from trusted adults.
- 3.3 This stage equips children with the skills and understanding to build strong, supportive relationships and to recognise what safe, respectful behaviour looks like.
- 3.4 In the Secondary phase:**
- 3.4.1 Pupils build on these foundations through RSE, which is lifelong learning about physical, emotional, social, and moral development. At this stage, pupils learn about:
 - 3.4.2 Healthy and respectful intimate relationships, including sexuality and sexual health.
 - 3.4.3 The different kinds of committed, stable relationships, including marriage and civil partnerships.
 - 3.4.4 The importance of equality, consent, and respect in all relationships.
 - 3.4.5 Human reproduction, sexual health, and the emotional aspects of growing up.



3.4.6 How to recognise when relationships may be unsafe, and how to seek support and guidance.

3.5 RSE does not promote early sexual activity or undermine the role of parents. Instead, it helps pupils to respect themselves and others, understand why waiting until the right time is important, and develop the confidence to make safe, healthy, and fulfilling choices in adulthood.

4 Roles and responsibilities

All members of the Trust community are expected to follow this policy. Roles, responsibilities, and expectations of each section of the Trust and academy community are set out in detail below.

4.1 The Board of trustees:

4.1.1 Provide strategic oversight to ensure Relationships Education, RSE, and Health Education are effective, inclusive, and aligned with the Trust's vision and statutory duties.

4.1.2 Review regular reports and hold leaders to account for continuous improvement.

4.2 The Chief Executive Officer (CEO):

4.2.1 Ensure that all schools in the Trust deliver high-quality provision in line with statutory guidance.

4.2.2 Provide assurance to the Board of Trustees, set expectations, and ensure staff across the Trust have access to appropriate training, resources, and support.

4.3 The headteacher:

4.3.1 Lead the implementation of this policy in their school.

4.3.2 Ensure provision is well planned, effectively managed, and delivered across the curriculum without unnecessary duplication.

4.3.3 Monitor quality through regular review and self-evaluation.

4.3.4 Ensure teaching is age-appropriate, accessible for pupils with SEND, and appropriately resourced and timetabled.

4.3.5 Oversee the use of external providers, ensuring their input is suitable and consistent with the policy.

4.3.6 Liaise with parents about provision, address concerns, and manage requests for withdrawal from non-statutory elements in line with guidance.

The Staff:

4.3.7 Keep up to date with school policy and curriculum requirements.

4.3.8 Participate in professional learning to maintain confidence and knowledge in teaching these subjects.



4.3.9 Create a supportive learning environment, encourage pupils to raise concerns, and respond appropriately.

4.3.10 Refer issues to senior colleagues where additional support or expertise is required.

4.4 Parents

4.4.1 The Trust hopes to build a positive and supporting relationship with parents through mutual understanding, cooperation, and trust. Working in partnership to support their child's personal, social, and emotional development.

4.4.2 Encourage open conversations at home about matters raised in school.

4.4.3 Seek additional support from the school where further guidance or clarification is needed.

4.5 Pupils

4.5.1 Engage positively with Relationships Education, RSE, and Health Education.

4.5.2 Show respect for others' feelings and beliefs and follow agreed ground rules for discussion and confidentiality.

4.5.3 Support their peers in a considerate way.

4.5.4 Pupils who do not meet these expectations will be supported and guided in line with the Trust's behaviour policy.

5 Delivery of relationships education, RSE and health education

5.1 Relationships and Sex Education, RSE, and Health Education will be delivered in a non-judgemental, factual, and inclusive way. Lessons will provide a safe environment in which pupils can ask questions, explore different values and perspectives, and develop the skills to make informed decisions.

5.2 Teaching will:

5.2.1 Be age-appropriate and responsive to the developmental needs of pupils.

5.2.2 Address contemporary online risks, including exposure to pornography, online sexual content, image-based abuse, and the potential harms of AI-generated imagery and deepfakes, in an age-appropriate and safeguarding-informed way.

5.2.3 Use correct scientific terminology for body parts, while acknowledging and discussing common social or colloquial terms in the context of respectful language.

5.2.4 Encourage pupils to differentiate between fact, opinion, and belief, and to understand the law as it relates to relationships and sexual health.

5.2.5 Staff will ensure that all resources are appropriate for pupils' age and needs. Materials and approaches will be regularly reviewed to ensure they remain current, relevant, and accessible.



5.3 Primary schools:

5.3.1 In our primary schools, Relationships Education will be taught mainly through PSHE, science, and cross-curricular links. Teachers will be mindful that children of the same age may be at different stages of development and will adapt teaching methods accordingly. Sensitive topics may be explored in whole-class, small-group, or one-to-one settings as appropriate.

5.4 Secondary schools:

5.4.1 In our secondary schools, RSE will be delivered in [science, religious education, computing. In our secondary schools, RSE will be taught mainly through PSHE, science, religious education, and cross-curricular links. Provision will build on the foundations established in primary school and prepare pupils for the responsibilities and experiences of adult life.

6 Relationships education and RSE: Curriculum and outcomes

- 6.1** By the end of primary education, pupils will have been taught the knowledge and skills set out in Annex 1. This includes developing an understanding of positive relationships, respect, personal boundaries, and the importance of kindness and honesty.
- 6.2** Staff recognise that primary-aged pupils may ask questions relating to sex or sexuality that go beyond the planned curriculum. When this happens, teachers will use professional judgement to decide the most appropriate way to respond, taking account of the child's age, maturity, and individual needs. Responses may be given in a whole-class setting, small groups, or individually.
- 6.3** By the end of secondary education, pupils will have been taught the knowledge and skills set out in Annex 2. This builds on prior learning and extends to cover sexual health, consent, equality, and preparation for adult life. This includes learning about sexual harassment, peer-on-peer abuse, consent in everyday interactions, and how to recognise, challenge and report harmful or unsafe behaviour.
- 6.4** The Trust's approach ensures that Relationships Education and RSE are progressive, age-appropriate, and responsive to pupil needs. Curriculum content will be regularly reviewed to ensure accuracy, inclusivity, and relevance.

7 Health education: Physical health and mental well-being

- 7.1** The Trust is committed to promoting the health and wellbeing of all pupils. Health Education provides pupils with the knowledge, skills, and strategies to maintain physical health, develop resilience, and support positive mental wellbeing.
- 7.2** Teaching will enable pupils to:
- 7.2.1** Recognise the link between physical health, mental wellbeing, and lifestyle choices.



7.2.2 Develop self-control and strategies for self-regulation.

7.2.3 Build confidence in their ability to persevere, respond calmly to setbacks, and seek help when needed.

7.2.4 Understand the importance of rest, nutrition, exercise, and balance in maintaining health.

7.3 The Trust believes that a whole-school approach to health and wellbeing contributes positively to behaviour, learning, and academic outcomes.

7.4 In our primary schools, Health Education will be taught mainly through PSHE, science, computing, and physical education. By the end of primary education, pupils will have been taught the knowledge and skills set out in Annex 3.

7.5 In our secondary schools, Health Education will be taught through PSHE, science, computing, physical education, and tutor programmes. By the end of secondary education, pupils will have been taught the knowledge and skills set out in Annex 4.

8 Pupils with special educational needs and/or disabilities

8.1 The Trust is committed to ensuring that Relationships Education, RSE, and Health Education are accessible to all pupils. We recognise that some pupils with SEND may be more vulnerable to exploitation, bullying, or other challenges, and that these subjects can be particularly important in equipping them with knowledge and strategies to stay safe. Particular attention will be given to supporting pupils with SEND to recognise online risks, understand consent and boundaries, and know how to seek help in digital and real-world contexts.

8.2 Teaching will be:

8.2.1 Sensitive and age-appropriate, taking account of developmental stage rather than chronological age alone.

8.2.2 Differentiated and personalised, to meet the specific needs of pupils.

8.2.3 Inclusive, ensuring all pupils have access to the same core information.

8.3 Staff will make reasonable adjustments to remove barriers to learning and will follow the principles of the SEND Code of Practice and the Trust's SEND Policy when planning and delivering content.

8.4 A variety of teaching methods and resources will be used to ensure accessibility, including visual supports, adapted materials, and additional adult support where appropriate.

9 Right to request withdrawal from sex education

9.1 The Trust recognises the importance of parents and carers in supporting their child's learning in Relationships Education, RSE, and Health Education. We aim to build understanding and trust by being open about what is taught and by providing opportunities for parents to view resources and discuss the curriculum.



9.2 Primary schools

- 9.2.1 Parents do not have the right to withdraw their child from Relationships Education or Health Education.
- 9.2.2 Parents may withdraw their child from any additional sex education taught outside the statutory science curriculum. Requests must be made in writing to the Headteacher.

9.3 Secondary schools

- 9.3.1 Parents do not have the right to withdraw their child from Relationships Education or Health Education.
- 9.3.2 Parents may request that their child be withdrawn from some or all the sex education elements of RSE that are not part of the science curriculum. Requests must be made in writing to the Headteacher.
- 9.3.3 Following discussion with the school, requests will be granted except in exceptional circumstances. The right to request withdrawal is valid up to and until three terms before the child's 16th birthday. After this point, if the pupil wishes to receive sex education, the school will provide this.

- 9.4 Where a pupil is withdrawn from sex education, the school will ensure that they continue to receive appropriate and purposeful education during this time.

10 Confidentiality and child protection

- 10.1 The Trust aims to create a safe and supportive environment in which pupils feel able to seek help and guidance on matters relating to relationships, health, or personal concerns.
- 10.2 Teachers will make clear to pupils that they cannot promise unconditional confidentiality. Where a safeguarding or child protection concern arises, staff must follow the Trust's safeguarding and child protection procedures, in line with *Keeping Children Safe in Education (KCSIE)*.
- 10.3 If a pupil under the age of sixteen discloses that they are having, or are considering having, sexual intercourse, staff should:
 - 10.3.1 Ensure that the pupil is aware of sources of advice and support, including contraceptive and sexual health services.
 - 10.3.2 Encourage the pupil to talk with a parent or carer, while recognising that pupils may initially feel more comfortable confiding in a trusted teacher.
 - 10.3.3 Consider whether the disclosure raises a child protection concern, particularly where there may be evidence of coercion, exploitation, or abuse.
- 10.4 If a member of staff is informed that a pupil under the age of thirteen is having, or is considering having, sexual intercourse, this will always be treated as a child protection issue and referred to the designated safeguarding lead (DSL).



- 10.5 Pupils with SEND may be more vulnerable to exploitation or less able to recognise unsafe situations. Staff should be alert to this and seek advice from the DSL where concerns arise.

11 Equal opportunities

- 11.1 The Trust is committed to ensuring that Relationships Education, RSE, and Health Education are accessible and relevant to all pupils. Teaching will promote equality, inclusion, and respect, in line with the Equality Act 2010.
- 11.2 Lessons will normally be delivered in mixed-gender groups. However, in some cases (e.g. teaching about menstruation or personal hygiene), single-gender groupings may be used to support confidence and understanding.
- 11.3 Teaching will actively challenge harmful gender stereotypes, sexism and misogyny, supporting pupils to develop respectful attitudes, empathy and a clear understanding of equality and the law.
- 11.4 Content will be taught in a way that is age- and stage-appropriate, sensitive to cultural and faith backgrounds, and inclusive of all pupils, including those with SEND.
- 11.5 Diversity of personal, social, and sexual preferences will be acknowledged and respected.
- 11.6 Prejudiced views will be challenged, and any form of bullying related to relationships, gender, or sexuality will be addressed in line with the Trust's behaviour policy.
- 11.7 Through this approach, the Trust seeks to ensure that all pupils feel valued, respected, and able to participate fully in these subjects.

12 Complaints

- 12.1 The Trust values open communication with parents and carers and aims to resolve concerns quickly and constructively.
- 12.2 If parents or carers have any concerns about the delivery or content of Relationships Education, RSE, or Health Education, they should raise these in the first instance with the class teacher or a relevant member of staff. If concerns remain unresolved, they should be referred to the Headteacher.
- 12.3 Where issues cannot be resolved at school level, parents may follow the Trust's Complaints Policy, which sets out the formal process for raising and escalating concerns.
- 12.4 The Trust is committed to listening to parents' views and ensuring that concerns are considered carefully, while maintaining its duty to deliver the statutory curriculum.



Annex 1 - Relationships education primary stage curriculum and outcomes

Each primary school will set out in this annex how it delivers Relationships Education. This should include:

- **Relationship (RSE) Education**

At Emmbrook Infant School, Relationships and Sex Education (RSE) supports pupils in developing the knowledge, skills and values needed to form positive relationships, understand emotions and stay safe. Teaching is underpinned by our PSHE curriculum and delivered in an age-appropriate way.

- **Subject Content and Delivery**

Our RSE curriculum is taught through PSHE, Science, assemblies, Circle time and our core values (CARE). This content includes the following strands:

Families and Caring Relationships: Pupils learn that families come in many forms and that loving, caring relationships are important for emotional wellbeing. Children are encouraged to:

- Develop a sense of belonging
- Recognise who cares for them, and the ways families support each other.
- Understand that families can look different, but they provide love and care.
- Identify trusted adults in their lives
- Develop respect and appreciation for relationships within their family and school community

Friendships and Respect: Pupils learn the importance of forming positive friendships and treating others with kindness and respect. They explore how to work and play cooperatively and understand the impact their actions may have on others. Children will:

- Learn what makes a good friend, and how to show kindness
- Develop cooperation skills, such as turn taking and listening
- Understand everyone deserves to be treated with kindness and respect
- Begin to recognise and manage conflict in a safe and positive way

Feelings and Emotions: Pupils are supported to recognise and talk about a range of feelings. They learn that emotions are a normal part of life and that there are healthy ways to express and manage them. Children will:

- Identify different feelings and name them
- Develop emotional literacy vocabulary
- Learn strategies to manage feelings and know to seek help when needed
- Build empathy and understanding for how others might feel



Personal Boundaries and Safety: Pupils are taught about personal space, privacy and the importance of feeling safe. They learn that their body belongs to them and they can speak to a trusted adult if something makes them uncomfortable or worried. Children will:

- Understand the concept of personal space and boundaries
- Learn about appropriate and inappropriate touch in an age-appropriate way
- Develop confidence in saying ‘no’ and seeking help
- Recognise trusted adults they can talk to if they feel unsafe or worried

Growing and Changing: Pupils begin to understand that people grow and change over time. This theme focuses on simple concepts of growth, development and self-care. Children will:

- Recognise how they have changed as they have grown
- Know simple life cycles
- Understand basic aspects of personal hygiene and self-care
- Know that change is a part of life
- Celebrate individuality and differences among people

| Theme | EYFS | Year One | Year Two |
|--|---|--|--|
| Families and People Who Care for Me | Children talk about members of their immediate family and people who are special to them. They understand families care for each other. | Children learn that families can be different but provide love, care and security. They identify people who care for them and help keep them safe. | Children understand the roles different people play in families and that stable, caring relationships are important for wellbeing. |
| Caring Friendships | Children learn to build positive relationships through sharing, cooperating and taking turns. | Children learn the characteristics of positive friendships including kindness, honesty and respect. | Children learn that friendships require effort and learn strategies for resolving simple disagreements and maintaining positive relationships. |
| Respectful Relationships | Children begin to understand that everyone is different and should be treated kindly. | Children recognise that people may have different opinions and that everyone deserves respect. | Children learn the importance of treating others with respect and courtesy and valuing similarities and differences between people. |

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| Online and Personal Safety | Children learn basic rules for staying safe and who they can talk to if they feel worried or unsafe. | Children begin to understand how to stay safe in familiar situations, including simple rules about using devices with adult supervision. | Children understand simple strategies to stay safe, including knowing when to ask for help, and recognising that some information should be kept private. |
| Being Safe and Personal Boundaries | Children learn about personal space and that their body belongs to them. They identify trusted adults they can talk to. | Children learn about personal boundaries and begin to understand about safe touch and to tell a trusted adult if they feel uncomfortable. | Children develop confidence in recognising unsafe situations and understand the importance of speaking to a trusted adult if they feel worried or unsafe. |
| Growing and Changing | Children recognise that people grow and change from babies to children. They learn simple self-care routines. | Children understand that people grow and change over time and learn about basic hygiene and looking after their bodies. | Pupils recognise that growth and change happen to everyone and begin to understand the importance of healthy habits and self-care. |

Our school is committed to ensuring that RSE education is accessible, inclusive and meaningful for all pupils, including those with Special Educational Needs and Disabilities (SEND). We recognise that pupils may have different levels of understanding, communication needs and learning styles. Teaching is therefore adapted to ensure all pupils can access a curriculum that allows them to develop essential knowledge and skills relating to relationships, wellbeing and personal safety. This may include, but is not exhaustive to:

- Planning adapted lessons and tasks
- Providing visual supports such as symbols or social stories
- Break tasks down into smaller steps
- Pre-teaching
- Allow additional time for discussion, processing and questions
- Use of practical activities, role play and modelling

- **Monitoring and Evaluation**

Our school evaluates the effectiveness of RSE education through:



- Pupil voice: gathering feedback from pupils through circle time, discussions, assemblies and School Council meetings. Planning activities that encourage pupil contribution and reflection.
- Teacher assessment: using observations, questioning, discussion and age-appropriate tasks to assess pupils' understanding of key concepts within lessons
- Work scrutiny and learning walks: Leaders review learning, displays and work to ensure the RSE curriculum is delivered effectively and consistently
- Staff feedback: teachers delivering RSE will meet to reflect on pupil feedback and assessment
- Stakeholder feedback: opportunities will be provided for parents and carers to share feedback on the RSE programme through surveys and meetings.
- Safeguarding and wellbeing indicators: wider indicators will be used, such as pupils' confidence in discussing feelings and displaying healthy friendships in school.

- **Position on Sex Education**

Emmbrook Infant School uses the Science National Curriculum to teach sex education, where knowledge of the main external body parts; changes as humans develop to old age and basic reproduction in some plants through life cycles.

- **Parental Rights**

- Parents do not have the right to withdraw their child from Relationships Education.
- Parents may withdraw their child from any additional sex education taught outside the statutory science curriculum. Requests must be made in writing to the Headteacher.



Annex 3 - Health education primary stage curriculum and outcomes

Each primary school will set out in this annex how it delivers Health Education. This should include:

Definition of Health Education

Health Education is delivered in an age-appropriate and sensitive way that supports pupils' physical health, mental wellbeing and personal development. At Emmbrook Infant School, Health Education forms part of the wider Personal, Social and Health Education (PSHE) and Relationships Education curriculum, and is taught in accordance with statutory guidance. Our school believes that Health Education supports pupils in developing the knowledge, skills and attitudes needed to make informed choices about their health and wellbeing, both now and in the future.

- **Subject Content and Delivery**

Health Education at Emmbrook Infant School is primarily taught through planned PSHE lessons, which take place weekly across the school. Lessons follow a structured programme to ensure progression of knowledge and skills from the Early Years to the end of Key Stage One. Learning is adapted to suit the developmental stage of pupils and builds on children's existing knowledge and experiences. In addition to discrete lessons, Health Education is also delivered through:

- Cross-curricular links, where aspects of health and wellbeing may be explored in subjects such as Science, P.E. and Literacy
- Circle time, which provides opportunities for pupils to talk about feelings, friendships, wellbeing and personal safety
- Whole school approaches, including assemblies, themed days and fundraisers, which promote healthy lifestyles and positive mental health
- Daily routines, such as handwashing, snack time, physical movement and mindful moments

Health education lessons are taught by teachers, who know pupils well and are best placed to deliver content sensitively based on this knowledge. Where appropriate, we may use external resources or visitors to enhance learning, ensuring any materials used are age-appropriate and consistent with the school's values and policies.

School recognises that pupils may have differing experiences and levels of understanding. Teaching is carefully adapted to meet the needs of all pupils, including those with Special Educational Needs and Disabilities (SEND).

Key Themes Covered and Progression of Learning:

| Area of Health Education | EYFS | Year One | Year Two |
|--|---|---|---|
| Mental Wellbeing | Children learn to recognise and name basic feelings, e.g. happy, sad, worried, angry. They begin to talk about what makes them feel good and who can help them. | Children identify a wider range of feelings and understand emotions can change. They begin to learn simple strategies to manage feelings. | Children understand that everyone experiences different emotions and choose further strategies for managing feelings. They recognise the importance of talking about worries. |
| Physical health and fitness Basic first aid | Children understand the importance of being active and explore movement through play. They begin to understand that exercise helps keep bodies healthy. | Children understand that regular exercise keeps bodies healthy. They explore different ways to be active and how exercise affects the body (e.g. heart beating faster). | Children understand the benefits of physical activity for health and wellbeing. They begin to set simple goals for staying active. |
| Healthy Eating | Children learn that food helps their bodies grow. They explore different foods and begin to recognise healthy choices. | Children understand the importance of eating a balanced diet and drinking water. They learn about different food groups. | Children know that a balanced diet helps maintain good health and understand the importance of regular meals and healthy snacks. |
| Hygiene | Children learn basic hygiene routines such as hand washing, brushing teeth and keeping clean. | Children understand hygiene is important for preventing illness and maintaining health. | Children explain how good hygiene prevents the spread of germs and keeps people healthy. |
| Keeping Safe | Children learn simple rules to keep themselves safe e.g. staying with a trusted adult, road safety. | Children learn how to stay safe in familiar environments including home, school and online, with adult support. | Children identify potential risks and understand strategies to stay safe in different situations. |

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| Growing and Changing | Children recognise that bodies change and grow as they get older. | Children understand that people grow from babies to adults and begin to recognise differences between individuals. | Children understand basic life stages and that growing and changing is a natural process. |

- **Monitoring and Evaluation**

Our school evaluates the effectiveness of Health Education through:

- Pupil voice: gathering feedback from pupils through circle time, discussions, assemblies and School Council meetings. Planning activities that encourage pupil contribution and reflection.
- Teacher assessment: using observations, questioning, discussion and age-appropriate tasks to assess pupils' understanding of key concepts within lessons
- Work scrutiny and learning walks: Leaders review learning, displays and work to ensure the Health curriculum is delivered effectively and consistently
- Staff feedback: teachers delivering Health Education will meet to reflect on pupil feedback and assessment
- Stakeholder feedback: opportunities will be provided for parents and carers to share feedback on the Health Education programme through surveys and meetings and workshops.
- Safeguarding and wellbeing indicators: wider indicators will be used, such as pupils' confidence in discussing feelings and displaying healthy friendships in school.

- **Statutory Status and Parental Rights**

- Health Education is compulsory in all primary schools.
- Parents do not have the right to withdraw their child from Health Education.

