



PSHCE and Relationships, Sex and Health Education Policy

Governor Responsible	Curriculum Committee
Status	Statutory up to Y6
Last reviewed	July 2026
Review Period	Biennially
Signed	<i>Caroline Schloss</i>

Table of Contents

Introduction	3
Legal Context	3
Definition	4
Aims	4
Roles and Responsibilities	5
Governors.....	5
Headteacher.....	5
Subject Leader.....	5
All Staff	6
Pupils.....	6
Parents/Carers	6
Curriculum Organisation.....	7
Assessment and Evaluation.....	7
Teaching and Learning.....	8
Curriculum Content	9
Long-Term Planning	9
Resources	10
Visitors	10
Equality	11
Right to Withdraw from Sex Education	12
Withdrawal Process.....	12
Conversations About LGBTQ+	12
Examples of Inclusive Practice	13
Safeguarding and Confidentiality	13
Support for Pupils	14
In School	14
External Support.....	14
Monitoring and Evaluating.....	14
Professional Development	14
Communication of Policy	14
Difficult Conversations with Parents	15
Further Policies	15
Review	15
APPENDIX 1 - SCIENCE NATIONAL CURRICULUM	16

Introduction

This is the policy of Alexandra Primary School on the approach taken to **Relationships, Sex and Health Education (RSHE)**, approved by the Curriculum Committee on 9th July 2026 following a consultation with parents and carers on 8th July 2026. It reflects the **latest government updates** to RSHE statutory guidance for implementation from **September 2026**.

Legal Context

The Children and Social Work Act 2017 made **Relationships Education** and **Health Education** compulsory for all primary schools in England from September 2020. The updated RSHE guidance (DfE, 2025) strengthens expectations around safeguarding, online safety, personal safety and respectful relationships.

- **Relationships Education** teaches children what they need to build positive, safe relationships with family, friends and online communities.
- **Health Education** covers physical health and mental wellbeing, helping children make informed decisions, recognise concerns in themselves and others, and seek support early.

Sex education is not compulsory in primary schools. However:

- Relationships and Health Education includes essential content on **puberty**.
- The national curriculum for science includes content on **external body parts, growth and change**, and **reproduction in some plants and animals**.

The updated statutory guidance [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(July 2025\)](#) requires primary schools to have a written policy covering:

- How **Relationships Education** is delivered
- What **Sex Education** (if any) is taught beyond the science curriculum

Although a separate Health Education policy is not required, Alexandra Primary includes Health Education within this RSHE policy in line with best practice.

This policy also supports legal requirements relating to:

- The **Equality Act 2010**
- The **Education Act 1996**
- **Keeping Children Safe in Education (KCSIE) 2026**
- Updated RSHE guidance (DfE, 2025)

Relevant policies include:

- Positive Behaviour and Relationships Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy

Definition

RSHE supports children's personal development, including their spiritual, moral, social and cultural development. It helps pupils navigate real-life issues they face as they grow up, both **online and offline**, enabling them to make informed choices about their safety, physical and mental health, and relationships.

Within this policy, as in the DfE guidance:

- **Relationships Education** is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and adults, including online.
- **Health Education** is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.
- **Sex Education** is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.
- RSHE is **not** about the promotion of sexual activity.

The updated RSHE guidance emphasises teaching about:

- **Misogyny and gender-based harm**
- **Online risks** including AI deepfakes, harmful influencers and inappropriate content
- **Personal safety** including water safety, road/rail safety and public spaces
- **Mental wellbeing** including grief, loss and loneliness
- **Family diversity** including adoptive families, same-sex parents, kinship carers and young carers

RSHE is strengthened by a supportive school ethos where everyone is valued, positive relationships are promoted and pupils feel safe to express themselves.

Aims

Through our PSHE programme, Alexandra Primary aims to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. Effective RSHE is fundamental to supporting pupils to grow into confident, caring, responsible and respectful young people. It provides children with an understanding of healthy and respectful relationships and appropriate boundaries.

At Alexandra, RSHE is taught within the **PSHE (Personal, Social, Health and Economic education) curriculum**, and supported through:

- Science
- Computing
- Circle times
- Assemblies
- Stories and literature
- PE (health and hygiene)

Our RSHE aims are to:

- Provide a consistent standard of relationships, sex and health education across the school
- Help pupils develop self-respect, confidence and empathy
- Promote responsible behaviour and respectful communication
- Teach pupils correct vocabulary to describe themselves and their bodies
- Provide a safe framework for sensitive discussions
- Prepare pupils for puberty and teach essential health and hygiene
- Ensure pupils understand reproduction and sexual development at an age-appropriate level
- Equip pupils with the knowledge and skills needed for the secondary RSHE curriculum
- Support pupils to make positive, healthy choices about relationships providing them with the necessary knowledge and skills
- Combat exploitation, harmful stereotypes and gender-based harm
- Strengthen pupils' understanding of online safety, digital resilience and media literacy

These aims complement the Science curriculum in KS1 and KS2.

Roles and Responsibilities

Governors

The governing body (Curriculum Committee) is responsible for:

- Overseeing and reviewing this policy
- Monitoring the teaching and learning of RSHE
- Ensuring statutory requirements are met

Headteacher

The headteacher is responsible for:

- Overseeing the development and delivery of RSHE
- Ensuring staff contribute to RSHE development
- Providing information to governors
- Ensuring staff training, including updates linked to new RSHE guidance
- Supporting the subject leader in liaising with parents and carers
- Managing requests to withdraw pupils from sex education

Subject Leader

The subject leader is responsible for:

- Leading the development and delivery of RSHE
- Keeping up-to-date with RSHE developments and statutory changes
- Supporting colleagues
- Monitoring and evaluating RSHE
- Liaising with parents and carers
- Maintaining up-to-date information, including on the school website
- Overseeing external visitors and resources

All Staff

All staff are expected to:

- Understand and implement the RSHE policy
- Teach RSHE in line with the agreed curriculum
- Assess and monitor pupil progress
- Engage with training and resources
- Respond to individual pupil needs

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

Class teachers deliver RSHE at Alexandra Primary. Staff cannot opt out of teaching RSHE; concerns should be discussed with the headteacher.

Pupils

Pupils are expected to engage fully in RSHE and treat others with respect and sensitivity.

Parents/Carers

Alexandra Primary recognises that parents/carers play the primary role in children's RSHE. We aim to build a positive, supportive relationship with families through transparency, trust and cooperation. Parents are encouraged to raise concerns directly with staff so RSHE can be discussed openly and safely.

In promoting this objective, we:

- Will carry out our statutory duty to consult with parents and governors on the contents of this policy
- Inform parents about the school's RSHE policy and practice; this includes informing parents by letter or email before beginning to teach a unit of RSHE
- Answer any questions that parents may have about the RSHE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE in the school

Curriculum Organisation

Alexandra Primary adopts the following approaches to ensure high-quality delivery of RSHE:

- Elements of RSHE are taught as part of a wider **PSHCE programme**, ensuring pupils build knowledge progressively across the year.
- Explicit RSHE lessons are delivered weekly within a dedicated unit in the **Summer Term**, with additional content embedded throughout the curriculum.
- Class teachers are responsible for teaching RSHE.
- Recommended lesson lengths:
 - **KS1:** 40–45 minutes
 - **KS2:** 50–60 minutes
- RSHE is embedded across subjects, including:
 - Computing: safe and responsible online behaviour, recognising **online risks**, digital footprints and media literacy
 - Science: reproduction in plants and some animals, growth and change
 - Literacy: texts exploring diverse families, respectful relationships and empathy
 - Assemblies and circle times: personal safety, kindness, anti-bullying, emotional wellbeing

The updated RSHE guidance (DfE, 2025) requires schools to integrate teaching on:

- **Misogyny and gender-based harm**
- **AI deepfakes and harmful online influencers**
- **Personal safety** including water safety, road/rail safety and public spaces
- **Mental wellbeing** including grief, loss and loneliness
- **Family diversity**

These elements are embedded within our curriculum organisation and long-term planning.

Assessment and Evaluation

Assessment of RSHE at Alexandra Primary is ongoing and rooted in everyday classroom practice. Teachers use a range of approaches to ensure pupils are developing the knowledge, skills and attitudes outlined in the RSHE curriculum.

Assessment and evaluation consist of:

- **Regular teacher observations** during lessons to monitor engagement, understanding and application of key concepts
- **Children's work**, including written tasks, drawings, sorting activities, reflections and responses to scenarios
- **Pupil voice**, gathered through discussions, circle time, question boxes and informal conversations to understand pupils' perspectives, confidence and misconceptions

- **Additional circle time sessions**, added where needed, to revisit content, address emerging issues or provide further opportunities for reflection and discussion
- Monitoring of how pupils apply RSHE learning across the wider curriculum and in daily school life (e.g., respectful relationships, emotional regulation, online safety behaviours)

These approaches ensure RSHE is responsive, inclusive and reflective of pupils' needs, and support teachers in planning next steps and adapting provision where required.

Teaching and Learning

RSHE is delivered in line with the school's Teaching and Learning Policy. Because the subject deals with real-life experiences, teachers establish a safe, positive and inclusive learning environment using the following approaches:

Our Relationships, Sex and Health Education programme is delivered in an **age-appropriate and sensitive manner** by class teachers. Teaching is normally delivered in **mixed-gender groups**, though some content may be taught in **single-sex groups** where appropriate (e.g., menstrual hygiene, single-sex question sessions). We aim to create a learning atmosphere where children feel safe, relaxed and confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter. Clear ground rules are established in partnership with pupils and reinforced at the start of each relevant lesson. As a minimum, these include:

- **Listen politely** to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask or have to answer any personal questions
- We use anatomically correct language when we have learnt it

Teachers also ensure:

- Clear, age-appropriate language is used to avoid misunderstandings
- Distancing techniques (e.g., depersonalised discussions, scenarios, role play) are used
- Prejudice and assumptions about pupils' backgrounds or experiences are avoided
- Unexpected questions are handled sensitively, supported by a class question box
- Learning builds on pupils' existing knowledge and experiences
- Lessons are engaging, using structured discussion, problem-solving and active tasks
- Pupils have opportunities to practise and demonstrate knowledge, skills and attitudes

- Time is provided for reflection and personal processing
- Learning opportunities and resources are adapted for SEND and EAL pupils
- Varied groupings are used to enhance collaboration and inclusion

Teachers also support pupils to recognise:

- harmful stereotypes
- coercive or controlling behaviours
- unsafe online content, including **AI deepfakes** and harmful influencers
- misinformation and digitally manipulated media

This supports pupils' digital resilience and aligns with updated safeguarding expectations.

Pupils with special educational needs will be given the opportunity to fully participate in RSHE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

Delivery methods will be adjusted if remote learning is required, ensuring continuity and safeguarding of RSHE provision.

Curriculum Content

Long-Term Planning

The school uses the **Kapow Primary RSE scheme of work**, which provides full curriculum coverage and includes all statutory content for each year group. The scheme has been reviewed to ensure alignment with the **2026 RSHE updates**, including:

- online safety and digital literacy
- gender-based harm and respectful relationships
- personal safety (water, road, rail, public spaces)
- mental wellbeing (grief, loss, loneliness)
- family diversity
- media literacy and recognising harmful online influences

Overview (All year groups)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Self regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Year 1	My healthy self: How can we look after our emotions?	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?
Year 2	My healthy self: How can we look after our bodies?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online?	Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?
Year 3	My healthy self: How can I take care of my mind and body?	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond if they happen?	Citizenship: What careers do people choose and why?
Year 4	My healthy self: How can I make healthy choices?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?	Citizenship: How can I spend money wisely?	Growing up: How will my body and emotions change as I grow up?	Staying safe: What signs help me recognise what is safe or unsafe?
Year 5	My healthy self: How can I support my mind and body as I grow?	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	Citizenship: How can we be in control of our money?
Year 6	My healthy self: How do my choices today shape my future health?	Connecting with others: What does it mean to stand up for myself and others?	Online world: How do I feel about the things I see online?	Citizenship: How can we protect everyone's rights?	Staying safe: How can I stay safe as I grow up?	Sex education: How do people become parents and carers?

Resources

Teachers select additional resources carefully, with oversight from the subject leader. All resources must be:

- up-to-date and evidence-based
- relevant and age-appropriate
- consistent with the aims and values of Alexandra Primary
- compliant with statutory guidance, safeguarding expectations and the Equality Act

Resources addressing sensitive topics (e.g., online harms, misogyny, grief) are reviewed to ensure they are developmentally appropriate and supportive of pupil wellbeing.

Visitors

Visitors can enhance children's learning when used appropriately. Teachers select visitors in liaison with the subject leader. The following principles guide their use:

- Visitors are used to **enhance**, not replace, teaching delivered by class teachers.
- Visitors are informed of where their session fits within the long-term plan.
- Visitors are made aware of the RSHE policy and safeguarding expectations.
- Session content is checked to ensure it aligns with the school's ethos, legal requirements and updated RSHE guidance.
- A member of staff is present during all visitor-led sessions.
- All visitors undergo necessary safeguarding checks in line with school policy.

Visitors may support learning in areas such as:

- personal safety (e.g., water safety specialists)
- online safety (e.g., digital resilience workshops)
- emotional wellbeing (e.g., bereavement support organisations)
- Oral health (e.g., school nurse)

Equality

Alexandra Primary is legally required under the **Equality Act 2010** to eliminate discrimination, advance equality of opportunity, and foster good relationships between people with and without protected characteristics. The protected characteristics are:

- **Age**
- **Marriage and civil partnership**
- **Disability**
- **Race**
- **Religion or belief**
- **Sex**
- **Sexual orientation**
- **Pregnancy and maternity**
- **Gender reassignment**

The school also considers the needs of pupils with **SEND**, ensuring RSHE is accessible, inclusive and responsive to individual needs.

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's Equal Opportunities Policy. All RSHE is taught **without bias** and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils can form their own informed opinions while respecting others who may hold different views.

The personal beliefs and attitudes of staff delivering RSHE will **not** influence the teaching of the subject. Alexandra Primary recognises and embraces the diverse nature of its community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. RSHE explores different cultural beliefs and values, encourages activities that challenge stereotypes and discrimination, and presents children with accurate information based on the law.

We use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. RSHE is **not** used as a means of promoting any form of sexual orientation; instead, it supports pupils to understand and respect the diversity of families and identities within society.

RSHE lessons will:

- tackle discrimination and harmful stereotypes
- promote respect and inclusion
- represent diverse families, identities and experiences
- challenge misogyny, gender-based harm and online hate
- foster positive relationships between all pupils

Right to Withdraw from Sex Education

Parents/carers **cannot withdraw** their child from statutory **Relationships Education** or **Health Education**.

Parents/carers **can withdraw** their child from **non-statutory Sex Education**, except where content forms part of the **science national curriculum** (Appendix 1).

At Alexandra Primary, the following lessons are considered **Sex Education** and therefore eligible for withdrawal:

- **Year 6: Safety and the Changing Body – Lesson 5: Conception**
- **Year 6: Safety and the Changing Body – Lesson 6: Pregnancy and Birth**

A workshop for whole school RSHE lessons information for parents will be held prior to teaching in Summer 2, led by the subject leader. A letter will be sent home at the end of Summer 1.

Withdrawal Process

If a parent/carer wishes to withdraw their child from Sex Education:

1. Parents/carers must submit a written request to the Headteacher via the school office.
2. The Headteacher will invite the parent/carer to a consultation (in person or by phone) to discuss concerns and outline the impact of withdrawal.
3. The office team will record the withdrawal and inform relevant staff.
4. Alternative arrangements will be made for the child during Sex Education lessons.

Conversations About LGBTQ+

Teaching about **LGBTQ+ identities** is embedded throughout the RSHE and PSHCE curriculum, not delivered as stand-alone lessons. This supports inclusion, respect and compliance with the Equality Act.

Teachers should be confident discussing LGBTQ+ topics and open to conversations with pupils and parents.

LGBTQ+ refers to people identifying as **lesbian, gay, bisexual, transgender, queer or questioning**. This should be discussed naturally and sensitively, as part of everyday learning.

Examples of Inclusive Practice

- When discussing families, include examples such as families with two mums or two dads.
- Use inclusive texts such as *Aalfred and Aalbert* (Morag Hood), *ABC: A Family Alphabet Book*, *He's My Mom* (Sarah Savage).
- If a child asks explicit questions, teachers answer openly and honestly at an age-appropriate level.
- If a child requests further detail, teachers guide them to speak with their parents and inform parents when appropriate.
- Teachers should refer to the law: as of 2023, **it is legal to identify as LGBTQ+ in the UK**.

Safeguarding and Confidentiality

RSHE includes sensitive topics, and discussions may prompt safeguarding disclosures. Staff must follow the school's **Safeguarding and Child Protection Policy** and **KCSIE** guidance.

Teachers conduct RSHE and Sex Education lessons in a **sensitive and professional manner**. If a child makes a reference to being involved, or likely to be involved, in sexual activity, the teacher will take the matter seriously and follow the procedures outlined in the Child Protection and Safeguarding Policy. Teachers will respond similarly if a child indicates that they may have been a victim of abuse or exploitation. Any concerns must be reported **immediately** to the Designated Safeguarding Lead (DSL) or the Headteacher.

Disclosure of **female genital mutilation (FGM)** must be reported to the police, either by the teacher to whom it is disclosed or by the DSL, in line with statutory requirements.

Legally, the school cannot offer or guarantee absolute confidentiality. Staff aim to ensure pupils' best interests are maintained and encourage pupils to talk to their parents or carers for support. If confidentiality has to be broken, pupils are informed first and supported throughout the process by the designated teacher.

Teachers and the subject leader should consult the DSL before delivering potentially sensitive content, and appropriate steps must be taken to provide additional support for pupils who may be affected by lesson content (e.g., grief, online harm, family circumstances).

Support for Pupils

Children will be reminded of the support available to them if they feel worried or affected by RSHE content.

In School

- Class teacher
- Trusted adult
- Learning Mentor
- School counsellor

External Support

- Local agencies
- National organisations such as **Childline**

Monitoring and Evaluating

The Headteacher and Subject Leader monitor RSHE in line with other subjects through:

- Learning reviews / walks
- Lessons observations
- Evidence of learning
- Staff feedback
- Parent/carer feedback
- Pupil voice

Professional Development

The Headteacher and Subject Leader regularly assess staff training needs. Professional development may include internal training, external expertise, or updates linked to new RSHE guidance. The PSHCE lead will attend regular network meetings in order to stay current with the relevant changes, both national and local to the school.

There will be an **annual RSHE INSET** as part of the monitoring cycle process, led by the subject leader, with a focus on keeping staff members informed of the government guidance updates, including Sex Education and other sensitive topics such as online harms, misogyny, grief and family diversity.

Communication of Policy

This RSHE policy will be available on the school website and can be requested free of charge from the school office.

Difficult Conversations with Parents

RSHE can lead to challenging conversations. Staff should use this policy to guide discussions.

- Parents are children's first educators and should be respected and listened to.
- Parents may disagree with aspects of RSHE; staff should remain open, calm and professional.
- If taking notes, inform parents and ask permission.
- Schedule difficult conversations when another staff member can be present.
- Refer to the **Equality Act (2010)** and **DfE Statutory Guidance** when needed.
- Staff should seek support from the subject leader if required.

Further Policies

RSHE does not stand alone. It is closely connected to a range of statutory and non-statutory policies that support safeguarding, wellbeing, equality and curriculum delivery. In conjunction with this policy, please also see:

- **Behaviour Policy** and procedures
- **Safeguarding and Child Protection Policy** (including KCSIE updates)
- **Anti-Bullying Policy** and procedures
- **Mental Health and Wellbeing Policy**
- **Online Safety Policy** (reflecting current guidance on AI deepfakes, harmful influencers and digital resilience)
- **Equalities Policy**
- **Curriculum Policy** (including PSHE and Computing)
- **SEND Policy** (ensuring accessibility and inclusion in RSHE)
- **Prevent Duty and Radicalisation Policy**
- **Health and Safety Policy** (including water safety, road/rail safety and public-space safety now emphasised in RSHE guidance)

These policies collectively ensure that RSHE is delivered safely, inclusively and in line with statutory requirements, safeguarding expectations and Alexandra Primary's ethos of curiosity, responsibility, kindness and respect.

Review

This policy will be reviewed biennially from the date of approval by the governors, to ensure it continues to meet the needs of pupils, staff and parents, and is in line with current DfE guidance.

APPENDIX 1 - SCIENCE NATIONAL CURRICULUM

Science Program of Study relevant to PSHCE

Year Group	Science Strand	RSHE / PSHCE Links
Year 1	Animals including humans • Identify and name basic body parts • Recognise senses and associated organs	Naming body parts; privacy; safe/unsafe touch; personal boundaries; early emotional literacy
	Seasonal changes • Weather patterns • Day length changes	Feelings linked to change; wellbeing outdoors; noticing emotions
Year 2	Animals including humans • Survival needs (food, water, air) • Importance of exercise, hygiene	Healthy eating; hygiene; self-care; recognising what bodies need to stay well
	Living things and habitats • Habitats and microhabitats • How animals depend on their environment	Caring for environments; responsibility; empathy for living things
Year 3	Animals including humans • Skeletons and muscles • Nutrition	Body awareness; physical health; respecting differences; self-esteem
	Plants • Functions of roots, stems, leaves • Plant life cycles	Life cycles; beginnings/endings; emotional responses to change
Year 4	States of matter • Solids, liquids, gases • Heating and cooling	Personal safety (hot/cold); safe handling; responsibility in practical work

	Electricity • Simple circuits • Conductors and insulators	Electrical safety; risk awareness; responsible behaviour
	Animals including humans • Digestive system • Teeth types and functions	Healthy eating; dental hygiene; self-care routines
Year 5	Properties and changes of materials • Reversible/irreversible changes • Dissolving and filtering	Safety with substances; risk management; responsible behaviour
	Earth and space • Movement of Earth, Moon, Sun • Day/night	Curiosity; respectful debate; awe and wonder; emotional wellbeing
	Animals including humans • Puberty changes • Human development	Puberty; body changes; emotional changes; hygiene; respecting differences; managing feelings
Year 6	Evolution and inheritance • Variation • Adaptation • Inheritance	Diversity; respecting differences; challenging stereotypes; inclusion
	Animals including humans • Circulatory system • Impact of lifestyle choices	Healthy lifestyle choices; mental/physical health links; managing risk
	Light • Reflection and refraction • Sun safety	Sun safety; UV awareness; responsible behaviour outdoors
	Non-statutory Sex Education • Conception • Pregnancy • Birth	Healthy relationships; consent; personal safety; recognising exploitation