Richard Coates
CE Primary School



Relationships and Health Education Policy

Let your light shine before others, that they may see your good works and glorify your Father in heaven. (Matthew 5:16)

Policy implemented September 2026
Review date: September 2027

PELE TRUST

Richard Coates CE Primary School is part of Pele Trust.

Richard Coates
CE Primary School

Contents

1. Our vision and rationale

2. Aims

3. Legislation and statutory guidance

4. The principles that shape our curriculum

5. Roles and responsibilities

6. Organisation of the curriculum

7. Relationships education

8. Relationships education across the year groups

9. Health education

10. Health education across the year groups

11. Sex education

12. How the curriculum is taught

13. Working with visitors and external providers

14. Working with parents and carers

15. The right to withdraw

16. Inclusion, equality and SEND

17. Links with other subjects

18. Safeguarding, confidentiality and difficult questions

19. Staff training

20. Monitoring, assessment and review

Appendices

Appendix A: Curriculum overview by year group

Appendix B: Where each element of the curriculum is taught

Appendix C: Points for subject leader review before September 2026

Appendix D: Parent and carer consultation response form

Richard Coates CE Primary School

About this consultation draft

New statutory guidance on relationships, sex and health education was published by the Department for Education in 2025 and comes into force on 1 September 2026. Every school is required to review its curriculum and to have an up to date written policy in place.

This draft has been prepared for consultation with parents and carers. It sets out what we teach, when we teach it and how we teach it. We would welcome your views before it is taken to the Academy Committee for adoption via admin@richard-coates.uk.

1. Our vision and rationale

Richard Coates CE Primary School is committed to ensuring that every member of the school community flourishes and achieves their very best, within a caring and happy school where the Christian values of kindness, respect and perseverance are at the heart of all we do.

Let your light shine is not only about what children achieve. It is about the kind of people they are becoming and how that shows in the way they treat others. Relationships and health education is one of the places where this is taught deliberately rather than left to chance.

Children are growing up in a world that is more complicated than the one their parents grew up in, particularly online. They meet ideas about friendship, bodies, health and identity long before they are ready to make sense of them on their own. Our responsibility is to give them accurate information at the right age, from adults they trust, so that they are not left to work it out by themselves.

We teach that every person is made in the image of God (Genesis 1:27) and is of equal worth. That belief shapes how we talk about families, bodies, difference and friendship. Children learn to value themselves and others as unique and wonderfully made, and to build relationships in which they offer dignity and respect to everyone.

As a Church of England school we teach the whole of the statutory curriculum. Our foundation shapes the way we teach it. It does not lead us to leave anything out. In developing this policy we have followed the principles of the Church of England Charter for faith sensitive and inclusive relationships education, and the expectations of the SIAMS framework that pupils learn to cherish themselves and others.

The Church of England describes the purpose of education as life in all its fullness (John 10.10), and sets out dignity and respect as one of the four pillars of that vision. Relationships and health education is where a good deal of that becomes concrete. It is where children learn about their own worth and about the worth of everyone around them.

This subject does not sit on its own. It runs through our PSHE curriculum, our collective worship, our behaviour policy, our safeguarding practice and the ordinary daily culture of the school. Children learn as much from how adults speak to them and to each other as they do from any lesson.

2. Aims

This policy is designed to:

- give children accurate and age appropriate knowledge about relationships, their bodies and their health, so that they can make informed decisions;
- teach children what healthy relationships look like and feel like, in families, in friendships and online, and how to recognise a relationship that is not healthy;
- build the skills that sit alongside the knowledge, including how to communicate clearly, how to be assertive, how to set and respect boundaries, how to manage disappointment and conflict and how to ask for help;
- help children understand and look after their own physical health and mental wellbeing;
- make sure every child knows how to recognise when something is wrong and how to keep asking until a trusted adult listens;
- teach in a way that is inclusive and accessible to every pupil, including pupils with special educational needs and disabilities;
- work in genuine partnership with parents and carers, who remain the first and most important educators of their children;
- reflect our Christian foundation, so that dignity and respect for every person run through the whole programme.

3. Legislation and statutory guidance

This policy has regard to the following legislation and statutory guidance:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2025, statutory from 1 September 2026)
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Section 80A of the Education Act 2002
- The Children and Social Work Act 2017
- Keeping Children Safe in Education (DfE, 2026)
- Science programmes of study: key stages 1 and 2 (DfE, 2013)
- The Equality Act 2010
- The Children and Families Act 2014 and the Special Educational Needs and Disability Code of Practice: 0 to 25 years
- The SIAMS framework (Church of England Education Office)
- Valuing All God's Children (Church of England, 2019)
- The Church of England Charter for faith sensitive and inclusive relationships education

This policy should be read alongside the following school policies, all of which are available on the Policies page of the school website: Safeguarding and Child Protection Policy; Behaviour Policy; Anti-Bullying Policy; Online Safety and Acceptable Use Policy; SEND and Inclusion Policy; Social, Emotional and Mental Health Policy; Child on Child Abuse Policy; Pele Trust Equality Objectives; Complaints Procedure.

Our thinking has also been shaped by the following, which are not statutory but which set the expectations of a Church of England school:

- Our Hope for a Flourishing Schools System: Deeply Christian, Serving the Common Good (Church of England Education Office, 2023)
- Flourishing for All: Anti-bullying Guidance for Church of England Schools (National Society for Education, 2024, amended April 2025), which replaces Valuing All God's Children
- Developing a Theologically-rooted Christian Vision in Schools (Rusby and Tait, Grove Education, 2024)

This policy replaces the version implemented in September 2024. It has been rewritten rather than amended, because the 2025 guidance changes both what schools must teach and how schools must involve parents.

4. The principles that shape our curriculum

The 2025 statutory guidance sets out seven guiding principles for developing a relationships and health education curriculum. The table below sets out what each one means in practice at Richard Coates.

Principle	What this means here
Engagement with pupils	We ask children what they already understand and what they want to know, and we use their answers to shape the questions each unit is built around.
Engagement with parents	We consult on this policy, we publish what is taught in each year group and we make all teaching materials available to any parent who asks to see them.
Positivity	We teach towards healthy norms rather than teaching from fear. We avoid language that would normalise harmful behaviour or leave any group of children feeling blamed.
Careful sequencing	Content is built in a spiral, so that each year revisits familiar ground with more depth. Prevention works best when the groundwork is laid early.
Relevant and responsive	The curriculum reflects what is actually happening for our children and in our community, informed by safeguarding patterns, pupil voice and what staff are seeing.
Skilled delivery	Lessons are taught by class teachers who know the children. Staff are trained and supported so that they teach with confidence and answer questions calmly.
Whole school approach	What is taught in lessons is reinforced through worship, our behaviour policy, our pastoral work and the way adults model relationships every day.

5. Roles and responsibilities

The Academy Committee

- Approves this policy and monitors its implementation, including through a named link governor for relationships and health education.
- Ensures the subject is resourced, staffed and timetabled so that the school meets its legal obligations.
- Ensures teaching is accessible to all pupils, including those with SEND, and that the school's Christian foundation is upheld through the subject.

- Ensures parents are given clear information about what is taught and about their rights.

The Headteacher

- Holds overall responsibility for the implementation of this policy and for the time given to the subject on the timetable.
- Supports any member of staff who feels uncertain or ill equipped to teach an aspect of the curriculum.
- Considers and discusses any request from a parent to withdraw a child from sex education, and arranges purposeful alternative provision where a request is agreed.
- Reports to the Academy Committee on the effectiveness of the subject.

The subject leader

The 2025 guidance expects leadership of this subject to sit with a senior member of staff who has dedicated time to lead it. Relationships and health education is led at Richard Coates by the RHE leadership team, working with the SENCO and reporting to the Headteacher.

- Oversees the planning, sequencing and delivery of the curriculum across all year groups.
- Agrees the vocabulary used in lessons, so that language is consistent from Reception to Year 6.
- Makes sure resources are current, age appropriate and available to parents on request.
- Checks that the curriculum complements rather than duplicates what is taught in science, computing and PE.
- Monitors and evaluates the quality of provision and reports on it to the Headteacher and the Academy Committee.

The SENCO

- Advises teaching staff on how to identify and meet individual needs within this subject.
- Advises on the deployment of support staff during lessons.
- Ensures the needs of vulnerable pupils are considered when units are planned and taught.

Teachers

- Deliver the curriculum as planned, at the right age and stage, and in line with this policy.
- Establish and revisit ground rules so that lessons feel safe for every child.
- Do not express personal views or beliefs when teaching this subject.
- Model positive attitudes to relationships, health and difference.
- Respond to any safeguarding concern immediately, in line with the Safeguarding and Child Protection Policy.
- Work with the SENCO to adapt teaching for pupils with SEND.

Parents and carers

- Support their children through the emotional and physical aspects of growing up.
- Create an open home environment in which children can continue conversations begun at school.
- Contact school with any question about content or approach, and ask to see materials at any time.

6. Organisation of the curriculum

Relationships education and health education are compulsory in all primary schools. At Richard Coates both are taught through our PSHE curriculum.

Relationships education means teaching children about healthy and respectful relationships, with a focus on families and friendships, in all contexts including online.

Health education means teaching children about physical health and mental wellbeing, the link between the two, and how to make healthy choices.

Our PSHE curriculum follows a question-based model organised around three core themes: Relationships, Living in the Wider World, and Health and Wellbeing. Each year group studies six units across the year, one in each half term, each built around a question that children can answer by the end of the unit. In Key Stage 2 one of those half terms is given to Melva, a programme that supports emotional literacy and self-regulation.

The curriculum is a spiral. Children return to the same territory each year with more knowledge and more maturity, so that Year 6 builds on Year 2 rather than repeating it. The full overview is set out at Appendix A and the mapping of statutory content to units is at Appendix B.

In Reception, this learning takes place through the Personal, Social and Emotional Development area of the Early Years Foundation Stage framework, alongside the daily routines and relationships of the classroom.

7. Relationships education

The focus of relationships education at primary level is teaching the fundamental building blocks of positive relationships, focussing on friendships, family relationships and relationships with other children and with adults. Within the statutory content set out below, the school decides what is taught in each year group.

Families and people who care for me

By the end of primary school, pupils will know:

- That families are important for them growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

By the end of primary school, pupils will know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful relationships

By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them, make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

- About the different types of bullying, including cyberbullying, the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others, including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter, including online, who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example from their family, their school and other sources.

8. Relationships education across the year groups

Within the statutory content the school decides what is taught in each year group, taking account of children's age and development. The table below summarises the relationships strand for each year.

Year group	What children learn

Reception	Playing alongside and with others; beginning to resolve disagreements; noticing how other people are feeling; talking about themselves and their family.
Year 1	How we are the same as each other and how we are different; the people who are special to us; what families are and who keeps us safe; kind and unkind behaviour, and who to tell if they are worried.
Year 2	What makes a good friend; how to make friends and repair a falling out; what bullying is and what to do about it; what the internet is and how to use it safely.
Year 3	How to build and keep good friendships; how to recognise when someone is lonely; how families differ from one another; what makes a community.
Year 4	What a positive friendship looks like; how knowing someone online differs from knowing them in person; respect and courtesy; difference, and children's rights.
Year 5	What makes up a person's identity; stereotypes and how to challenge them; what a healthy friendship looks like; peer influence and peer approval; how friends communicate safely online.
Year 6	Values and being a good role model; how to disagree respectfully; the difference between a healthy and an unhealthy relationship; how to respond to pressure and online dares; what consent means.

9. Health education

The focus of health education at primary level is teaching the characteristics of good physical health and mental wellbeing, and the link between the two. Within the statutory content set out below, the school decides what is taught in each year group.

Mental wellbeing

By the end of primary school, pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, for example happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling, and how they are behaving, is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children, and that it is very important they seek support and discuss their feelings with an adult.
- That bullying, including cyberbullying, has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support, including recognising the triggers for seeking support, extending to who in school they should speak to if they are worried about themselves or others.

- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
- About change, loss and bereavement, and that people grieve in different ways.

Internet safety and harms

By the end of primary school, pupils will know:

- That for most people the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why some social media, some computer games and online gaming are age restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information, inclusive of that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

Physical health and fitness

By the end of primary school, pupils will know:

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

Healthy eating

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating.

Drugs, alcohol and tobacco

By the end of primary school, pupils will know the facts about legal and illegal harmful substances and associated risks, including smoking, vaping and the risk of nicotine addiction, alcohol use and drug-taking.

Health and prevention

By the end of primary school, pupils will know:

- How to recognise early signs of physical illness, such as unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect mood and the ability to learn.
- About dental health and the benefits of good oral hygiene, including regular check-ups at the dentist.
- About personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

Basic first aid

By the end of primary school, pupils will know:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first aid, for example dealing with common injuries, including head injuries.

Personal safety

By the end of primary school, pupils will know:

- How to recognise and reduce risk in the places they spend time, including around roads, railways and level crossings.
- How to keep safe in and near water, including the Water Safety Code.
- How to keep safe from fire, and what to do if there is a fire.
- How to stay safe in public spaces, and how to get help if they feel unsafe.

The changing adolescent body

By the end of primary school, pupils will know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing and key facts relating to the menstrual cycle.

10. Health education across the year groups

Year group	What children learn
Reception	Healthy eating, keeping clean, brushing teeth, moving and resting, and simple ways to stay safe and healthy.
Year 1	What being healthy means and who helps us stay healthy, how medicines and vaccinations help us, hygiene routines and looking after our bodies day to day.
Year 2	Recognising and naming feelings, what helps us feel better, managing big feelings, and staying safe including rules, road and water safety, fire safety and medicines.
Year 3	Eating a healthy diet, oral hygiene, the benefits of physical activity, and the effect of sleep on the body and mind.
Year 4	Managing risk in different places, staying safe out and about and in the sun, responding in an emergency, and how feelings change over time including loss and grief.
Year 5	Recognising risky situations, basic first aid including burns, bleeds, choking and allergic reactions, when to seek adult help and how to contact the emergency services.
Year 6	How mental and physical health are linked, planning a balanced lifestyle including food, activity, sleep, sun safety and time online, and the influence of the media on how we feel about ourselves.

11. Sex education

All pupils must be taught the aspects of reproduction outlined in the primary science curriculum. This includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age including puberty, and the reproductive process in some plants and animals.

The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our school, we do not teach pupils sex education beyond what is required of the science curriculum.

Teaching about puberty is part of health education rather than sex education, so it is taught to all pupils.

12. How the curriculum is taught

Lessons are taught by class teachers who know the children well. Each unit begins by revisiting the ground rules the class has agreed, so that everyone knows what will happen if someone shares something personal, asks an unexpected question or would rather not take part in a discussion.

Teaching is distanced from the personal. We use scenarios, characters and questions rather than asking children to talk about their own families or experiences. This keeps the classroom safe and keeps discussion focused on the learning.

Because code names for body parts can make it harder for a child to report abuse, staff use and teach the correct anatomical names for external body parts, including genitalia. This is done matter of factly and without embarrassment.

Teachers will end a whole class discussion where a child begins to disclose something personal, and will follow it up privately. Questions that cannot be answered in front of the class are noted and answered later, either individually or in a way that suits the whole group. If a question falls outside what is age appropriate, the teacher will say so honestly rather than inventing an answer, and will let parents know where that is the right thing to do.

Staff do not share their personal views or beliefs when teaching this subject.

Learning is assessed in the same way as any other subject, through discussion, written and practical work, and by checking what children can recall and explain at the end of a unit.

13. Working with visitors and external providers

We sometimes invite visitors to contribute to this curriculum, for example health professionals or the school nursing team. A teacher is present throughout any session led by a visitor and remains responsible for it.

Before any external session takes place we:

- check that the content fits our planned curriculum and this policy;
- check the credentials and experience of the provider;
- ask to see the lesson plan and the materials in advance, and check they are age appropriate and accessible to pupils with SEND;
- agree how safeguarding disclosures will be handled, in line with our Safeguarding and Child Protection Policy;
- confirm that any materials can be shared with parents on request. We do not enter into agreements that would prevent parents from seeing what their children have been taught.

Parents are given at least two weeks' notice of any session led by an external provider that covers sensitive content, and are welcome to discuss it beforehand.

14. Working with parents and carers

Parents and carers are the first educators of their children. What is taught at school works best when it is picked up and continued at home.

We will:

- publish this policy and the curriculum overview on the school website;
- tell parents what is coming up in each year group, so that conversations at home can be prepared for rather than sprung on anyone;
- make all teaching materials available to any parent who asks to see them;

- consult on this policy before it is adopted and at each review, and set out what changed as a result;
- answer any question about content or approach, at any point in the year.

Parents' views inform the decisions we make about content and delivery. Final decisions about the curriculum rest with the school and the Academy Committee, but they are taken in the light of what parents tell us. Consultation matters most on the parts of the curriculum parents most want to understand, including how we teach about families and difference, and we keep a record of what we asked, what parents said and what changed as a result.

To ask a question, see materials or arrange a conversation, email admin@richard-coates.uk or contact the school office.

15. The right to withdraw

There is no right to withdraw a child from relationships education, from health education or from the science curriculum. These are statutory for every primary pupil.

Where a primary school teaches sex education beyond the science curriculum, parents have the right to request that their child is withdrawn from it. As set out in section 11, Richard Coates does not currently teach additional sex education. If that position changes following this consultation, the arrangements will be as follows.

- Requests should be made in writing to the Headteacher.
- The Headteacher will meet the parents to discuss the request and to make sure everyone understands what is and is not covered.
- The request will be granted unless there are exceptional circumstances, and a record of the discussion will be kept.
- The child will receive purposeful alternative provision during those lessons.

16. Inclusion, equality and SEND

The school must not discriminate against any pupil because of a protected characteristic under the Equality Act 2010, and is committed to making reasonable adjustments so that this curriculum is accessible to everyone.

Some pupils need this teaching more than most, and some need it delivered differently. Teachers adapt their planning and their methods so that pupils with SEND, and pupils with social, emotional and mental health needs, can access the same content. Where appropriate, adaptations are recorded in a pupil's plan and reviewed with the SENCO.

Difference, families and belonging

We teach in a way that reflects the range of families and backgrounds in our school community, so that children see themselves and their friends represented, and so that no child feels their family is unusual or unmentionable. Children learn that families sometimes look different from their own, including single parent families, foster and adoptive families, families headed by grandparents and families with same sex parents, and that those differences

are to be respected. They learn that healthy friendships are welcoming rather than excluding, and that people who are very different from them are owed the same courtesy as anyone else.

The Church of England anti-bullying guidance for church schools is clear that a school's response to bullying should flow from its Christian vision and from the belief that every child reveals something of God. Language used to belittle another child, including language about family, race, faith, appearance, disability or perceived sexual orientation, is challenged wherever it is heard and is dealt with under our Behaviour Policy and Anti-Bullying Policy.

That same guidance is equally clear about what this does not mean at primary age. This guidance underpins our commitment to protecting and supporting childhood during these primary years. Teaching about diversity and respect is tailored to be gentle and age-appropriate, focusing on foundational principles of kindness, family and community. Discussions regarding sexual activity are not part of the primary curriculum, with learning limited solely to the essential biological concepts set out in the statutory science framework.

17. Links with other subjects

Subject	How it connects
Science	The external parts of the body, how the body changes from birth to old age including puberty, and reproduction in plants and animals.
Computing	Using technology safely, respectfully and responsibly, keeping personal information private and knowing how to get help.
PE	Sustained physical activity, competitive sport and the link between exercise and a healthier life.
Religious education	Questions of identity, belonging, meaning and how people of faith and no faith live well together.
Collective worship	Our values of kindness, respect and perseverance, and what dignity and forgiveness look like in practice.
Behaviour	Our relational approach, restorative conversations and the expectation that everyone is treated with dignity.

18. Safeguarding, confidentiality and difficult questions

Keeping children safe sits at the centre of this subject. A curriculum that teaches children the correct words, what is and is not acceptable, and who to tell, is one of the strongest preventative tools a school has.

Children are told before lessons begin that a teacher cannot promise to keep something secret if they are worried about a child's safety, and that if that happens the Designated Safeguarding Lead will be told and the child will be kept informed of what is happening.

Discussion in this subject sometimes leads to a disclosure. Any concern is passed to the Designated Safeguarding Lead immediately, in line with the Safeguarding and Child Protection Policy. A member of staff who shares confidential information about a child without proper reason will be dealt with under the school's disciplinary procedures.

The school takes a firm line on bullying arising from anything taught in this subject, including bullying connected to a protected characteristic. Incidents are dealt with under the Behaviour Policy and the Anti-Bullying Policy.

19. Staff training

All staff receive training on this curriculum, refreshed annually and whenever guidance changes. Training covers the content itself, safe classroom practice, handling unexpected questions and the safeguarding dimension of the subject.

Confidence matters as much as knowledge here. A teacher who is uncomfortable with a topic will teach it less well, so staff are asked what they need and are given time to prepare rather than being handed a lesson plan and left to it.

20. Monitoring, assessment and review

The subject leader monitors the quality of teaching and learning through work scrutiny, lesson visits, pupil voice and conversations with staff, and reports annually to the Headteacher and the Academy Committee.

The Academy Committee approves this policy. It is reviewed every year by the subject leader and the Headteacher, and sooner if statutory guidance changes or if feedback from parents, staff or pupils suggests it should be. Parents are consulted at each review. Any change is communicated to staff and parents and recorded in the version table at the end of this document.

Richard Coates
CE Primary School

Appendix A: Curriculum overview by year group

Each unit is built around a question. Units marked Melva are taught through the Melva programme, which supports emotional literacy and self-regulation.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Can we be friends?	Who is in my family?	How can I be healthy?	How can I help look after our school environments?	Who in our community can keep us safe?	How can we care for the world around us?
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What jobs do people do?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What is the internet and why is it important?	What can we do with money?	What helps us to stay safe?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What are families like?	What makes a community?	What are the jobs that make up our community?	How can we keep our bodies healthy?	What keeps us safe?
Year 4	How do I recognise a good friendship?	How do we treat each other with respect?	How can we look after our money?	How can we manage risk in different places?	How can our choices make a difference to others and the environment?	How can we manage our feelings?
Year 5	What makes up a person's identity?	What does a healthy friendship look like?	How can we keep ourselves safe and help in an accident or emergency?	What decisions can people make with money?	How can friends communicate safely?	What jobs would we like?
Year 6	How do we show respect to ourselves and others?	How do we make sure a relationship is safe and healthy?	Why is money important?	How can the media influence us?	How can we keep our bodies healthy as we grow?	How can we keep our bodies healthy as we grow? (Melva)

Richard Coates
CE Primary School

Policy Version and Review

Staff member	Date	Version	Changes made	Academy Committee Approval
JW	Sept 24	1.0	Adopted	September 2024
JW	Sept 25	1.1	Minor updates to legal framework and curriculum links	September 2025
JW	Sept 26	2.0	Re-drafted against the DfE 2025 statutory guidance and the Church of England vision and anti-bullying guidance. New sections on the guiding principles, on how the curriculum is taught, on working with parents and on difference, families and belonging. Curriculum overview, statutory mapping and subject leader review added as appendices. Issued for parent consultation.	Pending

Richard Coates
CE Primary School

Belsay Primary School

Darras Hall Primary School

Heddon St. Andrew's CE Primary School

Ponteland High School

Ponteland Primary School

Richard Coates CE Primary School






