



The John Hampden School Wendover Policy For RELATIONSHIPS & HEALTH EDUCATION KS1

Policy reviewed: May 2026, reviewed by: PARENTS FULL GOVERNING BOARD PUPILS

This policy will be updated to reflect the new DfE statutory guidance for Relationships & Health Education (July 2025) which must be implemented by September 2026.

Date policy to be reviewed: September 2026

Signed:

_____ Head Teacher Date _____

_____ Chair of Governors Date _____

See Glossary of terms at end of Policy Document

1. School ethos/values statement

At The John Hampden School we are committed to providing a holistic and nurturing approach to education designed to support the academic, cultural, personal and social development of all our pupils. This is based on our school aims which include; to provide security and to prepare for life as well as our school ethos of loving to learn. We believe that children who are happy and who feel valued are in the best position to learn effectively. Our school aims to be a secure and welcoming environment that fosters the social skills to use in a diverse community. We strive for high quality care, guidance and support.

We have identified seven core values which underpin our ethos of loving to learn:
Perseverance, Independence, Belonging, Collaboration, Reflection, Good Manners and Respect.

We believe that every child should have the opportunity to develop and build their self-esteem and self-confidence through the development of social and emotional resilience. We recognise the important role we have in helping all pupils to develop strong, healthy relationships. We want our children to be better equipped, more responsible and effective by the time they finish their journey at The John Hampden School and move onto the next phase of their lives. This begins in the Early Years (Nursery & Foundation Stage), following the EYFS Framework with PSHE at the heart of the curriculum. The key prime area of Personal, Social and Emotional Development focuses on; self-regulation, managing self & building relationships. The KS1 curriculum at The John Hampden School is firmly embedded on this teaching.

2. Aims of the Relationships & Health Education Policy

From September 2020 statutory Relationships Education and Health Education became a statutory part of the taught curriculum within PSHE, with further statutory objectives introduced from September 2026. This is an essential part of a child's education and contributes to their personal development.

At John Hampden School we aim to:

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching Relationships & Health Education
- Help parents and carers to understand Relationships & Health Education and support them to work with their child to secure the very best outcomes
- Demonstrate how the school meets legal requirements with regards to teaching Relationships & Health Education
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around relationships
- Provide pupils with the appropriate vocabulary to describe relationships
- Help pupils to understand what is a healthy lifestyle

Legal Requirements

To comply with The Relationships Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, Relationships Education is compulsory for all pupils receiving primary education. Health Education is compulsory in all schools except independent schools.

To comply with the Relationships and Health Education statutory guidance from the DfE (July 2025) teaching pupils about how to be safe and appropriate vocabulary to do so, is compulsory.

To comply with requirements, this Relationships policy has been developed in consultation with pupils, parents and carers and has due regard for:

- DfE statutory guidance on Relationships and Health Education (July 2025)
- The Education Act (1996)
- The Equality Act (2010) which requires schools to prevent discrimination, advance equality of opportunity and foster good relation between different groups
- DfE guidance on the Character Planning Framework (2019)

- Relationships & Sex Education (RSE) & Health Education statutory guidance (DfE, July 2025)
- Keeping Children Safe in Education 2025
- Working Together to Safeguard Children – GOV.uk

To fulfil statutory safeguarding duties and ensure any safeguarding issues arising from Relationships teaching are identified and followed in accordance with the school safeguarding policy.

3. Development of the Relationships & Health Policy

This policy is developed by the PSHE lead in consultation with the staff, pupils, school governors and parents.

- Review process – The PSHE lead, SLT & a working group collated relevant information based on local and national guidance
- Staff consultation – all staff invited to make recommendations
- Parent/Stakeholder consultation and resource sharing – the school must proactively engage and consult parents/carers when developing or reviewing the RHE policy. Parents/carers must be aware of what's being taught. All RHE curriculum materials are available to view on request. Parents/carers can contact the school office to arrange to view resources
- Pupil consultation – pupil voice gathered through a questionnaire, Class Council Circle Time & School Council

The Relationships Policy links to the following policies: SMSC, Science, Child Protection, Safeguarding, Anti-Bullying, E-Safety, RE, SEND, Equalities & Cohesion and School Behaviour.

Statutory Relationships & Health Education as well as the economic development of our pupils is a vital element of education and we aim to work collaboratively with parents/carers to ensure our children are well informed and supported to make healthy, safe and positive choices in all aspects of their daily lives. Parents/carers are able to make an appointment to come in to discuss any aspect of this policy and the associated provision in school.

4. Definition of Relationships Education

Statutory Relationships & Health Education at The John Hampden School is taught through the PSHE curriculum, teaching pupils what they need to know by the end of Year 6 as defined by the DfE guidance (See Appendix 1.) As an infant school, we have identified what they need to know by the end of Year 2 with an awareness of what will follow as our pupils enter KS2. Relationships Education provides pupils with the information they need to help them develop healthy, nurturing relationships with other children and with adults. It should enable them to know what a healthy relationship looks like, how to build and maintain happy, healthy relationships with others and recognise the range of relationships including those with friends and family at home, within school and in the wider community in which they live. Relationships Education also teaches pupils to recognise how to keep safe, to identify potential dangers in their on and off line lives and how to report any concerns or abuse and where to access support when needed.

Statutory Relationships and Health Education at The John Hampden School is taught through the PSHE curriculum, following the updated DfE guidance which must be implemented from September 2026. The focus of our infant relationships education is on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.

Our curriculum builds children's understanding and skills progressively through Early Years, Year 1 and Year 2, with an awareness of what will follow as our pupils enter Key Stage 2. For example, children learn skills for managing difficult feelings in their friendships, like disappointment or anger, which prepares them to reflect on how to behave with kindness in more complex or challenging relationships as they progress through school.

Relationships Education provides pupils with the information they need to help them develop healthy, nurturing relationships with other children and with adults. It enables them to know what a healthy relationship looks like and how to build and maintain happy, healthy relationships with others. Pupils learn to recognise the range of relationships including those with friends and family at home, within school and in the wider community in which they live.

Our Relationships Education also equips children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This is delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information. Even our youngest pupils can be equipped to trust their instincts about behaviour that doesn't feel right. Pupils learn how to report any concerns and where to access support when needed. As an infant school, we do not teach sex education.

5. The Curriculum

Intent

Why teach Relationships & Health Education?

Relationships & Health Education introduced updated statutory objectives in July 2025. High quality Relationships & Health Education will support pupils to:

- Form and maintain positive relationships with other children and adults
- Understand the importance of positive and healthy relationships on their wellbeing
- Recognise what makes a good friendship and how to be a good friend in return
- Develop strategies to manage the ups and downs of friendships and relationships with others
- Show respect for others and recognise diversity within relationships, treating each other with kindness, consideration and understanding
- Develop positive character traits and personal attributes such as self-respect, kindness, honesty and resilience
- Positively engage in social interaction and contribute to the wellbeing of others
- Understand that the principles of positive relationships also apply on line including, how to keep safe and how to report concerns
- Understand the importance of recognising and establishing their own personal boundaries and privacy
- Understand and respect differences and discourage all forms of bullying and discrimination
- Recognise inappropriate behaviour and bullying and to report concerns or abuse and to report concerns or abuse using the appropriate vocabulary to do so
- Understand what to do if they view material online that concerns them and how to keep themselves safe online

Implementation

Relationships & Health Education is delivered through the PSHE Curriculum. Certain aspects of Relationships & Health Education are taught at an age appropriate level as defined by the DfE and as determined by stakeholder consultation. Pupil voice through CCCTs and School Council is used to inform curriculum practice.

Methods of teaching and ground rules

- Conducted by a known teacher in the classroom
- Distancing techniques used to teach relationships education whereby adults depersonalise examples which support children to explore what is being taught without the need to share personal experiences in the lesson
- Lessons begin with an explanation/reminder of ground rules
- Teaching is sensitive to pupils' circumstances, recognising that families of many forms provide a nurturing environment for children, and can include single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents/carers. Teaching illustrates a wide range of family structures in a positive way, and care is taken to ensure that children are not stigmatised based on their home circumstances.
- Provision of high-quality resources that will be subject to regular review. These will include: stories, photos, puppets, role-play scenarios and video clips that reflect the diversity of our school community and wider society

- When teaching sensitive topics, teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion, and using question boxes to allow pupils to raise issues anonymously
- Staff receive training to prepare them for managing difficult questions and conversations that may arise during lessons, with an emphasis on supporting the child whilst maintaining appropriate boundaries
- Lessons follow the agreed Long-Term Plan and the associated individual session plans
- The inclusion of the agreed vocabulary for each year group (Appendix 4)
- Ground rules are created in class following staff training with the clear understanding that no mention of children's names will be referenced by either teaching staff or pupils during a RHE lesson
- Pupils understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report, about themselves or a peer. Pupils also understand where they can report any concerns and seek help, including to external services if they do not feel comfortable talking to school staff

Inclusivity

- We provide an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no pupil feels excluded and teach pupils to respect difference, promote equality and challenge stereotypes. The school will include same sex parents/carers when discussing families. The school will not use materials that use cartoons or diagrams that oversimplify gender identities or perpetuate stereotypes.

Outcomes for Relationships & Health Education are defined by the DfE and for The John Hampden School pupils cover:

Relationships

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness being safe

Health and Wellbeing

- Zones of Regulation
- Mental wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Developing bodies
- Basic first aid

Outcomes for The Character Planning Framework are defined as:

- Interpersonal & Social Effectiveness
- Self-awareness
- Values
- Resilience
- Effectiveness within a wider community
- Risk Management

Curriculum planning and delivery is informed by guidance from the PSHE Association programme of study.

Lesson plans are adapted to ensure content accessibility to all pupils including those with SEND and pupils with EAL. We are mindful that activities, resources and vocabulary are appropriate to need with the option of small group delivery where required.

Relationships & health lessons are taught in KS1 within the PSHE curriculum in units across the year (see LTP Appendix 3, RHE curriculum map and vocabulary lists Appendix 4).

Personal safety, anti-bullying and online safety are introduced during the autumn term and are revisited throughout the year during PSHE lessons and assemblies (KS1). Opportunities to guide and support pupils by staff are offered according to need throughout the year.

Mental and physical health and well-being is taught in a range of engaging ways including sessions with visiting speakers where appropriate.

PSHE lessons (including RHE) will link to/complement learning in other subjects including; Science, RE, SMSC and Thinking Skills/Growth Mind set.

Pupils will be encouraged to reflect on their own learning at the end of each lesson in line with our value 'to reflect'.

Managing Questions

All aspects of RHE are underpinned by shared and understood ground rules based on our School Values and Behaviour Expectations (see Appendix 4) with lessons being delivered in a safe and well managed environment by class teachers known to classes.

Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. Children name trusted adults they can speak to if worried or they need help and are reminded of these throughout the year. Whilst it is vital to have trust and openness we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures. We also respect that some questions are better addressed at home with parents/carers and the school will share information with parents/carers on an individual basis should the need arise.

All staff teaching Relationships & Health Education will be supported by SLT and the PSHE Lead.

Impact

High quality Relationships & Health Education will enable our pupils to:

- Enjoy healthy and positive relationships with others
- Understand how their behaviour affects others and vice versa
- Value and understand the importance of maintaining good relationships
- Make positive choices about how they cultivate and nurture friendships and relationships
- Be aware of and respect different types of relationships in accordance with the Equalities Act
- Become actively engaged young citizens who make positive contributions to their families, the school and the communities to which they belong
- Recognise unhealthy relationships and have strategies to challenge negative behaviours
- Know what to do if there are problems within relationships both on and off line, how to keep safe and where to go to seek help

6. Confidentiality and safeguarding

Any personal disclosures made by pupils will be followed up in accordance with the school's child protection policy. Teachers will report any safeguarding concerns to the DSL and will share concerns with parents/carers according to the school's safeguarding procedures. Staff will be conscious of everyday sexism, misogyny, homophobia and stereotypes and will build a culture where prejudice is identified and tackled. Where misogynistic ideas are expressed at school, staff will challenge the ideas rather than the person expressing them.

Pupils will have the opportunities to develop positive conceptions of masculinity and femininity, including how to identify and learn from positive male role models. Staff will encourage pupils to consider how harmful online content may affect both men and women, while avoiding stigmatisms or perpetuating harmful stereotypes about boys.

7. Roles and Responsibilities

It is the statutory responsibility of the governing body to ensure the school has a compliant and up to date Relationships & Health Education policy. The Governing Body are required to approve the policy and hold the Head teacher to account for its implementation. The Head teacher is responsible for ensuring RHE is taught consistently across the school.

The RHE lead is responsible for leading and managing RHE which includes statutory Relationships & Health Education. Teachers are responsible for delivering RHE.

Pupils are expected to fully engage with RHE provision and treat each other with respect.

8. Working with outside agencies and visiting speakers

Our school is committed to safeguarding and promoting the welfare of all children in our care. Any visiting speakers/outside agencies will be vetted according to the guidance within the Child Protection Policy.

9. Assessment

Baseline as well as end of unit feedback is gathered through whole class mind maps or other assessment activities. This provides evidence of the impact of teaching and pupil knowledge of skills taught by the end of each unit. Assessment for learning during lessons and units enables teachers to identify misconceptions, measure progress and inform future planning.

10. Monitoring, evaluation and training

RHE provision will be monitored and evaluated by the PSHE lead, SLT and Governors in line with the monitoring cycle agreed by the school. The Relationships and Health Education Policy will be reviewed annually and pupil voice will play a part in its continued development.

To ensure staff are confident to deliver all aspects of the RHE Curriculum, access to online, in school, local and national training will be made available and in accordance with the school's CPD programme for staff development.

The PSHE subject lead will complete regular planning scrutiny and learning walks to ensure continuity and consistency of teaching and feedback findings to SLT, Link Governor & staff. Pupils will have opportunities to review and reflect on their learning during lessons. Pupil voice will inform curriculum adaptations.

11. Transition

The SLT & PSHE lead will ensure that all teaching staff complete a detailed handover to the next teacher/school outlining coverage and outcomes.

12. Working with parents and carers (consulting, informing and supporting)

We consult and work with parents and carers to inform them of what is being taught and how to support their children through parent information sessions, parent meetings, web page resources and information in the school newsletter. Parents were consulted in the development of this policy.

Parents and carers do not have the right to withdraw their child from statutory Relationships and Health Education from September 2026.

Glossary of Terms:

DfE – Department for Education

RHE – Relationships and Health Education

EYFS – Early Years Foundation Stage

SMSC – Spiritual, Moral, Social, Cultural Education

RE – Religious Education

EAL – English as an Additional Language

SEAL – Social & Emotional Aspects of Learning

SEND – Special Educational Needs & Disability

SLT – Senior Leadership Team

DLS – Designated Safeguarding Lead

LTP – Long Term Plan

CPD – Continuing Professional Development

CCCT- Class Council Circle Time (class questionnaire to gather views from each class)

Circle Time – Class discussion in a circle

Character Planning Framework – designed to help children develop a robust set of skills and attributions that will enable them to confidently face life's challenges and opportunities, now and in a fast-changing future

Pupil Voice – capturing views of pupils

5 on a Hand – children name 5 trusted adults they can go to for help or when worried about something

Appendix 1

Statutory guidance: Relationships & Health Education

By the end of primary school (Year 6)

Families and people who care for me

- that families are important for children 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
- Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring friendships

- 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, and 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, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- 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 in 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 different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

- that people sometimes behave differently online, including by 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 including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe

- 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; including 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 (in all contexts, including online) whom 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 or 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 get advice, for example family, school or other sources

Mental wellbeing

- 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 (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation 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, 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
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- 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), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

Internet safety and harms

- 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 and 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 and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- why social media, some computer games and online gaming, for example, 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, including 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

- 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 walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- the risks associated with an inactive lifestyle (including obesity)
- how and when to seek support including which adults to speak to in school if they are worried about their health

Healthy eating

- what constitutes a healthy diet (including understanding calories and other 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 (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

Drugs, alcohol and tobacco

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health and prevention

- how to recognise early signs of physical illness, such as weight loss, or 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 weight, mood and ability to learn
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- the facts and science relating to allergies, immunisation and vaccination

Basic first aid

- 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

Changing adolescent body

- 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 including the key facts about the menstrual cycle

Appendix 2 – Updated Curriculum Content (September 2026)

- Staff responsibilities: All staff will actively challenge everyday sexism, misogyny, homophobia and stereotypes
- Positive male role models: Pupils will learn about positive male role models and positive conceptions of masculinity and femininity
- Online Safety: Teaching will cover respectful relationships, boundaries and the risks of sharing information and images online

Appendix 3 - Relationships & Health Long Term Plan

	Aut 1	Aut 2	Sp 1	Sp 2	Sum 1	Sum 2
Crickets	Belonging Settling in Values and behaviour expectations Emotions Toilet/ self care	Managing feelings Independence – coats NELI – Copy cat -Working together. Falling out. Making peace and finding solutions	Independence – zips Select tools and resources. NELI – Lionel and lions share – sharing and taking turns.	Three little pigs – Collaboration	Increasingly following the rules and understanding why they are important.	Achievements/pride/ reflection
Visitors:	Police	Dentist				
FS	Values All about me	ZOR Colour monsters Safety	Our World Differences/similarities	Relationships Animals and Our World Similarities/differences		Looking after our world Transition
Visitors:	Police					
Y1	SAFETY AT HOME Values Ground rules Keeping safe at home Medicines Scooter Safety Calling 999 Childline & NSPCC 5 on a hand	BEING HEALTHY Sleep Food Teeth Handwashing Physical activity	ZOR, MENTAL HEALTH AND WELLBEING ZOR Feelings	MAKING FRIENDS: PLAYING & LEARNING TOGETHER Learning & playing together Friendships & bullying Consent Making up poster	CELEBRATING ME, YOU & OUR FAMILIES Personal identity Belonging & community Families	SHOWING KINDNESS TO OURSELVES & OTHERS Emotions Kindness Self care
Visitors:	Doctor	Exercise Dance squad				
Cross curricular links:	Science – animals, senses RE- groups we belong to	Sci- keeping healthy Geography- Wendover walk		Geography- Wendover walk RE- important people		RE – looking after our world Science- plants, trees, growth
Y2	SAFETY OUTSIDE THE HOME Values Ground Rules Safety 5 on a hand How to call 999 Resisting peer pressure Bike Safety	ME, MY BODY & STAYING SAFE Growing up Bodies Personal safety Childline & NSPCC	ZOR, MENTAL HEALTH & WELLBEING ZOR Foundations for wellbeing Thoughts Feeling Changes	KEEPING SAFE ONLINE Videos Pictures Games Choices	MONEY & WORK Jobs Money Money choices	LOOKING BACK & MOVING ON Change and new challenges
Visitors:		Dance squad			Bank/money Jobs	
Cross curricular links:	Computing – e safety Sci- animals incl humans	Science- animals including humans (keeping healthy) RE – special occasions	RE- special people	RE – special people		

Appendix 4 - Relationships & Health Education Curriculum Map & vocabulary for YEARS 1 & 2

Year 1

Term/Key Question	Unit	Pupils will learn:	Vocabulary
Aut 1 SAFETY AT HOME	Values Ground rules Keeping safe at home Medicines Scooter Safety Calling 999 Childline & NSPCC 5 on a hand	• what rules are, some basic safety rules and how different rules can help to keep people safe in different situations • how to recognise potentially harmful or hazardous situations in everyday life, including at home • how to stay safe when using a scooter, including how to cross the road safely with a scooter • about the people whose job it is to help keep children safe and how to get help from an adult if there is an accident or emergency • how to dial 999 in an emergency (including from a locked mobile phone) • that medicines can help people to stay healthy or feel better if they are unwell • that some things that go into or onto bodies can be harmful and how we might know if something is harmful • to recognise risk in relation to medicines, cleaning fluids and other potentially harmful products that • how to identify people they can tell, and get help from, if they are worried, upset, uncomfortable or unsure about relationships or someone's behaviour and why it is important to do so (5 ON A HAND) • Services they can contact if they are worried such as NSPCC and Childline VALUES: • ways to show politeness and respect • how to play cooperatively • how to share, take turns and include others • using the saying no and making up posters	• Safe/unsafe • Emergency • Trust • Help • Stranger • Rules • Community • Police/fire service/ambulance • Worried • Bullying • 999 • Accident • Medicine • NSPCC/Childline
Aut 2 BEING HEALTHY	Sleep Food Teeth Handwashing Physical activity	• people who help us stay healthy and who can help if feeling unwell or hurt • how to brush teeth correctly; about visiting the dentist and how food and drink choices affect dental health • why sleep is important; bedtime routines and ways to rest and relax • simple hygiene routines that can stop germs from spreading • who to talk to if they are worried about their health • what being healthy means and how physical activity helps people to stay healthy • ways to be physically active every day • that there are different types of food and drink, with different tastes and textures, and people enjoy different foods • that people often share food together, e.g. during mealtimes or special occasions • that food and drink come from different sources (e.g. eggs from chickens, fruit from trees/plants) and how some foods can be changed (e.g. grains into bread) before they are eaten or drunk • that what someone eats and drinks can affect their health • about food and drink that support good health, the importance of eating a range of foods, the effects of consuming too much sugar	• Healthy • Hygiene • Germs • Medicine • Vaccination • Private • Doctor/dentist • Clean/dirty • Teeth • exercise

		• who to talk to if they feel worried about what they eat or drink when and how children can make choices about what they eat and drink and who can help them make healthier choice	
Spr 1 ZOR, MENTAL HEALTH AND WELLBEING	ZOR Feelings	• how to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness • to know which zone feelings belong in • To know that all feelings are OK and we can move between zones throughout a day • That we can be in more than one zone at the same time • that feelings can be felt more, or less, strongly • that someone's feelings can affect how they behave • strategies to use for each zone (using visuals) • about things that can help people feel good (e.g. playing outside, being in nature, physical activity, doing things they enjoy, spending time with family and friends, getting enough sleep) • who they can talk to if finding things difficult, or needing help with feelings (including adults in school) and how to ask for help	• Zones of Regulation (red, yellow, green, blue) • Emotions/feelings • Calm • Excited • Angry/cross/frustrated • Sad/upset • Happy/calm • Worried/anxious • Strategies
Spr 2 MAKING FRIENDS: PLAYING & LEARNING TOGETHER	Learning & playing together Friendships & bullying Consent Making up poster	• what friendship is and what makes a good friend • how people make friends and how to be kind and caring in friendships • that friends can argue, and they can also make up • simple ways to resolve arguments between friends positively (making up poster) • that physically hurting someone is never the right way to solve an argument • how to ask for help if a friendship is making them feel unhappy	• Family • Friend • Make up/resolution • argue • Special • Care/caring • Love/loved • Belong • Different/same • Common
Sum 1 CELEBRATING ME, YOU & OUR FAMILIES	Personal identity Belonging & community Families	• what a family is and who is in our family • that there are different types of family, and that everyone's family is unique and special • how families show love and care, and different ways they can spend time together and share each other's lives • what to do if anything about family life is upsetting or concerning	• family • love, care • Special • Unique • Strengths • Qualities • Similar/different • Common • Boundaries
Sum 2 SHOWING KINDNESS TO OURSELVES & OTHERS	Emotions Kindness Self care	• what makes them unique and special • how they are the same as, and different to, others • about the different groups they are part of, and how this can contribute to a sense of belonging • that they have likes, dislikes and needs • why it is important to understand that not everyone likes, dislikes and needs the same things • how to respectfully express their likes, dislikes and needs, and listen to other people including using the saying no poster • what they can do if they feel upset or angry with someone including using the making up poster • about kind and unkind behaviour	• special • same/similar • different • like/dislike • Kind/unkind • Polite/courteous • Cooperative • Responsibilities

		• that someone's actions and words can be hurtful • how to recognise bullying • how people may feel if they experience hurtful behaviour or bullying • the importance of telling an adult if they experience or witness bullying • about preparing to move to a new class or year group and how to manage feelings during times of change	• Environment • Care/caring • Growing/changing • Young/old • Manage • change • same/similar • different • groups • belong/belonging • bullying • help
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YEAR TWO

Term/Key Question	Unit	Pupils will learn:	Vocabulary
Aut 1 SAFETY OUTSIDE THE HOME	Values Ground Rules Safety 5 on a hand How to call 999 Resisting peer pressure Bike Safety	• ways to keep safe when out and about, e.g. near railways, on the street and in busy places • how to cross the road safely with adult support • how to keep safe around water, using the water safety code • how to dial 999 in an emergency (including from a locked mobile phone), and what to say • How to stay safe on a bike including how to start, stop and cross the road safely	• Risk/risky • Pressure • Uncomfortable • Pretend • Trustworthy • Online/offline • Restrictions • Remove (yourself from danger) • Childline/NSPCC • Values • Emergency • 999 • Road safety
Aut 2 ME, MY BODY & STAYING SAFE	Growing up Bodies Personal safety Childline & NSPCC	• when to ask for permission and when others should ask for theirs, e.g. during play or when negotiating shared space, toys and resources; how to give or not give permission clearly and respectfully • that everyone's body belongs to them • that some parts of the body are private; to be able to name these private parts of the body (nipple, testicles, penis, vagina) • simple rules to protect privacy, recognise safe and unsafe touch, that some parts of the body are private	• Physical activity • Rest/sleep • Nutrition • Sugar • Dental health

		• basic strategies for resisting pressure to do something they don't want to do, that makes them uncomfortable, or that might be unsafe • what is meant by a 'trusted adult' (i.e., someone they know who makes them feel safe, listened to and cared for) • how to ask for help from a trusted adult • to distinguish between trusted adults who are familiar to them, adults they recognise in the community, and adults they don't know • about the importance of not keeping adults' secrets (only happy surprises), and of telling a trusted adult about any secrets that make them feel uncomfortable, worried, embarrassed, or unsafe • what to do if they feel unsafe or worried for themselves or others • who and how to ask for help • the importance of keeping trying until they are heard • Services they can contact if they are worried such as NSPCC and Childline • The correct names of body parts, including the penis, vagina, testicles, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.	• Screen-time • Break (from screens) • Sunshine/sun safety • Balanced • Permission • Pressure • Trusted adult • Private • Safe/unsafe • NSPCC/Childline • Private • Safe/unsafe
Spr 1 ZOR, MENTAL HEALTH & WELLBEING	ZOR Foundations for wellbeing Thoughts Feeling Changes	• how to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness • to know which zone feelings belong in • To know that all feelings are OK and we can move between zones throughout a day • That we can be in more than one zone at the same time • that feelings can be felt more, or less, strongly • that being aware of their thoughts and feelings can help someone to manage them and is an important part of keeping healthy and well • ways to manage strong feelings, reactions and responses • simple strategies to manage distraction, unhelpful thoughts and strong, unpleasant or uncomfortable feelings • that the brain can get better at remembering how to use these strategies	• Mood • Affect/impact • Behaviour • Loss • Change • Moving on • Feeling • Thought • Uncomfortable feelings • Unhelp thoughts
Spr 2 KEEPING SAFE ONLINE	Videos Pictures Games Choices	• different ways people use the internet in everyday life • that not everything on the internet is true or real • how the internet and digital devices can be used to safely and respectfully communicate with others • that it is important to be kind online • that people's feelings can be hurt by unkindness online • that sometimes people may behave differently online, including by pretending to be someone they're not or saying things that aren't true • basic rules to keep safe online, including which personal details should be kept private online • that anything shared online can be used or shared by other people • how rules and age restrictions help protect children's wellbeing online • why it's important to limit time on, and take breaks from, digital devices • some benefits and risks of watching videos or playing games online • how to tell a trusted adult if they have worries about something online	• Friendship • Lonely/loneliness • Report • Respect • Internet • Online safety • Digital devices • Online • Real • Trusted adult

Sum 1 MONEY & WORK	Jobs Money Money choices	• what money is, how people get money, and what it is used for • that money needs to be looked after • different ways of doing this, including keeping money in an account • different ways of paying for things • that money can be saved or spent • that people make different choices about saving and spending money • the difference between needs and wants • that people may not always be able to have the things • that everyone has different strengths and interests • to identify what they enjoy, are good at or feel proud of • that people can earn money to pay for things by having a job • different jobs that people do, including roles and responsibilities people have in their community • some of the strengths and interests someone might need to do different jobs	• Money • Earned/won/borrowed • Spending/saving • Choices • Needs • Wants • Safe (keeping money safe) • Jobs/careers • Community roles • Earn • Pay
Sum 2 LOOKING BACK & MOVING ON	Change and new challenges	• about growing and changing from young to old and how people's needs change • about different kinds of change and loss (including death) • how change and loss can affect people and who can help • about preparing to move to a new class or year group and how to manage feelings during times of change • who they can talk to if finding things difficult, or needing help with feelings (including adults in school) and how to ask for help	• grow • change • young • old • loss • death • life • feelings • zones

Appendix 5

The John Hampden School Behaviour Expectations:

- ❖ Do be gentle
- ❖ Do be kind and helpful
- ❖ Do work hard
- ❖ Do look after property
- ❖ Do listen to people
- ❖ Do be honest
- ❖ Do be polite

The John Hampden School Core Values:

- ❖ Perseverance
- ❖ Independence
- ❖ Belonging
- ❖ Collaboration
- ❖ Reflection
- ❖ Good Manners
- ❖ Respect

DfE guide for parents

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