Overstone Primary School

Personal, Social and Health Education Relationships and Sex Health Education Policy

Our Vision

"Encourage, enjoy and excel together."
At Overstone Primary, we nurture a joyful and inclusive learning community where every pupil is valued, inspired, and supported to **encourage, enjoy and excel together**. Rooted in our village ethos and forward-thinking approach, we empower pupils to become kind, curious, and confident individuals ready to thrive in life and learning.

Approved by TLS Committee: July 2026
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To be reviewed: July 2027 or upon new DfE Guidance

At Overstone Primary School, we have a clear understanding of how children learn and we continually strive to provide the best possible conditions to support this. We recognise that we live in a changing world and that we have a responsibility to prepare our children for the opportunities and challenges of the future. As such, we value not only the key skills of reading, writing, oral communication and mathematical understanding, but also the development of essential skills for life in modern Britain.

We are committed to providing a caring, friendly and safe environment for all our pupils, where they can learn and thrive in a relaxed, secure and supportive atmosphere. Positive relationships are at the heart of our school community, and we believe that every child has the right to feel valued, respected and safe.

Our overarching aims are that pupils become:
• Successful learners who enjoy learning and achieve their potential
• Confident individuals who are resilient, independent and able to live safe, healthy lives
• Responsible citizens who show respect for others and make a positive contribution to society

This policy reflects the current statutory Relationships, Sex and Health Education (RSHE) 2026 guidance and has been updated to take account of emerging national guidance, safeguarding developments and best practice.

This policy has been developed in consultation with parents, school staff, governors and the pupils at Overstone Primary School. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all our pupils.

Purpose and Aims of the policy:
We at Overstone Primary School acknowledge that under the Education Act 2002 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health and Economic (PSHE) education provision.

As a primary school, we have a statutory requirement to deliver Relationships, Sex and Health Education (RSHE) to all pupils. Personal, Social, Health and Economic (PSHE) education continue to form the broader framework for this learning, ensuring pupils develop the knowledge and skills needed to navigate the modern world safely.

In addition, the school provides statutory Health Education that equips all pupils with the key facts about puberty, changing adolescent bodies, and menstrual health. Menstruation and changing bodies are introduced early to ensure pupils are prepared for adolescence. All pupils cover the biological aspects of the human life cycle, including the factual mechanics of how a baby is conceived, grows, and is born, as a mandatory component of the National Curriculum for Science.

The curriculum contributes directly to the school's safeguarding responsibilities and should be read alongside Keeping Children Safe in Education, the school's Child Protection and Safeguarding Policy and online safety procedures. Through RSHE, pupils are taught how to recognise risks, seek support, report concerns and develop the knowledge needed to stay safe both online and offline.

What Personal, Social, Health and Economic (PSHE) education including Relationships, Sex and Health Education (RSHE) involves:
Relationships, Sex and Health Education (RSHE) is an integral, statutory part of our primary personal, social, health and economic education (PSHE) and the Science curriculum. It provides a vital framework through which foundational skills, attributes, and knowledge can be safely developed and applied. In line with the September 2026 statutory framework, our curriculum is factually accurate, safeguarding-

led, and strictly age-appropriate. This promotes positive behaviour, excellent mental health, resilience, and personal achievement, helping children to stay safe online from emerging digital risks, develop healthy and safe real-world relationships, build critical thinking to navigate media messages, and build the early communication skills to confidently assert their personal boundaries.

The school's PSHE provision supports our aims of developing confident citizens and successful learners who are creative, resourceful, and able to solve problems. The social and emotional development of pupils is embedded throughout our entire primary school curriculum, culture, and safeguarding procedures. The school utilises a planned, thematic, and carefully sequenced spiral curriculum of recurring themes designed to:

- Develop pupils' confidence, self-awareness and resilience so they can make informed, healthy and safe choices.
- Promote positive physical, mental and emotional wellbeing, including an understanding of healthy lifestyles and risk management.
- Foster respectful, caring and inclusive relationships, encouraging empathy, kindness and respect for diversity.
- Equip pupils with the knowledge and skills to stay safe, both online and offline, and to seek help when needed.
- Support pupils in understanding and managing their emotions, developing independence and becoming responsible decision-makers.
- Prepare pupils for the opportunities, responsibilities and experiences of later life, including puberty, changing relationships and personal development.
- Encourage pupils to become active, responsible citizens who understand British Values, the rule of law, their rights and responsibilities, and their role within local, national and global communities.
- Provide a safe and supportive framework for discussing issues that may affect pupils' lives, enabling them to make sense of their personal, social and digital experiences.

We know there is a proven link between pupils' health and wellbeing and their academic progress. Crucial skills, character traits, such as kindness, integrity, and honesty and positive attitudes developed through comprehensive primary PSHE are critical to ensuring children are safe, effective, and lifelong learners.

How PSHE education, including Relationships, Sex and Health Education (RSHE), is provided and who is responsible for this:

At Overstone Primary School, we have chosen SCARF as our primary PSHE resource because the lessons provide a sequential, spiral curriculum that builds upon children's prior learning. We have assessed the content and feel that it is highly relevant, sensitive, and adaptable to the needs of our pupils. There is a planned progression across the SCARF scheme of work, ensuring children are increasingly and appropriately challenged as they transition through the school.

An annual overview of topics covered in each year group (Long-Term Plan) can be found on our school website.

The SCARF scheme has been fully updated for September 2026 to meet all the DfE's statutory requirements for Relationships, Sex and Health Education (RSHE), the PSHE Association's Programme of Study recommendations, and key contributions to the National Curriculum.

In line with the September 2026 statutory updates, our SCARF delivery integrates a strengthened focus on the following priority areas:

Digital Risk and Safety: Primary age-appropriate lessons on AI-generated content, deepfakes, online safety, and critical assessment of digital influencers. The curriculum includes age-appropriate teaching

on online relationships, online exploitation, grooming risks, inappropriate content, image sharing and strategies for seeking help.
Mental Health and Wellbeing: Expanded learning opportunities handling loneliness, change, loss, and bereavement.
Personal Safety: Explicit safety modules covering roads, railways (including the water safety code), and safety in public spaces.
Safeguarding Language: Use of correct biological terminology for external body parts/genitalia in a non-stigmatising context to aid abuse prevention and disclosure.
Challenging Stereotypes: Fostering respectful peer communication, challenging gender stereotypes, and promoting a positive sense of emotional expression.

Our RSHE/PSHE subject lead, Kaajal Mustaq, coordinates directly with teaching staff in each year group. To maintain high-quality, legally compliant delivery, staff can access the Coram SCARF Member Portal to utilise comprehensive teaching support, planning tools, updated guidance documents, and teacher training films.

What is being taught?
In the *Early Years Foundation Stage*, PSHE education focuses on making connections and is strongly linked to child-led activities, including play. PSHE is taught through contextualised topic-based activities and on an individual basis to develop personal skills such as dressing, feeding, and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. Children engage in social activities as members of a small group and during whole-school activities. Children follow the SCARF programme, which is mapped directly to the EYFS Statutory Framework, with an explicit emphasis on establishing early foundations for personal safety, privacy, and bodily autonomy.

The Six SCARF Themed Units
For each year group, six themed units provide a sequential, age-appropriate PSHE and wellbeing curriculum. In line with the statutory updates, these units incorporate specific skills alongside knowledge, focusing on assertiveness, communication, and establishing personal boundaries:

- **Me and My Relationships**: Explores feelings, emotions, and emotional regulation. It develops skills to manage conflict constructively, helps identify "special people", and equips children to recognise the qualities of healthy friendships.
- **Valuing Difference**: Focuses on British Values, supporting children to develop respectful relationships, celebrate diversity, recognise bullying, and understand their legal protections under the Equality Act. It equips children to understand their responsibilities as a bystander.
- **Keeping Myself Safe**: Covers statutory Relationships, Sex and Health Education (RSHE), including identifying trusted adults, navigating dilemmas, and recognising appropriate vs. inappropriate touch. Updated units explicitly teach digital safety, including the reasons behind age restrictions on online content, location settings, and privacy rights. It also includes mandatory real-world personal safety content regarding risk reduction around roads, railways, and water. Children are taught, in an age-appropriate way, about respectful behaviour, consent, personal boundaries, and how to seek help if they experience inappropriate behaviour, including bullying, harassment or abuse.
- **Rights and Responsibilities**: Explores looking after the environment, basic economic education, and the changing responsibilities children have as they grow. This unit explicitly targets digital literacy, teaching children how to critically evaluate online content and identify online financial scams, fraud, or exploitation.
- **Being My Best**: Focuses on physical health, nutrition, and first aid. It fosters a growth mindset to facilitate resilience, goal setting, and strategies for overcoming challenges. It addresses mental health transparently, introducing age-appropriate concepts of change, loss, and bereavement.

- **Growing and Changing**: Features age-appropriate plans covering physical and emotional changes. It builds a protective framework by teaching the legally accurate, correct biological names for external body parts (including genitalia) from Reception onwards to reduce stigma and aid safeguarding. It covers puberty safely and sequentially before changes occur (typically in Years 4 and 5).

Children are encouraged to engage in activities that promote an understanding of themselves as growing, changing individuals and as members of a wider community based on firsthand experiences. These activities teach pupils how their choices and behaviours affect others. Pupils learn to play and collaborate effectively with their peers, deploying personal and social skills to extend these activities. Children are given the opportunity to make choices about their health and environment, and they are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, children learn that animals, including humans, have offspring that grow into adults. They are introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction, and the changes that happen from birth to old age. This curriculum ensures that biologically accurate terminology is established early and built upon sequentially each year.

To effectively support pupils' emotional and physical development ahead of secondary transition, the school provides a carefully tailored sex education programme. In line with DfE recommendations, this non-statutory element is taught in Year 5 and/or Year 6 depending on the cohort's emotional maturity. Within this non-statutory sex education programme, children learn how a baby is conceived, whether through sexual intercourse or IVF. This content builds on prior knowledge regarding relationships, puberty, and reproduction, laying the foundations for secondary Relationships and Sex Education (RSE).

Our RSHE curriculum is taught alongside the Protective Behaviours programme to help children learn how to keep themselves safe.

Online Safety Curriculum
We deliver age-appropriate, progressive lessons that teach pupils how to navigate the digital world safely. These activities cover:

- **Digital Literacy:** Managing online information, copyright, and ownership.
- **Privacy and Security:** Protecting personal data and managing online reputations.
- **Relationships and Wellbeing:** Tackling online bullying, building healthy online relationships, and understanding digital self-image and identity.

Assemblies and Whole-School Events
To reinforce these themes, we use adapted, Key Stage-specific assemblies throughout the year. These focus on:
Age-appropriate coverage of staying safe online, use of AI, deepfakes, online wellbeing, digital boundaries, and identifying harmful online content, influences, or scams.
Celebrating Safer Internet Day with dedicated assemblies and follow-up classroom activities.

Safeguarding Partnerships
To enhance our safeguarding curriculum, we use trusted external resources. This includes the NSPCC PANTS programme, which delivers targeted lessons and an annual assembly to selected year groups.

How PSHE education, including Relationships, Sex and Health Education (RSHE) is taught:
Our Relationships, Sex and Health Education (RSHE) curriculum is delivered through the Coram SCARF scheme of work, which provides a fully mapped, progressive framework. There are six half-termly units provided by SCARF for each year group. Lessons are taught by the pupil's class teacher or teaching assistant, once a week. The lesson plans outline the specific learning objectives for each

session and provide evidence-based pedagogical support for staff. Delivery utilises a range of interactive teaching methods including activity sheets, films, songs, online games, and drama techniques.
In line with statutory duties, all content is taught sensitively and inclusively. Lessons are rigorously tailored to the chronological age, physical maturity, and emotional readiness of the children, ensuring full accessibility for all pupils, including those with special educational needs and disabilities (SEND). Where appropriate, teaching will be adapted to reflect pupils' developmental stage whilst maintaining high expectations and ensuring access to the full curriculum entitlement.

The curriculum aligns strictly with the Department for Education's updated statutory guidance. To meet the latest requirements, primary teaching proactively addresses:
Safeguarding and Personal Safety: Clear, non-graphic instructions on physical safety (including roads, railways, and water safety codes) and recognising public risks.
Developing Bodies and Correct Terminology: Scientific, age-appropriate language to name body parts and genitalia (including penis, vulva, vagina, testicles) to foster body boundaries, reduce stigma, and empower pupils to report any signs of abuse.
Mental Wellbeing and Grief: Supportive mechanisms for emotional regulation, explicitly addressing loneliness, change, loss, and bereavement without over-medicalising everyday worries.
Digital Safety: Age-appropriate coverage of online wellbeing, digital boundaries, and identifying harmful online content, influences, or scams.

All lessons regarding families promote respectful behaviour and reflect diverse structures, including same-sex parents, while remaining strictly factual, politically neutral, and free from ideological bias. To ensure children feel secure when learning about these topics, teachers establish a safe learning environment using a Group Agreement at the start of each topic or lesson. This framework contains a strict confidentiality statement understood by both adults and children.

Staff utilise specialised distancing techniques and an anonymous question box to depersonalise sensitive topics. Teachers and teaching assistants will answer children's questions sensitively, factually, and honestly in an age-appropriate manner. Any disclosures made during these sessions will immediately trigger the school's safeguarding procedures and be handled in strict accordance with our Child Protection and Safeguarding Policy.

Difficult, explicit, or highly sensitive questions do not have to be answered directly in front of the class. Staff will use their professional discretion to determine if a question requires a one-to-one response, a referral to the Designated Safeguarding Lead (DSL), or standard safeguarding protocols. Targeted support is provided for any child experiencing emotional or personal difficulties. Relevant, child-friendly leaflets, websites, and posters are prominently displayed across the school, safely directing pupils to trusted external sources of help, guidance, and advice.

In strict compliance with statutory demands for transparency, the school maintains an open-door policy regarding curriculum content. All SCARF lesson plans, curriculum overviews, and teaching resources, including those from external partners, are fully accessible for parents to review upon request.

How PSHE education is monitored, evaluated and assessed:
We use the following methods of monitoring and assessing learning within PSHE

SCARF Progress - Monitoring, Assessment, and Evaluation
For each of the six half-termly units, teachers carry out a specially designed pre- and post-unit assessment activity. This is conducted twice:

- **Pre-Unit Assessment**: Completed at the beginning of the unit to determine the children's prior knowledge, misconceptions, and unique starting points. This establishes a baseline to ensure

lessons are responsive, relevant, and meet the specific needs of the cohort in line with statutory pupil engagement principles.

- **Post-Unit Assessment**: Completed at the end of the unit to measure individual progress against that child's baseline (ipsative assessment). This enables staff to monitor personal development, record key learning points, and identify target areas for further development.

SCARF Success (Summative Assessment)

At the end of each unit, staff complete a summative assessment using the SCARF 'I can…' statements**.**

- These statements summarise children's learning against the unit's key statutory learning outcomes**.**
- They provide clear evidence demonstrating the sequential progression of both skills and knowledge**.**
- This assessment data is tracked securely and shared with the next class teacher at the end of each academic year to ensure curriculum continuity and a well-sequenced learning journey.

Evidencing Learning: The Floor Book

An RSHE/PSHE floor book is curated over the academic year by the class teacher to capture a collective picture of learning.

- It serves as a visual and written record of class discussions, group work, drama, and responses to SCARF resources.
- This book is handed to the next class teacher and added to year-on-year, providing a cumulative record of the cohort's engagement with the curriculum.
- This ensures that learning remains highly visual, accessible, and transparent, allowing parents and inspectors to clearly see the resources and themes explored.

Subject Monitoring, Governance, and Quality Assurance

The RSHE/PSHE Subject Lead holds final responsibility for the quality of PSHE education and the monitoring of evidence within floor books.

- Scrutiny of floor books and formal pupil voice sessions are gathered on a regular basis. This is done in direct collaboration with the designated PSHE Governor to ensure rigorous oversight and strategic alignment with school-wide safeguarding practices.
- The monitoring schedule will feature a dedicated focus on ensuring teaching is safe, factually accurate, age-appropriate, and safeguarding-led. It will evaluate how effectively staff foster positive, kind relationships, challenge harmful stereotypes, and build online resilience. Monitoring also considers pupils' ability to recall and apply previous learning in new contexts.

How the Delivery of Content Will Be Made Accessible to All Pupils

Our school ensures that the Personal, Social, Health and Economic (PSHE) and Relationships, Sex and Health Education (RSHE) curriculum is fully accessible, highly inclusive, and responsive to the needs of every child. We actively follow the updated DfE statutory guidelines and implement the SCARF scheme of work in a flexible, adaptive manner.

Adaptation for Special Educational Needs and Disabilities (SEND)

- **Flexible SCARF Delivery:** We adapt SCARF lesson plans to align with individual learning paces and developmental stages, ensuring high-quality, interactive instruction.
- **No Withdrawal Policy:** Pupils with SEND are never withdrawn from PSHE/RSHE for academic catch-up, as personal and social development is considered vital to their overall academic success.
- **IEP and EHCP Integration:** Lesson delivery explicitly integrates targets established in pupils' Individual Education Plans (IEPs) or Education, Health and Care Plans (EHCPs) through targeted adult support and modified resources.
- **Practical Learning:** We anchor abstract concepts by utilising our local school environment and outdoor spaces for physical, hands-on activities.

Where appropriate, teaching will be adapted to reflect pupils' developmental stage whilst maintaining high expectations and ensuring access to the full curriculum entitlement.

Factual Teaching on Gender, Sex, and Puberty

- **Co-educational Provision:** All pupils learn together about the physical and emotional changes of puberty to build mutual empathy, foster a supportive environment, and prevent stigma.
- **Factual and Legal Clarity:** In line with national guidance, teaching regarding gender and identity remains objective, balanced, and strictly grounded in established facts and UK law.
- **Biological Sex and Reassignment:** The curriculum is delivered in accordance with the Equality Act 2010. Pupils learn about the protected characteristics in an age-appropriate way and are taught the importance of respect, dignity and inclusion for all members of society.
- **Avoiding Stereotypes:** Our school explicitly avoids instructional practices, materials, or language that reinforce rigid gender stereotypes.

Inclusion, Diversity, and Protected Characteristics

- **Diverse Family Contexts:** Our relationships curriculum utilises SCARF resources to acknowledge that children come from a wide variety of home backgrounds, ensuring specific representation of same-sex parents and diverse family structures.
- **Equality Duty Compliance:** In fulfilment of our Public Sector Equality Duty (PSED), we use inclusive scenarios and age-appropriate discussions to explore sexual orientation sensitively and reduce discrimination.
- **Cultural and Religious Respect:** We deliberately acknowledge and respect diverse ethnic, cultural, and religious viewpoints while promoting universal human values of kindness, boundaries, and mutual respect.

Parental concerns and withdrawal of pupils:

Headteachers will automatically grant any parental request to withdraw a pupil from non-statutory sex education taught within the primary curriculum, provided it sits outside the statutory National Science Curriculum.

This policy section aligns with the updated Department for Education (DfE) Relationships, Sex and Health Education (RSHE) statutory guidance and incorporates the whole-school approach of the Coram SCARF scheme of work.

Sex Education is non-statutory in primary schools. We teach a limited programme of non-statutory session of non-statutory Sex Education in Upper Key Stage 2. In alignment with statutory guidelines, biological sex is taught clearly and accurately. Highly sensitive or contested views regarding gender identity are not presented to primary-aged pupils as political or scientific facts.

Right to Withdraw:

Parents possess the statutory right to withdraw their child from this single non-statutory Sex Education session.

Process for Requesting Withdrawal

Parents and carers retain the legal right to request that their child be excused from the non-statutory components of sex education.

- **Written Notification:** Parents wishing to exercise this right must submit a formal request in writing to the Headteacher.
- **Headteacher Discussion:** Before granting the request, the Headteacher will invite parents to a discussion. This meeting aims to clarify the nature and purpose of the Coram SCARF curriculum, ensuring parental wishes are fully understood.
- **Exploring Benefits and Detriments:** The Headteacher will discuss the protective benefits of this education alongside potential social and emotional detriments of withdrawal. Discussion

points include the risk of the child feeling excluded or hearing inaccurate, peer-led accounts of lessons rather than facts directly delivered by a teacher.
- **Home Delivery Mitigation:** The school notes that potential negative impacts may be mitigated if parents formally propose to deliver age-appropriate sex education to the child at home instead.
- **Automatic Approval:** Once these discussions have concluded, the primary school will automatically respect and grant the parents' request to excuse their child.

No Right to Withdraw - Statutory Restrictions:
Parents cannot withdraw their children from statutory Relationships, Sex and Health Education (RSHE) lessons under the 2026 framework and biological reproduction topics covered within the statutory National Curriculum Science and Health Education.
In accordance with 2026 compliance, all SCARF curriculum maps, lesson resources, and materials are fully accessible for parental review via the school.

This policy is fully aligned with the Coram SCARF (Safety, Caring, Achievement, Resilience, Friendship) scheme of work.
In line with statutory parental transparency requirements:
- **Material Transparency**: All SCARF curriculum lesson plans, overviews, and teaching resources used in the classroom are available for parents and carers to view upon request. The school's RSHE policy and curriculum overview are published on the school website in accordance with statutory requirements.
- **Physical Copies**: Anyone requiring a printed copy of this policy or a summary of the SCARF curriculum mapping can request one from the school office.
- **Queries and Support**: For further information regarding the RSHE/PSHE curriculum, content delivery, or the right to request a child be excused from non-statutory elements, please contact the RSHE/PSHE Education Lead.

Policy Review and Development Plan
This policy is subject to a rigorous annual monitoring cycle and will be formally reviewed at least every three years. This ensures continuing alignment with any rolling updates to national safeguarding rules, DfE legal updates, and the evolving needs of our pupils.
The systematic review process is development-led and takes place in robust consultation with:
- **Parents and Carers**: To ensure full transparency, manage sensitive topics collaboratively, and support home-school partnership.
- **Teachers and School Staff**: To evaluate SCARF resource delivery, track teaching confidence, and audit staff training needs.
- **Governors**: To oversee statutory compliance, legal accuracy, and the safeguarding impact of the curriculum.
- **Pupils**: Utilising proactive pupil-voice surveys to guarantee that our relationships and health education remain engaging, impactful, and relevant to their lives.

This policy should be read in conjunction with the following:
- Child Protection and Safeguarding Policy (inc. responding to disclosures)
- Anti-bullying Policy
- Behaviour and Exclusions Policy
- DfE Mental Health and Behaviour in School Guidance
- Equality, Diversity and Inclusion Policy
- Inclusion and SEN Policy
- DfE Keeping Children Safe in Education.

Kaajal Mushtaq (RSHE/PSHE Coordinator).
July 2026

Appendix 1: Statutory Relationships Education Outcomes

The Relationships Education curriculum at Overstone Primary School is designed to ensure that, by the end of primary education, pupils know the content set out in the Department for Education's statutory guidance for:

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

The table below summarises the statutory expectations.

Families and people who care for me

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as 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.
3. That the families of other children, 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. 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

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Being Safe

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Respectful, kind relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

The school's curriculum also incorporates additional safeguarding content beyond the statutory minimum, including:

- Online safety and digital literacy
- AI-generated content and misinformation
- Child-on-child abuse awareness
- Personal safety and safeguarding
- Mental health and emotional wellbeing
- Road, rail and water safety

Appendix 2: Overstone Primary School RSHE Curriculum Overview

SCARF Unit	Statutory Area Covered
Me and My Relationships	Caring Friendships, Being Safe
Valuing Difference	Respectful Relationships
Keeping Myself Safe	Online Relationships, Being Safe
Rights and Responsibilities	Respectful Relationships, Online Safety
Being My Best	Health Education
Growing and Changing	Health Education, Puberty, Human Development