



YORK HOUSE

PSHE inc. RSE Policy

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T. 01923 772395
www.york-house.com
@YorkHouseSch

Introduction

All schools must provide a broad and balanced curriculum that meets the needs of all pupils. The PSHE curriculum should:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experience of later life.

(Section 78, Education Act 2002; Academies Act 2010)

In 2017, the Secretary of State for Education announced her intention to make Relationships Education (RE) statutory in Primary schools and Relationships and Sex Education (RSE) in Secondary schools from September 2020. This is huge progress towards creating an educational experience that fully prepares pupils for life beyond school and the challenges and opportunities that lie ahead.

Following an extensive governmental review, updated guidance was published in July 2025. The guidance places greater emphasis on misogyny, violence against women and girls and related factors, in line with government priorities and widespread safeguarding concerns about such issues. In addition, there is recognition of new safeguarding risks and concerns caused by rapid technological advancements in recent years, with requirements now covering topics from AI deepfakes to toxic online influences and subcultures. Finally, aspects of personal safety have now been included, including a focus on how to recognise risk and keep safe around roads, railways and water, as well as personal safety in public spaces.

The PSHE programme at York House covers all aspects of RSE in an age-appropriate way. Our membership with the PSHE Association enables us to keep abreast of important information and updates to ensure all statutory duties are fulfilled.

This policy should be read having regard to the policies, guidance and documentation below.

Links to other policies

There is a clear link between PSHE and the following policies and staff are aware to refer to these policies when appropriate.

- Science curriculum
- Online Safety Policy
- Curriculum Policy
- Equal Opportunities Policy
- Safeguarding, Welfare of Children and Child Protection Policy

Links to relevant documents:

[RSHE Guidance](#)

[Preventing and Tackling Bullying](#)

[Working Together to Safeguard Children](#)

[Keeping Children Safe in Education](#)

[Equality Act 2010](#)

Aims

We believe that our PSHE curriculum is a programme that promotes the spiritual, moral, social and cultural development of pupils, as well as delivering a broad and balanced curriculum enabling pupils to make informed decisions regarding their health and well-being. Throughout our PSHE programme, British Values are recognised, discussed and instilled.

PSHE helps to develop our pupils' knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become responsible members of society.

Many of the moral, social and cultural issues that are part of growing up are raised within PSHE. It is important to deliver an innovative, creative and engaging programme that remains flexible to meet the ever-evolving needs of our pupils.

Our PSHE programme will support our pupils to:

- Value themselves and others
- Form and maintain safe and positive relationships
- Communicate effectively and work co-operatively with others
- Make and act on informed decisions
- Be an active and respectful citizen within their community
- Become healthy and fulfilled individuals

Curriculum Content and Delivery

York House delivers one timetabled PSHE lesson per week. These weekly lessons allow for the PSHE programme to be delivered consistently and effectively. An overview of the PSHE Programme can be found in Appendix 1a for Nursery and Reception and Appendix 1b for Years 1-6.

Learning Environment

At York House, establishing a safe and positive learning environment is pivotal in building trusting relationships and rapport between teachers, pupils and peers. To enable this, each class establishes 'ground rules' (or some produce a class Charter) which are agreed, owned and signed at the beginning of the year. Examples of some rules included can be found below:

- Take turns to speak
- Use kind and positive language
- Listen to each other
- Pupils have the right to pass
- Respect each other's privacy (confidentiality)

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are bound to arise during PSHE as the pupils are learning from real-life experiences. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up in line with protocol, disclosures made by pupils in a group or individual context.

The issues addressed in PSHE are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs. Teachers will take all reasonable and practical steps to ensure that where a controversial issue is brought to the pupils' attention, they remain a neutral party and present the topic in a balanced way.

Teachers will adopt strategies to avoid bias on their part and will teach pupils how to recognise bias and evaluate the information presented to them in order to make independent and informed decisions. Teachers seek to establish a safe and supportive learning environment through establishing 'ground rules' whereby all pupils are free from fear of expressing reasonable points of view that may contradict those of the teacher and their peers.

Answering Difficult Questions and Sensitive Issues

Staff are aware that there are varied views around some of the topics covered within PSHE, namely RSE and Drug and Alcohol Education. While personal views are respected, all topics, including that of RSE and Drugs and Alcohol Education, are taught without bias through the PSHE programme. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but are also encouraged to respect that others have a right to hold their own beliefs that may differ.

Pupil questions arising from discussion based learning are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. York House believes that individual teachers must use their skill and discretion in these instances and refer to a member of the Designated Safeguarding team if they are concerned.

York House believes that PSHE should meet the needs of all pupils, answer appropriate questions and offer support. Within our RSE provision, this is regardless of pupils developing their sexuality and teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic taunting and/or bullying is dealt with strongly yet sensitively. The school liaises with families on issues covered within RSE and offers guidance to reassure them of the content and context of issues covered.

Confidentiality and Child protection

Pupils are aware that some information cannot be kept confidential by staff and that staff have a responsibility to refer the matter on to the appropriate person.

Where a disclosure indicates that a pupil is at risk, or where there is a suspicion of possible abuse or harm, this must be managed in line with the procedures detailed in the York House Child Protection and Safeguarding Policy.

If staff have any concerns about the welfare of a pupil, for example engaging in underage sexual activity or involvement in a coercive relationship, this should be referred to the Designated Safeguarding Lead (DSL) in line with the School's Child Protection and Safeguarding Policy.

Visitors and External Contributors

York House reserves the right to invite external contributors from the community to enrich our PSHE programme, for example, the school nurse, community police and fire officers, careers advisors and health promotion specialist. These visitors make a valuable contribution to the PSHE programme and their input is carefully planned and monitored to ensure the content is complementary to the learning outcomes.

Teachers must always be present during these sessions and remain responsible for the delivery of the PSHE programme and related learning outcomes.

Relationships and Sex Education RSE

Introducing and Defining RSE

The Department for Education introduced compulsory Relationships and Sex Education (RSE) in September 2021. This policy was drawn up following the initial guidance released in 2019 after consultation with teachers, families and governors of York House.

RSE falls within the Physical, Social, Health and Economic (PSHE) education curriculum. Educating pupils about relationships seeks to develop the skills required to be able to develop healthy and nurturing relationships. It is important to note that the term relationships in this setting is not limited to intimate relationships; it includes a variety of relationships that pupils are likely to encounter and form throughout their lives.

RSE enables pupils to learn about the emotional, social and physical aspects of growing up, alongside relationships, sex, sexuality and sexual health, with the ultimate goal of allowing them to make informed choices beyond York House and toward adult life.

RSE Statutory Duties in School

RSE is an important part of PSHE (DfE, 2021) and plays a pivotal role in fulfilling the statutory duties that schools have to meet. RSE enables pupils to understand the difference between healthy and unhealthy relationships and equips them with the skills to access support services if they require it.

In providing RSE, schools must have regard to the Secretary of State's guidance. It is compulsory for maintained schools to teach the parts of sex education that fall under the National Curriculum Science which must be taught to all pupils of primary and secondary age, for example, the biological aspects of puberty and reproduction (Education Act, 1996, National Curriculum 2014).

Equality

Schools must provide and deliver a curriculum that ensures topics are taught in a way that does not subject any one to discrimination (Equality Act, 2010). Schools have a duty to ensure that their curriculum is accessible to all regardless of their; age, sex, race, disability, religion or belief, gender reassignment or sexual orientation.

Inclusive PSHE will encourage positive relations between pupils, tackling prejudice, stereotyping and discrimination. In turn, this will promote understanding and respect of others and to celebrate difference.

PSHE covers many issues relating to equal opportunities, for example, identity, self-esteem and fundamental British values such as individual liberty, mutual respect and tolerance. Pupils are also taught how to recognise and respond to discrimination and challenge stereotypical/prejudicial ideas.

RSE is inclusive of and discusses sexual orientations and gender identities. Pupils' questions in relation to this are answered honestly and factually, demonstrating an understanding of different family models, relationships and sexual orientations.

RSE Content

The Early Years Foundation Scheme (EYFS) at York House use the Think Equal Early Years Programme to bring about positive changes in the lives of children. Think Equal is based on stories which reflect children's own cultures, experiences and lives and introduces them to the cultures, experiences and lives of others. These stories offer a safe world in which children can begin to learn about emotions, relationships and the perspectives of others. This understanding prepares the children in EYFS at York House to navigate the complexities of the real world.

Each week, Nursery and Reception focus on a particular story to combine personal, social and emotional experiential learning. Opportunities for circle times and adult focused tasks then create favourable environments where learning through role play, creativity, perspective consideration and compassion can begin to flourish.

The effectiveness of the Think Equal Programme depends on the use of a Think Equal lesson plan booklet which is used in Nursery and Reception by teaching teams. The Think Equal Programme follows set objectives and vocabulary which shape content and delivery, this can be found in Appendix 1a.

Throughout the programme, Think Equal is supported by RULER and the power of emotions to create a more effective and compassionate community.

At York House, Year 1 to Year 6 use the Jigsaw PSHE scheme to engage in a structured PSHE programme which includes a specific RSE unit for each year group. The PSHE programme provides a spiral, progressive and effective scheme of work, aiming to prepare pupils for life, helping them to understand and value who they are and how they relate to other people in an ever-evolving society. All lessons are delivered in an age and stage appropriate way, more information can be found in RSE specific the curriculum maps in Appendix 2.

The specific RSE content is taught through the topics called 'Relationships' and 'Changing Me'. These topics look to foster healthy relationships with selves and others alongside developing strategies to cope positively with change. All lessons are taught using correct terminology and pupil-friendly language. Some lessons will utilise picture cards, resource sheets, diagrams and animations to assist with content delivery.

York House also employs a school nurse who is available to support the delivery of RSE across age groups.

Working With Families & Withdrawal

Through its RSE programme, York House has a supportive role to families and we welcome their engagement in relation to this programme. This policy is available to families on the school website.

Families do not have the right to withdraw their children from Relationship Education. However, they do have the right to withdraw their pupil from the non-statutory components of Sex Education within RSE.

Requests for withdrawal should be put in writing and addressed to the Headmaster, in line with the guidance in the School's RSE communication letter (Appendix 3). Alternative work will be set for pupils who are withdrawn from Sex Education.

Online Safety

As the digital world becomes more prominent in our pupils' lives, we must encourage our pupils to embrace the positives of online technology whilst being aware of how to protect themselves and use it safely. Online safety is a recurring theme in our PSHE curriculum. Pupils will learn strategies to keep safe online, and who to approach for support and advice if they are concerned about activity online. They discuss how to conduct themselves online and begin to recognise when online communities become unsafe or uncomfortable. In addition, the programme covers online gaming, screen time, the impact of social media on young people and developing discernment in relation to information viewed online.

The topics covered seek to equip our pupils with the skills necessary to use online technology positively, respectfully and safely, with an increased awareness of the risks being online presents and where to go to get the support and advice they need if they are concerned or unsafe.

Mental health

PSHE creates opportunities to teach and learn about emotional and mental well-being relating to a range of contexts. It enables pupils to be taught about positive emotional and mental well-being, including how friendships and positive relationships can support our mental health.

In addition, pupils explore emotions such as stress, anxiety, loss and grief and engage with scenario-based learning to develop their understanding of situations and experiences pertaining to these emotions. Lessons help pupils identify strategies to help regulate and support when experiencing adverse situations, emotions and feelings.

Through RSE the pupils learn how to recognise and to report abuse, including emotional, physical and sexual abuse. Children learn to understand the boundaries in friendships with peers and also in relationships with family and others in all contexts including online. Pupils learn how to report concerns and seek advice when they suspect or know that something is wrong.

Drugs and Alcohol Education

Drugs and Alcohol Education can significantly aid the development of the personal skills needed by the pupils to navigate social pressures, identify and understand possible risks and make informed and responsible decisions about their health and well-being.

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes:

- All illegal drugs
- All legal drugs including alcohol, tobacco and substances which can be inhaled
- All over-the-counter and prescription medicines

Drugs and Alcohol Education is taught from Year 1 to 6 in an age appropriate way via the topics and learning outcomes detailed in Appendix 4.

Careers and Financial Education

There are a range of opportunities within the School's PSHE programme for teaching and learning about financial capability and economic well-being. Through the topic of 'Dreams and Goals', pupils look in detail at their aspirations, careers, enterprise and fundraising.

For younger pupils, lessons are centred around goal setting, perseverance and identifying strengths and areas for development in order to achieve long term goals. For older year groups, there is increased emphasis on jobs and careers, looking at the steps needed to achieve this. In addition, the programme looks at salaries for different jobs and the contribution every job makes to society. Across the year groups, the programme offers opportunities for enterprise and learning about money and finance, enabling pupils to collaborate to design charity events.

In addition to careers education within their PSHE programme, pupils in Year 6 receive half a day career workshop providing careers guidance from a range of sectors and specialists, providing guidance for effective CV writing, career aspirations and steps to be taken to achieve this.

SMSC and Fundamental British Values

York House School actively supports Fundamental British Values. The school encourages respect for and participation in democracy and its process. Pupils engage in political discussion in an age appropriate way and democratically vote for roles and responsibilities within the school setting.

Throughout the PSHE programme opportunities arise to discuss the rule of law, democracy, individual liberty and mutual respect and tolerance in a range of contexts. Furthermore, pupils' social, moral, cultural and spiritual development is enhanced through celebrating and respecting diversity and difference; encouraging

an understanding of right and wrong by introducing the context of law and rewards, sanctions and consequences. Within lessons we seek to develop social skills through discussion and debate and by working co-operatively. We encourage pupils to reflect on and challenge their own ideas and beliefs.

Radicalisation and Extremism

The School does not explicitly cover radicalisation and extremist behaviour through our PSHE programme, rather, we encourage pupils to know their own mind, develop their self-awareness and value and develop their capacity to empathise with others.

In the 'Prevent' strand of the Government's counter-terrorism strategy, extremism is defined as, "vocal or active opposition to these Fundamental British values". Staff attend regular Prevent training online.

The government's Prevent strategy specifies that school and education play a pivotal role in addressing the risks of radicalisation. The aim of the strategy is "to prevent people from being drawn into terrorism". The school has a pastoral duty to care for and safeguard its pupils. More importantly, the school must provide a curriculum, culture and ethos that challenges the ideologies of extremism and terrorism.

Expectations placed on schools under the Prevent strategy overlap with existing statutory duties to teach a broad and balanced curriculum that promotes the spiritual, moral, social and cultural development of pupils alongside their mental and physical development. This in turn seeks to prepare pupils for the opportunities and responsibilities that life experience brings.

Differentiation and SEND

Our PSHE curriculum provision is centred around inclusivity and teachers will need to tailor and adapt each lesson based on the needs of the pupils they teach to ensure the curriculum is accessible to all. PSHE and RSE can be a particularly important subject for some pupils, for example, those with social, emotional and mental health needs or learning needs/disabilities and such factors are taken into account when teaching the subject.

York House ensures that the teaching of PSHE will be appropriate to the age, experience, reading level, maturity and sensitivity of SEND pupils. It is important to consider that all pupils mature and develop at different rates, therefore the School's PSHE programme, allows for key concepts to be revisited several times throughout their school life. This 'spiral' format allows for scaffolding and reinforcement at the differentiated stages of pupil maturity.

Pupils with learning difficulties and/or disabilities may require support with their learning and adjustments will be made as appropriate following consultation and guidance from the Head of Learning Support within each section of the school.

Attainment, Monitoring and Evaluation

The Head of PSHE will monitor the delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Regular reflection activities are delivered throughout the curriculum as a means to monitor learning. This allows pupils and teachers to reflect, observe and assess the learning that has taken place.

In addition, the implementation of assessment criteria within the reflection tasks encourage both self and teacher assessment of the learning that has taken place.

These attainment criteria are not nationally recognised, rather, they have been developed by the PSHE Association as a guide, as there are no national attainment descriptors for PSHE.

Evaluation of the programme's impact and effectiveness will be conducted via pupil and teacher evaluation of the content and learning process. This will be gathered through pupil and staff voice questionnaires alongside staff meetings to review and share experience.

Pupil and Family Consultation

At York House we welcome school and family partnerships. Family consultations take place when updated statutory guidance is published and/ or changes are made to the content delivery in our PSHE programme. We regularly communicate with families regarding the delivery of RSE and welcome family involvement and open communication.

It is important for pupils to be consulted on their own development in PSHE. We followed the PSHE Association's guidance on Pupil Voice and conduct pupil voice questionnaires to gain an insight into what the pupils want and need to know and learn within our PSHE delivery. This allows us to focus on what is important and relevant to our pupils whilst upholding specific statutory delivery.

Training and Support for Staff

Staff are guided towards and offered training opportunities throughout the year to enhance their subject knowledge and delivery of PSHE and RSE. Important information and updates are disseminated via the Head of PSHE to relevant teaching staff, and the school's onsite nurse is available to support staff if required.

Opportunities are provided for staff to identify individual training needs through departmental reflection and discussion and individual support is provided as appropriate where necessary.

In addition, support for teaching and understanding PSHE issues is incorporated into the school's CPD programme, drawing on staff expertise and/or a range of external agencies.

Dissemination

This policy is available on the York House School website where it can be accessed by the community. Copies are available from the school office on request from families.

Signed by



Headmaster

Date: May 2026

Signed by



Chair of Governors

Date: May 2026

Please see Policy Review Matrix for next review date.

*PSHE Policy Family Consultation to take place 11th June 2026

Appendix 1a - Think Equal EYFS Curriculum Map

Year group	Objectives	Vocabulary
<p><i>Nursery</i></p> <p><i>Level One</i></p>	<p>To demonstrate a positive sense of identity.</p> <p>To recognise and value similarities and differences between themselves and others.</p> <p>To begin to name emotions and recognise everyone has feelings.</p> <p>To demonstrate compassion.</p> <p>To celebrate diversity.</p> <p>To express self confidence and self-esteem.</p> <p>To understand the importance of respect.</p> <p>To think about being inclusive and kind to others.</p> <p>To understand that all jobs can be performed by both men and women.</p> <p>To understand kindness.</p> <p>To name one thing a brain can do.</p> <p>To name similarities and differences among home around the world.</p> <p>To regulate emotions.</p> <p>To take the perspective of others.</p> <p>To recognise gender equality in family roles.</p>	<p>Self, different, same, special, unique, mood meter, feelings words, listen, solve, kindness, together, community, environment, include, exclude, brain, neuron, forgive, thankful, planet, proud,</p>

Year group	Objectives	Vocabulary
<p><i>Reception</i></p> <p><i>Level Two</i></p>	<p>To celebrate similarities and differences.</p> <p>To demonstrate self-confidence.</p> <p>To demonstrate strategies for managing feelings.</p> <p>To understand that feelings come and go like the weather.</p> <p>To identify agreements that can help create a kind caring room.</p> <p>To demonstrate an understanding that small acts of kindness can inspire other acts of kindness.</p> <p>To name different emotions.</p> <p>To recognise boys and girls can do the same things.</p> <p>To take the perspective of someone else.</p> <p>To experience empathy and the perspective of another.</p> <p>To show a sense of responsibility.</p> <p>To demonstrate confidence in themselves and their unique talents.</p> <p>To show empathy toward others who have different ideas.</p> <p>To understand that different families often share similarities but are also different in many ways.</p> <p>To see things from a different perspective.</p> <p>To demonstrate compassion.</p> <p>To demonstrate critical thought.</p> <p>To understand they can speak out when they see something unfair.</p> <p>To identify pleasant and unpleasant emotions.</p> <p>To name three things a brain can do.</p>	<p>Self, different, same, colour, shades, mood meter, feelings words, pleasant, unpleasant, energy, agreement, safe, kindness, responsibility, environment, love, unique, fair, unfair, working together, brain, community, earth, resources, wasteful, precious, included, left out, dream, confident, brave, skin, different, problem, argument, conflict</p>

To understand one person can make a difference.

To name one way they will practise peace.

To describe the difference between feeling lonely and included.

To name strategies that they can use to help others feel included.

To understand that gender does not affect one's dream.

To discuss diversity in skin colours positively.

To express that people's skin is different shades of brown.

To practise strategies for peaceful conflict resolution.

Appendix 1b – PSHE Curriculum Map Y1-6

Year Group	Being Me	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1	Special and safe My class Rights and responsibilities Rewards & feeling proud Consequences Owning our Learning Charter	The same as... Different from... What is 'bullying'? What do I do about bullying? Making new friends Celebrating difference; celebrating me	My treasure chest of success Steps to goals Achieving together Stretchy learning Overcoming obstacles Celebrating my success	Being healthy Healthy choices Clean & healthy Medicine safety Road safety Happy, healthy me	Families Making friends Greetings People who help us Being my own best friend Celebrating my special relationships	Life cycles Changing me My changing body Boys' & Girls' bodies Learning & growing Coping with changes
2	Hopes & fears for the year Rights & responsibilities Rewards & consequences Learning charter	Assumptions Stereotypes Why does bullying happen? Standing up for myself and others We're all different Celebrating difference and still being friends	Goals to success Being healthy Learning with others A group challenge Being relaxed Celebrating our achievement	Healthy eating Keeping safe at home Safe outside Medicine safety Happy, healthy me!	Families Keeping safe - exploring physical contact Friends & conflict Secrets Trust & appreciation Celebrating my special relationships	Life cycles in nature Growing from young to old The changing me Boys' & girls' bodies Assertiveness Looking ahead
3	Getting to know each other Making the school community a better place Everyone's right to learn Rewards & consequences Learning Charter	Families Family conflict Witness & feelings Witness & solutions Words that harm Celebrating difference: compliments	Dreams & goals My dreams & ambitions Feeling safe helps me grow Choices that help us grow Our new challenge - overcoming obstacles Celebrating my learning	Fit & healthy Food & energy What do I know about drugs? Being safe & getting help Safe or unsafe My amazing body	Family roles & responsibilities Friendship Global connections & thinking critically Rights, needs & wellbeing Celebrating my web of relationships	How babies grow Babies Outside body changes Inside body changes Keeping ourselves clean Family stereotypes Looking ahead

4	Becoming a class 'team' Being a school citizen Rights, responsibilities & democracy Rewards & consequences Learning charter	Judging by appearances Understanding influences Understanding bullying Problem-solving Special me Celebrating difference: how we look	Hopes & dreams Broken dreams Overcoming disappointment Creating new dreams Achieving goals We did it!	My friends & me Keeping safe with friends Smoking & vaping Alcohol Healthy friendships Celebrating my inner strength and assertiveness	Jealousy Love & loss Memories Getting on & falling out Girlfriends and boyfriends Celebrating my relationships with people & animals	Unique me Puberty & menstruation Being part of a family Circles of change Accepting change Looking ahead
5	My year ahead Being a citizen of my country Responsibilities Rewards & consequences Learning Charter	Different cultures Racism Rumours & name calling Types of bullying Does money matter? Celebrating difference across the world	When I grow up (my dream lifestyle) Keeping track of money My dream job: why I want it and steps to get there Dreams & goals of young people from different cultures How can we support others? Rallying support	Smoking & vaping Alcohol Emergency aid Body image My relationship with food Healthy me	Recognising me Safety with online communities Being in an online community Online gaming My relationships with technology: screen time My relationships with technology: staying happy and safe online	Self & body image Puberty for Girls Puberty for Boys Conception Looking ahead
6	My year ahead Being a global citizen Learning Charter	Am I normal? Understanding differences Power struggles Why bully? Celebrating differences	Personal learning goals Steps to success My dream for the world Helping to make a difference Recognising our achievements	Taking responsibility for my health and well-being Drugs Exploitation Gangs Emotional and mental health Managing stress & pressure	What is mental health? My mental health Love & loss Power & control Being online: real or fake? Safe or unsafe? Using technology responsibly	My self-image Puberty Babies: from conception to birth Boyfriends & girlfriends Adolescent friendships Real self & ideal self The year ahead

Appendix 2 – RSE Specific Curriculum Map

Year Group	Objectives	Vocabulary
1	<p>Identify the members of my family and understand that there are lots of different types of families.</p> <p>Identify what being a good friend means to me.</p> <p>Know appropriate ways of physical contact to greet my friends and know which ways I prefer.</p> <p>Know who can help me in my school community.</p> <p>Recognise my qualities as a person and a friend.</p> <p>Tell you why I appreciate someone who is special to me.</p> <p>Starting to understand the life cycles of animals and humans.</p> <p>Tell you some things about me that have changed and some things about me that have stayed the same.</p> <p>Tell you how my body has changed since I was a baby.</p> <p>Identify the parts of the body that make boys different to girls and can use the correct names for private body parts.</p> <p>Understand that every time I learn something new, I change a little bit.</p> <p>Tell you about changes that have happened in my life.</p>	<p><i>Changes Life cycle Baby Adulthood Growth Change Male Female Penis Testicles Vulva Anus Family Belong Different Same Friends Friendship Qualities Kind Greeting Touch Feel Texture Like Dislike Help Helpful Community Feelings Confidence Praise Qualities Skills Incredible Proud Celebrate Relationships Special Appreciate Feelings</i></p>
2	<p>Identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.</p> <p>Understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.</p> <p>Identify some of the things that cause conflict with my friends.</p> <p>Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.</p> <p>Recognise and appreciate people who can help me in my family, my school and my community.</p> <p>Express my appreciation for the people in my special relationships.</p> <p>Recognise cycles of life in nature.</p> <p>Tell you about the natural process of growing from young to old and understand that this is not in my control.</p> <p>Recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</p> <p>Recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private.</p> <p>Understand there are different types of touch and can tell you which ones I like and don't like.</p>	<p><i>Family Different Diverse Special Stereotype Relationship Important Cooperate Touch Physical contact Communication Hugs Like Dislike Acceptable Not acceptable Friends Conflict Point of view Positive Problem solving Secret Surprise Good secret Worry secret Trust Happy Sad Frightened Trust Trustworthy Honesty Reliability Compliments Celebrate Positive Negative Appreciate Change Grow Life cycle Control Baby Adult Growing up Old Young Elderly Change Respect Physical Toddler Child Teenager Independent Responsibilities Male Female Penis Testicles Vulva Vagina Anus Public Private Comfortable Uncomfortable Assertive Excited Nervous Anxious Cope</i></p>

<p>3</p>	<p>Identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. Identify and put into practice some of the skills of friendship. Know and can use some strategies for keeping myself safe online. Understand how people around the world help and influence my life and that media doesn't always show complete information. Understand how my needs and rights are shared by children around the world and that everyone experiences difficult feelings sometimes.. Know how to express my appreciation to my friends and family. Understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby. Identify how boys' and girls' bodies change on the outside during this growing up process. Identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. Understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy. Start to recognise stereotypical ideas I might have about parenting and family roles.</p>	<p><i>Male Female Sex (gender) Unisex Role Job Responsibilities Differences Respect Stereotype Careers Conflict Solution Problem solving Friendship Safe/Unsafe Risky Internet Social media Gaming/Apps Messaging Age restriction Privacy Personal information Location settings Trusted adult In-app purchases Trust Global Interconnected Trade Inequality Media Culture Rights Fairness Influence Needs Wants Deprivation United Nations Wellbeing Feelings/emotions Support Happiness Celebrating Relationships Friendship Family Appreciation Respect Manners Changes Birth Animals Babies Mother Growing up Care Puberty Control Breasts Pubic hair Penis Testicles Scrotum Sperm Penis Ovaries Egg Ovum/Ova Womb/Uterus Vagina Personal hygiene Genital</i></p>
<p>4</p>	<p>Recognise situations which can cause jealousy in relationships. Identify someone I love and can express why they are special to me. Tell you about someone I know that I no longer see. Recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends. Understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older. Know how to show love and appreciation to the people and animals who are special to me. Understand that lots of things make up a person's identity and this what makes them unique. Can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. Know there are many types of family and that often our family members form part of our inner circle. Know there are trusted people I can turn to if I need help and support as I grow up and go through puberty. Know how the circle of change works and can apply it to changes I want to make in my life. Identify changes that have been and may continue to be outside of my control that I learnt to accept.</p>	<p><i>Relationship Close Jealousy Envy Problem-solve Emotions Positive Negative Conflict Manage Support Critical thinking Reality Loss Love Vulnerable Insecure Souvenir Memento Memories Special Remember Lonely / Loneliness Friendships Negotiate Compromise Trust Loyalty Anger Betrayal Empathy Boyfriend Girlfriend Attraction Pressure Personal Comfortable Appreciation Symbol Care Identity Choices Hobbies Interests Skills Proud Values Unique Characteristics Personality Puberty Menstruation Menstrual Cycle Periods Sanitary products Vagina Vulva Ovaries Fallopian tube Hormone Womb Family Inner circle Belonging Support Trusted adult Anxious Change Control Acceptance Reliable Unreliable Trustworthy Support</i></p>

5	<p>Have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.</p> <p>Understand that belonging to an online community can have positive and negative consequences.</p> <p>Understand there are rights and responsibilities in an online community or social network. know there are rights and responsibilities when playing a game online.</p> <p>Recognise when I am spending too much time using devices (screen time).</p> <p>Explain how to stay safe when using technology to communicate with my friends.</p> <p>Understand I have rights about my personal data.</p> <p>Aware of my own self-image and how my body image fits into that.</p> <p>Explain how a girl's body changes during puberty and understand the importance of looking after ourselves physically and emotionally.</p> <p>Can describe how boys' and girls' bodies change during puberty.</p> <p>Understand that sexual intercourse can lead to conception and that is how babies are usually made.</p> <p>Understand that sometimes people need help from doctors to have a baby.</p> <p>Identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities.</p>	<p><i>Characteristics Personal qualities Self-esteem Self-perception Interests Hobbies Lonely Responsibility Age restriction Assertive Controlling Bullying Social network Community Online Offline Rights Risky Fake online hoaxes Location settings Reporting Appropriate Grooming Troll Gambling/betting Trustworthy Data/Data protection Addiction Loot boxes Harassed Devices Screen time Social Mental health Physical health Wellbeing Personal information Privacy Targeting Reliable Safe Choices Vulnerable Grooming Self Self-image Body image Self-esteem Perception Aspects Affirmation Filter Edited Media Influencer Authentic Mental health/wellbeing Puberty Menstruation Periods Sanitary products Ovary/Ovaries Vagina Oestrogen Vulva Womb/Uterus Hormone Fallopian tube Menstrual cycle Sperm Semen Testicles/Testes Scrotum Erection Wet dream Larynx Facial hair Growth spurt Testosterone Relationships Conception Sexual intercourse Fertilisation Pregnancy Embryo Fertility treatment (IVF) Consent</i></p>
6	<p>Know that it is important to take care of my mental health.</p> <p>Know how to take care of my mental health.</p> <p>Understand that there are different stages of grief and that there are different types of loss that cause people to grieve.</p> <p>Recognise when people are trying to gain power or control.</p> <p>Judge whether something online is safe and helpful for me.</p> <p>Use technology positively and safely to communicate with my friends and family.</p> <p>Aware of my own self-image and how my body image fits into that.</p> <p>Explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.</p> <p>Describe how a baby develops from conception through the nine months of pregnancy, and how it is born. Understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend.</p> <p>Know myself well enough to maintain positive relationships with others whilst still keeping my own identity.</p> <p>Am aware of the importance of a positive self-esteem and what I can do to develop it.</p>	<p><i>Mental health Ashamed Stigma Stress Anxiety Support Isolation Loneliness Early warning signs Worried Signs Support Self care Emotions Feelings Grief Power Control Authority Bullying Assertive Strategies Courtesy Respect Power Control Respect Risks Pressure Influences Selfcontrol Real/Fake True/untrue AI (Artificial Intelligence) Age restrictions Digital Rights Communication Technology Safety Personal data Privacy Consent Information selection Targeting Self-image Self-esteem Criticise Real self Celebrity Opportunities Freedoms Responsibilities Pregnancy Embryo Foetus Placenta Umbilical cord Labour Contractions Cervix Midwife Caesarean Attraction Relationship Love Sexting Consent Independence Identity Values Pressure Adolescent</i></p>

Appendix 3 – Example RSE Letter to Families



Dear Families,

As part of their personal, social, health and economic (PSHE) education lessons, pupils at York House will take part in a series of compulsory relationships and sex education (RSE) lessons. This is in line with the current statutory government guidance (September 2021, updated July 2025) whereby it is compulsory for all pupils receiving primary education to receive Relationship Education sessions and Relationships and Sex Education for all pupils receiving secondary education.

The purpose of RSE at York House is: to prepare pupils for the physical and emotional changes of growing up; to give them the knowledge and skills to make informed and healthy choices; to build their confidence and skills to deal with situations they may encounter; to help them to stay safe and know where and how to ask for help if needed.

Below is an overview of the topics covered at York House pertaining to RSE delivery.

Lower School Topic Overview:

Year 3

Relationships	Changing Me
Family roles and responsibilities LO1: Identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. LO2: Describe how taking some responsibility in my family makes me feel.	How babies grow LO: Understand that in animals and humans lots of changes happen between birth and growing up, and that usually it is the female who has the baby.
Friendships LO: Identify and put into practice some of the skills of friendship eg. taking turns, being a good listener and how to negotiate in conflict situations to try to find a win-win solution.	Babies LO: Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow.

<p>Keeping myself safe online LO: Know and use some strategies for keeping myself safe online and know who to ask for help if I am worried or concerned about anything online.</p>	<p>Outside body changes LO1: Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies and identify how boys' and girls' bodies change on the outside during this growing up process. LO2: Recognise feelings about these changes happening to me and know how to cope with those feelings.</p>
<p>Being a global citizen part 1 LO: Explain how some of the actions and work of people around the world help and influence my life and show an awareness of how this could affect my choices.</p>	<p>Inside body changes LO1: Identify how boys' and girls' bodies change on the inside during the growing up process and explain why these changes are necessary so that their bodies can make babies when they grow up. LO2: Recognise feelings about these changes happening to me and know how to cope with those feelings.</p>
<p>Being a global citizen part 2 LO1: Understand how my needs and rights are shared by children around the world and identify how our lives may be different. LO2: Empathise with children whose lives are different to mine and appreciate what I may learn from them.</p>	<p>Family stereotypes LO1: Recognise stereotypical ideas about parenting and family roles. LO2: Express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.</p>
<p>Celebrating my web of relationships LO: Know how to express my appreciation to my friends and family and enjoy being part of a family and friendship groups.</p>	<p>Looking ahead LO: Identify what I am looking forward to when I move to my next class and start to think about changes I will make next year and know how to go about this.</p>

Year 4

Relationships	Changing Me
<p>Jealousy</p> <p>LO1: Recognise situations which can cause jealousy in relationships.</p> <p>LO2: Identify feelings associated with jealousy and suggest strategies to problem-solve when this happens.</p>	<p>Unique me</p> <p>LO1: Understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.</p>
<p>Love and loss</p> <p>LO1: Identify someone I love and can express why they are special to me.</p> <p>LO2: Know how most people feel when they lose someone or something they love.</p>	<p>Having a baby</p> <p>LO1: Correctly label the internal and external parts of male and female bodies that are necessary for making a baby.</p> <p>LO2: Understand that having a baby is a personal choice and can express how I feel about having children when I am an adult.</p>
<p>Memories</p> <p>LO: Tell you about someone I know that I no longer see and understand that we can remember people even if we no longer see them.</p>	<p>Girls and puberty</p> <p>LO1: Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.</p> <p>LO2: Have strategies to help me cope with the physical and emotional changes I will experience during puberty.</p>

<p>Getting on and falling out</p> <p>LO1: Recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.</p> <p>LO2: Know how to stand up for myself and how to negotiate and compromise.</p>	<p>Circles of change</p> <p>LO1: Know how the circle of change works and can apply it to changes I want to make in my life.</p> <p>LO2: Feel confident enough to try to make changes when I think they will benefit me.</p>
<p>Girlfriends and boyfriends</p> <p>LO1: Understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older.</p> <p>LO2: Understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend.</p>	<p>Accepting change</p> <p>LO1: Identify changes that have been and may continue to be outside of my control that I learnt to accept.</p> <p>LO2: Express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.</p>
<p>Celebrating my relationships</p> <p>LO: Know how to show love and appreciation to the people and animals who are special to me and I can love and be loved.</p>	<p>Looking ahead</p> <p>LO: Identify what I am looking forward to when I move to a new class and reflect on the changes I would like to make next year and can describe how to go about this.</p>

All RSE lessons will be taught in an age-appropriate way in the context of the benefits and happiness that having healthy and loving relationships can bring. Pupils will learn to be able to use the correct language, keep safe and feel confident to ask questions and discuss in a mature and appropriate way. Further information about the content of the RSE curriculum can be found here: [RSE National Curriculum](#).



At times, carefully chosen external visitors and speakers may contribute to the programme. In these cases, lesson content will be agreed in advance and visitors will always be supervised by a member of school staff. We believe that the RSE programme helps us to equip our pupils with the knowledge and skills to make informed decisions, enabling them to become confident individuals who are able to live safe, healthy and fulfilling lives.

Families have the right to withdraw from some or all of the Relationship Education/Relationships and Sex Education programme. If you have any concerns, or would like to discuss any aspect of the PSHE curriculum further, please do not hesitate to contact Mr Gray or Ms Burr.

Yours sincerely,

Ms R Burr

Head of PSHE and the CLT

Appendix 4 – Y1-6 Drugs and Alcohol Education Map

Year Group	Topic	Learning Outcomes
Year 1 & 2	Medicine Safety	To understand that medicines can help me if I feel poorly and I know how to use them safely.
Year 3	What Do I /know About Drugs?	To tell you my knowledge and attitude towards drugs.
Year 4	Smoking & Vaping Alcohol	<ul style="list-style-type: none"> • To understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke. • To understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol. • To recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others.
Year 5	Smoking & Vaping Alcohol	<ul style="list-style-type: none"> • To know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. • To know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. • To make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure.
Year 6	Drugs	<ul style="list-style-type: none"> • To know about different types of drugs and their uses and their effects on the body particularly the liver and heart. • Feel motivated to find ways to be happy and cope with life’s situations without using drugs.