



TO LOVE GOD ABOVE ALL THINGS

BY
LEARNING TOGETHER
LOVING OURSELVES
LOVING EACH OTHER
LOVING ALL PEOPLE
LOVING LIFE ITSELF

AND
CONSTANTLY STRIVING FOR
EXCELLENCE
WORTHY OF OUR GOD GIVEN GIFTS.



Vision

Catholic vision and Catholic principles drive **the vision** of the school, at St. Mary's we aim: -

For every child to receive an outstanding education, so that they reach their full-human potential worthy of their God-given gifts.

For every child to leave St. Mary's equipped with the skills they need for the next stage of their education and lives, knowing their contribution makes a difference in our world.

RHE and PSHE Progression Grid and Coverage Document

Intent

At St Mary's, children learn that they are loved by God and that every person has dignity. RHE and PSHE help children develop caring relationships, look after their health, recognise unsafe situations and seek help. Our Catholic ethos connects this learning with responsibility, service and care for others.

Implementation

Reception follows Life to the Full Plus Pathway 3 over one year. Years 1–6 follow Pathway 2, with different lessons in each year of a two-year phase. RHE and PSHE are taught fortnightly, with further teaching time as needed. Picture News, pastoral work and links with other curriculum areas support learning across school life.

Teaching and assessment

Teachers use stories, film, discussion, role play and everyday situations. Questions, observation and safe fictional scenarios help staff check whether children can explain and use their learning. Staff adapt language, communication and repetition with the SENDCo and DSL.

Sensitive content and safeguarding

Follow the school's RSE, Health Education and PSHE Policy. Relationships Education, Health Education and National Curriculum science are compulsory. Additional Year 6 sex education requires parental consent.

EYFS teaching sequence

Term	Reception
Autumn I	EYFS, Module 1, Unit 1 Story Sessions: Handmade With Love EYFS, Module 1, Unit 2 Session 1: I Am Me Session 2: Heads, Shoulders, Knees and Toes Session 3: Ready Teddy? + Classroom Shorts
Autumn II	EYFS, Module 1, Unit 3 Session 1: I Like, You Like, We All Like! Session 2: All The Feelings! Session 3: Let's Get Real EYFS, Module 1, Unit 4 Session 1: Growing Up Session 2: New People, New Places+ Classroom Shorts
Spring I	EYFS, Module 2, Unit 1 Session 1: Role Model EYFS, Module 2, Unit 2 Session 1: Who's Who? + Classroom Short Session 2: You've Got A Friend In Me Session 3: Forever Friends
Spring II	EYFS, Module 2, Unit 3 Session 1: What Is The Internet? Session 2: Playing Online
Summer I	EYFS, Module 2, Unit 4 Session 1: Safe Inside and Out Session 2: My Body, My Rules Session 3: Feeling Poorly Session 4: People Who Help Us
Summer II	EYFS, Module 3, Unit 1 Session 1: God Is Love Session 2: Loving God, Loving Others EYFS, Module 3, Unit 2 Session 1: Me, You, Us Session 2: When I Grow Up... + Classroom Shorts Session 3: Money Doesn't Grow On Trees + Classroom Shorts

Key Stage 1 teaching sequence

Life to the Full Plus Pathway 2. Story sessions and associated Classroom Shorts.

Term	Year 1	Year 2
Autumn I	KS1, Module 1, Unit 1 Story Sessions: Let the Children Come KS1, Module 2, Unit 1 Session 1: God Loves You	KS1, Module 1, Unit 1 Story Sessions: Let the Children Come KS1, Module 1, Unit 2 Session 1: I Am Unique Session 2: Girls and Boys
Autumn II	KS1, Module 2, Unit 2 Session 1: Special People + Classroom Shorts Session 2: Treat Others Well... Session 3: ...and Say Sorry	KS1, Module 1, Unit 2 Sessions 3 & 4: Clean and Healthy (My Body) + Classroom Shorts KS1, Module 1, Unit 3 Session 1: Feelings, Likes and Dislikes Session 2: Feeling Inside Out Session 3: Super Susie Gets Angry
Spring I	KS1, Module 2, Unit 4 Session 1: Good and Bad Secrets Session 2: Physical Contact Session 3: Harmful Substances	KS1, Module 1, Unit 4 Session 1: The Cycle of Life Session 2: Beginnings and Endings Session 3: Change Is All Around + Classroom Shorts
Spring II	KS1, Module 2, Unit 4 Session 4: Can You Help Me? (Part 1) Session 5: Can You Help Me? (Part 2)	KS1, Module 2, Unit 3 Session 1: Real Life Online Session 2: Rules To Help Us
Summer I	KS1, Module 3, Unit 1 Session 1: Three In One Session 2: Who is My Neighbour?	KS1, Module 3, Unit 1 Session 1: Three In One Session 2: Who is My Neighbour?
Summer II	KS1, Module 3, Unit 2 Session 1: The Communities We Live In Session 2: Who Will I Be? + Classroom Shorts	KS1, Module 3, Unit 2 Session 1: The Communities We Live In Session 3: Needs and Wants + Classroom Shorts

Lower Key Stage 2 teaching sequence

Life to the Full Plus Pathway 2. Story sessions and associated Classroom Shorts

Term	Year 3	Year 4
Autumn I	LKS2, Module 1, Unit 1 Story Sessions: Get Up! Session 2: The Sacraments LKS2, Module 2, Unit 1 Story Sessions: Jesus, My Friend	LKS2, Module 1, Unit 1 Story Sessions: Get Up! LKS2, Module 1, Unit 2 Session 1: We Don't Have to be the Same Session 2: Respecting our Bodies + Classroom Shorts
Autumn II	LKS2, Module 2, Unit 2 Session 1: Family, Friends and Others... + Classroom Shorts Session 2: When Things Feel Bad Session 3: Balancing Needs	LKS2, Module 1, Unit 2 Session 3: What is Puberty? Session 4: Changing Bodies Session 5: Male/Female Discussion Groups (optional)
Spring I	LKS2, Module 2, Unit 3 Session 1: Sharing Online Session 2: Chatting Online + Classroom Shorts	LKS2, Module 1, Unit 3 Session 1: What Am I Feeling? + Classroom Shorts Session 2: What Am I Looking At? Session 3: I Am Thankful
Spring II	LKS2, Module 2, Unit 4 Session 1: Safe In My Body Session 2: Recognising Risk + Classroom Shorts Session 3: Drugs, Alcohol and Tobacco	LKS2, Module 1, Unit 4 Session 1: Life Cycles Session 2: A Time For Everything Session 3: Big Changes, Little Changes + Classroom Shorts
Summer I	LKS2, Module 2, Unit 4 Session 4: First Aid Heroes Session 5: Rights and Responsibilities + Classroom Shorts	LKS2, Module 3, Unit 1 Session 1: A Community of Love Session 2: What is the Church?
Summer II	LKS2, Module 3, Unit 1 Session 1: A Community of Love Session 2: What is the Church? LKS2, Module 3, Unit 2 Session 1: How Do I Love Others? Session 2: Working Together + Classroom Shorts	LKS2, Module 3, Unit 2 Session 1: How Do I Love Others? Session 3: Money Matters + Classroom Shorts

Upper Key Stage 2 teaching sequence

Life to the Full Plus Pathway 2. Retain the story sessions and associated Classroom Shorts, including the current 2026 resources.

Term	Year 5	Year 6
Autumn I	UKS2, Module 1, Unit 1 Story Sessions: Calming the Storm UKS2, Module 2, Unit 1 Session 1: God Is Calling You	UKS2, Module 1, Unit 1 Story Sessions: Calming the Storm UKS2, Module 1, Unit 2 Session 1: Gifts and Talents Session 2: Girls' Bodies Session 3: Boys' Bodies Session 4: Spots and Sleep + Classroom Shorts
Autumn II	UKS2, Module 2, Unit 2 Session 1: Under Pressure + Classroom Shorts Session 2: Do You Want A Piece of Cake? Session 3: Self-Talk	UKS2, Module 1, Unit 3 Session 1: Body Image Session 2: Peculiar Feelings Session 3: Emotional Changes Session 4: Seeing Stuff Online
Spring I	UKS2, Module 2, Unit 3 Session 1: Sharing Isn't Always Caring Session 2: Cyberbullying + Classroom Shorts	UKS2, Module 1, Unit 4 Session 1: Making Babies (Part 1) Session 2: Making Babies (Part 2) Session 3: Menstruation
Spring II	UKS2, Module 2, Unit 4 Session 1: Types of Abuse + Classroom Shorts Session 2: Impacted Lifestyles + Classroom Shorts Session 3: Making Good Choices Session 4: Giving Assistance	UKS2, Module 1, Unit 4 Session 4: Hope Beyond Death Session 5: Coping with Change + Classroom Shorts
Summer I	UKS2, Module 3, Unit 1 Session 1: The Holy Trinity Session 2: Catholic Social Teaching	UKS2, Module 2, Unit 2 Session 4: Confidence vs Control Session 5: Build Others Up + Classroom Shorts
Summer II	UKS2, Module 3, Unit 2 Session 1: Reaching Out Session 2: The World of Work + Classroom Shorts	UKS2, Module 3, Unit 1 Session 1: The Holy Trinity Session 2: Catholic Social Teaching UKS2, Module 3, Unit 2 Session 1: Reaching Out Session 3: Money and Me + Classroom Shorts

Identity dignity and respect

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	God loves each person. People have their own abilities and interests.	Jesus welcomes children. Our actions matter and can help or hurt others.	Each person has gifts and skills. Similarities and differences can be valued.	Each life has value and purpose. Rights and responsibilities help communities treat people fairly.	Differences can strengthen a group. Media images and stereotypes may affect self-confidence.	Pressure can affect choices. Catholic Social Teaching connects human dignity with action for others.	Worth is greater than appearance or status. Bullying, prejudice and discrimination undermine equal dignity.
Skills	Name something you enjoy or can do; notice a difference kindly.	Explain a kind choice and how to put an unkind action right.	Describe a personal strength and celebrate another person's abilities.	Explain a right and a related responsibility; recognise unfair treatment.	Compare a media portrayal with real life and explain the value of different contributions.	Recognise pressure and apply a principle of Catholic Social Teaching to an example.	Question unrealistic images and suggest safe responses to prejudice or bullying.
Vocabulary	God, love, special, same, different	welcome, kindness, sorry, forgive	unique, gifts, talents, similarities, differences	dignity, vocation, rights, responsibility	teamwork, confidence, stereotype, media	pressure, dignity, solidarity, common good	body image, prejudice, discrimination, equality
Lessons and revisits	Handmade With Love; I Am Me	Let the Children Come; Treat Others Well...; ...and Say Sorry	I Am Unique; Girls and Boys	Get Up!; The Sacraments; Rights and Responsibilities	We Don't Have to Be the Same; What Am I Looking At?	Under Pressure; Catholic Social Teaching; Reaching Out	Gifts and Talents; Body Image; Build Others Up

Families friendships and caring relationships

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	Special people care for us. Friends can be kind or unkind; saying sorry helps repair hurt.	Family and other trusted people provide support. Behaviour affects relationships and bullying is unacceptable.	People may like different things but share needs for love, respect and safety.	Relationships include family, friends and acquaintances. Good friends care about each other's needs; cliques can exclude.	Living together involves generosity and care. Similarities and differences can help people work as a community.	Pressure may be spoken or unspoken. Thoughts and feelings influence how we treat friends.	Being assertive differs from controlling someone. Kindness includes respect for your own needs and other people's boundaries.
Skills	Name someone who helps you; share and ask for support with friendship difficulties.	Recognise caring behaviour, apologise and tell an adult about a worry.	Listen to another preference and explain how to include and care for someone.	Suggest a way to repair a friendship and balance different needs respectfully.	Explain how people can support one another; revisit ways to manage disagreement.	Rehearse resisting pressure and use helpful self-talk in a relationship scenario.	Express a need respectfully, recognise an unfair relationship and ask for help.
Vocabulary	family, friend, care, kind, sorry	family, trust, teasing, bullying, forgiveness	likes, dislikes, needs, respect, neighbour	acquaintance, clique, needs, compromise	generosity, community, teamwork, respect	peer pressure, choice, self-talk, consent	assertive, controlling, boundaries, respect
Lessons and revisits	Who's Who?; You've Got A Friend in Me; Forever Friends	God Loves You; Special People; Treat Others Well...; ...and Say Sorry	Feelings, Likes and Dislikes; Who is My Neighbour? Revisit Year 1 friendship learning	Family, Friends and Others...; When Things Feel Bad; Balancing Needs	A Community of Love; We Don't Have to Be the Same Revisit Year 3 relationship skills	Under Pressure; Do You Want A Piece of Cake?; Self-Talk	Confidence vs Control; Build Others Up

Feelings wellbeing loss and change

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	People have different feelings. Choices affect others; growing up brings changes.	Unkind actions can upset people. Forgiveness and help from others support relationships.	Feelings and actions differ. Change, death and grief can bring a range of emotions.	Bullying and difficult relationships affect feelings. Trusted people can help.	Feelings change in intensity. Helpful activities, gratitude and trusted people support wellbeing during loss or change.	Thoughts influence feelings and actions, including in friendships. Pressure can come from ourselves as well as others.	Puberty, bereavement and transition may bring strong feelings. Support and coping strategies can help.
Skills	Name feelings and use a familiar calming strategy with adult support.	Describe how a character feels and suggest a caring response.	Choose a way to manage anger or seek comfort; discuss change sensitively.	Explain how a character might feel and practise asking for help or resolving conflict.	Explain a helpful response to strong feelings and identify support during grief or change.	Identify an unhelpful thought and practise a more helpful response.	Choose an appropriate response to emotions and plan support for secondary transition.
Vocabulary	happy, sad, angry, calm, change	feeling, upset, sorry, forgive, help	emotion, choice, anger, change, grief	bullying, support, needs, frustration	wellbeing, gratitude, grief, coping	thought, feeling, action, self-talk	emotional change, grief, resilience, transition
Lessons and revisits	All The Feelings!; Let's Get Real; New People, New Places	God Loves You; ...and Say Sorry Revisit Reception feelings	Feeling Inside Out; Super Susie Gets Angry; Beginnings and Endings; Change Is All Around	When Things Feel Bad; Balancing Needs Revisit feelings and coping	What Am I Feeling?; I Am Thankful; A Time For Everything; Big Changes, Little Changes	Self-Talk; Under Pressure	Peculiar Feelings; Emotional Changes; Hope Beyond Death; Coping with Change

Privacy boundaries and getting help

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	Private parts are private. Children can speak to trusted people about anything troubling them.	Your body belongs to you. Unsafe secrets and pressure should be shared with a trusted adult.	Bodies deserve care and privacy. Earlier safety rules still apply as children become more independent.	Some contact is unacceptable. Abuse includes harm to private parts; trusted adults can help.	Changing bodies deserve respect and privacy. Questions about growing up can be taken to trusted adults.	Consent concerns choice about our bodies. Abuse violates children's rights; pressure does not remove the right to say no.	Healthy relationships respect boundaries. Being caring does not mean accepting controlling behaviour.
Skills	Communicate a boundary and identify an adult who can help.	Recognise a worrying secret and practise saying no and asking for help.	Apply the Year 1 privacy and help-seeking rules to a new example.	Recognise unsafe contact in a scenario and explain how to report a concern.	Explain a respectful boundary and ask an appropriate question about body changes.	Recognise pressure or abusive behaviour and describe how to obtain adult help.	Communicate disagreement, respect a boundary and seek help with an uncomfortable relationship.
Vocabulary	body, private, stop, help	private, secret, safe, unsafe, trusted adult	body, privacy, respect, help	contact, abuse, private parts, trusted adult	privacy, respect, puberty, question	consent, bodily autonomy, abuse, rights	assertive, control, boundary, support
Lessons and revisits	My Body, My Rules; Who's Who?	Good and Bad Secrets; Physical Contact	Girls and Boys Revisit Physical Contact and Good and Bad Secrets	Safe In My Body; When Things Feel Bad	Respecting Our Bodies; Changing Bodies Revisit Safe In My Body	Do You Want A Piece of Cake?; Types of Abuse; Under Pressure	Confidence vs Control Revisit Types of Abuse and consent

Online safety and wellbeing

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	The internet connects people. Some online situations are unsafe and adults can help.	The Reception rules about adult help and safe device use continue to apply.	Online experiences can affect feelings. Rules and trusted adults help keep us safe.	Images, passwords and messages can spread quickly. Online behaviour can hurt people.	Media representations may not reflect reality and can affect how people feel about themselves.	Sharing personal material can cause harm. Cyberbullying affects real people.	Harmful images and videos can affect wellbeing. Media pressure can affect body confidence.
Skills	Ask for help before unfamiliar clicks or games; tell an adult about a worry.	Practise asking before using a device and telling an adult if something worries you.	Recognise a safe or unsafe online situation and explain who to tell.	Protect personal information and explain how to report an inappropriate message.	Question a media image or stereotype; reuse safe sharing and reporting routines.	Explain a safe sharing decision and how to seek help about cyberbullying.	Distinguish harmful from harmless content and explain a safe help-seeking response.
Vocabulary	internet, online, device, safe, tell	device, adult, rule, help	online, offline, feelings, rules	sharing, password, personal information, report	media, image, reality, stereotype	cyberbullying, personal information, sharing, report	harmful content, body image, media, support
Lessons and revisits	What is the Internet?; Playing Online	Revisit Reception online learning through everyday device use	Real Life Online; Rules To Help Us	Sharing Online; Chatting Online	What Am I Looking At? Revisit Sharing Online and Chatting Online	Sharing Isn't Always Caring; Cyberbullying	Seeing Stuff Online; Body Image Revisit Year 5 online safety

Healthy lifestyles and caring for the body

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	Our bodies need care through food, activity, sleep and hygiene. Medicines are not sweets.	Medicines are drugs; some substances, including alcohol and tobacco, can harm the body.	Activity, dental care, food, rest and personal hygiene help us stay healthy.	Drugs, alcohol and tobacco can harm health. Caring for the body includes decisions about what we consume.	Respecting the body includes decisions about clothing, food and physical activity.	Substances affect the body and lifestyle. Pressure can influence decisions about using them.	Sleep, exercise, hygiene and balanced use of electronic entertainment support health.
Skills	Describe a healthy routine and ask an adult for help when unwell.	Recognise a safe choice about an unfamiliar substance and get adult help.	Explain choices that help care for the body and practise everyday hygiene.	Use information about substances to explain a safer choice.	Explain how a practical choice shows care for the body.	Use health knowledge to resist pressure and explain a safer choice.	Explain how daily routines can support health as the body changes.
Vocabulary	healthy, food, sleep, wash, medicine	medicine, drug, alcohol, tobacco	hygiene, dental health, activity, rest	drug, alcohol, tobacco, harmful	respect, nutrition, exercise, health	substance, effect, pressure, refusal	sleep, hygiene, exercise, balance
Lessons and revisits	Ready Teddy?; Feeling Poorly	Harmful Substances Revisit healthy routines	Clean and Healthy My Body Two sessions in the supplied pathway	Drugs, Alcohol and Tobacco Revisit healthy routines	Respecting Our Bodies and associated Classroom Shorts	Impacted Lifestyles; Making Good Choices	Spots and Sleep and associated Classroom Shorts Revisit substance safety

Growing and developing bodies

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	Bodies have different parts and change as we grow. There are stages from birth to death.	Bodies deserve care and privacy. Earlier learning about growth is revisited.	Boys and girls have similarities and differences. Human life follows stages from birth to death.	Every life has value. The programme develops bodily safety and respect before the named Year 4 puberty unit.	Puberty brings physical and emotional changes. Babies grow and develop in the womb.	Becoming an adult is a natural stage of life. Puberty can bring changes and questions.	Puberty involves changes in boys' and girls' bodies. Menstruation is part of the fertility cycle; babies develop in the womb.
Skills	Name familiar body parts and describe a change since being a baby.	Describe a body-care or privacy rule and recall a simple life stage.	Use agreed body vocabulary and put life stages in order.	Explain how to seek help about a body worry and apply privacy rules.	Describe changes during puberty and identify a trusted person for questions.	Recall Year 4 learning and explain where to get reliable support.	Explain body changes, practical menstrual support and where to ask questions.
Vocabulary	body, baby, child, adult, grow	body, private, grow, care	body, boy, girl, life cycle, birth, death	body, private parts, respect, help	puberty, genitalia, womb, development	puberty, change, development, support	puberty, menstruation, fertility, womb
Lessons and revisits	Heads, Shoulders, Knees and Toes; Growing Up	Physical Contact Revisit Reception body and growth learning	Girls and Boys; The Cycle of Life	Get Up!; Safe In My Body Revisit body and growth learning	What is Puberty?; Changing Bodies; Life Cycles	Calming the Storm Revisit Year 4 puberty learning	Girls' Bodies; Boys' Bodies; Making Babies Part 1; Menstruation Part 2 follows the school's optional sex education arrangements

Personal safety risk and first aid

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	Some situations are unsafe. Emergency services help people; first aid can help with injury.	A serious emergency needs emergency services. Other injuries may need basic first aid and adult help.	Safety rules apply in everyday and online situations. Earlier emergency learning remains useful.	Risks can occur near roads, railways, water and fire. Calm, prompt help matters in emergencies.	Increasing independence calls for careful use of the safety rules learned in Year 3.	A first aid assessment helps decide what assistance is needed. The recovery position is for an unconscious person who is breathing.	Earlier risk and first aid learning remains relevant as independence increases.
Skills	Identify a hazard and say which adult or service could help.	Recognise when to call 999 and rehearse asking for the right service.	Choose an appropriate adult response to a simple safety scenario.	Explain a way to reduce a hazard and rehearse an appropriate emergency response.	Apply a familiar safety rule to a new situation and explain when help is needed.	Practise the taught first aid response under adult supervision and explain when to call for help.	Apply familiar safety and help-seeking strategies to transition scenarios.
Vocabulary	safe, unsafe, emergency, help	emergency, 999, ambulance, first aid	safe, unsafe, rule, emergency	risk, hazard, safety code, first aid	hazard, risk, boundary, help	first aid, recovery position, breathing, response	risk, independence, emergency, support
Lessons and revisits	Safe Inside and Out; People Who Help Us	Can You Help Me? Parts 1 and 2	Rules To Help Us Revisit Year 1 emergency and first aid learning	Recognising Risk; First Aid Heroes	Revisit Recognising Risk and First Aid Heroes	Giving Assistance Revisit Recognising Risk	Coping with Change Revisit Giving Assistance and personal safety

Community work and money

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	We belong to communities. Jobs help people; money buys things and needs differ from wants.	Communities depend on care. Jobs involve different skills and are open to boys and girls.	Money can be spent or saved for needs and wants. Love and care matter more than possessions.	The Church calls people to care for others. Interests and skills can influence future work.	Payment methods have advantages and disadvantages. A budget helps track money and choices affect others.	Catholic Social Teaching informs action for others. Work has different pathways and stereotypes can limit aspirations.	Needs and other influences shape spending. People have different resources; stewardship includes generosity.
Skills	Describe a helpful job and sort a simple need and want.	Suggest a way to help and describe skills used in a job.	Explain a simple spending or saving choice and a way to care for the community.	Plan a practical act of service and connect an interest with a possible job.	Compare payment choices and use a simple spending and saving plan.	Apply a social teaching principle and challenge a job stereotype.	Explain a budget choice and how resources can be used to help others.
Vocabulary	community, job, money, need, want	neighbour, community, job, skill	need, want, spend, save, value	Church, service, skill, aspiration, vocation	payment, budget, spending, saving, giving	solidarity, common good, pathway, stereotype	budget, needs, inequality, stewardship
Lessons and revisits	Me, You, Us; When I Grow Up...; Money Doesn't Grow On Trees	Three In One; Who is My Neighbour?; The Communities We Live In; Who Will I Be?	The Communities We Live In; Needs and Wants	What is the Church?; How Do I Love Others?; Working Together	How Do I Love Others?; Money Matters	Catholic Social Teaching; Reaching Out; The World of Work	Catholic Social Teaching; Reaching Out; Money and Me

Curriculum coverage

The table connects the primary Relationships and Health Education areas with the planned programme.

Guidance area	Programme links
Families and people who care for me	Special People Y1; Family, Friends and Others... Y3; A Community of Love Y3–4.
Caring friendships and respectful relationships	Reception friendship lessons; Treat Others Well... Y1; Balancing Needs Y3; Under Pressure Y5; Confidence vs Control and Build Others Up Y6.
Being safe	My Body, My Rules Reception; Physical Contact Y1; Safe In My Body Y3; Do You Want A Piece of Cake? and Types of Abuse Y5.
Online safety and awareness and wellbeing online	Reception online lessons; Real Life Online and Rules To Help Us Y2; Sharing Online and Chatting Online Y3; Cyberbullying Y5; Seeing Stuff Online Y6.
General wellbeing	Reception feelings; Year 2 emotions and grief; Year 4 wellbeing and change; Self-Talk Y5; Emotional Changes and transition Y6.
Physical health and fitness and healthy eating	Ready Teddy? Reception; Clean and Healthy Y2; Respecting Our Bodies Y4; Spots and Sleep Y6.
Drugs alcohol tobacco and vaping	Feeling Poorly Reception; Harmful Substances Y1; Drugs, Alcohol and Tobacco Y3; Impacted Lifestyles and Making Good Choices Y5.
Health protection and prevention	Ready Teddy? Reception; Clean and Healthy Y2; Respecting Our Bodies Y4; Spots and Sleep Y6 and health Classroom Shorts.
Personal safety	Safe Inside and Out Reception; Recognising Risk Y3; related Classroom Shorts and later revisits.
Basic first aid	People Who Help Us Reception; Can You Help Me? Y1; First Aid Heroes Y3; Giving Assistance Y5.
Developing bodies	Reception body and growth lessons; Girls and Boys and The Cycle of Life Y2; Year 4 puberty and Life Cycles; Year 6 body and menstruation lessons.

KCSIE September 2026 cross reference

This cross-reference shows how RHE and PSHE contribute to safeguarding. The curriculum works alongside staff training, school procedures and action on concerns; this grid does not demonstrate whole-school compliance by itself.

KCSIE focus and reference	Teaching across the school	School practice
Preventative and inclusive education Part two paragraphs 158–160	All nine areas; Reception PSED; lessons, discussion, role play and revisits.	Tailor teaching and reporting methods to age, development and SEND. Reinforce through daily school life.
Relationships boundaries and consent Paragraph 160 and Part five	My Body, My Rules; Physical Contact; Safe In My Body; Do You Want A Piece of Cake?; Confidence vs Control.	Revisit boundaries and getting help. Follow safeguarding procedures for harmful behaviour; never ask pupils to investigate.
Prejudice and equal dignity Paragraph 160	Treat Others Well...; Rights and Responsibilities; What Am I Looking At?; Build Others Up.	Use scenarios consistent with school policy and respond to discriminatory behaviour.
Abuse and unsafe relationships Part one and Annex A	Good and Bad Secrets; When Things Feel Bad; Safe In My Body; Types of Abuse.	Connect learning with trusted adults. Additional teaching responds to the DSL's assessment of local and individual needs.
Wellbeing and access to support Part one paragraphs 47–50	Year 2 feelings; Year 4 emotional wellbeing; Self-Talk; Emotional Changes; grief and transition lessons.	Link classroom discussion with private routes to pastoral and safeguarding support.

KCSIE September 2026 cross reference continued

KCSIE focus and reference	Teaching across the school	School practice
Online content contact conduct and commerce Part two paragraphs 164–169	Reception online rules; Year 2 safe situations; Year 3 sharing and chatting; Year 5 cyberbullying; Year 6 harmful content.	Check all four areas across RHE, Computing and financial learning. Update examples as risks change.
AI images and harmful influence Summary on images; paragraph 160; paragraphs 165–168; Annex C	Sharing Isn't Always Caring; Body Image; Seeing Stuff Online, supported by current 2026 online materials.	Review AI-generated images, chatbot contact and misogynistic influence at an appropriate level. Teach reporting without redistributing harmful content.
Listening and reporting Part one paragraphs 14–16; Annex B	Trusted people from Reception; help-seeking in friendship, body-safety and online lessons throughout school.	Check that every child has a usable help route and knows to keep asking. Act on concerns promptly.
Local and contextual risks Annex A	Recognising Risk; Rights and Responsibilities; Types of Abuse; Giving Assistance and later revisits.	The DSL and/or internal or external staff informs any targeted work.
Staff and online systems Part two paragraphs 153–156 and 170–177; Annex C	Pupils practise agreed device rules and report concerns; parent information reinforces learning.	Training, mobile-phone arrangements, filtering and monitoring remain staff and leadership responsibilities.