

Ling Moor Primary Academy

Relationships and Sex Education Overview 2026

	<u>My Body & Me</u>	<u>Digital lives</u>	<u>Healthy Relationships</u>	<u>Healthy choices</u>				
<u>Y1</u>	<u>Sensitive and special parts of our bodies (private parts)</u>	<u>Enjoying the online world</u> <u>Being safe online</u> <u>Getting help when we are online</u> <u>Choosing when to share online</u> <u>Finding a balance online</u>	<u>How do families look after each other?</u> <u>How do I feel when I am safe?</u> <u>How can I be kind and respectful to friends and family</u> <u>What makes a great friend?</u>	<u>How can we walk to fun places safely?</u> <u>How can we stay safe and have fun at home?</u> <u>How can we stay safe whilst out and about?</u> <u>Being safe everywhere</u>				
<u>Y2</u>	<u>How do our bodies change as we get older?</u>	<u>Choosing what we do online</u> <u>How can I talk to people safely and kindly online</u> <u>Sharing photos and videos</u> <u>Spotting lies and what to do about it</u> <u>How to be a great web searcher</u> <u>Staying safe online – recap</u>	<u>Fun surprises, uncomfortable secrets</u> <u>Making decisions that feel good for me</u> <u>How can we make our school a happy place for everyone?</u> <u>How can we tell if someone is a friend or a stranger</u>	<u>Keeping clean and healthy</u> <u>How can I stay safe around medicines and chemicals?</u> <u>How can we be helpful in an emergency?</u> <u>I love my teeth</u>				
<u>Y3</u>		<u>Choosing what to do and what to share</u>	<u>What can people do to help their families?</u>	<u>Can I remember to stay safe?</u>				

		<p><u>Healthy online friendships</u></p> <p><u>Feeling uncomfortable online</u></p> <p><u>Wellbeing in an online world</u></p> <p><u>Deciding who to trust online</u></p> <p><u>What would a perfect online world look like?</u></p>	<p><u>Our bodies belong to us</u></p> <p><u>Do friends always want the same thing as us?</u></p>	<p><u>How can I enjoy a walk or cycle near roads and railways?</u></p> <p><u>How can I prepare for adventure in all weathers and places?</u></p> <p><u>How can I face challenges to have fun and achieve my dreams?</u></p>				
<u>Y4</u>	<p><u>What is Menstruation?</u></p>	<p><u>Who uses the internet?</u></p> <p><u>Using social media safely</u></p> <p><u>Is the internet a fair place?</u></p> <p><u>Too good to be true?</u></p> <p><u>Spotting fake news</u></p> <p><u>Can we know what is real online?</u></p>	<p><u>How can friends help us to be our true selves?</u></p> <p><u>How can I kindly tell people what I want and need?</u></p> <p><u>What do we need when we lose a loved one?</u></p> <p><u>How do the people around us influence us?</u></p> <p><u>Challenging negative influences</u></p>	<p><u>How can I take control of my wellbeing?</u></p> <p><u>What are germs and how can I keep them out of my body?</u></p> <p><u>How can I explore natural places safely?</u></p>				
<u>Y5</u>	<p><u>What is puberty?</u></p> <p><u>Why do we need to clean</u></p>	<p><u>Red flags online</u></p> <p><u>Deciding what to share online</u></p>	<p><u>What does a healthy friendship feel like?</u></p>	<p><u>How can I make good choices about smoking and vaping?</u></p>				

	<p><u>more during puberty?</u></p>	<p><u>Comparing ourselves to others on social media</u></p> <p><u>How social media companies use our data</u></p> <p><u>Influence and power</u></p> <p><u>Staying safe in group chats</u></p>	<p><u>How does it feel when relationships change?</u></p> <p><u>How do we fix a friendship that has gone wrong?</u></p> <p><u>How can friends understand each other better?</u></p>	<p><u>How do people become addicted?</u></p> <p><u>How can we stay safe around fire?</u></p> <p><u>How can I respond quickly in an emergency?</u></p> <p><u>Adventuring safely</u></p>				
Y6	<p><u>How are our emotions affected by puberty?</u></p> <p><u>How do our bodies change during puberty?</u></p> <p><u>How do males and females change during puberty?</u></p> <p><u>Sexual reproduction</u></p> <p><u>Do you ever feel pressure to look a certain way?</u></p>	<p><u>Power and friendship online</u></p> <p><u>Discrimination online</u></p> <p><u>Motivation and manipulation online</u></p> <p><u>Do I live in an echo chamber?</u></p> <p><u>Can I spot a fake online?</u></p> <p><u>Connecting to trusted people online</u></p>	<p><u>What does a healthy romantic relationship feel like?</u></p> <p><u>What skills do people need to stay in a healthy relationship for a long time?</u></p> <p><u>Communicating boundaries and needs clearly – consent</u></p> <p><u>How do we surround ourselves with people who respect and care about us?</u></p> <p><u>Saying what we want – consent and boundaries</u></p>	<p><u>Why do some people drink alcohol?</u></p> <p><u>What are the facts about drugs?</u></p> <p><u>Why are vaccines so important?</u></p> <p><u>How can I perform basic first aid?</u></p>				

Year Group	Curriculum Coverage
EYFS	<p>How they have changed from a baby (PP)</p> <p>Self-care (MS)</p> <p>Differences between people, families (PP)</p> <p>Differences between children and adults</p>
Year 1	<p>NSPCC –</p> <p>Private pants PSHE lesson</p> <p>Personal safety</p>
Year 2	<p>Spring Term -</p> <p>Boys, girls and families.</p> <ul style="list-style-type: none"> • To understand and respect the differences and similarities between people. • The biological differences between male and female animals and their role in the lifecycle. • The biological differences between male and female children • Growing from young to old and that they are growing and changing • That everyone needs to be cared for and ways in which they can care for others. • Different types of home life and how their home life is special.
Year 3	<p>Science curriculum – body parts.</p> <p>Recapping Y2 and going into some more detail around function etc.</p> <p>Use of ‘boyfriends & girlfriends’ and how this is perceived during games during break time.</p>
Year 4	<p>Summer –</p> <p>Growing and Changing</p> <ul style="list-style-type: none"> • The way we grow and change throughout the human lifecycle. • Physical changes associated with puberty. • Menstruation and wet dreams. • The impacts of puberty on personal hygiene and strategies for managing this. • How puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty. • Strategies to deal with feelings in the context of relationships. • Answer each other’s questions about puberty

	<p>with confidence to seek support and advice where they need it.</p> <ul style="list-style-type: none"> • Personal Hygiene sessions
Year 5	<p>Science curriculum – life cycles of different animals and how life starts with a male/female sex cell/fertilised egg.</p> <p>Personal Hygiene sessions Puberty Workshop delivered**</p> <p>Year 5 consent lesson based on safeguarding concerns.</p>
Year 6	<p>Summer term – Healthy Relationships / How a baby is made.</p> <ul style="list-style-type: none"> • The changes that occur during puberty. • To consider different attitudes and values around gender stereo typing and sexually and consider their origin and impact. • What values are important to them in relationships and to appreciate the importance of friendship in intimate relationships. • Human reproduction in the context of the human lifecycle. • How a baby is made and grows (conception and pregnancy) • Roles and responsibilities of parents and carers. • To answer each other’s questions about sex and relationships with confidence, where to find support and advice when they need it. <p>Puberty workshop delivered**</p> <p>Personal Hygiene sessions</p>

The Life Lessons Curriculum

Our school uses the Life Lesson curriculum. This curriculum provides coverage for all statutory content, as laid out by the 2025 Relationship and Sex Education and Health Education guidance, through an evidence based, peer-led and relational approach.

The Life Lessons resources are designed to improve behaviour and attitudes amongst pupils, helping them to build and maintain healthy relationships and be kind to the people around them. They are taught to understand their feelings, regulate their emotions and make healthy choices that allow them to stay safe, well and happy. There are lessons on respecting diversity, navigating the online world, managing their money and having high aspirations for their futures.

The Life Lesson’s curriculum is organised in the following structure:

Understanding myself			Self with others	Self within the world		
<ul style="list-style-type: none"> Physical wellbeing Mental health Understanding our emotions The way we grow and change during puberty Making choices to stay safe and well Drugs, alcohol and tobacco Optional sex education* 			<ul style="list-style-type: none"> Families Friendships Reducing hurtful behaviour and bullying Identifying safe and unsafe relationships Respecting self and others Having healthy boundaries 	<ul style="list-style-type: none"> Responsibilities and power Understanding other people: how we are the same and how we are different Media and the online world Economic wellbeing: Money Aspirations, work, career and volunteering 		
Wellbeing	My body & Me	Healthy choices	Healthy Relationships	Identity & Community	Digital Lives	Aspiration & money

* Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Skills and knowledge

The Life Lesson’s curriculum provides resources to support both the acquisition of knowledge and the development of skills. Each lesson has a “Life Lesson” objective, designed as a tangible way of practising RSHE skills within an appropriate topic. This is achieved through activities, which give the students practical ways to apply and rehearse what they’ve learned.

Inclusive

The Life Lessons resources are designed to be inclusive in a number of different ways. They work towards conforming to the WCAG 2.2 accessibility guidelines, ensuring that all learners can see and understand the information on the screen. Some examples of the way Life Lessons make their resources more inclusive include:

- Dual coding is used to provide pictorial support for learners for whom text can be intimidating or harder to read
- ‘Scaffolding’ activities, so that tasks are broken down into small, manageable chunks
- Tips, word banks and sentence starters to help young people come up with their own ideas, without having to start from a blank page
- Key words to support learning new vocabulary
- Emotions characters, to support young people’s understanding of their feelings

Relevant and representative

It is vital that RSHE lessons feel relevant to young people. The Life Lessons curriculum ensures this in a number of different ways:

- Using realistic and diverse characters and scenarios, representing real-life situations that allow young people to safely explore concepts and issues.
- Videos of young people discussing relevant topics, where we get to watch young people from a range of backgrounds share their thoughts and feelings.

Student-centred

According to the 2025 RSHE guidance, learning should be student-focussed and allow young people to be active participants in lessons. The Life Lessons resources do this in a number of ways:

- Use scenarios that allow students to engage with the topic emotionally, whilst keeping a safe distance from sensitive issues
- Use narratives to help students relate to the issue at hand, and present concepts in a tangible way (avoiding using only abstract ideas, that some pupils will struggle to process).
- Frequent opportunities for personal reflections and peer discussion, allowing young people to explore their own opinions and feelings about a range of topics.

Sex education

The Life Lessons curriculum also includes resources to teach sex education, in line with government guidance. Parents have the right to withdraw their children from these lessons if they wish.

These lessons focus on the basics of human intercourse and reproduction, including age-appropriate information about how sexual intercourse and fertilisation happens. The resources use a factual scientific approach, and do not discuss the details of intimate sexual relationships, beyond the biology of intercourse, the basics of sexual consent and the law.