

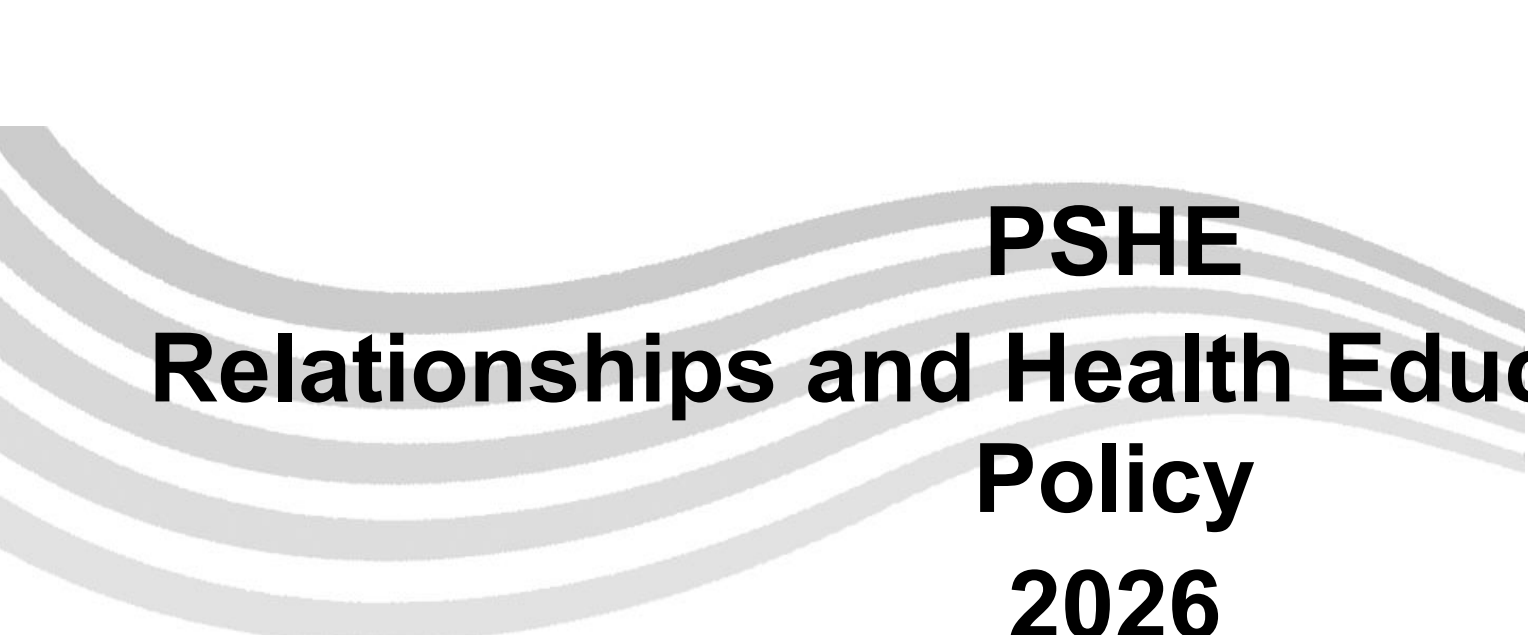
Blanford Mere Nursery & Primary School



PSHE

Relationships and Health Education (RHE) Policy

Date adopted by governors:
July 2026
Date to be reviewed:
July 2027



PSHE Relationships and Health Education (RHE) Policy 2026

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BLANFORD MERE NURSERY & PRIMARY SCHOOL

RELATIONSHIPS AND HEALTH EDUCATION (RHE) POLICY

Policy Owner: PSHE Leader – Mrs J Cameron

Approved by: Governing Board

Date Approved: July 2026

Last Reviewed: July 2026

Next Review Due: July 2027

Review Cycle: Annual

Publication: School Website

1. Introduction

At Blanford Mere Nursery & Primary School, we are committed to delivering high-quality Relationships and Health Education (RHE) that supports pupils' physical, emotional and social development.

RHE is delivered in a factual, age-appropriate and inclusive manner. Teaching reflects the diversity of families and relationships in modern Britain and complies with the Equality Act 2010.

It is lifelong learning about physical, moral and emotional development. It is about the understanding and nature of healthy relationships and the importance for family life. It should help children understand the difference between safe and abusive relationships.

We believe RHE equips pupils with the knowledge, skills and values to form positive, respectful relationships and to stay safe, healthy and prepared for adolescence.

2. Statutory Requirements

This policy has due regard to:

- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017
- Education Act 1996
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- SEND Code of Practice

Relationships Education and Health Education are compulsory in primary schools.

3. Aims

The aims of RHE are to:

- Provide a safe environment for discussion
- Develop knowledge of healthy relationships
- Prepare pupils for puberty
- Promote respect, empathy and equality
- Teach correct anatomical vocabulary
- Enable pupils to recognise unsafe situations and seek help
- Develop skills for respectful communication and consent

4. Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- * Review – a working group of local schools worked together to consider all relevant information including statutory national and local guidance.
- * Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- * Parent/stakeholder consultation – parents and any interested parties were invited to read the policy and respond with their comments and thoughts.
- * Pupil consultation – we investigated what exactly pupils want from their RHE.
- * Ratification – once amendments were made, the policy was shared with governors and ratified.

5. Curriculum

The school ensures that all statutory content outlined in the Department for Education statutory guidance (2019, updated 2025) is fully covered.

By the end of primary school, pupils will have been taught the required content under:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

The selection and sequencing of key areas ensures full coverage of statutory Relationships and Health Education content over time, while also allowing pupils to revisit and deepen their learning. Key areas across the scheme include:

- My healthy self.
- Connecting with others.
- The online world.
- Citizenship.
- Staying safe.
- Growing up.
- Health protection.

All key areas are revisited at planned points across the key stages, ensuring that learning is progressive, coherent and builds logically on prior knowledge and experience.

6. Delivery of RHE

RHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RHE are taught within the science curriculum, and other aspects are included in religious education (RE). Aspects on online safety may be taught within the Computing curriculum.

As a whole school we will be using the DFE and Ofsted aligned 'Kapow' scheme of work, along with other high quality resources to support our RHE provision.

We will ensure a safe learning environment by agreeing ground rules at the start of each session and handling any issues sensitively.

If children raise questions during sessions that are deemed inappropriate or fall outside the scope of the curriculum, staff will respond in an appropriate and professional manner. Parents or carers will be informed of the nature of the question so that they may address it further at home as they see fit.

In addition to this, the children will be introduced to the 'Underwear rule', a Childline initiative, to help them recognise if other people make them feel uncomfortable or unsafe. Children will be taught how to get help if they need it. This will be initially introduced in Nursery and Reception classes and will be referred to throughout school. See appendix 2.

Pupils will also receive stand-alone sessions delivered by trained professionals, for example the School Nurse. We also provide support from 'Loudmouth'. Loudmouth Education and Training is a highly respected and innovative theatre in education company. Loudmouth provides a range of programmes that support relationship and health education. Loudmouth's work aims to ensure a future where all children and young people are healthy, happy, safe and resilient.

All external providers (e.g. theatre groups, health professionals) are quality assured by the PSHE Leader and Senior Leadership Team. Materials are reviewed in advance to ensure compliance with statutory guidance and safeguarding requirements.

For more information about our RHE curriculum, see Appendix 1.

7. Sex Education

Statutory sex education is taught through the science curriculum.

There are additional sex education (conception and birth) sessions which will be delivered at the end of Year 6. Parents may request withdrawal from those non-statutory sessions only. Parents will be advised of when the sessions are due to take place (via a message on School Life). Parents have the right to request that their child be withdrawn from any non-statutory sex education content. Requests should be made in writing to the Headteacher.

Alternative supervised provision will be provided for pupils withdrawn from these sessions.

There is no right to withdraw from Relationships Education, Health Education or statutory science.

8. Safeguarding

RHE supports safeguarding.

Any disclosures will be reported to the Designated Safeguarding Lead and recorded on our CPOMS system in line with Keeping Children Safe in Education.

Staff will not promise confidentiality.

9. Online Safety

Pupils are taught about:

- The risks associated with sharing personal information and images online
- Online grooming and exploitation
- The concept of consent in both online and offline contexts
- The law relating to sharing indecent images
- How to report concerns and seek help
- How to critically evaluate online information

10. Equality and Inclusion

Teaching reflects diverse families and complies with the Equality Act 2010.

Teaching staff will ensure that reasonable adjustments are made to enable all pupils, including those with SEND, to access the full RHE curriculum in line with the SEND Code of Practice.

11. Parental Engagement

Our aim is to build a culture of openness, where parents have a voice, feel informed, respected and, able to ask questions. Parents will be invited to a consultation each year where they can read and review the policy and curriculum. Representative sample materials of lessons can be shared with parents at any time to enable parents to understand the tone and approach. Parents can also access the 'Kapow Parent Zone' to find out more information

<https://www.kapowprimary.com/subjects/rse-pshe/curriculum/rse-pshe-parent-information/>

In addition to the annual consultation:-

Parents will be informed in advance of significant topics.

The final policy will be published on the school website and a printed copy can be requested from the office.

Parents have the right to view any teaching materials relating to RHE at any time on request. Please contact the school office to arrange for materials to be shared with you online.

Please see table below for information relating to parents' rights to withdraw children from lessons.

Type of content	Examples	Can parents withdraw?
Science curriculum	Naming body parts; understanding reproduction in plants and animals; learning about puberty.	✗
RHE statutory content (including Growing up units)	Learning the correct names for private parts; understanding that bodies belong to us; recognising unsafe situations.	✗
Non-statutory Sex education unit.	How babies are conceived and born; the process of pregnancy and birth; different routes to becoming a parent.	✓

12. Monitoring

The delivery of RHE is monitored by the PSHE leader, Mrs J Cameron and the Senior Leadership Team

Teachers will critically reflect on their work in delivering RHE through regular staff and phase meetings.

Pupils will have opportunities to review and reflect on their learning during lessons and pupil voice will be influential in adapting and amending planned learning activities.

Pupils' development in RHE is monitored by class teachers as part of our internal assessment systems.

Assessment in RHE is formative and based on pupil discussion, reflective tasks and teacher observation. There are no formal examinations in RHE.

This policy will be reviewed by the PSHE leader, Mrs J Cameron annually. At every review, the policy will be approved by the governing board.

Appendix I – Curriculum overview

Reception			
Autumn 1	Self regulation: <u>My feelings</u>	Autumn 2	Building relationships: <u>Special relationships</u>
	Learning to understanding their feelings, pupils begin to recognise specific emotions, express them appropriately and manage strong feelings effectively.		Exploring why families and special people are important, pupils develop an understanding of the value of relationships and the importance of sharing. They learn simple strategies to help them share fairly and begin to see themselves as valuable individuals.
Spring 1	Managing self: <u>Taking on challenges</u>	Spring 2	Self-regulation: <u>Listening and following instructions</u>
	Considering the value of persistence and perseverance when facing challenges, pupils learn how to communicate effectively with others, recognise why rules are important and practise simple grounding coping strategies.		Listening to stories to develop their comprehension skills, pupils practise paying close attention to spoken language through games. They also begin to consider how rumours can spread quickly and change as they are passed on.
Summer 1	Building relationships: <u>My family and friends</u>	Summer 2	Managing self: <u>My wellbeing</u>
	Exploring cultural festivals, pupils reinforce the importance of sharing and turn-taking through role-play. They consider the ingredients of a good friend, explore how kind words make others feel and recognise the value of working together as a team.		Learning why exercise is important for physical and mental health, pupils explore the effects of different types of exercise on the body. They discuss ways to take care of themselves, learn how to travel safely as pedestrians and consider the importance of making balanced food choices.

Year 1			
Autumn 1	My healthy self: How can we look after our feelings?	Autumn 2	Connecting with others: How can I help myself and others feel happy and safe?
	Recognising and naming a range of emotions, pupils learn to spot facial and body clues linked to feelings. Exploring what helps them feel calm or happy, they identify the importance of rest and enjoyable activities. They also practise simple ways to improve their mood and begin to understand that feelings can be big, medium or small.		Identifying what makes themselves and others special, pupils develop an understanding of how family members help and support one another. They recognise that respect is shown through appropriate behaviour in different contexts and learn that disagreements within families and friendships are normal, exploring simple strategies to manage them.
Spring 1	The online world: How do we spend time online?	Spring 2	Citizenship: How can I help others and the environment?
	Understanding that they are often online when using everyday devices, pupils develop their awareness of when they are online and offline. They identify activities that can be done online or in person and begin to recognise when screen time prevents them from doing something important or interferes with healthy habits.		Considering how they can help others and the environment, pupils explore ways of caring for babies, young children and pets and explore how they can improve their school environment by sharing what they like and do not like. Pupils also investigate their local environment and learn how rules help people to help one another by keeping everyone safe, happy and treated fairly.
Summer 1	Health protection: How can I protect myself and others in daily life?	Summer 2	Staying safe: How do I know when something is safe?
	Exploring the roles of people who help to prevent and treat illness, pupils recognise how germs spread and how actions such as hand washing can reduce the spread of illness. They practise asking for help when they or others are unwell or injured and begin to understand what constitutes a medical emergency.		Recognising how rules help to keep them safe, pupils learn that hot, sharp and chemical items can cause harm and that some things should not be eaten or put on the skin. They explore simple body clues that warn them when something is not right, identify how to stay safe near roads and practise asking a trusted adult for help when they feel unsure or unsafe.

Year 2			
Autumn 1	My healthy self: How can we look after our bodies?	Autumn 2	Connecting with others: How can I build safe, kind and caring relationships with others?
	Learning how to look after their bodies to stay healthy and feel good, pupils explore how movement, sleep, food and drink affect how they feel. They identify healthy choices – including eating fruit and vegetables, drinking water, resting well and caring for their teeth – and use this learning to plan a simple healthy daily routine.		Exploring how families are unique, pupils celebrate similarities and differences within people and communities. They learn how to treat people with kindness and respect, recognise unfair or unkind behaviour, including bullying, and develop an understanding of personal space, privacy and boundaries. Through role-play, pupils practise asking for help and identify trusted adults they can talk to if they feel worried or unsafe.
Spring 1	The online world: How are things shared online?	Spring 2	Citizenship: How do people belong to a community and earn money?
	Considering how they use the internet and what they see shared online, pupils develop their awareness of online content and begin to recognise that not everything they encounter is suitable for them. They explore how to respond if something makes them feel uncomfortable and learn that information shared online cannot always be trusted or taken at face value.		Considering how people belong to communities and earn money, pupils explore the different groups they are part of and reflect on similarities and differences between themselves and others in their community. They learn how decisions can be made fairly by taking everyone's views into account, including through simple voting. Pupils are also introduced to what money is, where it comes from and how people earn it.
Summer 1	Growing up: How can we look after and respect our bodies as we grow?	Summer 2	Staying safe: How can I make safe choices in different places?
	Learning how people grow and change as they get older, pupils recognise physical changes as a normal part of growing up and learn the correct scientific names for private body parts. They explore privacy and personal boundaries, develop an understanding of how to respect others' personal space and identify who to talk to if they feel worried or unsafe.		Understanding that unsafe situations can happen in different places, pupils explore common hazards in the home and in public spaces. They also recognise that people can make them feel unsafe through words, actions or touch and it is always okay to say they do not like something.

Year 3/4 Cycle A			
Autumn 1	Connecting with others: What helps us feel safe and included?	Autumn 2	The online world: How should we treat each other online?
	Building a sense of self-worth and celebrating what makes them unique, pupils learn to express personal boundaries clearly and respectfully. They develop an understanding of how families support one another and that friendships are built on kindness and shared values, use role-play to explore repairing friendships and recognise different types of bullying.		Considering how relationships and communication work online, pupils learn how to interact respectfully with friends in digital spaces. They explore how words and actions online can affect others, what to do if a friend says something upsetting and how to respond safely if contacted by someone they do not know. They also learn to recognise online bullying and understand when and how to seek help.
Spring 1	Citizenship 2: What careers do people choose and why?	Spring 2	Staying safe: What signs help me recognise what is safe or unsafe?
	Learning how people choose careers, pupils learn about a range of different jobs and the reasons why people choose them. They examine gender stereotypes linked to work and consider why these should not limit career choices. Pupils consider other important factors, such as what they enjoy, their strengths and pay. They also learn that careers can change over time and explore how workplace stereotypes can be challenged.		Learning to take greater responsibility for their personal safety, pupils practise spotting warning signs, removing themselves from uncomfortable situations and seeking help. They identify different types of road crossings and identify safe places to cross roads. Pupils also explore why water can be dangerous and learn to distinguish between medicines and harmful substances.
Summer 1	Connecting with others: How can we respect each other?	Summer 2	The online world: How can I evaluate what I see online?
	Recognising respectful and disrespectful behaviours, pupils explore how behaviour can change depending on the setting. They learn how to build trust and solve challenges in friendships respectfully, role-play safe and supportive responses to bullying and develop an understanding of what stereotypes are and how they can harm others.		Considering how information is found and shared online, pupils develop their critical thinking skills when searching for and evaluating information. They learn how to choose the most useful results, explore what makes information reliable and recognise that some information can be misleading or deliberately untrue.

Year 3/4 Cycle B

Autumn 1	My healthy self: How can I take care of my mind and body? Understanding the connection between the mind and body, pupils use more nuanced language to describe their own and others' emotions and feelings. They recognise habits that support a good night's sleep and reflect on how bullying can negatively affect feelings, identifying how and where to get support.	Autumn 2	Citizenship 1: What rights and responsibilities do we have? Exploring what is meant by rights and responsibilities, pupils learn about children's rights, human rights and why these matter. Focusing on caring for the environment, pupils learn about reducing, reusing and recycling waste and why responsible choices are important. Pupils also explore how responsibilities extend to the wider community by learning how local councils meet the needs of people in the local area.
Spring 1	Health protection: How can we prevent illness and injury and respond if they happen? Understanding how hygiene routines help prevent illness, pupils learn about sun safety and explore how vaccines support the body to build immunity. They practise making judgements on when health concerns can be managed independently and when help is needed, apply basic first aid responses for common injuries and role-play making clear and effective 999 calls.	Spring 2	My healthy self: How can I make healthy choices? Exploring the benefits of keeping active for both body and mind, pupils recognise the importance of a balanced diet and staying hydrated. They identify strategies to help build a growth mindset and explore different ways to be kind, recognising that helping others can positively affect how they feel.
Summer 1	Citizenship: How can I spend my money wisely? Considering how to spend money wisely, pupils explore the different ways people pay for things, including cash and card. They learn what budgeting means and why planning how money is spent can help people make better choices. Pupils also explore some of the feelings money can cause, understand why it is important to keep track of money and begin to think about what value for money means.	Summer 2	Growing up: How will my body and emotions change as I grow up? Learning about the physical and emotional changes that occur during puberty, pupils recognise that these changes are normal and happen at different times for everyone. They learn about periods and how to manage them and identify who they can talk to if they have questions about body changes. Pupils also consider issues surrounding privacy, boundaries and consent.

Year 5/6 Cycle A

Autumn 1	Connecting with others: Why are healthy relationships important? Exploring what shapes identity, pupils consider how values and experiences influence choices. They develop an understanding of commitment and support within families and recognise where to get help if home feels unsafe. Pupils also identify what makes friendships healthy and learn to manage friendship challenges.	Autumn 2	The online world: How am I influenced by what I see online? Considering how online content can influence people's choices, pupils develop their critical thinking skills when exploring advertising, influencers and online persuasion. They learn how and why people may be encouraged to spend money both online and offline. Pupils also consider what to do if they feel pressured, learn to recognise possible scams and develop strategies to protect themselves.
Spring 1	Citizenship 2: How can we be in control of our money? Considering how to be in control of their money, pupils explore the difference between needs and wants and how this can affect spending choices. They learn what borrowing means, including the idea of interest and practise creating a simple weekly budget. Pupils also explore the risks linked to money, including handling money online, keeping money safe and the dangers of gambling.	Spring 2	Connecting with others: What does it mean to stand up for myself and others? Building self-respect by setting a personal growth goal, pupils practise respectful behaviour at school, in public and online, including repairing harm when things go wrong. They set and respect boundaries to build trust; challenge stereotypes, discrimination and bullying using upstander strategies; and judge problem size to identify when to seek help from trusted adults and services.
Summer 1	The online world: How do I feel about being online? Considering how being online can affect emotional wellbeing, pupils explore the impact that time online can have on their feelings, mood and sense of self. They learn how to recognise signs that they may have spent too much time online and reflect on how online experiences compare with in person relationships. Pupils consider the benefits of face to face connections, explore feelings that may arise when access to being online is limited and develop strategies for maintaining a healthy balance.	Summer 2	Staying safe: How can I stay safe as I grow up? Learning to prepare for greater independence, pupils assess risks at home and in public and plan ahead to stay safe when out with friends. They develop practical travel safety skills near roads and railways, manage hazards around different water environments, recognise and resist pressure from others and understand the risks and consequences of drug use, including when and how to seek help from a trusted adult.

Year 5/6 Cycle B

Autumn 1	My healthy self: How can I support my mind and body as I grow? Learning to make informed choices about their health, pupils practise reading food labels and consider different types of physical activity, exploring how they can build more movement into their daily routines. They learn to recognise when emotions begin to build up, practise strategies to self-regulate and identify where they can go for help.	Autumn 2	Citizenship 1: How can we make a difference in our communities and beyond? Considering how people can make a difference in their communities, pupils explore the roles of people who care for others and learn how community groups help improve local life. Pupils are also introduced to how democracy works, including how local councillors listen to community concerns and how Parliament helps to make decisions that affect the wider society.
Spring 1	Growing up: How can I manage the changes to my body and emotions as I grow up? Learning about the physical and emotional changes that happen during puberty, pupils explore how these changes can affect feelings, behaviour and relationships. They also discuss personal hygiene, kindness and respect, emotional wellbeing, periods, personal boundaries and who to talk to for support during puberty.	Spring 2	My healthy self: How do my choices today shape my future wellbeing? Reflecting on how their current choices can affect future wellbeing, pupils develop an understanding of emotional responses and how to manage them. They explore how mindset can influence their approach to challenges; examine everyday habits such as sleep, physical activity, nutrition and dental care and their long-term impact; and consider how their actions can affect others now and in the future.
Summer 1	Citizenship: How can we protect everyone's rights? Exploring how rights are upheld in society, pupils develop an understanding of the rights people have and the responsibilities that come with them. They learn about human rights and why laws exist, including the consequences of breaking the law and how the justice system works. Pupils also explore prejudice and discrimination and consider how stereotypes, including those linked to the workplace, can be challenged to promote fairness and equality.	Summer 2	Option 1: First aid Practising basic first aid responses, pupils explore how to stay calm, check a scene is safe and assess someone who is unresponsive or not breathing normally. They recognise how to get the right help by making a clear 999 call and identifying when other support is more appropriate than an emergency call. Option 2: Sex education Learning the correct terminology for body parts, pupils develop an understanding of how babies are conceived, grow during pregnancy and are born. They learn about consent and the legal age of consent, explore different types of families, and understand the responsibilities and lifelong commitment involved in having a baby.

Appendix II – EYFS Statutory Framework (1st September 2021)

Personal, Social and Emotional Development

Children's personal, social, and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm, and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention, as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate, and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

EYFS Development Matters 2020 Statements and ELGs Personal, Social and Emotional Development

Birth to Three

- Find ways to calm themselves, through being calmed and comforted by their key person.
- Establish their sense of self.
- Express preferences and decisions. They also try new things and start establishing their autonomy.
- Engage with others through gestures, gaze and talk.
- Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.
- Find ways of managing transitions, for example from their parent to their key person.
- Thrive as they develop self-assurance.
- Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.
- Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.
- Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.
- Feel strong enough to express a range of emotions.
- Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.
- Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
- Be increasingly able to talk about and manage their emotions.
- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.
- Develop friendships with other children.
- Safely explore emotions beyond their normal range through play and stories.
- Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when..."
- Learn to use the toilet with help, and then independently.

Three and Four-Year-Olds

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

Children in Reception

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.
 - Personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing:
 - regular physical activity
 - healthy eating
 - toothbrushing
 - sensible amounts of 'screen time'
 - having a good sleep routine
 - being a safe pedestrian

Early Learning Goals

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

Appendix III: NSPCC The Underwear Rule

