



School RSHE Appendix

Langold Dycarr Community School

Appendix to the Aspire & Shine Education Trust RSHE Policy — Academic Year [2026-2027]

Guidance for schools: This appendix should be completed by each academy and published on the school website alongside the Trust RSHE Policy.

Text in italics is guidance or a placeholder — replace it with school-specific content and delete any guidance boxes before publishing.

Review this appendix at least annually, or sooner if key contacts or delivery arrangements change.

This appendix should be read alongside the Aspire & Shine Education Trust Relationships, Sex and Health Education (RSHE) Policy. While the Trust policy sets out the principles, statutory requirements and framework that apply across all schools, this appendix provides the local, academy-specific operational information referred to within it.

1. Key Contacts

The following members of staff can be contacted regarding RSHE at this school:

Role	Name	Contact details
Headteacher	Alex Steadman	asteadman@langold-dycarr.notts.sch.uk
RSHE Lead / Coordinator	Gemma Barlow	gbarlow@langold-dycarr.notts.sch.uk
Designated Safeguarding Lead (DSL)	Gemma Barlow Michelle Neal Paula Watkinson Alex Steadman Bev Moore	gbarlow@langold-dycarr.notts.sch.uk mneal@langold-dycarr.notts.sch.uk pwatkinson@langold-dycarr.notts.sch.uk asteadman@langold-dycarr.notts.sch.uk bmoore@langold-dycarr.notts.sch.uk
SENDCO (where appropriate)	Gemma Barlow	gbarlow@langold-dycarr.notts.sch.uk
Named contact for parent enquiries regarding RSHE	Gemma Barlow	gbarlow@langold-dycarr.notts.sch.uk
Named contact for menstrual wellbeing support	Taylorre Hamley	thamley@langold-dycarr.notts.sch.uk

2. Curriculum Delivery

2.1 Delivery model and curriculum overview

Guidance for schools: Summarise how RSHE is delivered at this school — for example, the scheme/resources used, which year groups are taught what, how often lessons take place, and who teaches them (e.g. class teachers, a dedicated PSHE lead, external providers).

Scheme or resources used: UniFrog [Explainer: Unifrog's PSHE Lesson Pack FAQs : Unifrog Blog](#)

Delivery method (e.g. discrete lessons, cross-curricular, drop-down days): *Mainly discreet lessons with additional drop down days.*

Frequency of lessons: *Weekly*

Staff responsible for teaching RSHE: *Class Teachers*

Theme	Topic	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships, Families and Friends	Friendships	Why should we take turns?	How can I make Friends?	What should friends do if they feel upset with each other?	How can I build positive friendships?	What do online friendships look like?	How might friendships change over time?	What is the impact of loneliness?
	Hurtful Behaviour and Bullying	What is kind behaviour?	What is unkind behaviour?	What is bullying?	Can I spot unkind behaviour or bullying?	What is cyberbullying?	What is the impact of bullying?	What is discrimination?
	Families and Close Relationships	How can we show care at home?	Why is family important?	How are all families different?	What are different types of relationships?	What does a healthy family look like?	What does diversity in relationship look like?	What does a healthy committed relationship look like?
	Additional Content	Antibullying Week lesson plans Monday 16 th -20 th November 2026 Anti-Bullying Week 2026: Break the Silence X 1 week						
Staying Safe	Online Safety	What is the internet?	What do people use the internet for?	Should people believe everything online?	Is the internet a good thing?	What is personal data and how is it shared online?	How can people use social media safely?	What's real and what's fake online?
	Safety in and outside the home	How do we stay safe at home?	How can people stay safe and happy at home?	Who keeps us safe?	What hazards are at home and how do we make them safe?	What keeps you safe when you go out?	How do rules and restrictions keep people safe?	What should people do in an accident or emergency?
		How do we stay safe at school?	How can people stay safe and happy out and about?	What are age restrictions and why are they important?				
	Safe Relationships	Which adults keep us safe?	What is privacy and what should be private?	Which adults are safe to talk to?	What makes a respectful relationship?	What are personal boundaries and what is consent?	What are the risks of online relationships?	How can pressure put people in danger?
		How do we play safely with friends?	What are personal boundaries?	How can people stay safe when someone talks to them online?				
	Additional Content	Safer Internet Day Tuesday, 9 February 2027 United Kingdom Safer Internet Centre X 1 week						
Health and Well Being	Physical Health	Where does our food come from?	Why are exercise and sleep good for us?	How can we stay safe in the sun?	How do exercise and sleep improve our health?	What makes a healthy diet?	How can healthy habits help us?	How do good hygiene and medical care support us?
		How do we stay clean?	What foods are good for us?	How can we stop germs from spreading?				
	Mental Health and Drug Education	What are feelings?	What are the names of different feelings?	How can people get help with their feelings?	How can feelings change over time?	How can people look after their mental health?	What support is available for mental health?	How do people manage transitions?
		When should we try new things?	What harms or helps people's bodies and minds?	What things can people do to feel better?	How do people manage difficult emotions?	How does loss impact people's emotions?	Why are smoking, vaping and alcohol harmful?	How do drugs impact people?
	Additional Content							DAART X 10 Lessons
		Children's mental health week 1 st -7 th February 2027 Children's Mental Health Week - Place2Be X 1 Week						
Theme	Topic	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Personal Development and Social Responsibility	Money	How do we pay for things?	What is money?	What do people do with their money?	How do people choose to spend their money?	What are the risks of gambling?	How do people use money sensibly?	How do people budget and look after their money?
	Additional Content		Money Matters	Making Money Choices	Money in the Modern World	Managing Money	Smart Money Decisions	Money in the Real World

			X5 lessons	X 5 lessons	X 5 Lessons	X 5 Lessons	X 5 Lessons	X 5 Lessons
	Growing and changing	What can we do when we get older?	What are the names of the different body parts?	What are the names of the different body parts?	What changes happen as we grow up?	What are my personal responsibilities as I grow up?	What happens during puberty?	What is reproduction?
								How can my identity help me in a new school?
	Respecting Ourselves and others	What can we learn about others from stories?	How are people the same and different?	How can people be kind?	How do people show respect?	How can I respectfully manage conflicts?	Why does being different make the world interesting?	How do we respectfully disagree?
		How can we be kind to ourselves and others?	What does it mean to be in a group?	What is community?	Why is diversity in a community a good thing?	Why should we respect living things?	How do stereotypes and prejudices impact people?	What is the difference between rules, rights and laws?
	Additional Content							Mini-Police X 10 weeks
		Protected Characteristics Book Curriculum						
		You Choose 	Elmer 	The Great Big Book of Families 	Just Ask 	Dogs Can't Do Ballet 	Where The Poppies Now Grow 	Julian is a Mermaid 
		Red Rockets and Rainbow Jelly 	Ten Little Pirates 	The First Sledge 	This is Our House 	King and King 	Rose Blanche 	The Whisperer 
		Blue Chameleon 	My Grandpa is Amazing 	The Odd Egg 	Two Monsters 	The Way Back Home 	How to Heal a Broken Wing 	The Arrival 
		The Family Book 	Max The Champion 	Just Because 	The New Jumper 	After The Fall 	The Island 	Love You Forever 
		Mummy, Mama and Me 	My World, Your World 	Blown Away 	Beegu 	Red 	And Tango Makes Three 	Dreams of Freedom 
		Dachy's Deaf 	My name is not refugee 	The Proudest Blue 	My Shadow is Pink 	Perfectly Norman 	Stand Up, Stand Out 	I Talk Like A River 
		Anti-racism Lessons						
		We are All Wonderful	Shine Bright, Be Proud	Be an Upstander	Be the Change	Different Together	Change Starts with Us	Make Room for All
		What Makes Me, Me?	What Makes Me Shine?	Words Can Hurt	I Am Every Good Thing	I Am Enough	My Identity, My Story	Celebrating Our Diversity
		It's OK to Be Different	Same But Different	Be an Upstander	What Makes Me, Me?	Respect for Everyone	Understanding Racism	Understanding Prejudice

		Seeing Through Someone Else's Eyes	Uniquely Me	Every Colour Matters	Understanding Race and Racism	Celebrating Diversity	Breaking the Stereotype	From Non-Racist to Anti-Racist
		Same, Different, Special	All About Us	The Upstander Superhero	Be Anti-Racist	Recognising Racism	Challenge the Stereotype	Recognising Discrimination
		All the Colours of Us	Every Shade is Beautiful	Stand Up, Speak Out	Stand Up to Racism	Our Anti-Racist Charter	Change Starts With Us	Empathy in Action
		Proud to Be Me	Kindness Stands Up	What Would You Do?	Be the Change	Together We Stand	Our Voices, Our Change	Make Room for All
	World of Work	See Careers						
Careers	Grow throughout life Grow throughout life by learning and reflecting on yourself, your background, and your strengths.	Who can help me?	Who can I trust to ask for help?	What am I good at?	What does success look like?	How can stereotypes affect careers?	What are skills?	How do challenges help you grow?
	Create Opportunities Create opportunities by being proactive and building positive relationships with others	What can I sell in my magical shop?	Can we run a shop together?	What would I like to do in the future?	Who can help me improve?	How do different jobs work together?	Which jobs might be needed in the future?	What is it like to set up a business?
	Balance life and work Balance your life as a worker and/or entrepreneur with your well-being, other interests and your involvement with your family and community	What is work and what is rest?	How can I volunteer?	What happens when you start a job?	How can I balance work at school and at home?	Why do people do different types on work?	Why do people work for charities?	How can I manage money/
	See the big picture See the big picture by paying attention to how the economy, politics, and society connect with your own life and career.	What can we learn about jobs from a story?	How are jobs in the past different to now?	How can schools and jobs protect the environment?	How does technology impact jobs?	Do stories contain accurate careers information?	How can we prevent harmful work?	How might working life change in the future?
	Explore Possibilities Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.	What jobs are there in school?	What jobs do people around me do?	Why do some jobs have uniforms?	What are career sectors?	How do subjects at school link to jobs?	What skills do people need for different jobs?	Why are qualifications important for jobs?
	Manage Career Manage your career actively, make the most of opportunities and learn from setbacks.	Do people enjoy their jobs?	Who do I look up to?	Why do we go to school?	What is a career journey?	How can I achieve a goal?	How can I make a good decision?	How can I prepare for change?
	Additional Content	Finance Education X5 lessons for each year group- Financial Education lesson suggestions.docx Enterprise Week- Autumn Term Careers Week -Summer Term						

Summary of curriculum content by year group:



2.2 Curriculum and assessment links

Guidance for schools: Provide direct links to where the school's RSHE curriculum map, policy documents and assessment information are published on the school website.

RSHE curriculum overview (website link):

PSHE/RSHE policy page (website link):

[Langold Dyscarr Community School - Relationships, Sex and Health Education](#)

Assessment and progression information (website link):

[Langold Dyscarr Community School - Relationships, Sex and Health Education.](#)

3. Working with Parents and Carers

3.1 Informing and engaging parents

Guidance for schools: Describe how the school keeps parents informed about RSHE — for example, curriculum letters, information evenings, access to materials, and how parents can raise questions or concerns.

- **How and when parents are notified of RSHE content ahead of teaching**

All parents will be notified of the content during the half term that the lessons will be delivered.

- **Opportunities for parents to view curriculum materials**

When parents are notified of the delivery date, they will also be given an opportunity to view the materials.

- **Arrangements for parent information sessions or workshops**

These will take at the beginning of the Summer Term prior to the delivery.

- How parents can raise a question or concern about RSHE

Contact the RSHE lead- Gemma Barlow.

3.2 Withdrawal from Year 6 sex education

Guidance for schools: Set out the school's local process for parents wishing to withdraw their child from any non-statutory sex education content taught in Year 6, in line with the Trust policy. Include who to contact, what happens to the child during withdrawn lessons, and the process for discussing the request with the Headteacher.

Who parents should contact to request withdrawal: Gemma Barlow or Michelle Neal

Process for discussing the request (e.g. meeting with Headteacher): Arrange a meeting with Gemma Barlow or Michelle Neal, one of the heads of school to discuss the request. Put the request in writing following the meeting.

Arrangements for the child during withdrawn lessons:

Children will be provided with appropriate worked and will spend the lesson working in an alternative class.

Timeframe for responding to withdrawal requests: Heads of school will respond to requests with 1 week of receipt of the request.

4. Other School-Specific Information

Guidance for schools: Use this section for any additional local information, contacts or procedures that support implementation of the Trust RSHE policy at this school — for example, links with the school nurse, local safeguarding arrangements, or specific SEND adaptations.

[Healthy Family Teams | Nottinghamshire Healthcare NHS Foundation Trust](#)

[Children & Young People – Mental Health Bassetlaw](#)

5. Review

Appendix last reviewed: Click or tap here to enter text.

Next review due: Click or tap here to enter text.

Reviewed by: Click or tap here to enter text.