The Societas Trust

Ellison Primary Academy

Relationships, Sex and Health Education (RSHE) Policy

(Jigsaw Version)

Reviewed and Agreed by	The Directors
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Statement of intent

At Ellison Primary Academy**,** we will provide age-appropriate relationships and health education (RHE) to all pupils as part of the academy's statutory curriculum. Our academy aims to assure parents and pupils that all aspects of RHE will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. Sensitive topics relating to RHE will be delivered in a sensitive manner as part of a whole-school approach where parents and teachers work in partnership.

RHE is compulsory in all primary schools in England. The key topics applicable for all key stages have been carefully planned in consultation with responses from parents, young people, schools and experts. Parents are given the opportunity to discuss this policy at any time and staff will be provided with accurate training and further resources to deliver lessons to pupils.

We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which is required to be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and ensures that they can talk to a trusted adult if there is anything worrying them. Health education focusses on equipping pupils with the knowledge they need to make informed decisions about their own health and ensures they receive factual information about the changes they will experience emotionally and physically during puberty.

We understand our responsibility to deliver a high quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health education (RSHE) for all our pupils. This policy sets out the framework for our RSHE curriculum, providing clarity on how it is informed, organised and delivered. Any sex education included within the curriculum consists of age-appropriate content which covers how babies are conceived and how they are born. Sex education does not go above and beyond the focus of reproduction. State-funded primary schools are also required to teach health education.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2025) 'Keeping children safe in education'

This policy operates in conjunction with the following academy policies:

- Child Protection and Safeguarding Policy
- Behavioural Policy
- SEND Policy
- Inclusion Policy
- Equality, Equity, Diversity and Inclusion Policy
- Child on Child Abuse Policy
- Pupil Confidentiality Policy
- Anti-Bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Online Safety Policy
- Visitor Policy
- School Development Plan

2. Roles and responsibilities

The Directors and Local Governing Boards are responsible for:

- Playing an active role in monitoring, developing and reviewing the policy and its implementation in school.
- Appointing a link governor for RHE who supports the school and monitors any aspects of RHE included within the SDP.
- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well-led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.
- Ensuring that all staff receive ongoing training on issues relating to PSHE and RHE and how to deliver lessons on such issues.
- Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RHE.

The headteacher is response for:

- The overall implementation of this policy.
- Ensuring adequate time on school timetable to deliver RHE as a statutory curriculum subject.
- Providing support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RHE to pupils; for example, if staff do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy and the RHE resources are available to parents beforehand.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

The PSHE subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring that staff values and attitudes will not prevent them from providing a balanced RHE in school.
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Liaising and working in partnership with parents and carers to support further conversations at home and to share the resources ahead of teaching upon request.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.
- Ensuring that the needs of vulnerable pupils are taken into consideration in designing and teaching these subjects.

The class teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

Parents are responsible for:

- Supporting their children through their personal development and the emotional and physical aspects of growing up.
- Ensuring that they are aware of curriculum content, organisation and delivery.
- Fostering an open home environment where pupils can engage, discuss and continue to learn about topics that have been taught in school.
- Liaising with the school to seek additional support if needed.

3. Organisation of the curriculum

The school understands that it is required to deliver statutory relationships education and health education, and that it has the freedom to determine how this will be taught in the context of a broad and balanced curriculum.

The school will organise the teaching of RHE:

- As part of the PSHE curriculum

For the purpose of this policy:

- "**Relationships education**" is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

- "**Health education**" is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- "**Sex education**" is defined as teaching pupils about developing healthy sexuality, and will cover issues, beyond those covered in the science and health curricula, that will be determined in response to the needs of the relevant cohort.

The relationships and health curriculum takes into account the views of teachers, pupils and parents. The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

The school is dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs. For example, if there were to be a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

The school will teach pupils the knowledge they need to recognise and report abuse, including emotional, physical and sexual abuse. Teaching will focus on ensuring pupils understand boundaries and privacy with peers, families and others, in all contexts, including online.

The school will consult with parents, pupils and staff in the following ways

- Parent Information Evening
- Newsletters and letters

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with a member of the Senior Leadership Team or the headteacher.
- Emailing office@ellison.staffs.sch.uk
- Submitting written feedback into the suggestions box in the school reception area.

4. Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of relationships and health and how important parents' views are in shaping the curriculum.

The school will consult closely with parents when reviewing the content of the school's RHE curriculum and will give them regular opportunities to voice their opinions. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be made by school. The school will permit parents access to all curriculum materials and the school will not enter into contracts with outside providers that seek to prevent parents from seeing materials.

The school will be mindful of the personal circumstances of all pupils to ensure there is no stigmatisation of based on home circumstances, support networks or family needs.

Parents are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school will work closely with parents in reviewing the sex education curriculum and will consult **annually** regarding content, organisation and delivery of the curriculum.

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum. Parents will be consulted in the review of this policy, and are encouraged to provide their views at any time.

In line with statutory guidance, parents will be given the right to request that their child be withdrawn from the additional sex education sessions delivered as part of statutory RSE, which is further outlined at section 14 of this policy.

5. Relationships education overview

Families and people who care for me

Through the curriculum, pupils with be taught:

- That families are important for them growing up safe and happy because they can provide love, security and stability.
- The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up.
- That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

1.1.1 Caring friendships

Through the curriculum, pupils will be taught:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- Skills for developing caring and kind friendships.
- That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
- The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
- How to manage conflict, and that resorting to violence is never right.
- How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

1.1.2 Respectful, kind relationships

Through the curriculum, pupils will be taught:

- How to pay attention to the needs and preferences of others, including in families and friendships – including discussions around how to balance the needs and wishes of different people in relationships and why this can be complicated.
- The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
- How to communicate effectively and manage conflict with kindness and respect.
- How to be assertive and express needs and boundaries.
- How to manage feelings, including disappointment and frustration.
- The difference between being assertive and controlling, and the difference between being kind to other people and neglecting personal needs – including opportunities to discuss such issues.
- That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different, make other choices, or have different preferences or beliefs.

- About the practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness – including opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity through developing skills and interests.
- About the different types of bullying, including online, the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative, destructive, or lead to bullying and how to challenge a stereotype.
- How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

1.1.3 Online safety and awareness

Through the curriculum, pupils will be taught:

- That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous.
- How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met.
- How to recognise harmful content or harmful contact, and how to report this.
- That there is a minimum age for joining social media sites which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
- About the importance of exercising caution about sharing any information about themselves online.
- About online risks, including that any material provided online might be circulated, and that once a picture or word has been circulated there is no way of deleting it everywhere and no control over where it ends up.
- That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

1.1.4 Being safe

By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others, including online.
- About the concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter, including online, who they do not know.
- How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
- How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard, and where to get advice, e.g. family, school or other sources.

6. Relationships education per year group

The school is free to determine, within the statutory curriculum content outlined in the 'Relationships education overview' section, what pupils are taught during each year group. We use the Jigsaw PSHE scheme of work, which is fully compliant with the DfE Statutory Relationships & Health Education Guidance 2025.

The school always considers the age and development of pupils when deciding what will be taught in each year group. The school implements a progressive curriculum, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.

Appendix 2 details how the guidance maps to the Jigsaw PSHE curriculum by year group, Unit, showing the depth and breadth of the curriculum coverage.

7. Health education overview

Health education will start with the benefits and importance of physical activity, good nutrition and sufficient sleep, and support pupils to develop emotional awareness. The academy will emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors. Care will be taken to avoid exposing pupils to concepts which are not appropriate for them.

1.1.5 General wellbeing

Through the curriculum, pupils will be taught:

- About the benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness.
- About simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- About the range and scale of emotions that they might experience in different situations.
- That worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
- How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
- How to judge whether what they are feeling, and how they are behaving, is appropriate and proportionate.
- That isolation and loneliness can affect children, and the benefits of seeking support.
- How isolation and loneliness can affect children, and the benefits of seeking support.
- That bullying, including cyberbullying, has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
- That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
- Where and how to seek support, including recognising the triggers for seeking support, extending to who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions.
- That it is common to experience mental ill health and early support can help.

1.1.6 Internet safety and harms

Through the curriculum, pupils will be taught:

- That for almost everyone the internet is an integral part of life.
- About the positive and negative aspects of the internet.
- To have discussions about how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.

- About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online one their own and others' mental and physical wellbeing.
- How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
- Why social media, some apps, computer games, and online gaming, including gambling sites, are age restricted.
- About the risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
- How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
- That abuse, bullying and harassment can take place online and that this can impact wellbeing, alongside how to seek support from trusted adults.
- How to understand the information they find online, including from search engines, and how information is selected and targeted.
- That they have rights in relation to sharing personal data, privacy and consent.
- Where and how to report concerns and get support with issues online.

1.1.7 Physical health and fitness

Through the curriculum, pupils will be taught:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school, if they are worried about their health.

1.1.8 Healthy eating

Through the curriculum, pupils will be taught:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.

- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on health.

1.1.9 Drugs, alcohol and tobacco

Pupils will be taught about the facts relating to legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This will include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

1.1.10 Health and prevention

Through the curriculum, pupils will be taught:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- About the importance of sufficient good-quality sleep for good health, the amount of sleep recommended for their age, and practical steps for improving sleep.
- About the impact of poor sleep on weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- About the facts and science relating to immunisation and vaccination, aligned with when vaccinations are offered to pupils.

1.1.11 Personal safety

Through the curriculum, pupils will be taught

- About hazards that may cause harm, injury or risk and ways to reduce risks.
- How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

1.1.12 Basic first aid

Through the curriculum, pupils will be taught:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

1.1.13 Developing bodies

By the end of primary school, pupils will know:

- About growth and other ways the body can change and develop, particularly during adolescence.
- The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples, and that all of these parts of the body are private and how to express their own boundaries around these body parts.
- The facts about the menstrual cycle, including physical and emotional changes.

8. Health education per year group

The academy is free to determine, within the statutory curriculum content outlined in 'Health education overview' section, what pupils are taught during each year group. We use the Jigsaw PSHE scheme of work, which is fully compliant with the DfE Statutory Relationships & Health Education Guidance 2025.

The academy always considers the age and development of pupils when deciding what will be taught in each year group. The academy implements a progressive curriculum, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school. Appendix 2 details how the guidance maps to the Jigsaw PSHE curriculum by year group, Unit, showing the depth and breadth of the curriculum coverage.

Sex education

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

The academy is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our academy, we do teach pupils sex education beyond what is required of the science curriculum. We use the Jigsaw PSHE scheme of work, which is fully compliant with the DfE Statutory Relationships & Health Education Guidance 2025.

Parents are fully consulted in the organisation and delivery of our sex education curriculum, in accordance with the 'Organisation of the curriculum' and 'Consultation with parents' sections of this policy. Parents are given the opportunity to advise on what should be taught through sex education.

The age and development of pupils is always considered when delivering sex education. Appendix 2 details how the guidance maps to the Jigsaw PSHE curriculum by year group, Unit, showing the depth and breadth of the curriculum coverage.

Delivery of the curriculum

The relationships and health curriculum will be delivered as part of our **PSHE curriculum**.

The academy will ensure that keeping children safe and preventative education remain at the heart of PSHE subjects.

Sex education will be delivered through the **science curriculum** and the **PSHE curriculum**.

Through effective organisation and delivery of the subject, the academy will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional development. The academy will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

Opportunities to teach safeguarding

Further to the prescribed curriculum for RHE, teaching will focus on safeguarding and preventative education

The academy will ensure that, as part of relationships education, pupils are taught about how to keep themselves and others safe, including online.

Education will be tailored to the specific needs and vulnerabilities of individual pupils whilst taking account of pupils who may be victims of abuse and pupils who have SEND.

Preventative education will be adopted as a whole-school approach that prepares pupils for life in modern Britain and creates a zero-tolerance culture for sexism, misogyny/misandry, homophobia, biphobic and sexual violence or harassment.

The academy will have a clear set of values and standards which will be underpinned by the Behaviour Policy and pastoral support system, as well as by a planned programme of evidence based RHE curriculum.

The teaching of safeguarding and preventative education will be fully inclusive and developed to be age and stage of development appropriate.

1.1.14 Curriculum organisation

Pupils will receive their entitlement for learning PSHE through a spiral curriculum which demonstrates progression. The RHE programme is delivered through a variety of opportunities including:

- Designated PSHE time as part of a spiral curriculum

- Use of external agencies and/or services
- Circle Time
- School ethos
- Small group work
- Cross curricular links
- Assemblies
- Enrichment days and weeks
- Residential trips

1.1.15 Equality

The academy will comply with relevant requirements of the Equality Act 2010, including the Public sector equality duty when teaching RSHE.

The academy will ensure topics in RSHE are taught in a way which does not discriminate against pupils or amount to harassment.

Pupils will understand the importance of equality and respect, and learn about the law relating to the protected characteristics by the end of their secondary education.

The Law

It is important for pupils to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. The school curriculum will include teaching pupils about a range of important facts, including, but not limited to, the rules regarding personal information, pictures, videos and other material using technology. This will help pupils to identify what is right and wrong in law, but it can also be useful in providing a good foundation of knowledge for deeper discussion about all types of relationships.

Pupils will be made aware of the relevant legal provisions when relevant topics are being taught, including but not limited to:

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, FGM, 'virginity testing' and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour.
- The Online Safety Act.

- Online behaviours including image and information sharing, “sexting,” youth-produced sexual imagery, nudes, etc., including AI-generated sexual imagery and deepfakes.
- Pornography
- Abortion
- Protected characteristics – age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation
- Alcohol, smoking, vaping and nicotine products and illicit drug use
- Gambling
- Carrying knives and weapons
- Extremism and radicalisation
- Grooming or exploiting children into criminal activity, which can include gang involvement and county lines drug running
- Hate crimes
- The age of criminal responsibility
- Medical consent, Gillick competence and parental responsibility

1.1.16 LGBTQ+ content

The academy will teach LGBTQ+ topics as part of a broad and inclusive RSHE curriculum which promotes equality, respect and dignity for all. Pupils will learn about protected characteristics, including sexual orientation and gender reassignment, and will be supported to understand different types of healthy, stable relationships, including same-sex relationships, in an integrated and age-appropriate way.

1.1.17 Religion and belief

RSHE in the academy will be delivered sensitively, taking account of the religious backgrounds of pupils and ensuring compliance with the Equality Act 2010, including recognising religion or belief as a protected characteristic.

Where topics are contentious, the academy will support balanced discussion and debate, and will be clear when teaching reflects religious belief rather than statutory guidance or wider factual content.

1.1.18 Pupils with SEND

The academy will develop and deliver RSHE in a way that is accessible for pupils with SEND and will support them to prepare for adulthood, in line with the SEND Code of Practice (0 to 25 years).

The academy will recognise that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other related risks. RSHE will therefore be particularly important for these pupils, including those with social, emotional and mental health needs or learning disabilities, and teaching will be planned to provide appropriate support, safeguarding, and opportunities to build understanding and confidence.

1.1.19 Addressing sexual harassment and sexual violence

The academy will address sexual harassment and sexual violence through a planned RSHE curriculum that promotes kindness, care and respect in all relationships and makes clear that harmful behaviour is never acceptable.

Teaching will emphasise boundaries, consent, respectful communication and awareness of power dynamics, while supporting pupils to recognise risk, seek help and report concerns.

The academy will ensure learning is accessible for all pupils, including those with SEND who may be more vulnerable to abuse, exploitation or bullying, and will use safeguarding procedures and sensitive teaching approaches to create a safe and supportive environment for discussion.

1.1.20 Dealing with difficult questions

The academy will ensure that staff delivering RSHE will feel confident and supported to lead lessons and respond appropriately to pupils' questions.

The academy will recognise that where a member of staff does not feel confident leading discussion, this may affect pupils' engagement and learning.

The academy will provide regular professional development to support effective delivery of RSHE, including training on confidentiality, establishing ground rules, handling sensitive or controversial issues, and responding to awkward or difficult questions.

Pupils may ask questions that go beyond the RSHE curriculum content covered by the academy, or that relate to sex education from which they have been withdrawn. In these situations, the academy will ensure that staff will respond in a way that supports the pupil and maintains an appropriate learning environment. Where staff feel a question is not suitable to address in class, they may defer it and seek advice from the RSHE subject leader or the safeguarding lead.

Where appropriate, pupils may be encouraged to speak with their parents/carers or a trusted adult, and the academy will signpost to internal or external support services when needed. The academy will recognise that unanswered questions may lead pupils to seek information from unreliable or inappropriate sources, including online, and will ensure that staff will receive guidance and training on how to handle such situations safely and sensitively.

If a pupil asks a question or makes a comment that raises a safeguarding concern, the academy will respond in line with its Child Protection and Safeguarding Policy. Staff will not promise confidentiality and will explain, where appropriate, that they may need to share information with the DSL in order to keep the pupil safe. Any concern, disclosure or indication

that a pupil may be at risk of harm (including sexual abuse, exploitation, harmful sexual behaviour, or self-harm) will be reported to the DSL without delay and recorded in accordance with the academy's safeguarding policy. Staff will follow the academy's child protection and safeguarding procedures at all times.

9. Working with external experts

The academy may invite guest speakers into school to talk on issues related to RHE, e.g. an expert or experienced health professional who can challenge pupil's perceptions. A teacher will be present throughout these lessons.

Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it. All resources used by guest speakers will be available to parents to view prior to lesson delivery.

Before delivering the session, the academy will:

- Ensure the lesson the external expert has planned fits with the academy's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- Agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

10. Equality and accessibility

The academy understands its responsibilities in relation to the Equality Act 2010; specifically, that it must not unlawfully discriminate against any pupil based on their protected characteristics.

The academy is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The academy will ensure that RHE programme is inclusive, and caters to the needs, of pupils with SEND or other support needs, such as those with SEMH needs.

Teachers will understand that they may need to adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other support needs.

Provisions under the Equality Act 2010 allow our academy to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group

because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence of sexual harassment.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the academy implements a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which sets out expectations of pupils.

The academy understands that RHE may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the academy encourages staff to approach their line manager or the wellbeing lead to discuss this.

11. Curriculum links

The academy seeks opportunities to draw links between RHE and other curriculum subjects wherever possible to enhance pupils' learning. RHE will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

12. Right to request withdrawal from sex education

The academy will always recognise that parents have the right to have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. The academy will uphold that parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

The headteacher will automatically grant a request to withdraw a pupil from sex education, other than content that is taught as part of the science curriculum.

Pupils who are withdrawn from sex education will receive appropriate, purposeful education during the full period of withdrawal.

Parents will not have the right to withdraw their children from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

13. Behaviour

The academy aims to foster a culture based on mutual respect and understanding for one another, and as such, has a zero-tolerance approach to bullying. Any bullying incidents caused as a result of the RHE programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the academy. Any occurrence of these incidents will be reported to a member of academy staff, who will then discipline the pupil once they are on school premises. These incidents will be dealt with following the processes in our Behaviour Policy and Anti-bullying Policy.

The headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

14. Staff training

All staff members at the academy will undergo training on an annual basis to ensure they are up-to-date with the RHE programme and associated issues. Members of staff responsible for teaching the subjects will undergo further training on an annual basis, led by the RHE subject leader, to ensure they are fully equipped to teach the subjects effectively.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

15.Confidentiality

The academy will aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the academy's Child Protection and Safeguarding Policy should be followed.

Pupils will be informed prior to delivery of RHE lessons that confidentiality will remain unless academy staff feel that a child is at risk of harm. This information will need to be passed on to the DSL and the pupils will be informed of the procedure. Staff who breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the academy's Disciplinary Policy and Procedure.

16. Quality of education

The RHE subject leader is responsible for monitoring the quality of teaching and learning for the subjects. They will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

The RHE subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects. They will also work regularly and consistently with the headteacher and RHE link governor, e.g. through termly review meetings, to evaluate the effectiveness of the subjects and implement any changes.

19. Appendix 1: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

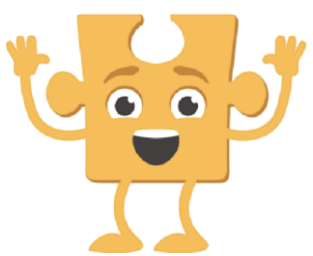
TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

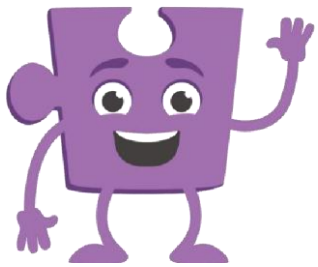
JIGSAW 3-11 AND STATUTORY

RELATIONSHIPS & HEALTH EDUCATION

Jigsaw PSHE is fully compliant with the DfE Statutory Relationships & Health Education Guidance 2025. This document maps the guidance to Jigsaw PSHE 3-11 by Year Group and Puzzle (unit of work) showing the depth and breadth of the curriculum coverage.

The numbers in the boxes refer to the lesson in that Puzzle (unit) that contributes most to the specific statutory outcome.







RELATIONSHIPS EDUCATION By the end of Primary, pupils should know:		Year 1 (5-6)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
FAMILIESANDPEOPLE WHOCAREFORME	F1: That families are important for children growing up safe and happy because they can provide love, security and stability.					1	2, 4
	F2: The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.				4	1	2
	F3: That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.					1, 6	
	F4: That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.					1, 6	2
	F5: That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.						
	F6: How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.					3	
CARINGFRIENDHIPS	CF 1: How important friendships are in making us feel happy and secure, and how people choose and make friends.		5			2, 3, 6	
	CF 2: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.		5, 6			2, 3, 6	
	CF 3: That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.		5			2, 3	
	CF 4: The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.		5, 6			2, 3, 6	
	CF 5: That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened		5			2, 3, 5	
	CF 6: How to manage conflict, and that resorting to violence is never right.	3	3, 4, 6			3	
	CF 7: How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.		3, 4, 6			2, 3	

RELATIONSHIPS EDUCATION By the end of Primary, pupils should know:		Year 1 (5-6)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
RESPECTFUL,KINDRELATIONSHIPS	RKR 1: How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	1, 3, 6	3, 4, 5	3		3, 5	
	RKR 2: The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	2, 6				2, 3	
	RKR 3: How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.	1, 2, 5	1, 2, 6				
	RKR 4: Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.	2	3			3	
	RKR 5: That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.	2, 3	1, 2, 3, 4, 5, 6			2, 3	
	RKR 6: practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships	2, 3, 6	3, 4, 5	3		2, 3, 5	
	RKR 7: The conventions of courtesy and manners.	2, 3, 6	1, 2	3		3	
	RKR 8: The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.	2, 4	6	1, 2, 4, 5, 6		5	5, 6
	RKR 9: The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.		3, 4, 6				
	RKR 10: What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.						
	RKR 11: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.		3, 4, 5		5	2, 3, 4	4, 6

RELATIONSHIPS EDUCATION By the end of Primary, pupils should know:		Year 1 (5-6)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
ONLINESAFETYANDAWARENSS	OSA 1: That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.					3 (face-to-face as foundation)	
	OSA 2: How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.					4 (face-to-face as foundation)	
	OSA 3: That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.						
	OSA 4: The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.						
	OSA 5: Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.						
	OSA 6: That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.						
BEINGSAFE	BS 1: What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.		3, 4			3	4
	BS 2: The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.					3	4
	BS3: That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.					3	4
	BS 4: How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.					3, 4	

RELATIONSHIPS EDUCATION By the end of Primary, pupils should know:		Year 1 (5-6)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
BEINGSAFE	BS 5: How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.		3, 4				
	BS 6: How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.					4	4
	BS 7: How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.		3, 4			3, 4	4, 6

SEX EDUCATION – NON-STATUTORY		Year 1 (5-6)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
SEX EDUCATION	Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science.						
	Primary schools should consult parents about the content of anything that will be taught within sex education. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education.						

HEALTH EDUCATION		Year 1 (5-6)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
GENERAL WELL BE ING	GW 1: The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	1		5	1, 2, 4, 6		
	GW 2: The importance of promoting general wellbeing and physical health.			5	1, 2, 3, 4, 6		

HEALTH EDUCATION		Year 1 (5-6)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
GENERALWELLBEING	GW 3: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.		3, 4, 5	1, 2, 3, 4, 5, 6	5, 6	2, 5	5, 6
	GW 4: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	1, 4, 5	3, 4, 5	1, 2, 3, 4, 5, 6	5, 6	2, 3, 4, 5, 6	4, 5, 6
	GW 5: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	4	4, 5	1, 5, 6	4, 5	2, 3, 4	4, 5, 6
	GW 6: That isolation and loneliness can affect children, and the benefits of seeking support.		3, 4, 5	6		2	
	GW 7: That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.		3, 4, 6				
	GW 8: That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.						1, 3, 5, 6
	GW 9: Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).		3, 4, 5, 6		5	3, 4	6
	GW 10: That it is common to experience mental health problems, and early support can help.					5	
WELLBEING ONLINE	WO 1: That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.						
	WO 2: Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.						

HEALTH EDUCATION		Year 1 (5-6)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
WELLBEINGONLINE	WO 3: The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.						
	WO 4: How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.						
	WO 5: Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.						
	WO 6: The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.						
	WO 7: How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.						
	WO 8: That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.						
	WO9: How to understand the information they find online, including from search engines, and know how information is selected and targeted.						
	WO10: That they have rights in relation to sharing personal data, privacy and consent.						
	WO 11: Where and how to report concerns and get support with issues online.						
	PHF 1: The characteristics and mental and physical benefits of an active lifestyle.			5	1, 2, 6		
	PHF 2: The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.			5	1, 2, 6		
	PHF 3: The risks associated with an inactive lifestyle, including obesity.				1, 2		

PHYSICAL HEALTH AND FITNESS	PHF 4: How and when to seek support including which adults to speak to in school if they are worried about their health.				4		
HEALTH EDUCATION		**Year 1 (5-6)**					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
HEALTH EATING	HE 1: What constitutes a healthy diet (including understanding calories and other nutritional content).				1, 2, 6		
	HE 2: Understanding the importance of a healthy relationship with food.				2		
	HE 3: The principles of planning and preparing a range of healthy meals.						
	HE 4: The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).				1		
DRUGS, ALCOHOL, TOBACCO AND VAPING	DATV 1: The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.				3, 4		
	HP 1: How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.						
	HP 2: About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.				2, 6		
	HP 3: The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.			5	1, 2, 6		

HEALTHANDPREVENTION	HP 4: About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.				1, 2, 3, 6		
	HP 5: About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing				1, 2, 4, 6		
	HP 6: The facts and scientific evidence relating to vaccination and immunisation						

HEALTH EDUCATION		Year 1 (5-6)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PERSONAL SAFETY	PS 1: About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.				4, 5	4	
	PS 2: How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.				5	5	
BASIC FIRSTAID	BFA 1: How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.						
	BFA 2: Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.						
	DB 1: About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.						1, 2, 3, 4, 5, 6

DEVELOPINGBODIES	DB 2: The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.						4
	DB 3: The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.						

RELATIONSHIPS EDUCATION By the end of Primary, pupils should know:		Year 2 (6-7)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
FAMILIESANDPEOPLE WHOCAREFORME	F1: That families are important for children growing up safe and happy because they can provide love, security and stability.		6		4, 5	1, 5, 6	2, 5
	F2: The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.				4, 5	1, 6	2
	F3: That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.					1	2
	F4: That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.					1, 5, 6	
	F5: That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.					1	5

	F6: How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.					1	5
CARINGFRIENDHIPS	CF 1: How important friendships are in making us feel happy and secure, and how people choose and make friends.	6	6			3, 5, 6	
	CF 2: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.	2, 6	5			3, 6	
	CF 3: That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.		4				
	CF 4: The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.	2	6			4, 5, 6	
	CF 5: That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened		6			3	
	CF 6: How to manage conflict, and that resorting to violence is never right.					2, 3, 4	5
	CF 7: How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.		3, 6			2, 3, 4, 5	5

RELATIONSHIPS EDUCATION **By the end of Primary, pupils should know:**		**Year 2 (6-7)**					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	RKR 1: How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	1, 2, 3, 4, 5, 6	4, 6	4, 5, 6		1, 2, 3, 5, 6	
	RKR 2: The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	3, 4, 5, 6				2, 3, 4, 5, 6	5
	RKR 3: How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.	2, 3, 6	4	6		2, 3, 6	5
	RKR 4: Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.	2, 6	3, 4			2, 4, 6	5

RESPECTFUL,KINDRELATIONSHIPS	RKR 5: That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.	2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	4, 5, 6		2, 3, 4, 5, 6	5
	RKR 6: practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships	5, 6	4, 5, 6	3, 4		2, 3	5
	RKR 7: The conventions of courtesy and manners.	1, 2, 4, 5, 6	1, 2, 4	4, 5, 6		2, 6	
	RKR 8: The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.	5	1, 2, 5	1, 2, 3, 4, 6		2	2, 3, 4, 5, 6
	RKR 9: The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.		3, 4, 6			4	
	RKR 10: What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.		1, 2, 3, 5, 6				2, 4
	RKR 11: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	1	4, 6		5	1, 2, 3, 4, 5, 6	4, 5

RELATIONSHIPS EDUCATION **By the end of Primary, pupils should know:**		**Year 2 (6-7)**					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	OSA 1: That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.		3			4, 5, 6	
	OSA 2: How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.					5, 6	

ONLINESAFETYANDAWARENSS	OSA 3: That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.						
	OSA 4: The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.					4, 5	
	OSA 5: Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.						
	OSA 6: That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.						
BEINGSAFE	BS 1: What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	2	3, 4, 5			2, 3, 4, 6	5
	BS 2: The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.					2, 4, 5, 6	4, 5
	BS3: That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.					2, 6	4, 5
	BS 4: How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.					2, 4, 5	5
	BS 5: How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.					1, 2, 5, 6	5

RELATIONSHIPS EDUCATION **By the end of Primary, pupils should know:**		**Year 2 (6-7)**					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	BS 6: How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.					2, 4, 5, 6	5, 6

BEING SAFE	BS 7: How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	1	4		4, 5	1, 2, 3, 4, 5, 6	4, 5, 6

SEX EDUCATION – NON-STATUTORY		Year 2 (6-7)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
SEX EDUCATION	Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science.						
	Primary schools should consult parents about the content of anything that will be taught within sex education. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education.						

HEALTH EDUCATION		Year 2 (6-7)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
GENERAL WELLBEING	GW 1: The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.			1, 2, 3, 4, 5, 6	2, 4, 5, 6		
	GW 2: The importance of promoting general wellbeing and physical health.			2, 4, 5	2, 4, 6		
	GW 3: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	1	3, 5, 6	1, 2, 3, 4, 5, 6	3, 4, 5	1, 2, 3, 5, 6	2, 3, 5, 6

HEALTH EDUCATION	Year 2 (6-7)					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

GENERALWELLBEING	GW 4: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	1	1, 3, 5, 6	1, 2, 3, 6	3, 4	3, 4, 5, 6	1, 2, 3, 4, 5, 6
	GW 5: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate		3, 4	2, 5, 6	3, 4, 5	2, 3, 4, 6	1, 2, 3, 4, 5, 6
	GW 6: That isolation and loneliness can affect children, and the benefits of seeking support.		4				
	GW 7: That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.		3, 4, 6				
	GW 8: That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.	1					1, 2, 3, 6
	GW 9: Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	1	4, 6			1, 3, 6	5, 6
	GW 10: That it is common to experience mental health problems, and early support can help.	1					
WELLBEINGONLINE	WO 1: That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.						
	WO 2: Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.		4				
	WO 3: The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.						
	WO 4: How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.		4				
	WO 5: Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.						
	WO 6: The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.						

HEALTH EDUCATION	Year 2 (6-7)					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

WELLBEINGONLINE	WO 7: How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.		3, 4			4, 5, 6	
	WO 8: That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.						
	WO9: How to understand the information they find online, including from search engines, and know how information is selected and targeted.					4	
	WO10: That they have rights in relation to sharing personal data, privacy and consent.					5	
	WO 11: Where and how to report concerns and get support with issues online.		4			5	
PHYSICALHEALTH ANDFITNESS	PHF 1: The characteristics and mental and physical benefits of an active lifestyle.			5	4		
	PHF 2: The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.			5			
	PHF 3: The risks associated with an inactive lifestyle, including obesity.			2, 5			
	PHF 4: How and when to seek support including which adults to speak to in school if they are worried about their health.				5	4	
HEALTH EATING	HE 1: What constitutes a healthy diet (including understanding calories and other nutritional content).			2, 5	1, 2, 6		
	HE 2: Understanding the importance of a healthy relationship with food.			2, 5	1, 2		
	HE 3: The principles of planning and preparing a range of healthy meals.			2	1, 2		
	HE 4: The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).				1, 2		

HEALTH EDUCATION		Year 2 (6-7)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
DRUGS, ALCOHOL, TOBACCO AND VAPING	DATV 1: The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.				5		
HEALTHANDPREVENTION	HP 1: How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.				5	4	
	HP 2: About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.						
	HP 3: The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.			2, 5			
	HP 4: About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.			2	2		
	HP 5: About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing			2, 5	2, 6		4
	HP 6: The facts and scientific evidence relating to vaccination and immunisation						
PERSONAL SAFETY	PS 1: About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.				3, 4, 5, 6		
	PS 2: How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	4			4		
BASIC FIRSTAID	BFA 1: How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.						
	BFA 2: Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.				3		

HEALTH EDUCATION		Year 2 (6-7)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
DEVELOPINGBODIES	DB 1: About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.						1, 2, 3, 6
	DB 2: The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.						1, 2, 4, (5 skills)
	DB 3: The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.						

RELATIONSHIPS EDUCATION By the end of Primary, pupils should know:		Year 3 (7-8)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
FAMILIESANDPEOPLE WHOCAREFORME	F1: That families are important for children growing up safe and happy because they can provide love, security and stability.		1			1, 6	1, 5, 6
	F2: The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	2	1			1, 6	1, 5, 6
	F3: That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.		1			1, 5, 6	1
	F4: That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.		1			1, 6	1
	F5: That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.		1				

	F6: How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.		1, 2				5
CARINGFRIENDHIPS	CF 1: How important friendships are in making us feel happy and secure, and how people choose and make friends.	5, 6	6			2, 6	
	CF 2: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.	5, 6, 4	3, 4, 5			2, 6	
	CF 3: That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.	3, 4, 6	5			2, 5	
	CF 4: The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.	3, 4	6			2, 6	
	CF 5: That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened	4	5, 6			2, 6	
	CF 6: How to manage conflict, and that resorting to violence is never right.	4	2, 4, 5, 6			2	
	CF 7: How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	4	2, 3, 4, 6			2	

RELATIONSHIPS EDUCATION **By the end of Primary, pupils should know:**		**Year 3 (7-8)**					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	RKR 1: How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	1, 3, 4, 5, 6	6	3, 4, 5, 6		1, 2, 6	5, 6
	RKR 2: The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	3, 4, 6	5, 6			2	
	RKR 3: How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.	1, 3, 4	2, 3, 4, 5, 6	3, 5, 6		2, 6	5, 6
	RKR 4: Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.	4, 6	6			2, 5	

RESPECTFUL,KINDRELATIONSHIPS	RKR 5: That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.	2, 3, 5, 6	1, 2, 3, 4, 5, 6	1, 2		4, 5, 6	5
	RKR 6: practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships	3	5, 6	3, 5, 6		2, 6	5
	RKR 7: The conventions of courtesy and manners.	1, 3, 5, 6	5, 6			2, 6	
	RKR 8: The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.	1	2, 3	1, 2, 5, 6		4, 5, 6	2, 6
	RKR 9: The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.		2, 4, 5			3	
	RKR 10: What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.		1, 5	2,		1, 4	5, 6
	RKR 11: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	2	1, 2, 4, 5, 6			1, 3, 5	

RELATIONSHIPS EDUCATION	**Year 3 (7-8)**					
By the end of Primary, pupils should know:	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
OSA 1: That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.	4	3			2, 3, 6	
OSA 2: How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.				(P5 scenarios)	3, 4	

ONLINESAFETYANDAWARENSS	OSA 3: That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.					3	
	OSA 4: The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.				(P5 scenarios)	3	
	OSA 5: Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.	2			(P5 scenarios)		
	OSA 6: That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.		4	1		3	
BEINGSAFE	BS 1: What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	4, 6	5		5	2, 3, 6	
	BS 2: The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.		2			3	2, 3, 4
	BS3: That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.						2, 3, 4
	BS 4: How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.		2		(P5 scenarios)	3	
	BS 5: How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.		2		5		

RELATIONSHIPS EDUCATION By the end of Primary, pupils should know:		Year 3 (7-8)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
BEING SAFE	BS 6: How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.		2, 3, 4, 5		3	3, 5	2, 3, 4
	BS 7: How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.		2, 3, 4, 5		4, 5	1, 5	2, 3, 4

SEX EDUCATION – NON-STATUTORY		Year 3 (7-8)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
SEX EDUCATION	Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science.						
	Primary schools should consult parents about the content of anything that will be taught within sex education. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education.						

HEALTH EDUCATION		Year 3 (7-8)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
GENERAL WELLBEING	GW 1: The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.		3	3, 4, 5	1, 2, 5, 6	5, 6	
	GW 2: The importance of promoting general wellbeing and physical health.	1, 2, 3, 5		1, 3, 4, 5	1, 2, 5, 6	6	4, 6
	GW 3: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	1, 2, 3, 4, 5, 6	1, 2, 3, 6	1, 2, 6	3, 4, 5	1, 2, 3, 6	1, 2, 4, 5, 6
	GW 4: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	1, 2, 3, 4, 5	1, 3, 5, 6	1,2, 5, 6	3, 4, 5	2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6

HEALTH EDUCATION		Year 3 (7-8)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
GENERALWELLBEING	GW 5: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	1, 4	2, 3, 4, 5, 6	1, 2, 6	3, 4, 5	2, 4	2, 5
	GW 6: That isolation and loneliness can affect children, and the benefits of seeking support.	4, 5	1, 2, 5			2, 5	
	GW 7: That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.		1, 3, 4, 5				
	GW 8: That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.						2, 3, 6
	GW 9: Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	2, 3	2, 3, 4, 5, 6		3, 4, 6	3, 5	3, 4, 5, 6
	GW 10: That it is common to experience mental health problems, and early support can help.						
WELLBEINGONLINE	WO 1: That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.		2			3, 6	
	WO 2: Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.		3			3, 6	
	WO 3: The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.						
	WO 4: How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	4					

HEALTH EDUCATION		Year 3 (7-8)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
WELLBEINGONLINE	WO 5: Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.					3	
	WO 6: The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.					3	
	WO 7: How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.					3, 4	
	WO 8: That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.		3			3	
	WO9: How to understand the information they find online, including from search engines, and know how information is selected and targeted.					3, 4	
	WO10: That they have rights in relation to sharing personal data, privacy and consent.					3	
	WO 11: Where and how to report concerns and get support with issues online.				5	3	
PHYSICALHEALTH ANDFITNESS	PHF 1: The characteristics and mental and physical benefits of an active lifestyle.				1, 2, 5, 6		
	PHF 2: The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.			4, 5	1, 2, 6		
	PHF 3: The risks associated with an inactive lifestyle, including obesity.				1, 2, 6		
	PHF 4: How and when to seek support including which adults to speak to in school if they are worried about their health.				2, 4		

HEALTH EDUCATION		Year 3 (7-8)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
HEALTHEATING	HE 1: What constitutes a healthy diet (including understanding calories and other nutritional content).				1, 2, 4, 6		
	HE 2: Understanding the importance of a healthy relationship with food.				2, 4, 6		
	HE 3: The principles of planning and preparing a range of healthy meals.				1, 2, 4, 6		
	HE 4: The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).				1, 2, 4, 6		
DRUGS ALCOHOL TOBACCO VAPING	DATV 1: The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.				3, 6		
HEALTHANDPREVENTION	HP 1: How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.				2,		
	HP 2: About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.						
	HP 3: The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.						
	HP 4: About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.				2		4
	HP 5: About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing						4, 6
	HP 6: The facts and scientific evidence relating to vaccination and immunisation						

HEALTH EDUCATION		Year 3 (7-8)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PERSONAL SAFETY	PS 1: About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.			5	3, 4, 5, 6		
	PS 2: How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.			5	4, 5, 6		
BASIC FIRSTAID	BFA 1: How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.				4, 6		
	BFA 2: Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.						
DEVELOPINGBODIES	DB 1: About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.						1, 2, 3, 4, 6
	DB 2: The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.						2, 3, 4
	DB 3: The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.						4

RELATIONSHIPS EDUCATION By the end of Primary, pupils should know:		Year 4 (8-9)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
FAMILIESANDPEOPLE WHOCAREFORME	F1: That families are important for children growing up safe and happy because they can provide love, security and stability.				1, 6	2, 6	1, 4, 6
	F2: The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.				5. 6	2, 3, 6	4, 6
	F3: That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.					6	1, 3, 4
	F4: That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.				1	2, 6	3, 4
	F5: That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.					5	4
	F6: How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.						4
CARINGFRIENDHIPS	CF 1: How important friendships are in making us feel happy and secure, and how people choose and make friends.	1	3, 6		1, 5	4, 6	
	CF 2: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.	1	3, 6		2, 5, 6	4, 5, 6	
	CF 3: That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.				1	1, 3, 4, 5,	
	CF 4: The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.	1	3, 6		1, 2, 4, 5, 6	1, 4, 5, 6	
	CF 5: That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened					1, 4	
	CF 6: How to manage conflict, and that resorting to violence is never right.	5	3, 4		2, 5, 6	1, 4	
	CF 7: How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.		3, 4		1, 2, 4, 5, 6	1, 4	

RELATIONSHIPS EDUCATION By the end of Primary, pupils should know:		Year 4 (8-9)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
RESPECTFUL,KINDRELATIONSHIPS	RKR 1: How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	1, 3, 4, 5, 6	1, 2, 6	6	2	1, 4, 6	4
	RKR 2: The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	5, 6	3		2, 4, 5, 6	4, 5, 6	
	RKR 3: How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.	4, 5, 6	2, 3	2, 3, 4, 5, 6	2, 4, 5, 6	1, 2, 4	4
	RKR 4: Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.	3, 5	3, 4		2, 4, 5, 6	1, 4	
	RKR 5: That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.	2, 3, 4, 6	2, 3, 4, 5		5, 6	1, 4, 5, 6	4, 6
	RKR 6: practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships	1, 5	3	3		1, 2, 4, 6	4, 6
	RKR 7: The conventions of courtesy and manners.	1, 4	5	5, 6		4	
	RKR 8: The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.	3, 4, 6	2, 5, 6	1, 3, 4, 5, 6	1, 3		1
	RKR 9: The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.		1, 3, 4		5		
	RKR 10: What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.		1, 2, 6				
	RKR 11: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	2	2, 3, 4		2, 3, 4, 5, 6	1, 2	3, 5, 6

RELATIONSHIPS EDUCATION By the end of Primary, pupils should know:		Year 4 (8-9)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
ONLINESAFETYANDAWARENSS	OSA 1: That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.		3, 4		6	4	
	OSA 2: How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.		2, 3, 4		6		5
	OSA 3: That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.				6		
	OSA 4: The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.		4		1		
	OSA 5: Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.		4				
	OSA 6: That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.		1, 4				5
BEINGSAFE	BS 1: What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	5	4		1, 2, 3, 4, 5, 6	4, 5	
	BS 2: The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.						2, 3
	BS3: That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.						2, 3
	BS 4: How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.	2	4				3

	BS 5: How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.				4, 5, 6		

RELATIONSHIPS EDUCATION By the end of Primary, pupils should know:		Year 4 (8-9)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
BEING SAFE	BS 6: How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.		3, 4		2, 5		
	BS 7: How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.		1, 3, 4		2, 3, 4, 5, 6		2, 3, 4, 6

SEX EDUCATION – NON-STATUTORY		Year 4 (8-9)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
SEX EDUCATION	Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science.						
	Primary schools should consult parents about the content of anything that will be taught within sex education. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education.						

HEALTH EDUCATION		Year 4 (8-9)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
GENERAL WELLBEING	GW 1: The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.			6		4, 6	1, 3
	GW 2: The importance of promoting general wellbeing and physical health.	6		6	4		
	GW 3: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	1, 4	1, 3, 4, 6	2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	2, 3, 4, 5, 6

HEALTH EDUCATION		Year 4 (8-9)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
GENERALWELLBEING	GW 4: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	1, 4	1, 2, 3, 4, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	2, 3, 4, 5, 6
	GW 5: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	4	1, 2, 3, 4, 5	2, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 3, 4, 5	4, 5, 6
	GW 6: That isolation and loneliness can affect children, and the benefits of seeking support.		6		1, 6	1	
	GW 7: That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.		1, 3, 4, 6		5, 6		
	GW 8: That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.		6	2		1, 2, 3	3, 4, 5, 6
	GW 9: Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	2	1, 4	1, 2	1, 4, 5, 6	1, 2, 4	2, 3, 4, 5, 6

	GW 10: That it is common to experience mental health problems, and early support can help.				4		
WELLBEINGONLINE	WO 1: That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.		2, 3, 4	2			
	WO 2: Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.		3		6	1, 4	
	WO 3: The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.		4	2			
	WO 4: How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.		3, 4		6		

HEALTH EDUCATION		Year 4 (8-9)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
WELLBEINGONLINE	WO 5: Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.						
	WO 6: The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.		4			4	
	WO 7: How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.		2, 4		3	1	5, 6
	WO 8: That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.		3, 4		6		
	WO9: How to understand the information they find online, including from search engines, and know how information is selected and targeted.				3		

	WO10: That they have rights in relation to sharing personal data, privacy and consent.		4		1		
	WO 11: Where and how to report concerns and get support with issues online.		3, 11		6		
PHYSICAL HEALTH AND FITNESS	PHF 1: The characteristics and mental and physical benefits of an active lifestyle.						
	PHF 2: The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.						
	PHF 3: The risks associated with an inactive lifestyle, including obesity.						
	PHF 4: How and when to seek support including which adults to speak to in school if they are worried about their health.				4, 5		

HEALTH EDUCATION		Year 4 (8-9)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
HEALTH EATING	HE 1: What constitutes a healthy diet (including understanding calories and other nutritional content).						
	HE 2: Understanding the importance of a healthy relationship with food.						
	HE 3: The principles of planning and preparing a range of healthy meals.						
	HE 4: The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).						
DRUGS, ALCOHOL, TOBACCO AND VAPING	DATV 1: The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.				3, 4, 5, 6		
	HP 1: How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.						

HEALTHANDPREVENTION	HP 2: About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.						
	HP 3: The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.						
	HP 4: About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.						
	HP 5: About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing						
	HP 6: The facts and scientific evidence relating to vaccination and immunisation						

HEALTH EDUCATION		Year 4 (8-9)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PERSONAL SAFETY	PS 1: About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.				2		
	PS 2: How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.				2, 4, 5, 6		
BASIC FIRST AID	BFA 1: How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.				2		
	BFA 2: Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.						
	DB 1: About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.					5	1, 2, 3, 6

DEVELOPINGBODIES	DB 2: The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.						2
	DB 3: The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.						2, 3

RELATIONSHIPS EDUCATION By the end of Primary, pupils should know:		Year 5 (9-10)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
FAMILIESANDPEOPLE WHOCAREFORME	F1: That families are important for children growing up safe and happy because they can provide love, security and stability.		1				4
	F2: The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.				6	5	4, 6
	F3: That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	2, 3, 6	1, 2, 5, 6	4			
	F4: That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.				6	1	4, 6
	F5: That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.						4
	F6: How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.					5	
	CF 1: How important friendships are in making us feel happy and secure, and how people choose and make friends.		3		4, 6		

CARINGFRIENDHIPS	CF 2: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.	6	2, 6		4, 6	2	5
	CF 3: That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.	6	3			1	
	CF 4: The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.	6	2				
	CF 5: That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened				2	5	5
	CF 6: How to manage conflict, and that resorting to violence is never right.	5	1, 3, 4, 6		2	2	
	CF 7: How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.		2, 3, 4		2	2, 6	

RELATIONSHIPS EDUCATION **By the end of Primary, pupils should know:**		**Year 5 (9-10)**					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	RKR 1: How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	2, 3, 4, 5, 6	6	5, 6	2	5	5
	RKR 2: The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	5			2, 6	3, 4, 6	
	RKR 3: How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.	4, 5			3, 4	1, 2, 4, 5	
	RKR 4: Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.					1, 2, 4, 6	
	RKR 5: That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.	2, 3, 4, 5, 6	1, 2, 3, 4, 6	2, 4, 5	2, 4	2, 4, 5	4, 5

RESPECTFUL,KINDRELATIONSHIPS	RKR 6: practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships	4, 5, 6		6	4	2, 5	
	RKR 7: The conventions of courtesy and manners.	2, 5, 6	1, 2, 4, 6		2, 4	2	
	RKR 8: The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.	1	6	1, 2, 3	4, 6	1	1, 5, 6
	RKR 9: The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.		3, 4, 6			2, 4	
	RKR 10: What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	2, 6	1, 2, 4, 5, 6	4, 5			
	RKR 11: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.		3, 4		4	1, 2, 4, 6	5, 6

RELATIONSHIPS EDUCATION **By the end of Primary, pupils should know:**		**Year 5 (9-10)**					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	OSA 1: That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.		3, 4		4	2, 3, 4, 6	1
	OSA 2: How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.		3	3	4, 5, 6	2, 3, 4, 6	5

ONLINESAFETYANDAWARENSS	OSA 3: That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.				4	2, 3, 4	
	OSA 4: The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.			2		2, 3, 6	
	OSA 5: Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.					2, 3, 6	
	OSA 6: That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.					3, 4, 6	1, 5
BEINGSAFE	BS 1: What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	5	1		2, 4	2, 3, 4, 6	
	BS 2: The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.					2, 3, 6	
	BS3: That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.						4
	BS 4: How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.					2, 3, 4, 6	
	BS 5: How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.		3			2, 3, 6	

RELATIONSHIPS EDUCATION By the end of Primary, pupils should know:		Year 5 (9-10)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
BEING SAFE	BS 6: How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.		3			2, 3, 4, 6	
	BS 7: How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.		3		2, 3	2, 4, 6	3, 4, 5

SEX EDUCATION – NON-STATUTORY		Year 5 (9-10)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
SEX EDUCATION	Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science.						4
	Primary schools should consult parents about the content of anything that will be taught within sex education. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education.						

HEALTH EDUCATION		Year 5 (9-10)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
GENERAL WELLBEING	GW 1: The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.			5, 6	6	1, 5	1
	GW 2: The importance of promoting general wellbeing and physical health.	1			1, 5, 6	1, 5	1, 5
	GW 3: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	1, 2	2, 3, 6	1, 2	2, 3, 4, 5, 6	1, 2, 4, 5, 6	1, 2, 3, 5, 6
	GW 4: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	2, 3, 6	1, 2, 3, 6	1, 2, 4, 5	2, 3, 4, 5, 6	1, 4, 5, 6	1, 2, 3, 5, 6

HEALTH EDUCATION		Year 5 (9-10)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
GENERAL WELLBEING	GW 5: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate		1, 2, 3, 4, 5		2, 3, 4, 5, 6	1, 2, 4, 5, 6	1, 2, 3, 5, 6
	GW 6: That isolation and loneliness can affect children, and the benefits of seeking support.	2, 6	3, 6		6	1, 4	
	GW 7: That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.		3, 4, 6		4	2, 3	
	GW 8: That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.	6					2, 3, 6
	GW 9: Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).		3, 4, 6	2	6	1, 3, 4, 5	1, 2, 3, 5, 6
	GW 10: That it is common to experience mental health problems, and early support can help.				5, 6	1, 5	1
WELLBEINGONLINE	WO 1: That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.		5	2, 3, 4	4, 6	2, 3, 4, 5, 6	5
	WO 2: Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.				4, 6	2, 3, 4, 5, 6	
	WO 3: The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.				4, 6	2, 3, 4, 5, 6	1
	WO 4: How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.		3		4	2, 3, 4	

HEALTH EDUCATION		Year 5 (9-10)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
WELLBEINGONLINE	WO 5: Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.			2	4	2, 3, 4, 6	
	WO 6: The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.			2		4, 5	
	WO 7: How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.			2, 3	1, 4, 5, 6	2, 3, 4, 6	1, 5
	WO 8: That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.		3		4	2, 3, 4, 6	
	WO9: How to understand the information they find online, including from search engines, and know how information is selected and targeted.				5	3, 4, 6	5
	WO10: That they have rights in relation to sharing personal data, privacy and consent.			2		2, 3, 4, 6	
	WO 11: Where and how to report concerns and get support with issues online.					2, 3, 4, 6	1
PHYSICALHEALTH ANDFITNESS	PHF 1: The characteristics and mental and physical benefits of an active lifestyle.				6	5	
	PHF 2: The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.				6		
	PHF 3: The risks associated with an inactive lifestyle, including obesity.				6		
	PHF 4: How and when to seek support including which adults to speak to in school if they are worried about their health.					5	

HEALTH EDUCATION		Year 5 (9-10)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
HEALTH EATING	HE 1: What constitutes a healthy diet (including understanding calories and other nutritional content).				5		
	HE 2: Understanding the importance of a healthy relationship with food.				5		
	HE 3: The principles of planning and preparing a range of healthy meals.				5		
	HE 4: The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).				5		
DRUGS, ALCOHOL, TOBACCO AND VAPING	DATV 1: The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.				1, 2		
HEALTHANDPREVENTION	HP 1: How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.				5, 6	5	
	HP 2: About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.						
	HP 3: The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.					5	
	HP 4: About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.						
	HP 5: About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing						
	HP 6: The facts and scientific evidence relating to vaccination and immunisation						
	PS 1: About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.				2, 3		

PERSONAL SAFETY	PS 2: How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.				3		

HEALTH EDUCATION		Year 5 (9-10)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
BASIC FIRSTAID	BFA 1: How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.				2, 3		
	BFA 2: Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.				3		
DEVELOPINGBODIES	DB 1: About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.						2, 3, 4 5, 6
	DB 2: The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.						2, 3, 4
	DB 3: The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.						2

RELATIONSHIPS EDUCATION By the end of Primary, pupils should know:		Year 6 (10-11)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
FAMILIESANDPEOPLE WHOCAREFORME	F1: That families are important for children growing up safe and happy because they can provide love, security and stability.	3			3, 5, 6	3	3
	F2: The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	3			3, 5, 6	2, 3, 4, 5, 6	5
	F3: That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	2, 3	2				
	F4: That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	3			5, 6		
	F5: That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.		1				
	F6: How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.					2	
CARINGFRIENDHIPS	CF 1: How important friendships are in making us feel happy and secure, and how people choose and make friends.	3	3		4	3	4, 4a
	CF 2: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.	6	3		4	1, 4	4, 4a
	CF 3: That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.				4	1, 2, 3	4a, 6
	CF 4: The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.	6			4	2, 4	4, 4a, 5
	CF 5: That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened						4a
	CF 6: How to manage conflict, and that resorting to violence is never right.		3, 4		4	4	
	CF 7: How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.		3, 4		3, 4	4, 5, 6	4, 4a

RELATIONSHIPS EDUCATION By the end of Primary, pupils should know:		Year 6 (10-11)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
RESPECTFUL,KINDRELATIONSHIPS	RKR 1: How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	2, 4, 6	3, 6	3, 4, 5		2, 4	4, 4a
	RKR 2: The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	4	3		3, 4	4, 5, 6	4, 4a
	RKR 3: How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.	6	4	4, 5	6	4, 5, 6	4, 4a
	RKR 4: Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.		3, 4		3, 4, 5	4, 5, 6	4, 4a
	RKR 5: That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.	2, 3, 4, 5, 6	2, 3, 4, 5, 6	3, 4, 5, 6	4	1, 4, 5, 6	4, 4a
	RKR 6: practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships	4, 5		4, 5		4	4, 4a, 6
	RKR 7: The conventions of courtesy and manners.	1, 4		6		4	4a
	RKR 8: The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.	1, 3	1	1, 2, 6	5, 6	1, 2, 4, 5, 6	1, 2, 4a, 5, 6
	RKR 9: The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.		3, 4			4	4
	RKR 10: What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	1, 2	1, 2, 5				1
	RKR 11: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	6		3	3, 4, 5, 6	1, 2, 3, 5, 6	4, 4a, 6

RELATIONSHIPS EDUCATION By the end of Primary, pupils should know:		Year 6 (10-11)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
ONLINESAFETYANDAWARENSS	OSA 1: That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.		3, 4			4, 5, 6	4
	OSA 2: How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.					4, 5, 6	5
	OSA 3: That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.				1	5, 6	
	OSA 4: The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.					5, 6	4
	OSA 5: Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.		4			4, 5, 6	4
	OSA 6: That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.					4, 5, 6	
BEINGSAFE	BS 1: What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	4	3		4	4, 5, 6	4
	BS 2: The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.				3	2, 5, 6	2, 4
	BS3: That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.				1, 2		4

	BS 4: How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.	5			3	4, 5, 6	
	BS 5: How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.		3		3, 4	4, 5, 6	4

RELATIONSHIPS EDUCATION By the end of Primary, pupils should know:		Year 6 (10-11)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
BEING SAFE	BS 6: How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.	5	4		2, 3, 4	2, 4, 5, 6	4
	BS 7: How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.		4		2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	2, 4, 4a, 6

SEX EDUCATION – NON-STATUTORY		Year 6 (10-11)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
SEX EDUCATION	Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science.						3
	Primary schools should consult parents about the content of anything that will be taught within sex education. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education.						

HEALTH EDUCATION		Year 6 (10-11)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	GW 1: The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	1, 3		2, 3, 4, 5	6	2	2, 4a
	GW 2: The importance of promoting general wellbeing and physical health.		6		1, 2, 5, 6	1, 2	1, 2, 5, 6

GENERAL WELLBEING	GW 3: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	1, 3	3, 4	2, 3, 4, 5, 6	1, 3, 4, 5, 6	1, 2, 3, 4	1, 2, 3, 4, 4a, 5, 6

HEALTH EDUCATION		Year 6 (10-11)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
GENERALWELLBEING	GW 4: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	1	2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 3, 4, 5, 6	1, 2, 3, 4	1, 2, 3, 4, 4a, 5, 6
	GW 5: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate		1, 3, 4	3, 4, 5	1, 3, 5, 6	1, 2, 3, 4, 5, 6	1, 4, 4a, 5, 6
	GW 6: That isolation and loneliness can affect children, and the benefits of seeking support.				4, 5, 6	1, 2	4a, 6
	GW 7: That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.		3, 4			4, 5, 6	4
	GW 8: That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.			3		2, 3	2, 4a, 6
	GW 9: Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).		3, 4	3	1, 2, 3, 4, 5, 6	2, 3, 4, 5, 6	1, 2, 4, 4a, 5, 6
	GW 10: That it is common to experience mental health problems, and early support can help.				1, 5, 6	1, 2, 3	1, 5
	WO 1: That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.		2, 3			5, 6	4, 5

WELLBEINGONLINE	WO 2: Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.		4			2, 5, 6	4, 4a
	WO 3: The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.				1	2, 5, 6	5

HEALTH EDUCATION		Year 6 (10-11)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
WELLBEINGONLINE	WO 4: How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.		3, 4			5, 6	4, 5
	WO 5: Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.					4, 5, 6	4, 4a
	WO 6: The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.				1		
	WO 7: How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.					4, 5, 6	1, 4a, 5
	WO 8: That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.		3, 4			5	4
	WO9: How to understand the information they find online, including from search engines, and know how information is selected and targeted.	5				4, 5, 6	1, 4a, 5
	WO10: That they have rights in relation to sharing personal data, privacy and consent.					5, 6	4
	WO 11: Where and how to report concerns and get support with issues online.		4			2, 4, 5, 6	4

PHYSICALHEALTH ANDFITNESS	PHF 1: The characteristics and mental and physical benefits of an active lifestyle.			2	1, 6		
	PHF 2: The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.				1, 6		
	PHF 3: The risks associated with an inactive lifestyle, including obesity.				1		
	PHF 4: How and when to seek support including which adults to speak to in school if they are worried about their health.				1, 6	2	

HEALTH EDUCATION		Year 6 (10-11)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
HEALTH EATING	HE 1: What constitutes a healthy diet (including understanding calories and other nutritional content).				1	2	
	HE 2: Understanding the importance of a healthy relationship with food.				1		
	HE 3: The principles of planning and preparing a range of healthy meals.	3			1		
	HE 4: The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).				1		
DRUGS, ALCOHOL, TOBACCO AND VAPING	DATV 1: The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.				1, 2, 3, 4, 6		
	HP 1: How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.				1, 5, 6	1, 2	
	HP 2: About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.				1		

HEALTHANDPREVENTION	HP 3: The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.	3			1, 5	1	
	HP 4: About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.				1		
	HP 5: About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing						2
	HP 6: The facts and scientific evidence relating to vaccination and immunisation				1		
PERSONAL SAFETY	PS 1: About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	5			2, 4		
	PS 2: How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.						

HEALTH EDUCATION		Year 6 (10-11)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
BASIC FIRSTAID	BFA 1: How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.						
	BFA 2: Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.						
	DB 1: About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.						1, 2, 3
	DB 2: The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.						2, 3

DEVELOPINGBODIES	DB 3: The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.						