



Relationships, Health & Sex Education Policy

1.0 Introduction

1.1 We have based our school's *Relationship, Health and Sex Education* (RHSE) policy on the DfE guidance document: 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' July 2025 [guidance](#). This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching relationships education, relationships and sex education (RSE) and health education.

In this document, sex education is defined as 'learning about physical, moral and emotional development. We have also made reference to KCSIE and current advice and guidelines.

It is about understanding the importance of family life, stable and loving relationships, respect, love and care. *We promote a caring and supporting environment where each individual is valued and respected.* It is also about the teaching of sex, sexuality, relationships and health education.

Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their health, wellbeing and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development.

Sex education is part of the personal, social and health education curriculum in our school. While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions.

The Trust is committed to the provision of RHSE for all its pupils. Our programme aims to respond to the diversity of our children and families and provide them with the knowledge that will enable them to make informed decisions about their wellbeing, health and all aspects of relationships, cultivating positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness and trustworthiness.

2.0 Aims

High quality, evidence based and age appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place including following the DfE guidelines and units related to:
 - *Relationships education, Physical and Mental Wellbeing, Sex Education*
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies



- Teach children about abuse and what they should do if they are worried about any concerns regarding their own personal safety or health and how to report these concerns

3.0 Statutory Requirements

As a Trust, we must provide relationships education to all pupils under sections 34 and 35 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the Secretary of State, as outlined in Section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Consortium Trust, we teach RHSE as set out in this policy.

4.0 Policy Development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with Trustees and ratified

5.0 Definition

RHSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity as part of a timetabled PSHE programme.

RHSE involves a combination of sharing information, and exploring issues and values.

RHSE is not about the promotion of sexual activity.



6.0 Curriculum

Our RHSE curriculum is set out as per Appendix 1 and 2, but we may need to adapt it as and when necessary. We mainly refer to the PSHE association guidelines, programmes of study and SEND framework strands, which cover all aspects of the statutory requirements.

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are supported and don't seek answers online. Our support of the child is paramount and responses may include asking pupils to speak to their parents or a trusted adult or signposting to support services where needed. We recognise that children whose questions go unanswered, might instead turn to unverified sources of information.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1 and 2

In Primary Science, we teach children about how animals, including humans, move, feed, grow and reproduce and we also teach them about the different parts of the body. In KS2, this also includes life processes and main stages of the human life cycle in greater depth. By the end of year 6 we ensure that all pupils know how babies are produced, how their bodies and emotions may change during puberty, what menstruation is, and its effects.

Throughout our wider school curriculums, our children learn to appreciate the differences between people and how to show respect for each other.

7.0 Delivery of RHSE

RHSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Meeting objectives will require a graduated and age appropriate programme. Teaching methods should take into account developmental differences of pupils even of the same age (including when those are due to specific educational needs or disabilities). Schools should also consider what is appropriate in a whole class setting.

In Primary school provision, Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

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Within secondary provision, RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online safety and awareness
- Being safe
- Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQI+ parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs. (*See paragraph 63 of Relationships Education, Relationships and Sex Education and Health Education DfE statutory guidelines 2026*)

In all Consortium Trust schools, when teaching the RHSE curriculum, the religious background, sexual orientation, gender and beliefs of all pupils will be taken into account ensuring that we comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

RHSE will be accessible for all pupils, including pupils with special educational needs and disabilities. High quality teaching is differentiated and personalised to ensure accessibility. The Trust is mindful of preparing our young people for adulthood as set out in the SEND code of practice. The Trust is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

If pupils ask questions pertaining to sex or sexuality which go beyond what is set out for relationships education, we will encourage them to seek the answers from trusted adults at home rather than seeking the answers through inappropriate sources, including online and social media content.

Health and Wellbeing

We teach about health and wellbeing to enable pupils to make good decisions about their own health and wellbeing, to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to seek support where needed. We support pupils to develop strategies for self regulation, perseverance, and determination, even in the face of setbacks.

The content of the health and wellbeing curriculum to be covered by the end of Primary includes

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, Alcohol, Tobacco and Vaping



- Health protection and prevention
- Personal Safety
- Basic First Aid
- Developing bodies

Secondary education provision includes

- Mental wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention, and understanding the healthcare system
- Personal safety
- Basic first aid
- Developing bodies

Much of the curriculum related to health and wellbeing will also be included in other curriculum areas such as PE, Citizenship, Science and Computing and should not be isolated to RSHE lessons in school. Staff are encouraged to look for opportunities across the other curriculum subjects to reinforce concepts introduced in RSHE eg, discussing misogyny in the context of history or using character examples and references in Literature to discuss positive and less positive relationships.

Teaching about the Law

There will be a range of opinions regarding some topics within RSE. The starting principle should be that applicable law should be taught in a factual way so that pupils are clear about their rights and responsibilities as citizens.

Pupils should understand the importance of equality and respect and learn about the law relating to the protected characteristics by the end of secondary education. The protected characteristics are age, disability, gender reassignment, sexual orientation, marriage or civil partnership, pregnancy and maternity, race, religion or belief, and sex.

7.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of adaptation needed

7.2 Use of Resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and will not provoke distress

8.0 Use Of External Organisations And Materials

We will make sure that any agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session



- Make sure that the teacher is in the room during any sessions with external speakers

We **will not**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

9.0 Roles and Responsibilities

9.1 The Trust Board

The Trust Board will approve the RHSE policy, and hold the schools to account for its implementation through the Executive Team.

9.2 The Academy Heads

The Academy Heads are responsible for ensuring that RHSE is taught consistently across the school, ensuring that all members of staff are given sufficient training and for managing requests to withdraw pupils from non-statutory components of RSE (see section 10).

Lead staff monitor the policy on a regular basis and report to the Trust Board as requested, on the effectiveness of the policy.

9.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from non-statutory components of RHSE.

Staff do not have the right to opt out of teaching RHSE. Staff who have concerns about teaching RHSE are encouraged to discuss this with the Academy Head.

9.4 Pupils

Pupils are expected to engage fully in RHSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

10.0 Parent's Right To Withdraw

Parents do not have the right to withdraw their pupils 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. The Key Stage 2 National Curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this is taught in line with the factual description of conception in the science curriculum. Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. Before a child is withdrawn, a meeting with the Academy Head will take place to discuss the importance of a full curriculum and any effects that withdrawing may have on the pupil.





The non statutory content for primary pupils is:

1. To learn 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. 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.
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.

Requests for withdrawal should be put in writing using the form found in Appendix 5 of this policy and addressed to the Academy Head.

Alternative school work will be given to pupils who are withdrawn from sex education.

At Secondary level, parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to, and until, 3 terms before the child turns 16. After this point, if the pupil wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 5 of this policy and addressed to the Academy Head.

A copy of withdrawal requests will be placed in the pupil's educational record. The Academy Head will discuss the request with parents and take appropriate action.

Alternative school work will be given to pupils who are withdrawn from sex education.

11.0 Confidentiality

All staff will conduct sex education lessons in a sensitive manner and in confidence. However, if a pupil makes a reference to being involved, or likely to be involved in sexual activity, then staff will follow the schools safeguarding procedures (See Child Protection and Safeguarding policy).

All other issues of a sensitive, but non sexual nature, will be dealt with appropriately and sensitively as they arise.

12.0 Training

Staff are trained on the delivery of RHSE as part of their induction and it is included in our continuing professional development calendar.

The Academy Head will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE if required.



13.0 Monitoring Arrangements

The delivery of RHSE is monitored by subject leads and the Academy Heads through learning walks, book scrutinies, drop in lesson observations, pupil interviews and staff conversations.

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

This policy will be reviewed by the Trust Board annually. At every review, the policy will be approved by the CEO and Chair of Trustees.



APPENDIX 1: Curriculum map



RSHE/ PSHE Planning document

This curriculum document for PSHE Education has been compiled to integrate the statutory content of the RSHE (Relationship, Sex and Health Education) and goes beyond to integrate this content within a broader and complete PSHE programme.

Within our PSHE curriculum we have also included many aspects of SMSC education There are many crossovers between these areas of education and whilst many of these have been included in our plans, schools will still need to consider where SMSC and British Values fit within their wider curriculum and everyday school life, vision and ethos.

For clarification, Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum. Schools are encouraged to actively promote fundamental British values as an integral part of the SMSC curriculum so that the ethos and teaching in our settings provides an understanding of English civil and criminal law.

Learning opportunities should be used flexibly to plan a program according to pupil's development, readiness and needs and taking into account prior learning, experience and understanding.

Intent	Implementation	Impact
As a trust, it is our intent to educate our children to be accepting of diversity and be sensitive to the needs of different groups of people in society. We aim to encourage all children to use the correct language and terminology in discussion, developing an understanding and awareness that	• Open discussions/ forums/ debates • Invite visitors in to school to share their experiences and provide role models	Pupils develop their understanding of and respect for, protected characteristic, fundamental British values and cultural diversity in modern Britain.

diversity and difference should be accepted and celebrated. The curriculum has been developed to be respectful, accepting and tolerant of different communities and social groups, rather than to promote specific lifestyle choices. We aim to provide high quality learning opportunities which allow the children to demonstrate an understanding of, and a sensitivity to all others regardless of their beliefs and values, so that they can develop meaningful relationships and caring friendships in which they feel safe, cared for and supported. We aim to equip children with the ability to make their own decisions about their lifestyle choices, health and wellbeing and the knowledge they need to keep themselves safe in an ever developing world.	- Diversity in resources-books and materials to include different family groups, including representation of LGBT communities - DfE recommended resources - Parent and Child workshops to support SRE, Mental Health and Drug/ Alcohol education - PSHE association resources - Possible community projects - Pre-teaching/ preparation for vulnerable children - Scrapbook of children's responses to topical discussions	Pupils are prepared for future education, employment or training.
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Relationships education

Concepts	Knowledge <i>By the end of Primary School</i> <i>Pupils should know</i>	KS1 <i>Pupils learn</i>	KS2 <i>Pupils learn</i>
Families and people who care for us	That families are important for children growing up because they can give love, security and stability	To identify the people who love and care for them and what they do to help them feel cared for	That a feature of positive family life is caring relationships; about the different ways in which people care for one another
	The characteristics of healthy family life, 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	About the roles different people (eg acquaintances, friends and relatives) play in our lives To identify common features of family life	To recognize other shared characteristics of healthy family life including commitment, care, spending time together; being there for each other in times of difficulty

	That other's families, 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 characterized by love and care	About different types of families including those that may be different to their own To recognise the ways in which we are all unique	That people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different To recognise and respect that there are different types of family structure (including single parents, same sex parents, step parents, blended families, foster parents); that families of all types can give family members love, security and stability About personal identity; what contributes to who we are (eg. Ethnicity, family, gender (including gender identity), faith, culture, hobbies, likes/dislikes)
	That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up	<i>About different types of families including those that may be different to their own</i>	To recognise that there are different types of relationships (eg friendships, family relationships, romantic relationships, online relationships) <i>That a feature of positive family life is caring relationships; about the different ways in which people care for one another</i> <i>To recognise and respect that there are different types of family structure (including single parents, same sex parents, step parents, blended families, foster parents); that families of all types can give family members love, security and stability</i>
	That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong <i>Marriage in England and Wales is available to both opposite sex and same sex couples</i>	<i>To identify common features of family life</i>	About marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong That people who love and care for each other can be in a committed relationship (eg marriage), living together but may also live apart

	How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help and advice from others if needed	That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	That forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice
Caring friendships	How important friendships are in making us feel happy and secure, and how people choose and make friends	About how people make friends and what makes a good friendship About what is kind and unkind behaviour and how this can affect others	About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effects of online action on others
	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	<i>About how people make friends and what makes a good friendship</i>	What constitutes a positive healthy friendship (eg mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face to face relationships
	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	About how to recognise when they or someone else feels lonely and what to do	The importance of seeking support if feeling lonely or excluded That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
	That most friendships have ups and downs and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right	Simple strategies to resolve arguments between friends positively How to listen to other people and play and work co-operatively	How friendships can change over time, about making new friends and the benefits of having different types of friends That friendships have up and downs; strategies to resolve disputes and reconcile differences positively and safely

	How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed.	How to ask for help is a friendship is making them feel unhappy	To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary
Respectful relationships	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or background), or make different choices or have different preferences or beliefs	<i>To recognise the ways in which we are all unique</i> To recognise the ways in which they are the same and different to others About the different groups they belong to	About respecting the differences and similarities between people and recognising what they have in common with others eg physically, in personality or background To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own About the different groups that make up their community; what living in a community means
	Practical steps they can take in a range of different contexts to improve or support respectful relationships	<i>About how people make friends and what makes a good friendship</i> <i>Simple strategies to resolve arguments between friends positively</i> How to talk about and share their opinions on things that matter to them	<i>To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</i> How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with
	The conventions of courtesy and manners	About how to treat themselves and others with respect; how to be polite and courteous	<i>To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</i>
	The importance of self-respect and how this links to their own happiness	To recognise what makes them special To identify what they are good at, what they like and dislike	To recognise their individuality and personal qualities To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.

		<i>About how to treat themselves and others with respect; how to be polite and courteous</i>	About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority	<i>About how to treat themselves and others with respect; how to be polite and courteous</i> <i>To recognise the ways in which we are all unique</i>	<i>To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</i> About inappropriate language that can often be wrongly perceived or seen as jokes or banter
	About different types of bullying (including cyber bullying), the impact of bullying, responsibilities of by-standers (primarily reporting bullying to an adult) and how to get help	That bodies and feelings can be hurt by words and actions; that people can say hurtful things online About how people may feel if they experience hurtful behaviour or bullying That hurtful behaviour (offline and online) including teasing, name calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult	About the impact of bullying, including offline and online. And the consequences of hurtful behaviour Strategies to respond to hurtful behaviour experienced or witnessed, off line and online by peers or others (including teasing, name calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

	What a stereotype is, and how stereotypes can be unfair, negative or destructive	<i>About the different groups they belong to</i>	About discrimination: what it means and how to challenge it To value the different contributions that people and groups make to the community About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
	The importance of permission-seeking and giving in relationships with friends, peers and adults	How to respond safely to adults they don't know About knowing there are situations when they should ask for permission and also when their permissions should be sought	About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) About seeking and giving permission (consent) in different situations
Online relationships	The people sometimes behave differently online, including by pretending to be someone they are not	That sometimes people may behave differently online, including by pretending to be someone they are not	About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns
	That the same principles apply to online relationships as to face to face relationships, including the importance of respect for others online, including when we are anonymous	<i>That hurtful behaviour (offline and online) including teasing, name calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</i>	How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know That personal behaviour can affect other people; to recognise and model respectful behaviour online <i>To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society;</i>

			<i>strategies to improve or support courteous, respectful relationships</i>
	The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard	<i>How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</i> Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
	How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	<i>How to respond safely to adults they don't know</i>	<i>How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</i> To recognise what it means to 'know someone online' and how this differs from knowing someone face to face; risks of communicating online with others not known face to face
	How information and data is used and shared online	Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them	About some of the different ways information and data is shared online, including for commercial purposes About how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information
Being Safe	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	<i>About knowing there are situations when they should ask for permission and also when their permissions should be sought</i>	<i>About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)</i>
	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	To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private	About keeping something confidential or secret when this should (eg a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

		About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)	
	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	<i>To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</i> About how to respond if physical contact makes them uncomfortable or unsafe	That female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
	How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	<i>That sometimes people may behave differently online, including by pretending to be someone they are not</i> <i>How to respond safely to adults they don't know</i> Basic techniques for resisting pressure to do something they do not want to do and which may make them unsafe	<i>How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</i>
	How to recognise and report feelings of being unsafe or feeling bad about any adult	<i>What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</i>	<i>Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</i>
	How to ask for advice or help for themselves or others, and to keep trying until they are heard	<i>What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</i>	<i>Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</i>

	How to report concerns or abuse, and the vocabulary and confidence needed to do so. Pupils need to understand that concerns can relate to both adults and their peers. <i>*Abuse may include physical abuse or sexual/violence harassment</i>	<i>What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.</i>	<i>Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</i> <i>That female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</i>
	Where to get advice eg family, school and/or other sources	<i>What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</i>	<i>Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</i>

Health education

Concepts	Knowledge <i>Pupils should know</i>	KS1 <i>Pupils learn</i>	KS2 <i>Pupils learn</i>
Mental Wellbeing	That mental wellbeing is a normal part of daily life, in the same way as physical health	About what keeping healthy means; different ways to keep healthy	That mental health, just like physical health, is part of daily life; the importance of taking care of mental health
	That there is a normal range of emotions (eg happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations	About different feelings that humans can experience How to recognise and name feelings How feelings can affect people's bodies and how they behave How to recognise what others may be feeling	How to recognise that feelings can change over time and range in intensity

	How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others feelings	To recognise that not everyone feels the same at the same time, or feels the same about the same things About ways of sharing feelings; a range of words to describe feelings	A varied vocabulary to use when talking about feelings; about how to express feelings in different ways
	How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it	Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
	The benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness	About things that help people feel good (eg playing outside, doing things they enjoy, spending time with family, getting enough sleep)	About strategies and behaviours that support mental health- including how good quality sleep, physical exercise/ time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends can support mental health and wellbeing
	Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	<i>Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</i> About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better How to manage when finding things difficult	<i>About strategies and behaviours that support mental health- including how good quality sleep, physical exercise/ time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends can support mental health and wellbeing</i> About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement

	Isolation and loneliness can affect children and that it is very important to discuss their feelings with an adult and seek support	<i>How to manage when finding things difficult</i> About preparing to move to a new class/ year group <i>About how to recognise when they or someone else feels lonely and what to do</i>	Problem solving strategies for dealing with emotions, challenges and change, including the transition to new schools <i>The importance of seeking support if feeling lonely or excluded</i>
	That bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing	<i>That bodies and feelings can be hurt by words and actions; that people can say hurtful things online</i> <i>About how people may feel if they experience hurtful behaviour or bullying</i>	<i>About the impact of bullying, including offline and online. And the consequences of hurtful behaviour</i>
	Where and how to seek support (including recognising the triggers for seeking support), including whom 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)	<i>To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</i> <i>That hurtful behaviour (offline and online) including teasing, name calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</i>	<i>To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</i> <i>Strategies to respond to hurtful behaviour experienced or witnessed, off line and online (including teasing, name calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</i>
	It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough	<i>How to manage when finding things difficult</i>	To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult
Internet safety and harms	That for most people the internet is an integral part of life and has many benefits	About how the internet and digital devices can be used safely to find things out and communicate with others	Recognise ways in which the internet and social media can be used both positively and negatively

		About the role of the internet in everyday life	
	About the benefits of rationing 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 physical and mental wellbeing	About different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV	About the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online
	How to consider the effect of their online actions on others and how to recognise and display respectful behaviour online and the importance of keeping personal information private	<i>That bodies and feelings can be hurt by words and actions; that people can say hurtful things online</i> <i>That hurtful behaviour (offline and online) including teasing, name calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</i>	<i>That personal behaviour can affect other people; to recognise and model respectful behaviour online</i> <i>Recognise ways in which the internet and social media can be used both positively and negatively</i> Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images
	Why social media, some computer games and online gaming, for example, are age restricted	About rules and age restrictions that keep us safe	Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films and online gaming About the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations
	That the internet can also be a negative place where online abuse, trolling, peer on peer abuse such as cyber-bullying and harassment can take place, which can have a negative impact on mental health	<i>Basic rules to keep safe online, including by what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</i>	<i>Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films and online gaming</i> <i>Strategies to respond to hurtful behaviour experienced or witnessed, off line and online (including teasing, name</i>

			<i>calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</i> <i>Recognise ways in which the internet and social media can be used both positively and negatively</i>
	How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted	That not all information seen online is true	How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results <i>About some of the different ways information and data is shared online, including for commercial purposes</i> <i>About how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</i> About how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation
	Where and how to report concerns and get support with issues online	<i>Basic rules to keep safe online, including by what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</i>	About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves or others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact
Physical Health and Fitness	The characteristics and mental and physical benefits of an active lifestyle	<i>About what keeping healthy means; different ways to keep healthy</i> Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.	How regular (daily/ weekly) exercise benefits mental and physical health (eg walking or cycling to school, daily active mile); recognising opportunities to be physically active and some of the risks associated with an inactive lifestyle To recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions.

	The importance of building regular exercise in to 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, vigorous exercise	About how physical activity helps us to stay healthy; and ways to be physically active everyday	<i>How regular (daily/ weekly) exercise benefits mental and physical health (eg walking or cycling to school, daily active mile); recognising opportunities to be physically active and some of the risks associated with an inactive lifestyle</i>
	The risks associated with an inactive lifestyle (including obesity)	<i>About how physical activity helps us to stay healthy; and ways to be physically active everyday</i>	<i>How regular (daily/ weekly) exercise benefits mental and physical health (eg walking or cycling to school, daily active mile); recognising opportunities to be physically active and some of the risks associated with an inactive lifestyle</i> How to recognise that habits can have both positive and negative effects on a healthy lifestyle
	How and when to seek support including which adults to speak to in school if they are worried about their health	About the people who help us to stay physically healthy	How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health
Healthy Eating	What constitutes a healthy diet (including understanding calories and other nutritional content)	About foods that support good health and the risks of eating too much sugar <i>About how physical activity helps us to stay healthy; and ways to be physically active everyday</i> : Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.	How to make informed decisions about health About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat.
	The principles of planning and preparing a range of healthy meals	<i>About foods that support good health and the risks of eating too much sugar</i>	<i>About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay</i>
	The characteristics of a poor diet and risks associated with unhealthy eating	<i>About foods that support good health and the risks of eating too much sugar</i>	About the elements of a balanced, healthy lifestyle

	(including, for example, obesity and tooth decay) and other behaviours (eg the impact of alcohol on diet or health)		About choices that support a healthy lifestyle, and recognise what might influence these <i>About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay</i>
Drugs, Alcohol and Tobacco	The facts about legal and illegal harmful substances and associated risks including smoking, alcohol use and drug-taking	About things that people can put in to their body or on their skin; how these can affect how people feel	About the risks and effects of legal drugs common to everyday life (eg cigarettes, e- cigarettes/ vaping, alcohol and medicines and their impact on health; recognise that drug use can become a habit that can be difficult to break To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others About why people choose to use or not use drugs (including nicotine, alcohol and medicines) About the mixed messages in the media about drugs, including alcohol and smoking/ vaping About the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns <i>To</i> recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions.
Health and Prevention	How to recognise early signs of physical illness, such as weight-loss or unexplained changes to the body		About what good physical health means; how to recognise early signs of physical illness
	About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	How to keep safe in the sun and protect skin from sun damage	About the benefits of sun exposure and risks of over exposure; how to keep safe from sun damage and sun/ heat stroke and reduce the risk of skin cancer

	The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	About why sleep is important and different ways to rest and relax	About how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and the ability to learn
	About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health	How to maintain good oral hygiene (include correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (eg sugar consumption/ acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)
	About personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing	Simple hygiene routines that can stop germs from spreading	That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it About the importance of taking medicines correctly and using household products safely (eg following instructions carefully)
	The facts and science relating to allergies, immunization and vaccination	That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy	How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed
	About recognising risk in simple everyday situations and what actions to take to minimize harm	About how to keep safe at home (including around electrical appliances) and fire safety (eg not playing with matches and lighters) That household products (including medicines) can be harmful if not used correctly About the people whose job it is to help keep us safe Ways to keep safe in familiar and unfamiliar environments (eg beach,	About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about How to predict, assess and manage risk in different situations

		shopping centre, park, swimming pool, on the street) and how to cross the road safely	
Basic First Aid	How to make a clear and efficient call to emergency services if necessary	About what to do if there is an accident and someone is hurt How to get help in an emergency (how to dial 999 and what to say)	How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say
	Concepts of basic first aid, for example dealing with common injuries, including head injuries	<i>About what to do if there is an accident and someone is hurt</i> <i>About things that people can put in to their body or on their skin; how these can affect how people feel</i>	About what is meant by first aid; basic techniques for dealing with common injuries (common injuries might include bruises, scalds, burns, bleeds- cuts/nose bleeds, asthma attacks, allergic reactions, choking, unresponsiveness)
Changing Adolescent Body	Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes	To name the main parts of the body including external genitalia (eg vulva, vagina, penis, testicles) About growing and changing from young to old and how people's needs change	To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) About how hygiene routines change during a time of puberty, the importance of keeping clean and how to maintain personal hygiene About where to get more information, help and advice about growing and changing, especially about puberty To describe the changes as humans develop to old age.

	About menstrual wellbeing including the key facts about the menstrual cycle		<i>To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</i> <i>About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</i>
Economic Wellbeing Concepts	Knowledge <i>By the end of Primary School Pupils should know</i>	KS1 <i>Pupils learn</i>	KS2 <i>Pupils learn</i>
Money	What money is and have an understanding of handling money, making choices and paying for the things we need and want.	What money is; forms that money comes in; that money comes from different sources	About the different ways to pay for things and the choices people have about this
	The importance of developing sound attitudes to managing our money effectively,	That people make different choices about how to save and spend money	To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'
			Different ways to keep track of money
		That money needs to be looked after; different ways of doing this	About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
			About the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations
	About an appreciation of needs and wants and an understanding that we can't always have everything we want.	About the difference between needs and wants; that sometimes people may not always be able to have the things they want	That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)

			To recognise that people make spending decisions based on priorities, needs and wants
			To identify the ways that money can impact on people's feelings and emotions
			<i>About the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</i>

As part of the Science curriculum, the trust teaches some sex and relationships education through other subject areas (for example, science and PE) Years 5 and 6 will have a particular emphasis on specific sex education as outlined below.

Concepts	Knowledge <i>By the end of Primary School Pupils should know</i>	KS1 <i>Pupils learn</i>	KS2 <i>Pupils learn</i>	Activities/ Implementation
Sex Education			About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born	

APPENDIX 2

By the end of primary school pupils should know:

Topic	Pupils should know
Families and people who care about me	That families are important for children growing up safe and happy because they can give 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 others' families, 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 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

Topic	Pupils should know
Caring friendships	How important friendships are in making us feel happy and secure, and how people choose and make friends 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 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. That 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. 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 recognize when a friendship is making them feel unhappy or uncomfortable, and how to get support from others, if needed

Topic	Pupils should know
Respectful, kind relationships	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. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. How to communicate effectively and manage conflicts with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. Children should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to others and neglecting your own needs. Practical steps they can take in a range of different contexts to improve or support respectful relationships The conventions of courtesy and manners 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. That they can expect to be treated with respect and the importance of respecting others, including those who are different, or make different choices, or have different preferences or beliefs. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help What a stereotype is, and how stereotypes can be unfair, negative or 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.

Topic	Pupils should know
Online safety and awareness	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. 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. 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. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 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. 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.

Topic	Pupils should know
Being safe	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 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 (in all contexts, including online) including those they do and do not know How to recognise when a relationship is harmful or dangerous , including skills for recognizing who to trust and who not to trust 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 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

APPENDIX 3

By the end of secondary school pupils should know

Topic	Pupils should know
Families	That there are different types of committed, stable relationships How these relationships might contribute to wellbeing and their importance for bringing up children Why marriage or civil partnership is an important relationship choice for many couples . The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony. That ‘common-law marriage’ is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. That forced marriage and marrying before the age of 18 are illegal.^{8 6} How families and relationships change over time, including through birth, death, separation and new relationships. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child’s life for brain development. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust

Respectful relationships,	The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others. What tolerance requires, including the importance of tolerance of other people's beliefs. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel
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Topic	Pupils should know
	they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called “involuntary celibates” (incels) or online influencers.

Online safety and awareness	- Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.⁹ About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content
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Topic	Pupils should know
	can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it. How information and data is generated, collected, shared and used online. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising). That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.

Being safe	How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting. The concepts and laws relating to sexual violence, including rape and sexual assault. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
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Topic	Pupils should know
	The concepts and laws relating to forced marriage. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault

Intimate and sexual relationships, including sexual health	That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. That some sexual behaviours can be harmful. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decisionmaking. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour. How and where to seek support for concerns around sexual relationships including sexual violence or harms. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment
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Primary health and wellbeing: content to be covered by the end of primary

General wellbeing

Curriculum content:

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.

The importance of promoting general wellbeing and physical health.

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.

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.

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), 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).

That it is common to experience mental health problems, and early support can help

Wellbeing online

Curriculum content:

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.

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.

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.

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.

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. How to seek support from trusted adults.
How to understand the information they find online, including from search engines, and know 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.

Physical health and fitness

Curriculum content:

The characteristics and mental and physical benefits of an active lifestyle.
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.
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.

Healthy eating

Curriculum content:

What constitutes a healthy diet (including understanding calories and other nutritional content).
Understanding the importance of a healthy relationship with food.
The principles of planning and preparing a range of healthy meals.
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

Curriculum content:

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.

Health protection and prevention

Curriculum content:

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.



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.

About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.

About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety

Curriculum content:

About hazards (including fire risks) 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.

Basic first aid

Curriculum content:

How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.

Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies

Curriculum content:

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.

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.

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.

Health and wellbeing: content to be covered by the end of Secondary**Mental wellbeing**

Curriculum content:

How to talk about their emotions accurately and sensitively, using appropriate vocabulary.

The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.

That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.

That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.

Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.

How to critically evaluate which activities will contribute to their overall wellbeing.

Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.

That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.

That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.

Wellbeing online

Curriculum content:

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 on their own and others' mental and physical wellbeing.

The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.

How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.

How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.



The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.
Physical health and fitness Curriculum content: The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health. Factual information about the prevalence and characteristics of more serious health conditions. That physical activity can promote wellbeing and combat stress. The science relating to blood, organ and stem cell donation.
Healthy eating Curriculum content: How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease. The impacts of alcohol on diet and unhealthy weight gain.
Drugs, alcohol, tobacco and vaping Curriculum content: The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health. The law relating to the supply and possession of illegal substances. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency. The dangers of the misuse of prescribed and over-the-counter medicines. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.
Health protection and prevention, and understanding the healthcare system Curriculum content:

Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.

Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.

How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.

The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.

The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.

The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.

How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.

The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.

Personal safety

Curriculum content:

How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).

How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.

How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.

Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.



The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).

The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.

Basic first aid

Curriculum content:

Basic treatment for common injuries and ailments.

Life-saving skills, including how to administer CPR.¹¹

The purpose of defibrillators, when one might be needed and who can use them.

Developing bodies

Curriculum content:

The main changes which take place in males and females, and the implications for emotional and physical health.

The facts about puberty, the changing adolescent body, including brain development.

About menstrual and gynecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.

The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.



APPENDIX 4

The planning framework for SEND

The Planning Framework is organised into six sections:

- 1. Self-Awareness**
 - Me, who I am, my likes, dislikes, strengths and interest
- 2. Self-care, Support and Safety**
 - Looking after myself and keeping safe
*aspects of Relationships and Sex Education.
- 3. Managing Feelings**
 - Understanding feelings, and that how I feel and how others feel affects choices and behaviour
*aspects of Relationships and Sex Education
- 4. Changing and Growing**
 - How I and others are changing
 - New opportunities and responsibilities
*aspects of Relationships and Sex Education
- 5. Healthy Lifestyles**
 - Being and keeping healthy, physically and mentally
- 6. The World I Live In**
 - Living confidently in the wider world

Each of the six sections is subdivided into topic areas, as set out below.

Please note that there is overlap between the topic areas and sections, for example, mental health and online safety are explicitly covered in some topic areas but are also integrated throughout all six sections where appropriate.



Section	Key Stage 1 & 2 Topic Areas	DfE Objectives	Key Stage 3 & 4 Topic Areas	DfE Objectives/ Units of Study
Self-Awareness	1. Things we are good at	Mental Wellbeing Respectful Relationships	1. Personal strengths	Mental Wellbeing
	2. Kind and unkind behaviours	Respectful Relationships Online Relationships Being Safe Mental Wellbeing Internet Safety and Harms	2. Skills for learning	Mental Wellbeing
	3. Playing and working together	Respectful Relationships	3. Prejudice and discrimination	Respectful Relationships Caring Friendships
	4. People who are special to us	Families and People Who Care for Me Caring friendships Respectful Relationships Mental Wellbeing	4. Managing pressure	Respectful Relationships Caring Friendships
	5. Getting on with others	Families and People Who Care for Me Caring Friendships Respectful Relationships Being Safe Mental Wellbeing		
	1. Taking care of ourselves	Health and Prevention Physical Health and Fitness	1. Feeling unwell	Intimate and Sexual Relationships Mental Wellbeing

Self-Care, Support and Safety				Health and Prevention
	2. Keeping safe	Online Relationships Being Safe Mental Wellbeing Internet Safety and Harms Basic First Aid	2. Feeling frightened/worried	Families and People Who Care for Me Online Relationships Being Safe Internet Safety and Harms
	3. Trust	Caring Friendships Online Relationships Being Safe Mental Wellbeing Internet Safety and Harms	3. Accidents and risk	Online Relationships Internet Safety and Harms
	4. Keeping safe online	Online Relationships Internet Safety and Harms Being Safe	4. Keeping safe online	Online Relationships Internet Safety and Harms Health and Prevention Basic First Aid
	5. Public and Private	Being Safe	5. Emergency situations	Health and Prevention Basic First Aid
			6. Public and private	Families and People Who Care for Me Online Relationships Internet Safety and Harms
			7. Gambling	Mental Wellbeing

				Internet Safety and Harms Money
Manage Feelings	1. Identifying and expressing feelings	Mental Wellbeing	1. Self-esteem and unkind comments	Respectful Relationships Mental Wellbeing
			2. Strong feelings	Families and People Who Care for Me Mental Wellbeing
	2. Managing strong feelings	Mental Wellbeing Respectful Relationships	3. Romantic feelings and sexual attraction	Respectful Relationships Caring Friendships
			4. Expectations of relationships/abuse	
Changing and Growing	1. Baby to adult	Respectful Relationships Changing Adolescent Body	1. Puberty	Changing Adolescent Body
	2. Changes at puberty	Changing Adolescent Body	2. Friendship	Respectful Relationships Families and People Who Care for Me Caring Friendships
	3. Dealing with touch	Being Safe Respectful Relationships	3. Healthy and unhealthy relationship behaviour	Families and People Who Care for Me Respectful Relationships Intimate and Sexual Relationships
	4. Different types of relationships	Families and People Who Care for Me Respectful Relationships	4. Intimate relationships, consent and contraception	Online Relationships Family and People Who Care for Me

		Caring Friendships		Intimate and Sexual Relationships Being Safe Internet Safety and Harms
			5. Long-term relationships/parenthood	Family and People Who Care for Me Intimate and Sexual Relationships
Healthy Lifestyles	1. Healthy Eating	Health and Prevention Healthy Eating	1. Elements of a healthy lifestyles	Intimate and Sexual Relationships Physical Health and Fitness Health and Prevention
	2. Taking care of physical health	Physical Health and Fitness Mental Wellbeing Internet Safety and Harms Health and Prevention	2. Mental wellbeing	Mental Wellbeing Physical Health and Fitness
	3. Keeping well	Physical Health and Fitness Drugs, Alcohol and Tobacco Health and Prevention	3. Physical activity	Mental Wellbeing Physical Health and Fitness
			4. Healthy eating	Healthy Eating
			5. Body image	Internet Safety and Harms
			6. Medicinal drugs	Drugs, Alcohol and Tobacco
			7. Drugs, alcohol & tobacco	Drugs, Alcohol and Tobacco Physical Health and Fitness

The World I Live In	1. Respecting differences between people	Respectful Relationships	1. Diversity/rights and responsibilities	Respectful Relationships *Citizenship
	2. Jobs people do	Economic Wellbeing	2. Managing online information	Internet Safety and Harms *Citizenship
	3. Rules and laws	Economic Wellbeing *British Values *Citizenship	3. Taking care of the environment	*Citizenship
	4. Taking care of the environment	Families and People Who Care for Me	4. Preparing for adulthood	Economic Wellbeing *Citizenship
	5. Belonging to a community	Respectful Relationships Families and People Who Care for Me *Citizenship	5. Managing Finances	Money Economic Wellbeing
	6. Money	Money Economic Wellbeing		

APPENDIX 5

Parent form: withdrawal from sex education within RHSE

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	Include notes from discussions with parents and agreed actions taken.

APPENDIX 6

LTP				
		Autumn	Spring	Summer
2025-26 2027-26	KS1	Families and people who care for us? Do all families look the same? Caring friendships Which Mr Man would you chose to be your friend?	Online relationships and being safe Who is a trusted adult?	Respectful relations What if we were all the same? Mental well being What colour is happiness?
	LKS2	Respectful relations How do our actions affect others? Mental well being Does everyone feel the same emotions?	Basic first aid How do you respond in an emergency? Caring friendships What is a healthy friendship?	Being safe Should you always keep a secret? Online relationships Why are there age limits on films and games?
	UKS2	Families and people who care for us What does marriage mean to different people? Respectful relations Is blue for boys?	Physical health and fitness Is being strong the same as being healthy? Caring friendships Can you invent the perfect friend?	Drugs, alcohol and tobacco Are all role models positive? Being safe What should I do if I don't feel safe?
2026-27 2028-29	KS1	Basic first aid When should we dial 999? Caring relationships What does it mean to be sad?	Mental well being What colour are you today?	Healthy eating health and prevention How many ways can we keep ourselves safe? Economic Wellbeing Do people always get what they want?
	LKS2	Health and prevention What keeps us healthy? Respectful relations Should we always stand up for what we believe?	Health and prevention How can we protect ourselves? Caring friendships Will we always have the same friends?	Why do people behave differently online? Online relationships What makes something good value for money? Economic Wellbeing Is grief a negative emotion? Mental well being
	UKS2	What makes a family? Families and people who care for us How can we influence people's happiness? Mental wellbeing	Mental well being How can I make a difference? Caring friendships Why do we make friendships?	Online relationships and respectful relations When should you be respectful? Economic Wellbeing What is the wider impact of how we chose to spend our money?

APPENDIX 7

Relationships, Sex and Health Education (RSHE) Summary Document

The content of the relationships, sex, health and wellbeing curriculum for primary and secondary includes the following elements:

Primary education	Secondary education
• General wellbeing • Wellbeing online • Physical health and fitness • Healthy eating • Drugs, Alcohol, Tobacco and Vaping • Health protection and prevention • Personal Safety • Basic First Aid • Developing bodies	• Mental wellbeing: • Wellbeing online • Physical health and fitness • Healthy eating • Drugs, alcohol, tobacco and vaping • Health protection and prevention, and understanding the healthcare system • Personal safety • Basic first aid • Developing bodies

Parents have a right to withdraw their pupils from the non-statutory elements of the sex education content which is set out under the developing bodies section of the curriculum.

Statutory elements are taught as part of the [science curriculum](#) and are as follows

Primary	Secondary
• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals • describe the changes as humans develop to old age • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	• reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta • hormones in human reproduction, hormonal and non-hormonal methods of contraception



Where primary schools provide sex education, head teachers must automatically grant a request to withdraw a pupil from it, **other than** content that is taught as part of the science curriculum.

In secondary, head teachers can refuse a request in exceptional circumstances, for example because of safeguarding concerns or a pupil's specific vulnerability.

Non-statutory content in relation to “developing bodies” taught at primary and secondary is as follows:

Primary	Secondary
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. 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. 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.	1. The main changes which take place in males and females, and the implications for emotional and physical health. 2. The facts about puberty, the changing adolescent body, including brain development. 3. About menstrual and gynecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals. 4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

For full content across all areas of RSHE please refer to the Trust [RSHE policy](#).



Document Control

Changes History

Version	Date	Amended By	Details of Change
V3	02.07.2020	S Cutler	Terminology only.
V4	11.7.2022	S Davidson	No change
V5	10/2/2023	S Hawes and K. Binding	Redraft using KCSIE, PSHE association materials, SEND provision, LGBTQI+ references,
V6	1/05/2026	S Powley and D Thomas	Updated terminology and inclusion of health and wellbeing guidance. Amended links and updated guidance documents Included statutory science content

Approval

This policy will be reviewed annually by RHSE Trust Lead or as required by changes in legislation.

At every review, this policy will be approved by the Education & Learning Committee.

The policy was last approved by the Education & Learning Committee on 09/07/2026.

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