

Ormiston Academies Trust

Ormiston Herman Academy Relationships, sex and health education (RSHE) policy

Policy version control

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1. Policy statement and principles

1.1. Purpose

- 1.1.1. This policy outlines the organisation, content and delivery of Relationships and Sex Education (RSE) and Health Education in the academy, including how this content is planned, taught and reviewed.
- 1.1.2. Our vision is that, by the time they leave our academy, our children will be able to make informed decisions with regard to their own physical, mental and sexual health and wellbeing, whilst having regard for the wellbeing and rights of others. Our children will not only survive in their lives after formal education but thrive.
- 1.1.3. This policy also reinforces our Trust mission of ensuring that every child has excellent learning opportunities, inside and outside of the classroom, which enrich their lives and afford them choice and opportunity in the future.

1.2. Legal and statutory framework

- 1.2.1. This policy complies with the following statutory guidance and legislation:

- Children and Social Work Act 2017
- DfE National Curriculum (Citizenship, Computing, PE, Science)
- DfE Relationship Education, Relationships and Sex Education (RSE) and Health Education statutory guidance 2025
- Early years foundation stage (EYFS) statutory framework
- Education Act 2002 (Section 80a)
- Equality Act 2010
- Keeping Children Safe in Education 2026
- Teaching Online Safety in Schools 2023
- Working Together to Safeguard Children 2026

- 1.2.2. This policy operates in conjunction with the following academy policies:

- Anti-bullying policy
- Behaviour policy
- Equality and Diversity policy
- Safeguarding and Child Protection policy
- Teaching and Learning policy
- Visitors policy

1.3. Definitions

- 1.3.1. The Sex Education Forum defines Relationships and Sex Education (RSE) as:

- Learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

1.3.2. We have defined Health Education as:

- Learning about mental and physical aspects of health, including developmental changes, personal hygiene and self-care, legal and illegal drugs, emotional wellbeing and basic first aid. It should support children and young people in understanding how external influences may affect their decisions, and in turn the potential effects of such decisions on their health.

1.3.3. For the purposes of this policy, the acronym 'RSHE' will be used to refer to all aspects of RSE and Health Education content.

1.4. Our commitment

1.4.1. Our academy is committed to RSHE which:

- Challenges all forms of discrimination in lessons and every-day school life and promotes equality
- Gives children opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships, sex and health, and nurtures respect for different views
- Includes learning about how to get help and treatment from reliable, reputable sources, including health and advice services, both in-person and online
- Is an identifiable part of our Personal, Social, Health and Economic (PSHE) education curriculum, which has planned, timetabled lessons across all the Key Stages
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
- Is taught by staff regularly trained in RSHE content, pedagogy and practice, with expert visitors invited in to enhance and supplement the programme where appropriate
- Maintains a safe space in which children are provided with opportunities to discuss, deliberate and develop critical thinking and interpersonal skills
- Meets the needs of all children with their diverse experiences, including those with special educational needs and disabilities
- Promotes a positive view of human sexuality, with honest and medically accurate information, so that children can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of children, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
- Seeks children's views about RSHE content and the PSHE curriculum, so teaching can be made relevant to their real lives and assessed and adapted as their needs change

- Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home

2. Roles and responsibilities

2.1. The principal is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents and carers are fully informed of this policy.
- Reviewing requests from parents and carers to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents and carers.
- Organising alternative education for children, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

2.2. The RSHE subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring that the content of lessons is age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the academy meets its statutory requirements in relation to the provision of RSHE.
- Ensuring the PSHE curriculum is inclusive and accessible for all children.
- Liaising with the Designated Safeguarding Lead to discuss the content of the PSHE curriculum, identify emerging curriculum needs and agree appropriate ways of adapting or contextualising the PSHE curriculum to meet the needs of children. Such meetings should also include the sharing of confidential information about specific children's lived experience, where appropriate, so that mitigations can be put in place to reduce the risk of retraumatising a child.
- Working with other subject leaders to ensure the Relationships, Sex and Health Education curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the delivery of RSHE content and providing reports to the principal.
- Communicating the content of the curriculum with parents and carers.
- Ensuring the curriculum is communicated effectively on the school website.
- Leading on assessment and reporting for PSHE and monitoring the progress of the children.

2.3. All teachers are responsible for:

- Modelling positive attitudes to RSHE content and PSHE lessons.
- Delivering a high-quality and age-appropriate RSHE content, in line with statutory requirements.

- Acting in accordance with agreed planning, monitoring, and assessment requirements within PSHE lessons.
- Liaising with the SENCO to identify and respond to individual needs of children with SEND.
- Liaising with the Designated Safeguarding Lead to identify children who have undergone trauma which may be related to topics covered in the curriculum, or who might otherwise be affected by lesson content.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all children.
- Sharing their own views or beliefs only when it is appropriate and relevant to the lesson content; in such Instances, teachers will clarify such comments as being of their own opinion and not fact.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding policy.
- Working with the PSHE subject leader to evaluate the quality of provision.

2.4. The Designated Safeguarding Lead is responsible for:

- Meeting regularly with the PSHE subject leader to discuss the curriculum content, identify emerging curriculum needs and agree appropriate ways of contextualising the PSHE curriculum to meet the needs of children.
- Acting upon any safeguarding concerns disclosed by children or raised by members of staff, in line with the Child Protection and Safeguarding policy.

2.5. The SENCO is responsible for:

- Advising teaching staff how best to identify and support children's individual needs.
- Advising staff on the use of TAs in order to meet children's individual needs.

2.6. Children are responsible for:

- Engaging positively in PSHE lessons and activities.
- Demonstrating respect for others' views, experiences and backgrounds during discussions.
- Following agreed ground rules to ensure a safe and supportive learning environment.
- Listening to others and contributing appropriately to class and group discussions.
- Seeking help, advice or support from a trusted adult if they are concerned about their own or others' wellbeing.
- Reporting any concerns about safety, including those relating to relationships, online activity or harmful behaviour, to a member of staff.
- Treating sensitive topics with maturity and understanding, recognising that experiences and beliefs may differ.

2.7. The governing board is responsible for:

- Ensuring all children make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.

- Ensuring the subjects are resourced, staffed, and timetabled in a way that ensures the academy can fulfil its legal obligations.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all children with SEND.
- Monitoring the provision of clear information for parents and carers regarding subject content and their right to request the withdrawal of children from Sex Education content.

3. Curriculum overview and delivery

3.1. Planning and delivery of RSHE content

- 3.1.1. The provision of RSHE content is co-ordinated by the PSHE subject leader, who is responsible for the overall planning, implementation and review of the programme.
- 3.1.2. RSHE content will be planned to meet the current DfE Relationship Education, Sex Education and Health Education statutory guidance, in line with relevant school policies. The current DfE statutory guidance for Key Stages 1 and 2 is included in Appendix 1.
- 3.1.3. RSHE content forms part of the curriculum in every year group, and our programmes of study are reviewed on an annual basis. The curriculum is delivered proactively, such that it addresses issues in a timely way, in line with current evidence on children's physical, emotional and development, and local and national statistics. Although it is not statutory to deliver Sex Education outside of the science curriculum at primary level, the academy follows the DfE recommendation that all primary schools should have a Sex Education programme in place.
- 3.1.4. The majority of RSHE content will be taught within PSHE lessons and be supported by the delivery of content from the national curriculum in Citizenship, Science, Physical Education and Computing.
- 3.1.5. Children may be taught in a range of groupings, including single-sex groups, as appropriate to the context of lessons.
- 3.1.6. In each year group, a range of resources including diagrams, videos, books, games, discussions, and practical activities may be used to assist learning. Inappropriate images, videos or resources, including those that rely on shock or scare tactics, will not be used. Resources will be selected with sensitivity given to the age, developmental stage, and cultural background of children.
- 3.1.7. Child voice will be used to inform and adapt the planned curriculum, both formally through surveys and consultation, and informally within lessons. Teachers will encourage children to ask questions, share opinions and engage in discussion. Teachers will answer questions sensitively, honestly, and appropriately, with consideration of the age and maturity of the child.
- 3.1.8. Any resources or materials used to support learning will be reviewed by the teacher delivering the lesson before use, to ensure they are appropriate for the age and maturity of children, and sensitive to their needs.

- 3.1.9. Teachers will be aware that PSHE lessons may directly cover sensitive content or that such content may be raised by children in discussions. When talking about sensitive topics in lessons, teachers will be aware of the risks of encouraging certain behaviours and will avoid any resources or discussions that may be seen to instruct rather than prevent.
- 3.1.10. On some occasions, external experts may be invited to support with the delivery of the RSHE content. In such circumstances, visitors will be expected to comply with the provisions of this policy and the Visitors policy.

3.2. Staff training

- 3.2.1. The PSHE subject leader will receive bespoke, enhanced and ongoing safeguarding training to support their role in overseeing the provision of RSHE content and the wider PSHE curriculum.
- 3.2.2. All staff members at the academy will undergo training on a timely basis to ensure they are informed of planned RSHE content and the wider PSHE curriculum.
- 3.2.3. Training of staff will also be scheduled in response to updated DfE Relationships Education, Relationships and Sex Education and Health Education guidance, and any new content added to the academy's PSHE curriculum.
- 3.2.4. The academy will ensure that teachers delivering RSHE Education content receive training on best practice principles around creating a safe learning environment, as outlined by the PSHE Association. These principles include:
- Setting ground rules
 - Distancing the learning
 - The safe handling of questions
 - The protection of vulnerable learners
 - Signposting for further help and support
- 3.2.5. The academy may use National College training materials, RSHE resources published by the DfE and/or on-demand CPD from OAT to train staff members in the teaching of PSHE.

3.3. Assessment

- 3.3.1. The academy will have the same high expectations of the quality of children's work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge children have previously acquired, including in other subjects, with regular feedback provided on child progress.
- 3.3.2. Lessons will be planned to ensure that children of differing abilities, including the most able, are suitably challenged. Teaching will be assessed, and assessments used to identify where children need extra support or intervention.
- 3.3.3. Children's knowledge and skills of RSHE content will be assessed in a range of ways, including:
- assessment tasks such as spider diagrams or draw-and-write tasks

- quizzes

3.4. Quality assurance and monitoring

3.4.1 The PSHE subject leader is responsible for monitoring the quality of teaching and learning of RSHE content.

3.4.2 The PSHE subject leader, with the support of members of the Senior Leadership Team, will conduct regular assessments of the provision of RSHE content, which may include:

- Learning walks
- Work scrutiny
- Child interviews
- Staff interviews

3.4.3 The PSHE subject leader will report on the quality of the provision of RSHE content to the principal and governing board on an annual basis.

3.4.4 The PSHE subject leader will collaborate regularly with the principal and members of the Senior Leadership Team to evaluate the effectiveness of the provision of RSHE content, and to implement changes as required.

4. The preventative PSHE curriculum

4.1. Safeguarding, reports of abuse and confidentiality

4.1.1 At the heart of these subjects there is a focus on keeping children safe, we play an important role in preventative education. Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

4.1.2 Teachers will follow best-practice guidelines allowing children an open forum to discuss potentially sensitive issues. Maintaining confidentiality within the classroom is an important component of PSHE lessons, and teachers are expected to respect the confidentiality of their children as far as is possible.

4.1.3 The nature of discussions within these subjects can lead to increased safeguarding reports. Children will be made aware of how to raise their concerns or make a report and how any report will be handled. This process will include when they have a concern about a friend or peer.

4.1.4 Recognising and responding to safeguarding disclosures in a timely manner is essential for keeping children safe.

4.1.4.1 The PSHE subject leader will identify, and share with other teaching staff, a shortlist of lessons involving particularly sensitive content which may subsequently result in a child making a disclosure.

- 4.1.4.2 After these lessons, staff will review children's written work for potential disclosures; any identified disclosures will be reported to the Designated Safeguarding Lead (or deputy) according to academy procedures. This review of children's written work is separate from the marking and provision of feedback about children's work, which is outlined in the academy's marking policy.
- 4.1.5 All staff know what to do if a child tells them that they are being abused or neglected or are witnessing abuse, as outlined in the Safeguarding and Child Protection policy.
 - 4.1.5.1 Staff know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy) and children's social care.
 - 4.1.5.2 Staff will never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.
- 4.1.6 When we invite external agencies in to support delivery of these subjects, we will agree in advance of the session how a safeguarding report should be dealt with by the external visitor. We will ensure that children understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report.

4.2 Addressing sexual violence and sexual harassment in the PSHE curriculum

- 4.2.1 Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or a group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. Our staff maintain an attitude of 'it could happen here.'
- 4.2.2 Schools and colleges have a statutory duty to safeguard and promote the welfare of the children at their school/college. The best response to child sexual violence and harassment are those which take a whole school or college approach to safeguarding and child protection.
- 4.2.3 Our planned programme of evidence-based content delivered through the PSHE curriculum is part of our whole school approach that prepares our students for life in modern Britain. It is delivered in regularly timetabled lessons and reinforced through the whole curriculum. We have planned our programme with a spiral approach to meet the needs of our children, considering their age and stage of development. Our schemes of learning build on prior knowledge with the importance of healthy relationships developed during the earlier years, and a focus on specific aspects, such as teen relationship violence, sexual exploitation, and coercion – at an appropriate stage. Our preventative PSHE education curriculum specifically includes content about:
 - Key characteristics of positive relationships, include mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.

- Different types of relationships, such as friendships, family relationships and relationships with other children and with adults.
- Ways of nurturing respectful and inclusive relationships, including asking, giving, and not giving permission.
- Boundaries and privacy and how to recognize who to trust and who not to trust.
- Online safety
- Stereotyping and equality, and how stereotypes can be unfair, negative, or destructive
- Public and private body parts

We ensure that our academy Designated Safeguarding Lead and pastoral team are aware of the content of the PSHE curriculum and understand when these topics are taught, so they are prepared to support children who may be affected by the issues raised or make disclosures.

5. Parental involvement

- 5.1 We understand that the teaching of some aspects of the programme may be of concern to parents and carers.
- 5.2 The content of the programme provides children with factual content, in line with our vision as referenced in section 1.1.2. Children will be encouraged to share their views, and to recognise and appreciate views which may differ from their own. Teachers may share their own views or beliefs where it is appropriate and relevant to the lesson content; in such instances, teachers will clarify such comments as being of their own opinion and not fact. Teachers will also ensure that they abide by relevant professional and impartiality guidelines in making such contributions.
- 5.3 Parents and carers will be regularly consulted on the content of the programme, through meetings or letters, and the programme will therefore be planned in conjunction with parents and carers. Parents and carers can access the curriculum overview on the academy website and will be kept informed of the specific curriculum content in advance of delivery.

5.4 Parental right to request withdrawal from Sex Education lessons

- 5.4.1 We respect the legal right of parents and carers to withdraw their child from all or part of the Sex Education component of the RSHE programme, except for statutory elements included within the national curriculum for Citizenship, PE, Computing and Science.
- 5.4.2 In accordance with the DfE Relationships Education, Relationships and Sex Education and Health Education statutory guidance, parents and carers will not be able to withdraw their child from Relationships Education and/or Health Education content.
- 5.4.3 Any content deemed to sit within Relationships Education or Health Education is not eligible for withdrawal. Content about same-sex relationships and/or gender is not Sex Education; as sexual orientation and gender reassignment status are both protected characteristics, they would be taught about as part of National Curriculum Citizenship content.

- 5.4.4 If a parent or carer wishes their child to be withdrawn from any or all of the lesson content listed in section 5.6, they should put in writing which aspects of the programme they do not wish their child to participate in and send this to the academy, addressed to the Principal.
- 5.4.5 Before granting any such request the Principal will discuss the request with parents or carers and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The academy will document this process to ensure a record is kept.
- 5.4.6 During this discussion the Principal will discuss with parents and carers the planned lesson content, the benefits of receiving this education in the classroom, and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in lessons, rather than what was directly said by the teacher.
- 5.4.7 Once those discussions have taken place, except in exceptional circumstances, we will respect the parents' or carers' request to withdraw the child from topics which are not included in the statutory national curriculum, Relationships Education curriculum or Health Education curriculum. The academy will then make alternative arrangements for the child.
- 5.4.8 This process is the same for children with SEND. However, there may be exceptional circumstances where the SENCO may want to take a child's specific needs arising from their SEND into account when making this decision. Additional support may be offered to ensure the best learning outcomes where appropriate.

6. Equal opportunities

- 6.1 The academy understands and abides by the Equality Act 2010 and fully respects the rights of children and staff members.
- 6.2 Under the provisions of the Equality Act, the academy will not unlawfully discriminate against children or staff members because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). The academy will also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.
- 6.3 The academy is dedicated to delivering RSHE content, and the wider PSHE curriculum, with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.
- 6.4 Staff members will be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff members will also model positive behaviours and provide to support to all children when needed.
- 6.5 Sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Any report of sexual violence or sexual harassment will be taken

seriously. The academy will foster an understanding for all children of healthy relationships, acceptable behaviour and the right of everyone to equal treatment. This will help to ensure that children treat each other well and go on to be respectful and kind adults.

- 6.6 Any occurrence incidents contravening the Equality Act 2010 should be reported to a member of academy staff. These incidents will be dealt with in line with the processes outlined in the Anti-Bullying policy and the child-on-child abuse section of the Child Protection and Safeguarding Policy. The principal will then decide what further action is required, potentially including notifying the police or an anti-social behaviour coordinator in their local authority about the incident and the academy's response.

7. Policy monitoring and review

- 7.1 This policy will be reviewed in line with OAT's internal policy schedule, or in the following circumstances:
- changes in legislation and / or government guidance
 - as a result of any other significant change or event
 - in the event that the policy is determined not to be effective
- 7.2 In addition, this policy will be reviewed by the principal in conjunction with the PSHE coordinator on an annual basis. Any changes needed to the policy, including changes to the programme, will be implemented by the principal.
- 7.3 Any changes to the policy will be clearly communicated to all members of staff involved in delivering RSHE content and the wider PSHE curriculum.

Appendix 1 – Summary of content from DfE Relationship Education, Relationships and Sex Education (RSE) and Health Education statutory guidance 2025 – primary

Relationships education

Families and people who care for me

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

Caring friendships

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

Respectful, kind relationships

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

Online safety and awareness

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.

4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. 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.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Health and wellbeing

General wellbeing

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.

7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
10. That it is common to experience mental health problems, and early support can help.

Wellbeing online

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

Physical health and fitness

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.

3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol, tobacco and vaping

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health protection and prevention

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check ups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. 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

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

Basic first aid

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies

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.

