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# Relationships, sex and health education (PSHE & RSE) policy

## Mylor Bridge CP School

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## 1. Aims

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

- Provide a framework in which sensitive discussions can take place
- 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, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture and promote healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health
- Teach pupils the correct vocabulary to describe themselves and their bodies

## 2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017. We must also teach health education.

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 PSHE & RSE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (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 Mylor Bridge CP School we teach PSHE and RSE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. 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/carers and any interested parties were invited to provide feedback or comment on the policy
4. Pupil consultation – we investigated what exactly pupils want from their PSHE & RSE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

## 4. Definition

For the purpose of this policy:

**Relationships and health education** will:

- Teach the skills and knowledge that form the building blocks of all positive relationships
- Support children from the start of their education to grow into kind, caring adults who:
  - Have respect for others
  - Know how to keep themselves safe
  - Have emotional awareness
- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors

- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health

## 5. Curriculum

Our PSHE & RSE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious 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 fully informed and don't seek answers online. Teaching will be developed to ensure the curriculum is accessible for pupils with SEND.

We will share all curriculum materials with parents and carers on request.

## 6. Delivery of PSHE & RSE

PSHE & RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of PSHE & RSE are taught within the science curriculum.

At Mylor Bridge School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

Our school uses Muse Wellbeing to support PSHE planning and delivery across Key Stage 1 and Key Stage 2. Muse Wellbeing provides structured lessons, curriculum overviews and statutory mapping documents for Relationships Education, Health Education and wider PSHE. School leaders review and adapt materials to reflect pupils' age and stage, statutory guidance and the needs of our community.

The school will make sure that:

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

Relationships education focuses on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe, including:

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

Health education will:

- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing

Primary sex education taught in year 5 and year 6 will be taught in line with the National Curriculum for science, and focus on:

- The main external body parts
- The human body as it grows from birth to old age (including puberty)

- Reproduction in some plants and animals
- How a baby is conceived (in line with the factual curriculum of conception set out in the science curriculum)

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

Pupils will be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND). We will review, at least annually, the materials to ensure suitability.

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

For more information about our PSHE & RSE curriculum, see Appendices 1 and 2.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

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 (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

## 6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is accessible to pupils with SEND
- 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
- Give careful consideration to the level of differentiation needed

## 6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory PSHE & RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the 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 won't provoke distress

We will make sure that when we consult parents/carers we provide a representative sample of the resources that the school plans to use.

We will ensure that parents/carers are able to view all curriculum materials used to teach PSHE & RSE on request.

Parents/carers are not able to veto curriculum content.

We will comply with any applicable copyright laws when sharing resources with parents or carers, and will include a statement that parents agree to as a condition of access that the content should not be copied or shared further except as authorised under copyright law.

## 7. Use of external organisations and curriculum materials

Whilst the school may work with external organisations to deliver the curriculum, it remains responsible for the content and the way in which pupils are taught.

We will make sure that any agency and any materials used are accurate, age and stage-appropriate, and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about PSHE & RSE is balanced, and it and the resources they intend to use:
    - Are age-appropriate
    - Are in line with pupils' developmental stage
    - Are accessible for all pupils, including those with SEND
    - Are sensitive to pupils' needs
    - 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 and lesson plans that the agency may use
- Know the named individuals who will be there, check the credentials of the visitor and/or visiting organisation, and follow our usual safeguarding procedures for these people
- Make sure the visitor understands and agrees in advance:
    - How confidentiality will work in any lesson
    - How safeguarding reports should be dealt with, in line with our school policies

- 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
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers
- Consult parents/carers on the content of external resources on the topic of biological sex and gender reassignment in advance and make all materials available to them on request
- Avoid materials that use cartoons or diagrams that oversimplify the topics of biological sex and gender reassignment, that could be interpreted as being aimed at younger children, or that perpetuate stereotypes or encourage pupils to question their gender

We **won't**, 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
- Work with agencies who don't allow their material to be shared with parents and carers. The school will communicate to agencies that it is legally obliged to have regard to the expectation that all content can be shared with parents and carers

# 8. Roles and responsibilities

## 8.1 The governing board

The governing board will approve the PSHE & RSE policy, and hold the headteacher to account for its implementation.

The governing board will ensure that:

- All pupils make progress in achieving the expected educational outcomes and that teaching is accessible to all pupils with SEND
- Curriculum content and teaching materials are aligned with the guidance
- Clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education

## 8.2 The headteacher

The headteacher is responsible for making sure that PSHE & RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-science components of PSHE & RSE (see section 9).

## 8.3 Staff

Staff are responsible for:

- Delivering PSHE & RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to PSHE & RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-science components of PSHE & RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny/misandry, homophobia, biphoboia, sexual violence/harassment, derogatory behaviour and stereotypes

- Where misogynistic ideas are expressed at school, challenging the ideas, rather than the person expressing them
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL)

Staff do not have the right to opt out of teaching PSHE & RSE. Staff who have concerns about teaching PSHE & RSE are encouraged to discuss this with the headteacher.

### 8.4 Pupils

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

## 9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships and health education.

Parents/carers have the right to withdraw their child from the non-science components of sex education within PSHE & RSE – the headteacher will grant all requests to withdraw a pupil from the non-science parts of sex education. The only lessons this right to withdraw apply to are:

Year 6: Our Reproductive Anatomy

Year 6: Reproduction and Life Cycles

We would welcome a conversation with parents if they have questions about the content in these lessons. Letters will be sent home via class Dojo notifying parents prior to the teaching of these lessons.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative schoolwork will be given to pupils who are withdrawn these lessons.

## 10. Training

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

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching PSHE & RSE.

## 11. Monitoring arrangements

The delivery of PSHE & RSE is monitored by the subject leader through:

Learning walks and pupil conferencing.

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

This policy will be reviewed by the headteacher and subject leader annually. At every review, the policy will be approved by the governing board.

**Appendix 1: Curriculum Map**

EYFS

| | Session and Key Learning | Key EYFS Links | Muse Wellbeing Focus |
|---|---|---|---|
| 1 | **Naming Feelings** Recognise and name different feelings. | Supports **PSED: Self-Regulation**, while developing children's speaking and emotional vocabulary. | Mental and Physical Health |
| 2 | **Big Feelings** Calm down and ask trusted adults for help. | Supports **PSED: Self-Regulation and Managing Self**, including calming strategies and asking for help. | Mental and Physical Health |
| 3 | **Looking After My Body** Explore healthy routines, movement, rest and hygiene. | Supports **PSED: Managing Self** and **Physical Development** through healthy routines and self-care. | Mental and Physical Health |
| 4 | **Staying Safe** Recognise safer choices and know when to ask for help. | Supports **PSED: Managing Self**, helping children recognise safe choices and when to seek adult help. | Mental and Physical Health |
| 5 | **Families and People Who Care for Me** Explore families, care, belonging and trusted adults. | Supports **PSED: Building Relationships** and understanding different families and caring relationships. | Positive and Respectful Relationships |
| 6 | **Friendship and Playing Together** Practise kindness, sharing, turn-taking and boundaries. | Supports **PSED: Building Relationships and Self-Regulation** through sharing, turn-taking and kind play. | Positive and Respectful Relationships |
| 7 | **Making Good Choices** Explore rules, manners, responsibility and respectful choices. | Supports **PSED: Managing Self and Building Relationships** through rules, responsibility and respectful behaviour. | Positive and Respectful Relationships |
| 8 | **Celebrating Differences** Recognise similarities and differences with kindness and respect. | Supports **PSED: Building Relationships** and understanding that people and families can be similar and different. | Positive and Respectful Relationships |
| 9 | **Where I Live** Explore home, school, community and people who help us. | Supports **Understanding the World: People, Culture and Communities**, alongside speaking and discussion. | Global Citizenship and Community Care |
| 10 | **Digital Citizenship** Use screens safely, ask for help and balance screen time. | Supports **PSED: Managing Self** through safe, balanced and supported use of screens and devices. | Digital Citizenship and Online Safety |
| 11 | **Understanding British Values** Explore fairness, rules, respect, listening and turn-taking. | Supports **PSED: Building Relationships and Managing Self** through fairness, rules, respect and turn-taking. | Global Citizenship and Community Care |
| 12 | **Caring for Our World** Care for nature, animals and shared spaces. | Supports **Understanding the World: The Natural World** alongside responsibility and care for shared spaces. | Global Citizenship and Community Care |

## Year 1 Lesson Directory: Health and Wellbeing

| | | Main Learning Objective | Sub Learning Objective |
|---|---|---|---|
| 1 | How Do You Feel Today? | To understand how to identify emotions by how they may present physically | To identify simple emotions and use a range of vocabulary to share feelings |
| 2 | Everyday Emotions | To understand how people can feel differently about different situations | To know that it is normal to feel a range of emotions in our daily life (sad, happy, anxious, excited) |
| 3 | BIG Feelings! | To learn simple strategies to manage feelings such as anger or frustration | To seek support when feeling worried or concerned and know when and how to do this |
| 4 | Healthy Living | To understand ways we can be more physically healthy (including rest and sleep) | To discuss how exercise and movement can help our bodies stay healthy |
| 5 | We Are What We Eat | To understand what makes a healthy diet and how this can affect our overall physical health and mental wellbeing | |
| 6 | Keeping Clean | To describe ways to clean ourselves and wash our bodies as well as understand how germs can spread | |
| 7 | Safety First | To recognise risk in everyday situations and ways to stay safe | To recognise potential risks at home and at school such as electrical appliances |
| 8 | It's an Emergency | To know what to do if someone has an accident | To know how to make a phone call to the emergency services and when they should do this |
| 9 | All Change | To identify ways they have changed since they were babies | To explore strategies for coping with change |
| 10 | We Are Wonderful | To celebrate what makes them unique and special | To consider and identify ways in which people can look similar and different |
| 11 | Keeping It Private | To understand that some information is private both online and in the real world | To understand the online world is similar but different to the real world |
| 12 | Safe Digital Citizens | To identify and share simple internet safety strategies | To know when to speak to an adult when they see something online they do not like or that scares them |

## Year 1 Lesson Directory: Understanding Relationships

| | | Main Learning Objective | Sub Learning Objective |
|---|---|---|---|
| 13 | Different Types of Families | To know that there are many types of families and that they may be different from their own | To know who to speak to within school if they are worried about something in their family |
| 14 | Fantastic Families | To understand that families can provide care, support and love | To recognise common aspects of family life |
| 15 | A Great Friend | To know and describe the characteristics of a good friend | |
| 16 | Kind or Unkind | To identify actions that are both kind and unkind | |
| 17 | We're All Different! | To understand some children have different needs and feelings | |
| 18 | Meeting New People | To know how to act and behave when meeting someone they don't know (including children, adults and strangers) | |
| 19 | Super Group Worker | To work, play and collaborate with others in a range of situations | |
| 20 | Say No to Bullying | To recognise when a person is being bullied and understand sensible actions to challenge this behaviour (including finding an adult) | To understand that speaking negatively to a person can impact on their overall wellbeing and health |
| 21 | Be Kind Online | To understand that people may bully or tease others online (just like in the real world) | To identify positive ways to communicate online |
| 22 | Tech Time Out | To understand when to stop using technology and interact with people around them in their world | |
| 23 | Secrets or Surprises | To understand that sometimes secrets should not be kept private to safeguard and support other people | To know how to ask for advice or help for themselves or others within the school community |
| 24 | Understanding Peer Pressure | To identify when they feel pressured to do something they don't want to do (and how to act) | To know how to report concerns and who they must speak to at school |

## Year 1 Lesson Directory: The World Around Us

| | | Main Learning Objective | Sub Learning Objective |
|---|---|---|---|
| 25 | Shoot for Goals | To set targets and goals and track their progress | To identify areas they can improve on and set targets based on this |
| 26 | Sharing My Opinions | To describe and share what they like and dislike; rights and wrongs; and things they find fair and unfair | To explain and describe their opinions with reason |
| 27 | Respectful and Responsible | To listen to other people with respect, even when their ideas differ to their own | To accept responsibility for the actions they take and the consequences of these actions |
| 28 | Home and Away | To identify similarities and differences between their communities and other places around the world | To understand the features of the local area where they live |
| 29 | Active Change | To identify and develop ways to improve their school and classroom | |
| 30 | Walk for Wellbeing | To play an active part in the life of their school and classroom | To understand ways we can be more physically healthy (including rest and sleep) |
| 31 | My Communities | To know that they belong to groups and communities (families, schools) | |
| 32 | Jobs, Jobs, Jobs | To identify a range of jobs and their benefits to themselves and their communities | |
| 33 | Shopping Essentials | To understand that money has value and should be thought about carefully | |
| 34 | Global Faiths and Religions | To share and discuss their beliefs (religious or otherwise) and listen with respect to others | To be open minded and accepting of all people within their local communities |
| 35 | Problem? No Problem! | To think creatively to solve problems for themselves and others | To work collaboratively and support their group in learning and shared activities |
| 36 | Keep Growing! | To reflect on personal growth and learning and consider steps to continuing development | |

## Year 2 Lesson Directory: Health and Wellbeing

| | | Main Learning Objective | Sub Learning Objective |
|---|---|---|---|
| 1 | How Do You Feel Today? | To know that it is normal to feel a range of emotions in our daily life (sad, happy, anxious, excited) | To seek support when feeling worried or concerned and know when and how to do this |
| 2 | Positive Vibes | To discuss and consider activities that can help us feel better (family time, rest, practising gratitude, kindness to self and others, exercise) | To understand the differences and similarities between mental and physical health |
| 3 | Beat Bullying! | To understand that all forms of bullying (including online) can negatively affect a person's mental health | |
| 4 | Getting Help | To seek support when feeling worried or concerned and know when and how to do this | To know who to speak to in school if they are worried about their health |
| 5 | Staying Safe | To recognise risk in everyday situations and ways to stay safe | To recognise potential risks at home and at school such as electrical appliances |
| 6 | Staying Safe Online | To identify and share simple internet safety strategies | To know when to speak to an adult when they see something online they do not like or that scares them |
| 7 | I am a Digital Citizen | To identify key characteristics of a positive "Digital Citizen" in their use of technology and the internet | To understand the online world is similar but different to the real world |
| 8 | Personal Privacy | To understand different types of personal privacy | To recognise the main differences between male and female bodies (and what areas of their bodies are private) |
| 9 | Good Food, Good Exercise | To understand how inactivity and diet are linked to obesity and the associated health issues | |
| 10 | SMILE! | To understand how to look after our oral hygiene (including the effects of sugar) | |
| 11 | Safety and Medicines | To know that medicine can sometimes help us when used carefully and the importance of vaccines and immunisations | To understand how to stay safe in the sun and why we should do this |
| 12 | Exercising Wellbeing | To understand that mental health (like physical health) can be exercised and improved | To know the choices we make affect our mental and physical wellbeing |

## Year 2 Lesson Directory: Understanding Relationships

| | | Main Learning Objective | Sub Learning Objective |
|---|---|---|---|
| 13 | My Special People | To identify people who are special in their lives (family, carers, siblings, friends, teachers) | |
| 14 | Understanding Relationships | To understand and identify the characteristics of a range of relationships (family, relative, friend, teacher) | To understand that families can provide care, support and love |
| 15 | Super Supporters | To understand how they can be supportive of friends in difficult situations | To understand some children have different needs and feelings |
| 16 | Signs of Sadness | To recognise when a person may feel lonely or upset and how they can help | To know when to speak to an adult if a friendship is making them feel unhappy |
| 17 | Exclude - Include | To know that excluding others can cause someone to feel unhappy | |
| 18 | No Bullies Allowed! | To identify the impacts of bullying | To recognise when a person is being bullied and understand sensible actions to challenge this behaviour (including finding an adult) |
| 19 | Words Can Hurt and Heal | To understand that speaking negatively to a person can impact on their overall wellbeing and health | |
| 20 | It's Personal | To know that some personal information is private and doesn't need to be shared with friends | |
| 21 | Who Are You Talking to Online? | To know that sometimes people may pretend to be a different person when online | |
| 22 | Be SMART | To identify positive ways to communicate online | To understand that people may bully or tease others online (just like in the real world) |
| 23 | Seeking Permission | To know that they must ask permission to do certain activities in some situations | To know how to ask for advice or help for themselves or others within the school community |
| 24 | Respectful Boundaries | To understand and respect the physical and personal privacy of themselves and others | To know how to report concerns and who they must speak to at school |

## Year 2 Lesson Directory: The World Around Us

| | | Main Learning Objective | Sub Learning Objective |
|---|---|---|---|
| 25 | Humans and Living Things | To know that humans and living things have needs and how they can support this | |
| 26 | Stand Up for Change! | To explain and describe their opinions with reason | To listen to other people with respect, even when their ideas differ to their own |
| 27 | Inequalities | To recognise actions or situations they feel are unfair and explain how it makes them feel | |
| 28 | Kindness in Our Communities | To understand their own actions can help improve the lives of other people | To consider ways to support and help other people in their community |
| 29 | We're All Different | To recognise and celebrate diversity within their local community | To be open minded and accepting of all people within their local communities |
| 30 | Where We Live | To compare where they live to other places around the world (and the challenges other people have) | To understand the features of the local area where they live |
| 31 | The Job for Me! | To discuss what jobs and types of employment they like | |
| 32 | Money Matters | To know that money comes from different sources and is used for a variety of reasons | |
| 33 | STEM Group Project | To work collaboratively and support their group in learning and shared activities | To show confidence in approaching activities in their own style and using their strategies |
| 34 | Resilience and Growth Mindset | To show resilience in new learning to grow and develop their skills and thinking | |
| 35 | Growth, Targets and Goals | To identify areas they can improve on and set targets based on this | To set targets and goals and track their progress |
| 36 | Reflection | To reflect on personal growth and learning and consider steps to continuing development | |

## Year 3 Lesson Directory: Health and Wellbeing

| | | Main Learning Objective | Sub Learning Objective |
|---|---|---|---|
| 1 | What is Mental Health? | To know that mental health is a part of our daily lives | To know that positive mental health does not mean always being "happy" |
| 2 | My Feelings! | To understand a range of emotions and why they may feel like this | |
| 3 | Caring for Mental Health | To know that activities such as physical exercise, charity and hobbies can promote positive mental health | To understand it is important to express their feelings, emotions, worries and thoughts |
| 4 | What is Physical Health? | To understand the characteristics of physical wellbeing | To understand the importance of regular exercise to promote physical and mental wellbeing |
| 5 | Eating Well! | To recognise the elements of a healthy, balanced diet and make informed decisions on choosing foods | To understand the impact of poor diets on our physical and mental wellbeing |
| 6 | Keeping Clean | To know and undertake the many different aspects of hygienic routines (self-care, oral hygiene, cleaning) | To understand the impact of poor personal hygiene on our overall wellbeing |
| 7 | Me and the World | To understand that people (including themselves) identify with different cultures, hobbies and likes and dislikes | To identify their strengths and celebrate their achievements with others |
| 8 | Our Bodies | To identify and name the main genitalia of males and females | |
| 9 | Tech Talk | To understand that technology and the internet have many benefits for our physical and mental health | To know that technology and digital use can have negative effects on overall wellbeing (inactivity, balancing time online, online abuse) |
| 10 | Keeping Safe! | To identify and describe many common shared rules in their environments and why they are important | To understand fire safety procedures and actions to take at school, home and the wider community |
| 11 | Better Wellbeing | To know ways to recognise when they are feeling physically or emotionally unwell (weight-loss, changes to their body or feelings) | To identify who they can contact within school with any concerns regarding their wellbeing |
| 12 | Our Immune System | To understand the role of our immune system in relation to germs and diseases | To know and review some simple facts about immunity, germs and medicines *(supplementary assessment objective)* |

## Year 3 Lesson Directory: Understanding Relationships

| | | Main Learning Objective | Sub Learning Objective |
|---|---|---|---|
| 13 | Diverse Family Units | To recognise and respect that other children may have different types of family units | |
| 14 | Family, Support and Care | To identify how families can support and care for each other in positive ways | To know that it is important to spend time together with family members and share experiences |
| 15 | Real Relationships! | To identify that there are other types of relationships outside of family (friends, boyfriends/girlfriends, teachers) | |
| 16 | What Makes a Great Friend? | To know that positive friendships can have a meaningful impact on their wellbeing | To identify the characteristics of positive friendships (respect, trust, kindness, generosity) |
| 17 | Positive Impressions | To know ways in which to choose and build new friendships that will have a positive effect on their wellbeing | To identify when a friendship is not improving their overall wellbeing |
| 18 | Respect at Its Best | To understand the importance of using language with courtesy and respect when speaking to others | |
| 19 | Self-Worth + Self-Esteem | To respect themselves and have an understanding of self-worth and self-esteem | |
| 20 | Be an Upstander | To identify different forms of bullying and strategies for dealing with them | |
| 21 | My Digital Identity | To understand the term "Digital Identity" and how it applies to themselves and others | To understand that not all information found on the internet is true |
| 22 | Giving Credit | To know when and how to give credit for work and content found online | |
| 23 | Peer Pressure | To identify situations where they feel "peer pressure" and evaluate the safety of an activity or action | To know who to contact in school when worried about their own or others' safety |
| 24 | Dealing with Difficulties | To know strategies for dealing with hurtful behaviour to themselves or others | To understand what kinds of physical contact are safe and appropriate and how to respond |

## Year 3 Lesson Directory: The World Around Us

| | | Main Learning Objective | Sub Learning Objective |
|---|---|---|---|
| 25 | Pollution Problems | To enquire and research into events and topics affecting people and our world both locally and globally | |
| 26 | Global Issues | To respect and empathise with other people's lives and situations in different global settings | To identify current local and global problems affecting areas and people and share their opinions |
| 27 | Rules and Laws | To recognise rules and regulations that affect laws around them | |
| 28 | Responsibilities | To know that each person (including themselves) has responsibilities to support others around them | To recognise that they can affect people's lives through their own actions |
| 29 | Diversity and Britain | To identify the different groups of people that make up their local community | To recognise the benefits of a diverse community and how it can positively affect communities |
| 30 | Religion and Beliefs | To understand there are a range of personal and religious beliefs both locally and globally | |
| 31 | Community Support Groups | To make an active commitment to helping and supporting others in their local community | |
| 32 | Jobs for the Community | To compare a range of types of employment and consider their uses in civic duty | |
| 33 | Keeping Money Safe | To identify simple ways they can look after money (bank accounts, piggy banks, other savings) | |
| 34 | My Opinions | To share and explain their views on experiences and topics with reasoning (including their own beliefs and spirituality) | To identify the morality between "right" or "wrong" actions and consider the effects of each on others |
| 35 | STAR Goals | To set goals and targets whilst tracking their own progress | To display enthusiasm and excitement in their own learning |
| 36 | Yearly Review | To reflect on personal growth and learning and consider steps to continuing development | |

## Year 4 Lesson Directory: Health and Wellbeing

| | | Main Learning Objective | Sub Learning Objective |
|---|---|---|---|
| 1 | Wellbeing Champions | To identify and share activities that can support their mental health | To understand that mental health (like physical health) can be exercised and improved |
| 2 | Navigating Mental Health | To understand that people can become mentally ill just like a physical illness | To know when to ask for support from adults when feeling worried about their mental health |
| 3 | Habits: Good and Bad! | To understand the term "habits" and how they can affect our mental wellbeing (positives and negatives) | To know that common drug use (caffeine, cigarettes/vaping, alcohol) can negatively affect our health |
| 4 | Making Healthy Choices | To identify choices in daily life and common situations that can lead to physical wellbeing | To understand the characteristics of physical wellbeing |
| 5 | Express Yourself | To understand it is important to express their feelings, emotions, worries and thoughts | To know that positive mental health does not mean always being "happy" |
| 6 | Eating for Health | To understand the impact of poor diets on our physical and mental wellbeing | To recognise the elements of a healthy, balanced diet and make informed decisions on choosing foods |
| 7 | Physically Well! | To recognise when they are feeling physically unwell and identify strategies to solve this (speak to an adult, diet choices, exercise) | To know when and how to seek support when concerned over their physical wellbeing |
| 8 | Diversity, Ethnicity and Heritage | To identify and celebrate the numerous ethnicities both globally and within their own community | To understand that many people will have different physical abilities and needs; both in school and the wider community |
| 9 | Physical and Mental Growth | To know that all people change emotionally and physically as they grow older | To consider ways in which people physically change as they grow older (including puberty) |
| 10 | Super Strength Passwords | To understand how to make a strong password and ways it can help keep us safe when online | |
| 11 | Internet Age Restrictions | To understand why many aspects of the internet are age restricted (social media, online gaming, websites) | To identify when they interact with media they feel is inappropriate and how to speak to an adult |
| 12 | Cuts, Burns and Nosebleeds | To understand how to treat basic injuries (small cuts, minor burns and nosebleeds) | To know how to predict and evaluate risks in unfamiliar situations or environments |

## Year 4 Lesson Directory: Understanding Relationships

| | | Main Learning Objective | Sub Learning Objective |
|---|---|---|---|
| 13 | Quality Time! | To know that it is important to spend time together with family members and share experiences | To identify how families can support and care for each other in positive ways |
| 14 | Love is All Around Us | To know that adults and some younger people often form romantic and caring relationships (from a range of genders, ethnicities or cultures) | To identify there are other types of relationships outside of family (friends, boyfriends/girlfriends, teachers) |
| 15 | Safeguarding Leaders | To understand the meaning of safeguarding and its importance in their many shared communities | To know how to speak to an adult within school if they have any concerns regarding their family or home life |
| 16 | Friendships: The Ups and Downs | To recognise that friendships will have ups and downs and strategies to manage conflict | To identify the characteristics of positive friendships (respect, trust, kindness, generosity) |
| 17 | Friends: Old and New | To understand that friendships change and develop over time | To identify when a friendship is not improving their overall wellbeing |
| 18 | No "I" in Team! | To adapt their roles when working in groups or teams in order to achieve a shared goal | |
| 19 | Understanding Consent | To know the importance of asking and seeking permission in relationships of all kinds | |
| 20 | Positivity and Respect | To recognise behaviour in their communities that is disrespectful and ways to act positively about this | To listen and speak to people with respect from a range of backgrounds and with different feelings and ideas |
| 21 | Our Digital Footprint | To know how their "Digital Footprint" is created and the effects it can have on their wellbeing and reputation | To understand the term "Digital Identity" and how it applies to themselves and others |
| 22 | Online Communication | To recognise positive ways to communicate online (including use of images and emojis) | |
| 23 | Responding Safely | To understand how to respond safely to unfamiliar adults in a range of environments and settings | To know who to contact in school when worried about their own or others' safety |
| 24 | Pressure and Control | To understand how to act safely towards controlling behaviours such as manipulation, coercion, peer pressure and blackmail | To identify and report feelings of being unsafe including with regard to adults in their shared communities and school |

## Year 4 Lesson Directory: The World Around Us

| | | Main Learning Objective | Sub Learning Objective |
|---|---|---|---|
| 25 | Human Rights | To understand the basic human rights that everyone is entitled to around the world | To respect and empathise with other people's lives and situations in different global settings |
| 26 | A Global Citizen | To recognise that different areas of our world enjoy varying levels of social, personal and economic benefits | To know that each person (including themselves) has responsibilities to support others around them |
| 27 | Pandemic, Epidemic or Endemic? | To understand the impacts and meaning of epidemic, pandemic and endemic diseases | |
| 28 | Plastic Pollution | To consider the effects of environmental issues both locally and globally | To enquire and research into events and topics affecting people and our world both locally and globally |
| 29 | Stereotypes | To understand what stereotypes are and how they can cause conflict | To recognise the benefits of a diverse community and how it can positively affect communities |
| 30 | British Values | To recognise the shared values that are used to build and grow strong communities | To identify the different groups of people that make up their local community |
| 31 | Money and Its Uses | To understand the role of money in everyday life and different ways it can be used | |
| 32 | Brilliant Budgets | To think critically about the value of buying things with money and understand its worth | |
| 33 | Doing It My Way | To show confidence in approaching activities in their own style and using their strategies | To display enthusiasm and excitement in their own learning |
| 34 | Social Issues | To positively interact with a range of people of varying backgrounds and personalities in their local environments | |
| 35 | Responsible Risks | To take responsible risks in trying new activities and approaching new learning | |
| 36 | Reflect and Review | To reflect on personal growth and learning and consider steps to continuing development | |

## Year 5 Lesson Directory: Health and Wellbeing

| | | Main Learning Objective | Sub Learning Objective |
|---|---|---|---|
| 1 | 5 Ways to Wellbeing | To take positive steps in the ongoing maintenance of mental wellbeing (hobbies, healthcare, support) | To recognise that their emotions will change in intensity and scale regarding an experience over time |
| 2 | Let's Check In | To understand that mental ill health is common and can affect all people | To recognise how their own actions can lead to a better overall mental wellbeing |
| 3 | Loss and Grief | To consider how change and loss can affect our mental health and ways to help themselves and others during these situations | To understand the effects of loss and grief and strategies to cope with these experiences and bereavement |
| 4 | In Balance | To explain the key characteristics of a balanced and healthy lifestyle | To recognise what positively and negatively affects our physical wellbeing |
| 5 | Active Vs. Inactive | To identify the risks associated with an inactive lifestyle (obesity, sleep issues, illness) | To know when and how to seek support when feeling concerned about their physical wellbeing |
| 6 | Knowing Nutrition | To know the effects of a range of food types and food groups on our physical health | To understand how to plan and prepare for eating a healthy, well balanced diet |
| 7 | Drugs and Their Effects | To understand the risks and effects of common drugs, alcohol and smoking | To use personal choice in selecting activities to minimise risky situations |
| 8 | Gender Roles | To understand that some people describe themselves using a range of gender identities | To recognise their own individual characteristics and positive qualities |
| 9 | All About Puberty | To understand the major stages of puberty and its effects (both emotionally and physically; including wet dreams, erections and menstruation) | To identify a range of hygienic routines specifically for when experiencing the natural process of puberty |
| 10 | Screen Time | To know that their use of technology and the internet can impact their physical and mental wellbeing | To apply "media balance" to their interactions with technology and the internet |
| 11 | Personal Choice | To know the difference in meaning between "risk", "danger" and "hazard" | To use personal choice in selecting activities to minimise risky situations |
| 12 | Emergency Services | To know how to react to an emergency situation or accident in the most appropriate and safe way | |

## Year 5 Lesson Directory: Understanding Relationships

| | | Main Learning Objective | Sub Learning Objective |
|---|---|---|---|
| 13 | Families of All Shapes and Sizes | To know there are many different types of family units (single parents, foster parents, step parents, blended families, same-sex parents) | |
| 14 | Commitments | To understand that adults often make lifelong commitments to each other through marriage, civil partnerships or in other ways | |
| 15 | Global Families | To know that family units may look and behave differently in other parts of the world | To respect that families of all types and structures can offer love, support and care |
| 16 | Healthy Friendships | To recognise that offering support is key to developing healthy friendships | To know that friendships can change in strength and intensity as time goes on |
| 17 | Boundaries | To recognise when a friendship is making them feel uncomfortable and strategies for dealing with this | To know that sometimes they must say "no" to friends when they feel uncomfortable |
| 18 | Self-Respect | To understand the importance of self-respect and how this affects our wellbeing | |
| 19 | Empathy and Us | To understand many children and adults have different social, emotional or physical needs from their own | To know that they should expect to be treated in the same manner that they treat others |
| 20 | Peer Mentoring | To model positive behaviour for other members of their local communities (including school) | |
| 21 | Online Interactions | To know ways to stop harmful communication when interacting online (through games, streaming platforms) | To know how to be safe when forming digital friendships |
| 22 | Cyberbullying | To understand what cyberbullying is and how they can stop it | |
| 23 | Trust | To know that sometimes they may need to break trust in keeping a secret to protect themselves and others | To recognise when others around them may be unsafe and how to report this |
| 24 | How We Act and Behave | To understand how to act and behave when feeling uncomfortable around other people (including friends, family and strangers) | To understand how and where to get support when having any concerns about their own or others' relationships |

## Year 5 Lesson Directory: The World Around Us

| | | Main Learning Objective | Sub Learning Objective |
|---|---|---|---|
| 25 | Rules | To understand common, shared rules and why they are important to follow for everyone in their community and the UK | |
| 26 | Democracy | To understand the characteristics of a democracy and its impact on people living within this system | |
| 27 | Environmental Issues | To know different environmental crises affecting our global community today | To consider the problems caused by environmental issues and give possible solutions |
| 28 | Global and Local Events | To understand a range of global and local events and the impact they can have | |
| 29 | Economies Around the World | To understand that many areas of our world have different economic resources and the challenges this can bring | To understand stereotypes within the workplace and how it can affect people's future employment choices |
| 30 | Community Service | To recognise the role of voluntary and community service both locally and globally | To begin participating in and supporting the development of their school environment |
| 31 | Amazing Festivals | To understand and celebrate the many diverse members of their local community | To recognise the impact of anti-social behaviours and prejudice within their communities |
| 32 | Sustainable Development Goals | To recognise that many countries and people around the world have a variety of challenges and needs | To show empathy when considering a person's needs, feelings or ideas that are different to their own |
| 33 | A Game of Life | To identify ways to budget and why this is important | |
| 34 | The Big Debates | To share thoughts and opinions on shared social and moral dilemmas with reasoning | To reflect positively on feedback to improve their next projects and learning experiences |
| 35 | Team Winners | To recognise the different types of skills needed to be successful within a variety of workplaces (teamwork, communication) | |
| 36 | Reflection | To consider their strengths, weaknesses and personal growth made during primary school | |

## Year 6 Lesson Directory: Health and Wellbeing

| | | Main Learning Objective | Sub Learning Objective |
|---|---|---|---|
| 1 | Coping and Self-Care | To display a range of strategies to cope with their emotions, especially regarding personal change and transition | To recognise that their emotions will change in intensity and scale regarding an experience over time |
| 2 | We Are Resilient! | To take positive steps in the ongoing maintenance of mental wellbeing (hobbies, healthcare, support) | To know that people will experience a different range of emotions regarding the same experiences |
| 3 | Powerful Positive Thinkers | To judge if their own emotions and feelings are appropriate to the environment and situation and adjust if required | To identify when they have concerns regarding their own or others' mental health and speak to a trusted adult |
| 4 | Fit as a Fiddle! | To identify and participate in a range of activities as regular healthy exercise | To understand how to plan and prepare for eating a healthy, well balanced diet |
| 5 | Our Reproductive Anatomy | To identify the main reproductive organs of males and females | |
| 6 | Reproduction and Life Cycles | To understand the reproductive process and its place in the human life cycle | To identify the main reproductive organs of males and females |
| 7 | Self-Care and Hygiene | To understand the many self-care routines for personal hygiene and reducing risks of bacteria and viruses (especially around puberty) | To know when and how to seek support when feeling concerned about their physical wellbeing |
| 8 | Consent, Respect and FGM | To know that FGM is against the law in the UK and how to keep themselves and others safe | To understand the meaning of consent (touch, contact, respect of others) |
| 9 | Be Drug Free | To know how different substances (smoking, alcohol and common drugs) can affect and damage their bodies and mental health and the laws surrounding them | |
| 10 | Vaccines and Medicines | To identify the role of medicines and vaccines in the local and global spread of disease and illnesses | |
| 11 | Time on Technology | To understand the risks associated with addiction to technology and the internet | To know that they should keep private information away from their online use |
| 12 | Addictive Behaviours | To understand forms of addictive behaviours and how to improve our own actions | To use personal choice in selecting activities to minimise risky situations |

## Year 6 Lesson Directory: Understanding Relationships

| | | Main Learning Objective | Sub Learning Objective |
|---|---|---|---|
| 13 | Families | To respect that families of all types and structures can offer love, support and care | To know there are many different types of family units (single parents, foster parents, step parents, blended families, same-sex parents) |
| 14 | Commitments | To understand that sometimes adults in a relationship may form part of a family unit whilst living together or living separately | To understand that adults often make lifelong commitments to each other through marriage, civil partnerships or in other ways |
| 15 | Ups and Downs | To understand that families have ups and downs and strategies to use to navigate family conflict | To identify the characteristics of positive family life and know when to speak to an adult if they have any concerns |
| 16 | Saying 'No' to Friends | To know that sometimes they must say "no" to friends when they feel uncomfortable | To know that friendships can change in strength and intensity as time goes on |
| 17 | Transition and Moving Up! | Note: This lesson does not include specific mapped learning outcomes. The session is intended for transition focused preparation, giving pupils structured time to discuss, plan and prepare for their move to secondary school. | |
| 18 | My Values | To model positive behaviours for other members of their local communities (including school) | |
| 19 | Think Before You Judge | To recognise how stereotypes and prejudices can be unfair and harmful | To know that they should expect to be treated in the same manner that they treat others |
| 20 | Marriage, Partnerships and British Law | To explore the meaning of marriage and partnerships and understand how the law protects individuals from forced marriage | |
| 21 | Positive Body Image | To recognise how the internet, media and marketing can influence our own body image | |
| 22 | Smarter Social Media | To understand the different uses, benefits and risks associated with social media use | To know how to be safe when forming digital friendships |
| 23 | What is Consent? | To understand the meaning of consent and when and how to give it | To understand how and where to get support when having any concerns about their own or others' relationships |
| 24 | Positive Assertive Behaviour | To learn assertive behaviours and language to use when in challenging situations | To recognise when others around them may be unsafe and how to report this |

## Year 6 Lesson Directory: The World Around Us

| | | Main Learning Objective | Sub Learning Objective |
|---|---|---|---|
| 25 | Human Rights and Global Leaders | To understand the main principles of the Universal Declaration of Human Rights and how this affects them and their communities | |
| 26 | Politics and Governments | To identify common aspects of governments in the UK and around the world | To understand common, shared rules and why they are important to follow for everyone in their community and the UK |
| 27 | Migration, Immigration and Refugees | To understand the meaning of refugees and some reasons for migration | To understand a range of global and local events and the impact they can have |
| 28 | Great Pacific Garbage Patch | To consider the problems caused by environmental issues and give possible solutions | To know different environmental crises affecting our global community today |
| 29 | Fake News | To recognise that some media providers often report news in different ways with different narratives | |
| 30 | Globalisation and Trade | To understand the role of trade between countries and the impacts of globalisation | |
| 31 | Global Conflicts and War | To understand some of the causes of global conflicts and varying impacts of war | |
| 32 | Anti-Social Behaviours | To recognise the impact of anti-social behaviours and prejudice within their communities | To understand and celebrate the many diverse members of their local community |
| 33 | The Route to My Career | To consider the varying routes to different kinds of employment and job types (vocational training, college, university) | |
| 34 | Positive Role Models | To find positive role models in their local and wider communities | |
| 35 | Community Commitments | To support and care for people in their community who are more vulnerable than themselves | To show empathy when considering a person's needs, feelings or ideas that are different to their own |
| 36 | Final Reflections | To consider their strengths, weaknesses and personal growth made during primary school | |

## Appendix 2: By the end of primary school pupils should know

| TOPIC | PUPILS SHOULD KNOW |
|---|---|
| Families and people who care for me | • That families are important for children growing up because they can give love, security and stability<br>• 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<br>• That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care<br>• That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up<br>• That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong<br>• 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 | • How important friendships are in making us feel happy and secure, and how people choose and make friends<br>• The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties<br>• That healthy, caring and kind 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<br>• 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<br>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened<br>• About managing conflict with kindness and respect, and that violence is never right<br>• How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed |
| 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 can balance the needs and wishes of different people in relationships, and why this can be complicated<br>• The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults<br>• How to communicate effectively and manage conflict with kindness and respect: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration<br>• 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 or in character, personality or background), or make different choices, or have different preferences or beliefs<br>• The practical steps they can take in a range of different contexts to improve or support their relationships<br>• The conventions of courtesy and manners<br>• The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests<br>• Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs |

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|---|---|
| | • About 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<br>• How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust<br>• What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype |
| Online safety and awareness | • How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met<br>• That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child, and that this can lead to dangerous situations<br>• That people should be respectful in online interactions, and 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. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.<br>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them<br>• That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults<br>• That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online<br>• How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met<br>• How information and data is shared and used online, including where pictures or words might be circulated<br>• 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<br>• 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 | • 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 and resources, for example<br>• About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe<br>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact<br>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do and don't know<br>• How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust<br>• 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<br>• How to ask for advice or help for themselves or others, and to keep trying until they are heard<br>• Where to get advice, for example from their family, school and/or other sources |

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|---|---|
| General wellbeing | • The health, wellbeing and happiness benefits of physical activity, time outdoors, and helping others<br>• Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation<br>• The importance of promoting general wellbeing and physical health<br>• The range of scale of emotions that they might experience in different situations (e.g. happiness, sadness, anger, fear, surprise, nervousness) and that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition<br>• How to recognise feelings and use varied vocabulary to talk about their own and others' feelings<br>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate<br>• That isolation and loneliness can affect children, and the benefits of seeking support<br>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others<br>• 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<br>• Where and how to seek support (including recognising the triggers for seeking support), including who to speak to in school if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)<br>• That it is common to experience mental health problems, and early support can help |
| Wellbeing online | • That for almost everyone the internet is an integral part of life<br>• How to think about positive and negative aspects of the internet<br>• 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<br>• 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<br>• How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online<br>• Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted<br>• The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive<br>• 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<br>• That abuse, bullying and harassment can take place online and that this can impact wellbeing<br>• How to seek support from trusted adults<br>• How to understand the information they find online, including from search engines, and know how information is selected and targeted<br>• That they have rights in relation to sharing personal data, privacy and consent<br>• Where and how to report concerns and get support with issues online |

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|---|---|
| Physical health and fitness | • The characteristics and mental and physical benefits of an active lifestyle<br>• 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<br>• The risks associated with an inactive lifestyle, including obesity<br>• How and when to seek support including which adults to speak to in school if they are worried about their health |
| Healthy eating | • What constitutes a healthy diet (including understanding calories and other nutritional content)<br>• Understanding the importance of a healthy relationship with food<br>• The principles of planning and preparing a range of healthy meals<br>• 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 | • 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 | • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body<br>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer<br>• 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<br>• 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<br>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing<br>• 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 | • About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks<br>• How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code |
| Basic first aid | • How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them<br>• Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries |
| Developing bodies | • 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<br>• The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. That all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts<br>• The facts about the menstrual cycle, including physical and emotional changes (while the average age of the onset of menstruation is 12, periods can start at 8, so covering this topic before girls' periods start will help them understand what to expect and avoid distress) |

## Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within PSHE & RSE

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

| TO BE COMPLETED BY THE SCHOOL | |
|---|---|
| Agreed actions from discussion with parents/carers | |