



Relationships, Sex and Health Education (RSHE) Policy

Reviewed and Adopted: Summer 2023

Review by: HT/LTS committee

Next Review: Summer Term 2026

Review every 3 years

Hazelwood Schools

Relationships, Sex & Health Education (RSHE) Policy

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.

(Extract from Relationships Education, Relationships and Sex Education and Health Education Guidance. July 2019 Department for Education.)

The Status of Relationships Education

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools.

What about Sex Education?

- The biological elements of Sex Education remain statutory within the science curriculum. Maintained schools must teach children about human development, including puberty and reproduction.
- In Year 2, children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth but not how reproduction occurs at this stage.
- In Year 5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.
- Sex Education does not have statutory status within primary schools however individual schools can decide what is needed for the pupils.
- It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department for Education continues to recommend therefore that all primary schools should have a Sex Education programme tailored to the age, physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and drawing on knowledge of the human life cycle set out in the national curriculum for Science; how a baby is conceived and born.
- Hazelwood Schools has consulted with both pupils and parents/carers and as a community we, have chosen to include Sex Education as part of our curriculum. Our rationale is reflected in the reasons for teaching Sex Education put forward by SCARF Coram Life Education) which is as follows:

*"We have interpreted this to mean that Sex Education includes puberty, conception, reproduction and birth. **Puberty** is already statutory under Health Education and National Curriculum Science (no right to withdraw). **Birth** and **Reproduction** is also included in Science (again no right to withdraw) and so this leaves **Conception**. We have interpreted 'how a baby is conceived' to refer to what happens during **sexual intercourse** before an egg and sperm meet (reproduction). We therefore include **sexual intercourse** as well as IVF in our Year 6 Making Babies lesson, to help children understand how babies are conceived, particularly before they transition to secondary school to support the pupils' ongoing emotional and physical development effectively, as stated by the DfE.*

We also believe this to be a safeguarding issue, as children starting secondary school will be mixing with 16 year olds and possibly 18 year olds who will legally be able to have sex – and so by providing Sex Education in Year 6 we are laying the foundations to further Sex Education in secondary school, as well as helping children to identify what sexual intercourse is and its potential consequences (pregnancy), should anyone be trying to coerce them to engage in sexual activity." (extract from SCARF- Coram Life Education)

- We have therefore chosen to use SCARF as the basis for our teaching resources.

Purpose of this Relationships, Sex and Health Education Policy

An up-to-date RSHE (Relationships, Sex and Health Education) Policy is the statutory responsibility of the Governing Body.

The purpose of the policy is to:

- Give clear guidance to staff and outside visitors about the content, organisation and approach to teaching RSHE
- Give information to parents and carers about what is taught, when it is taught and by whom it is taught
- Give parents and carers information how they can support RSHE at home
- Set out how the school meets legal requirements in respect of RSHE, the Equality Act and the Children and Social Work Act 2017 which makes Relationships and Health Education statutory in all primary schools from September 2020
- Explain how the delivery of the content will be accessible to all our pupils, including those with SEND
- Explain the right to withdraw

Links to other Policies

Internally, this policy links to our PSHE Policy and Safeguarding and Child Protection Policy.

Additionally, the guidance also links to:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- National Citizen Service guidance for schools

Why teach RSHE at Primary School?

- Relationships Education and Health Education are a statutory part of the curriculum from September 2020
- It prepares children for puberty and the changes that for many will take place while they are at primary school
- It helps develop positive attitudes, values and self-esteem and challenges negative attitudes and prejudices
- It helps make sense of misinformation in the media and from peers
- It provides an opportunity to talk about feelings and relationships
- It promotes the skills necessary for effective communication and loving, caring and happy relationships
- It promotes mental health and well-being

Aims for RSHE Relationships Education

To enable children to:

- Develop the confidence to talk, listen and think about feelings and relationships
- Make and maintain friendships
- Understand the importance of respect, love and care in relationships

- Understand about different types of families
- Develop positive attitudes, values and self esteem
- Understand the impact of developing positive relationships and how this helps both the individual and the wider group develop resilience and builds confidence
- Understand that a positive relationship does not mean you get on all the time and that challenge is part of a positive relationship
- Explore their own and other people's attitudes and values
- Challenge and reduce discrimination based on sexual orientation and gender
- Reduce sexist, sexual, homophobic, biphobic and transphobic bullying
- Gain knowledge and understanding about puberty and the changes that will take place
- Gain knowledge and understanding about reproduction and sexuality
- Discuss their concerns and correct misunderstandings they may have gained from the media and peers
- Seek information and advice from reliable sources when they need help

Moral and Values Framework

RSHE will be delivered within the school's agreed aims, values and moral framework which is sensitive to the needs and beliefs of pupils, parents/carers and other members of the school community. This will be delivered within the school's agreed equalities framework.

Our moral and values framework includes:

- Respect for self and others
- Non-exploitation in sexual relationships
- Commitment, trust and love within relationships
- Rights and responsibilities in relationships
- Understanding diversity regarding religion, culture and sexual orientation
- Work to reduce intolerance and discrimination based on sexual orientation and gender
- Honesty with self and others
- Acceptance of difference and diversity
- Gender equality
- Value of family life and of stable and loving relationships for bringing up children

RSHE will support the importance of strong and stable relationships for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

Content and Organisation of the Programme

When is RSHE taught?

- RSHE will be taught as part of a Growing and Changing week during the summer term
- Parent/carers will be informed before any RSHE lessons that refer to changes in the body are taught to prepare you for any questions that may come up
- For parents in Year 5 and 6, there will be a meeting to share resources that will be used during puberty lessons before the lessons are taught in class to give parents time to discuss any concerns they may have with the class teacher.

Who teaches RSHE?

RSHE will be taught by the class teacher. In some cases external agencies or other visitors will help deliver RSHE, such as the school nurse or a visit from a pregnant mum. If visitors are involved in RSHE we will:

- plan and evaluate their contribution as part of the teaching programme
- check through any materials they are planning to use prior to the session
- provide the visitor with an up-to-date copy of the school's RSHE Policy and ensure they adhere to it
- ensure that the class teacher/member of staff is present throughout the lesson, taking responsibility for class management
- TAs support individual pupils to ensure the RSHE meets their individual needs.

What is taught in each year group?

- The content for each year group covers knowledge, skills and attitudes and is appropriate to the age and maturity of pupils and progresses from one year to another, building on what has been learnt in previous years.
- Teachers plan lessons, taking account of the statutory guidance in Appendix 1
- See Appendix 2 for the content of the school's RHE teaching programme,

How is RSHE taught?

- On the whole pupils are taught in mixed groups to ensure that boys and girls learn the same information. However, sometimes it is useful in Years 5 and 6 to include time when single sex groups can discuss issues with a teacher of the same gender (when possible).
- Teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss or ask private information of each other or the teacher. We answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class. We also use question boxes so that pupils can anonymously ask questions. If a question is deemed inappropriate for the age/stage of the class, teachers will explain to the pupil (either on a one-to-one basis or whole class basis depending on the question) that the question is not appropriate and may ask the pupil to speak to their parent/carer at home or let the pupil know that it will be a topic covered in another year group. If an adult is concerned about the question raised, they may also contact the pupil's parent/carer to discuss what was said and/or the Designated Safeguarding lead.
- Staff have received training to support them when a difficult or inappropriate question may/will be asked.
- Resources, such as DVDs and leaflets are chosen to ensure that they are appropriate to the age and maturity of pupils. They take into account equality of opportunity through their use of language, cultural attitudes and images, including body image, avoiding stereotyping, racism and sexism. PSHE activities are used to support teaching about self awareness, managing feelings, empathy, resilience and social skills.
- A variety of teaching methods are used that enable pupils to participate and reflect on their learning, role play, quizzes, pair and small group work, mixing groups so that pupils work with a range of peers. We also use case studies, stories, puppets and role plays to help de-personalise discussions and help pupils gain confidence to talk and listen to others.
- The RSHE policy reflects and is in line with our equal opportunities policy and the school ensures that the Relationships, Sex and Health Education teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Where needed, RSHE is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases pupils have individual support or work in small groups with a TA or learning mentor.
- Teachers do not discuss details of their personal relationships with pupils.
- Teachers are sensitive to the issues of different types of relationships. Promoting inclusion and reducing discrimination are part of RSHE and PSHE throughout the school. The teaching programme, across the school, will include an understanding of different types of relationships, including lesbian, gay, bisexual and trans relationships.
- Homophobic, biphobic and transphobic references and homophobic, biphobic and transphobic actions and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.
- Teaching about different families is part of PSHE and RSHE and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued, such as: single parent families; divorced parents; parents who are married, parents who are not married, parents who have non-monogamous relationships; lesbian, gay or bisexual parents; children living between two homes; in foster homes; with travelling families; in residential homes and living with relations other than biological parents. We will emphasise the importance of strong and supportive relationships, including marriage (of all genders), for family life and bringing up children.

Involving pupils

To ensure the RSHE programme meets the needs of pupils, the PSHE Coordinator involves pupils in evaluating the programme each year, e.g. through the use of questionnaires, school council

Confidentiality, Safeguarding and Child Protection

- Although not encouraged, during Relationships Education lessons pupils may disclose personal information.
- Sometimes this information may raise concerns with staff. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too because this is discussed in lessons.
- If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Safeguarding Lead and follow the school's Child Protection Procedures. If a pupil discloses to a teacher that they are sexually active, or are considering sexual activity, this would mean an automatic safeguarding referral because of their age.

Assessing Relationships Education

Pupils' progress in Relationships Education is assessed as part of the assessment of science and PSHE.

Monitoring and Evaluating Relationships Education

The PSHE Coordinator will monitor planning and teaching to ensure RSHE is being taught effectively. Pupils and staff are involved in evaluating the Relationships Education teaching programme as part of the annual review of PSHE.

Training staff to deliver Relationships Education

It is important that staff who deliver RSHE work within the values framework of this policy and feel confident, skilled and knowledgeable to deliver effective RSHE.

Continuing professional development will be provided through a range of options: individual study, school based INSET, team teaching, classroom observations and external training courses eg national PSHE accredited courses.

Training could include:

- What to teach and when
- Using appropriate language in lessons
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues
- Answering difficult questions

Working with Parents/Carers and Child Withdrawal Procedures

Parents can not withdraw their children from Relationships Education or Health Education, these lessons are statutory.

Hazelwood will offer additional sex education lessons to sit alongside relationships education and parents can request to withdraw their children. Parents who wish to do this should make an appointment to meet with a member of the Senior Leadership Team who will talk through their concerns. If they decide to withdraw their child will be given work to do in another class and it is the parent's responsibility to provide alternative Sex Education. Parents can talk to the PSHE Coordinator about providing resources to support this.

We would like to make clear that even when a child has been withdrawn from Sex Education lessons, if the child should ask questions at other times, these questions *will* be answered honestly by staff.

We will take every opportunity to inform and involve parents/carers by:

- Making our commitment clear in the school handbook/brochure
- Inviting parents/carers to discuss personal development when their child enters the school
- Inviting parents/carers to a class meeting to discuss the RSHE (and sex ed if appropriate)
- Inviting parents/carers to a general meeting to discuss Relationships Education in the school.
- Making available a copy of the policy for any parent/carer that wishes to see it
- Informing parents about the content of the Relationships Education teaching programme in each year
- Consulting parents on the RSHE policy when it is reviewed
- Discussing individual concerns and helping them support the needs of their children

Appendix 1 Relationships Education Guidance

Relationships Education (Primary)

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by

focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

By the end of primary school:

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage (between any gender) represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
---	--

<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
----------------------------------	---

<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get
--	--

	<p>help.</p> <ul style="list-style-type: none"> • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
--	--

Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • 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. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

Managing Difficult Questions

- Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

How will Hazelwood teachers do this?

Teachers will use their professional judgement when asked a 'difficult question'. Depending on the specific question, they may choose to answer it immediately to the whole class, speak to the child separately or seek advice from SLT as to the best course of action to take.

- Meeting these objectives will require a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Schools should consider what is appropriate and inappropriate in a whole-class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

Appendix 2 Relationship and Health Education by Year Group

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical Health and Mental Wellbeing (Health Education) Healthy eating						
1. What constitutes a healthy diet (including understanding calories and other nutritional content)	✓	✓	✓	✓		
2. The principles of planning and preparing a range of healthy meals.	✓		✓	✓		
3. 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).	✓		✓	✓		✓
Physical Health and Mental Wellbeing (Health Education) Mental Wellbeing						
1. That mental wellbeing is a normal part of daily life, in the same way as physical health	✓			✓	✓	✓
2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	✓	✓	✓	✓	✓	✓
3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	✓	✓	✓	✓	✓	✓
4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	✓		✓	✓	✓	✓
5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.		✓	✓	✓	✓	✓
6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	✓					✓
7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	✓	✓		✓		
8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	✓		✓	✓	✓	
9. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).		✓		✓	✓	✓
Physical Health and Mental Wellbeing (Health Education) Health and Prevention						
3. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	✓	✓				
4. About dental health and the benefits of good oral hygiene and dental flossing, including 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 science relating to allergies, immunisation and vaccination.		✓				
Physical Health and Mental Wellbeing (Health Education) Physical health and fitness						
1. The characteristics and mental and physical benefits of an active lifestyle	✓	✓				
2. The importance of building regular exercise 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, vigorous exercise.		✓			✓	✓
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.	✓			✓		
Physical Health and Mental Wellbeing (Health Education) Drugs, alcohol and tobacco						
1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	✓	✓	✓		✓	✓
Physical Health and Mental Wellbeing (Health Education) Changing adolescent body						
1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	✓	✓	✓	✓	✓	✓
2. About menstrual wellbeing including the key facts about the menstrual cycle.			✓	✓	✓	✓
Physical Health and Mental Wellbeing (Health Education) Basic first-aid						
1. How to make a clear and efficient call to emergency services if necessary.	✓	✓	✓	✓	✓	✓
2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	✓	✓	✓	✓	✓	✓
Physical Health and Mental Wellbeing (Health Education) Internet safety and harms						
1. That for most people the internet is an integral part of life and has many benefits.			✓			
2. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.				✓	✓	✓
3. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.				✓	✓	✓
4. Why social media, some computer games and online gaming, for example, are age restricted.			✓		✓	✓
5. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health			✓	✓	✓	✓
6. How to be a discerning consumer of information online including understanding that information, including			✓	✓	✓	✓

that from search engines, is ranked, selected and targeted.						
7. Where and how to report concerns and get support with issues online.			✓	✓	✓	✓
Relationships Education Being Safe						
1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	✓	✓	✓	✓	✓	✓
2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	✓	✓	✓	✓	✓	✓
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	✓	✓	✓	✓	✓	✓
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	✓	✓	✓	✓	✓	✓
5. How to recognise and report feelings of being unsafe or feeling bad about any adult.	✓	✓	✓	✓	✓	✓
6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.	✓	✓	✓	✓	✓	✓
7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.	✓	✓		✓	✓	✓
8. Where to get advice e.g. family, school and/or other sources.	✓	✓	✓	✓	✓	✓
Relationships Education Families and People who care for me						
1. That families are important for children growing up because they can give love, security and stability.	✓	✓	✓	✓		✓
2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	✓	✓	✓	✓	✓	✓
3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	✓	✓	✓	✓	✓	✓
4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.	✓	✓	✓	✓	✓	✓
5. That marriage represents 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.	✓				✓	✓
Relationships Education Caring Friendships						
1. How important friendships are in making us feel happy and secure, and how people choose and make friends						✓

2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	✓	✓	✓	✓	✓	✓
3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	✓	✓	✓	✓	✓	✓
4. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	✓	✓	✓	✓	✓	✓
5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.						✓
Relationships Education Respectful relationships						
1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	✓	✓	✓	✓	✓	✓
2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.	✓	✓	✓	✓	✓	✓
3. The conventions of courtesy and manners.	✓	✓	✓	✓	✓	✓
4. The importance of self-respect and how this links to their own happiness.				✓	✓	✓
5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.	✓	✓	✓	✓	✓	✓
6. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	✓	✓	✓	✓	✓	✓
7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.			✓	✓	✓	✓
8. The importance of permission-seeking and giving in relationships with friends, peers and adults.	✓	✓	✓	✓	✓	✓
Relationships Education Online Relationships						
1. That people sometimes behave differently online, including by pretending to be someone they are not.			✓		✓	✓
2. 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.			✓	✓	✓	✓
3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.			✓	✓	✓	✓
4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.			✓		✓	✓
5. How information and data is shared and used online.			✓	✓	✓	✓