RELATIONSHIP AND SEX EDUCATION POLICY (RSHE)

Introduction

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, know how and when to ask for help, and know where to access support.

This Relationships, Sex and Health Education (RSHE) Policy has been developed in accordance with the Department for Education's statutory Relationships, Sex and Health Education (RSHE) guidance (2025) and the PSHE Association Programme of Study. It has been informed by a comprehensive consultation process undertaken in partnership with parents/carers, pupils and staff, ensuring that the policy reflects the needs and values of our school community while meeting all statutory requirements. This policy contains information on how our school will meet its legal duties when teaching Relationships and Sex Education.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2025 make Relationships Education compulsory for all pupils receiving primary education.

RSE is taught within our RSHE – Relationships, Sex and Health Education curriculum through our PSHE Association scheme (see PSHE policy).

Implementation of the policy

RSHE (Relationships, Sex and Health Education) is taught within our PSHE – Personal, Social, Health and Economic education curriculum (see PSHE policy).

This document details the importance and key objectives of RSHE. Relationships Education is compulsory for all pupils receiving primary education. For the purpose of this policy, "Relationships, Sex and Health Education" is defined as teaching pupils about healthy, respectful relationships, focusing on families, friendships, respectful relationships, online relationships, staying safe and developing an age-appropriate understanding of physical and emotional development.

At Meadow Farm Community Primary School, RSHE is taught through the PSHE Association scheme, developed by Derbyshire County Council, which is aligned with the PSHE Association Programme of Study. Themes are planned progressively and revisited throughout the two-year (six-term) cycle, allowing pupils to build on prior knowledge and develop their understanding as they move through school.

Lessons are adapted according to the needs of individual classes and discussions take place with all pupils, including those with SEND and children from different backgrounds. Teaching is inclusive and recognises the importance of supporting all pupils to develop confidence, resilience, respect and understanding.

What will children learn?

The DfE identifies the key areas of Relationships Education. These include:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

We recognise that RSHE is not only delivered through timetabled lessons. It is embedded throughout school life, where staff model positive relationships, respectful language and appropriate responses to questions and situations. When responding to questions relating to relationships, health or safety, staff provide factual, age-appropriate and sensitive responses.

The PSHE Association scheme incorporates the teaching of RSHE through the three core themes identified by the PSHE Association: Health and Wellbeing, Relationships, and Living in the Wider World.

In Key Stage 1 (age 5–7)

Children learn about recognising;

- Naming and managing emotions*
- What makes them unique*
- What makes a good friend*
- How to show kindness and respect towards others*
- Families and how they can be different
- What to do If anything about their family life is upsetting or concerning
- Life cycles and how they have changed since they were babies
- The names of body parts, including external body parts
- How to recognise bullying*
- How they can identify a safe adult
- That some parts of the body are private
- Personal boundaries around our bodies
- Importance of not keeping adults' secrets
- How to stay safe and how to ask safe adults for help if they are worried or concerned*

In Key Stage 2 (age 7–11)

Children learn about recognising;

- The importance of positive relationships*
- Different types of families and committed relationships
- Respect, equality and diversity within families
- Recognising healthy and unhealthy relationships*
- Different types of relationships
- Changes within a family
- How to respond to feeling unsafe*
- Learning the difference between private and public and when we have right to privacy
- Importance of boundaries around body parts
- How to identify acceptable/appropriate physical contact
- Keeping something confidential or secret; when this should not be agreed to and when it is right to break a secret
- Safe and unsafe relationships*
- Bullying; including online bullying and how to respond*
- physical and emotional changes during puberty
- Law about female genital mutilation (FGM)
- How to identify a safe adult
- Including menstruation; how to manage changes with confidence; conception
- Pregnancy and birth in an age-appropriate way
- The impact of social media on self-esteem
- Body image
- Health and wellbeing
- Strategies for making safe and responsible choices*

(Further details are provided in appendix A)

Some elements of RSHE are statutory. Learning about "the changing adolescent body" is part of statutory Health Education. Pupils will learn key facts about puberty, including physical and emotional changes, menstruation and the human life cycle. National Curriculum Science content relating to reproduction, growth and development is also statutory. This includes:

Key Stage 1

- Identify name draw and label the basic parts of the body and say which part of the body is associated with each of the senses
- That animals, including humans, have offspring that grow into adults

Key Stage 2

- Describe the differences in the life cycle of a mammal, an amphibian and insect and a bird
- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise the impact of diet exercise drugs and lifestyle on the way their bodies function

Equal Opportunities / Sensitive Issues

At Meadow Farm, we deliver RSE with regards to the Equality Act 2010 and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. We recognise that children have varying needs regarding RSE depending on their circumstances and background.

To achieve this, the school's approach to RSE will consider:

- Research conclusions that girls typically engage easier in RSE. Therefore, we will consider the needs of boys, as well as girls, and use approaches that will actively engage them. We shall also be proactive in combating sexism, misogyny, sexualised behaviour and sexist bullying.
- Some pupils may have learning, emotional or behavioural difficulties, or special educational needs or disabilities (SEND) that result in particular RSE needs at different times. We will ensure that RSE is accessible to all pupils through high quality teaching that is adapted and personalised.
- We recognise that our pupils may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of children based on their home circumstances and deliver the curriculum sensitively and inclusively.

Teaching Provision

We have embedded the Department for Education's guiding principles for RSE by providing a broad, balanced and progressive curriculum that promotes positive relationships, respect, health, wellbeing and personal safety. Our curriculum equips pupils with the knowledge, skills and values they need to build healthy relationships, make informed decisions and prepare for life in modern Britain. Learning is sequenced progressively so that pupils revisit and build upon prior knowledge as they move through the school.

Our RSE programme is an integral part of our whole-school PSHE education provision and will cover relationships, families and friendships, respect for self and others, online relationships, keeping safe, physical health and mental wellbeing, growing and changing, puberty, and the changing adolescent body, in line with the statutory Relationships Education and Health Education guidance for primary schools.

Our RSE programme is planned and delivered through a carefully sequenced PSHE curriculum, supported by high-quality resources and teaching strategies. Learning takes place through dedicated PSHE lessons, assemblies, themed events, cross-curricular links, visitors where appropriate, and opportunities to revisit key messages throughout the school year. The curriculum follows a spiral approach, enabling pupils to revisit and deepen their understanding over time.

We ensure RSE is matched to the needs of our pupils by regularly reviewing the curriculum in response to pupil voice, teacher assessment, safeguarding trends, local and national guidance, and the specific needs of our school community. Where appropriate, additional teaching or targeted support is provided to address identified needs.

We ensure an inclusive RSE programme by recognising and celebrating diversity, promoting equality, challenging stereotypes and ensuring that all pupils feel represented and respected. Teaching reflects the protected characteristics outlined in the Equality Act 2010 and is adapted to meet the needs of all learners, including pupils with SEND and those from different cultural, religious and family backgrounds.

We ensure an age-appropriate RSE programme by carefully sequencing learning so that content reflects pupils' age, maturity and stage of development. Sensitive topics are introduced gradually using appropriate language and teaching approaches, ensuring pupils develop knowledge and understanding at the right time.

An overview of learning in each key stage and year group can be found in the school's PSHE long-term plan and progression documents. These outline the knowledge, skills and vocabulary taught across each year group, ensuring full coverage of the statutory Relationships Education and Health Education curriculum.

Lessons are differentiated by adapting teaching strategies, questioning, resources, vocabulary and levels of support to meet the needs of individual pupils. Where appropriate, visual resources, pre-teaching, adult support and scaffolded activities are used to ensure all pupils can access the curriculum and make progress.

Learning about RSE in PSHE education lessons are linked to and complement learning in Science, Religious Education, Computing, Physical Education and other curriculum areas. These links enable pupils to develop a coherent understanding of health, relationships, diversity, citizenship, online safety and personal development across the wider curriculum.

RSE is assessed through ongoing formative assessment, including teacher observation, discussion, questioning, pupil voice and learning activities. Assessment focuses on pupils' knowledge, understanding and ability to apply learning appropriately rather than on personal beliefs or experiences. Evidence of learning may be recorded through floor books, class books, pupil work, photographs, displays and teacher assessment records, where appropriate.

PSHE education addresses both pupils' current experiences and prepares them for their future lives. Our Relationships, Sex and Health Education (RSHE) is delivered through a carefully planned, sequenced and spiral curriculum, enabling pupils to build on prior learning by revisiting, reinforcing and extending their knowledge, skills and understanding over time. This approach is grounded in the established evidence base for effective PSHE education and ensures that learning is relevant, meaningful and applicable to pupils' everyday lives.

RSHE is delivered through a range of planned opportunities, including:

- High-quality PSHE lessons that use a variety of teaching and learning strategies to ensure all pupils can participate fully and develop their knowledge, skills and confidence.
- The establishment of a safe, respectful and inclusive learning environment, supported by agreed classroom ground rules. These include:
    - We respect one another's views.
    - We listen to each other without interruption.
    - We do not ask personal questions.
    - We have the right to pass if we do not wish to contribute.
    - We all join in positively and make respectful contributions.
- Science lessons, as required by the National Curriculum, and additional learning where appropriate in consultation with the PSHE Lead.
- Cross-curricular learning opportunities, including subjects such as English, Drama and Computing, where appropriate.
- Whole-school and key stage assemblies.
- Visits and workshops from appropriate external visitors, alongside the use of high-quality educational resources and information.
- Targeted interventions for individual pupils or groups where additional support is needed.
- Responsive teaching to address incidents or issues that arise within the school community, ensuring learning remains relevant and supports pupils' wellbeing.

Creating a Safe Learning Environment

To ensure that RSHE is delivered in a safe, respectful and supportive environment, the following principles will be applied:

- Agreed classroom ground rules will be established, displayed and referred to throughout RSHE lessons. Any external visitors delivering sessions will be made aware of and expected to follow these ground rules.
- No pupil will be expected or pressured to answer personal questions or share personal experiences.
- Distancing techniques, such as the use of scenarios, case studies and fictional examples, will be used to explore sensitive topics. This helps pupils engage with learning without the need to discuss their own personal circumstances.
- Pupils will be encouraged to participate respectfully, listen to others and contribute positively. However, pupils will also have the right to pass or choose not to contribute to discussions where they feel uncomfortable.
- Correct anatomical terminology for body parts will be used wherever appropriate to promote accurate understanding and reduce stigma.
- New or unfamiliar vocabulary will be introduced and explained clearly, sensitively and in an age-appropriate, factual manner.
    - Teaching materials and approaches will be carefully selected to ensure they are age-appropriate, inclusive and sensitive to the needs of all pupils. Care will be taken to avoid resources or activities that may cause unnecessary distress or re-traumatise pupils who have experienced adverse or traumatic events.

Dealing with questions

RSHE lessons may prompt pupils to ask questions about relationships, health and growing up. We aim to create an environment where pupils feel safe to ask questions while ensuring that responses are age-appropriate, factual and respectful.

When responding to pupils' questions, staff will:

- Use their professional judgement to determine whether a question should be answered immediately, at a later time or individually. Where appropriate, staff will seek guidance from the PSHE Lead.
- Establish and maintain clear boundaries about what is appropriate to discuss within a whole-class setting.
- Model calm, factual and respectful language, encouraging pupils to discuss sensitive topics maturely and without embarrassment or inappropriate behaviour.
- Provide opportunities for pupils to ask questions anonymously, for example through a question box, allowing teachers time to prepare accurate and appropriate responses.*
- Remind pupils of the agreed ground rules if a question becomes too personal. Neither pupils nor staff should be expected to disclose personal information or experiences.
- Respond sensitively to questions that are too explicit, not age-appropriate or unsuitable for a whole-class discussion by acknowledging the question and, where appropriate, following it up with the individual pupil at a later time.
- Follow the school's safeguarding and child protection procedures if a question or disclosure raises concerns that a pupil may be at risk of harm or abuse.
- Ensure that responses are appropriate to the age, maturity and understanding of the pupils, avoiding unnecessary detail.
- Use correct anatomical terminology where appropriate and explain unfamiliar vocabulary clearly, accurately and in an age-appropriate manner.*

Roles and Responsibilities

The Governing Body has overall responsibility for ensuring that the school's Relationships, Sex and Health Education (RSHE) policy complies with statutory requirements and is regularly reviewed. A nominated governor will work alongside school leaders to monitor the effectiveness of the RSHE curriculum.

The RSE programme is led by the PSHE/RSHE Lead, who is responsible for overseeing the planning, implementation and evaluation of the RSHE curriculum. The PSHE/RSHE Lead ensures that teaching resources are appropriate, supports staff with planning and delivery, monitors the quality of teaching and learning, and keeps the curriculum up to date with statutory guidance and best practice.

The Headteacher is responsible for ensuring that the RSHE policy is implemented consistently across the school, that staff receive appropriate support and training, and that the curriculum is delivered in line with statutory requirements. The Headteacher also ensures that parents are informed about the school's approach to RSHE and that safeguarding procedures are followed at all times.

RSHE is taught and supported by class teachers and other appropriate members of staff, who are responsible for delivering high-quality, age-appropriate RSHE in accordance with the school's policy. Teachers create a safe and inclusive learning environment, establish clear ground rules, respond sensitively to pupils' questions, identify and report any safeguarding concerns, and adapt teaching to meet the needs of all pupils.

Teaching staff receive RSHE training on statutory guidance, safeguarding, effective pedagogy, creating safe learning environments, responding to pupils' questions, and delivering sensitive content in an age-appropriate and inclusive manner. This training supports pupils with developing healthy relationships, understanding physical and emotional changes, recognising risks, respecting diversity, and knowing how and when to seek help and support. Staff also receive updates and professional development as part of the school's ongoing CPD programme to ensure the curriculum reflects current guidance and best practice.*

Parental Engagement

We recognise that parents/carers play the primary role in supporting their child's understanding of relationships, health and sex education. Their views are highly valued and have been integral to the development of both our RSHE curriculum and this policy. Consultation with parents/carers, pupils and staff has helped to ensure that our provision reflects the needs of our school community while meeting statutory requirements. For full details of the consultation process and its outcomes, please refer to the PSHE and RSHE Parent Consultation Document. This document outlines the contributions made by parents/carers, pupils and staff and demonstrates how their feedback has informed and shaped the school's RSHE Policy and curriculum provision.

We work in active partnership with parents/carers in the development and review of RSE. The school will ensure that parents/carers are: made aware of the school's approach and rationale for RSE through the policy; involved in the review of the RSE policy; made aware of the school's PSHE curriculum; and encourage them to support their child's learning at home through shared learning activities, if appropriate. Parents/carers have a legal right to withdraw their children from dedicated sex education lessons delivered outside the science curriculum.

They do not have a right to withdraw their children from those aspects of RSE that are taught in national curriculum Science, Relationships Education or Health Education. If a parent/carer has any concerns about the RSE provision, we will take time to address their concerns and allay any fears they may have. If parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision. In the event of a request to withdraw we will document this process and ensure a record is kept.

Working with Outside Agencies / Visitors

We consult with the school nurse, when appropriate. We ensure that visitors are made aware of the policy in order to use appropriate language when addressing the children.

Pastoral support for Pupils / dealing with sex related incidents

All members of staff will be approachable to discuss relationship and sex issues with the children. We will ensure that girls in KS2 are comfortable with the provision made for menstruation.

Impact

The impact of our RSHE curriculum is that pupils develop the knowledge, skills and understanding they need to lead safe, healthy and respectful lives. Through a carefully planned and progressive curriculum, pupils are supported to understand themselves, build positive relationships and make informed choices.

As a result of RSHE education, pupils will:

- Develop an understanding of healthy, respectful relationships and recognise the importance of kindness, empathy, trust and respect.
- Understand how to keep themselves safe, both in the physical world and online, and know how to recognise risks and seek help when needed.
- Develop the confidence and vocabulary to communicate their thoughts, feelings and boundaries appropriately.
- Understand the importance of physical and mental health, including ways to look after their own wellbeing and support others.
- Develop resilience, self-esteem and the ability to manage emotions and challenges.
- Recognise and respect differences between people, including different families, cultures, beliefs and identities, while understanding the importance of equality and inclusion.
- Understand changes that happen as they grow and develop, including the physical and emotional changes associated with puberty.
- Make responsible decisions and understand the consequences of their choices.
- Develop the skills needed to participate positively in society and become respectful, responsible citizens.

Monitoring and review

The effectiveness of our RSHE provision is monitored through pupil voice, lesson observations, teacher assessment, learning outcomes and feedback from pupils and staff. This information is used to evaluate the curriculum and identify areas for development, ensuring that RSHE continues to meet the needs of our pupils and prepares them for life beyond primary school. Governors will monitor the impact of the policy through parental surveys, discussions with pupils and by visiting lessons as part of their monitoring role. They will also ensure that as well as fulfilling their legal obligations, they will also make sure that:

The PSHE/RSHE Lead is responsible for monitoring the quality and impact of RSHE teaching across the school. This includes reviewing curriculum planning, monitoring coverage, evaluating the progression of knowledge and skills, and providing support and guidance to staff where needed.

Monitoring will take place through a range of approaches, including:

- Learning walks and lesson observations to evaluate the quality of teaching, pupil engagement and the effectiveness of teaching approaches.
- Reviewing planning and resources to ensure content is age-appropriate, inclusive and aligned with statutory requirements.
- Gathering pupil voice to understand pupils' experiences, confidence and understanding of RSHE topics.
- Reviewing examples of pupils' work and learning outcomes to assess progress and identify areas for development.
- Feedback from staff to identify training needs and ensure teachers feel confident delivering sensitive content.
- Analysis of safeguarding information, behaviour trends and relevant school data to identify emerging needs and inform curriculum priorities.
- Feedback from parents, governors and the wider school community where appropriate.

The impact of RSHE will be assessed by considering whether pupils develop the knowledge, vocabulary, skills and confidence to make safe choices, build positive relationships, respect others and understand their own health and wellbeing.

The RSHE policy, curriculum and resources will be reviewed regularly by the PSHE/RSHE Lead in consultation with staff, pupils, governors and other stakeholders. Any changes will be made to ensure that the provision remains effective, inclusive and responsive to the needs of the school community.

*Direct links made from the RSHE parents/staff/pupil's consultations to the policy.

Policy prepared by: Misba Iram

Date prepared: 15/7/2026

Date ratified by the Strategic Committee: 21/10/2026

Signed:

Chair of Strategic Committee

Signed:

Headteacher

Review date:

Appendix A

Section 1: Relationships (Sex) and Health Education (RSHE)

Families

KS1 | Learning opportunities: Pupils should have the opportunity to learn...	KS2 | Learning opportunities: Pupils should have the opportunity to learn...
1. what a family is and who is in our family F1 F2	5. how and why families differ (e.g. with or without children, single parents, LGBT+ parents, blended families, adoption and fostering), and that all families should be respected F3
2. that there are different types of family, and that everyone's family is unique and special F3	6. that families should provide love, care, protection, and safety for children as they grow up F1 F2 F4
3. how families show love and care, and different ways they can spend time together and share each other's lives F2 F4	7. that there are different types of relationships (e.g. friendships, family and romantic relationships); about committed, stable relationships, including marriage and civil partnerships F4 F5
4. what to do if anything about family life is upsetting or concerning* F6	8. that families can go through changes (e.g. new siblings, moving home) and experience difficult times, and can support each other through these F2
* *see naming and recognising emotions in 'Mental health and wellbeing'*	9. what to do and who to talk to if someone is worried about their family or feels unsafe* F6
	* *see naming and recognising emotions in 'Mental health and wellbeing'*

Section 1: Relationships (Sex) and Health Education (RSHE)

Respecting self and others

KS1 | Learning opportunities: Pupils should have the opportunity to learn...	KS2 | Learning opportunities: Pupils should have the opportunity to learn...
1. what makes them unique and special; how they are the same as, and different to, others; about the different groups they are part of, and how this can contribute to a sense of belonging RKR8 RKR10	10. the shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others RKR1 RKR6 GW1
2. that they have likes, dislikes and needs; why it is important to understand that not everyone likes, dislikes and needs the same things RKR1	11. about diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect RKR5 RKR8
3. how to respectfully express their likes, dislikes and needs, and listen to other people RKR3 RKR5	12. how courtesy and manners can be used to show respect; that different cultures can use different customs and behaviours to show courtesy; to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own RKR5 RKR7
4. ways to show politeness and respect RKR7	13. how to communicate effectively and assertively, including expressing needs and boundaries; how being assertive differs from being controlling RKR3 RKR4
5. how to play cooperatively; what they can do if they feel upset or angry with someone RKR3 RKR6	14. ways to reconcile differences and conflict positively and safely, including avoiding physical aggression and finding a compromise CF6 RKR3
6. how to share, take turns and include others CF2	15. how to respond to situations where they experience disappointment or frustration with others RKR3
7. about kind and unkind behaviour; that someone's actions and words can be hurtful RKR3 RKR9	16. about different types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all involved (including on wellbeing) and how to report and seek help for themselves or others GW7 RKR9 WO8
8. how to recognise bullying; how people may feel if they experience hurtful behaviour or bullying; the importance of telling an adult if they experience or witness bullying RKR9 GW7	17. what stereotypes are and how they can be unfair; how stereotypes can negatively influence behaviours and attitudes towards others, including leading to bullying; strategies for challenging stereotypes RKR10
9. how to identify people they can tell, and get help from, if they are worried, upset, uncomfortable or unsure about relationships or someone's behaviour, and why it is important to do so RKR11	18. about prejudice and discrimination; to recognise behaviours that discriminate against others; ways of responding to discrimination, including when and how to seek help RKR5 RKR6 RKR10

Friendships

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

1. what friendship is and what makes a good friend CF1 CF2 CF4
2. how people make friends and how to be kind and caring in friendships CF1 CF2
3. that friends can argue, and they can also make up CF5 RKR3
4. simple ways to resolve arguments between friends positively; that physically hurting someone is never the right way to solve an argument CF6 RKR3
5. how to ask for help if a friendship is making them feel unhappy CF7

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

6. about the importance of friendships; that positive friendships support wellbeing CF1
7. what constitutes a positive, healthy friendship (e.g. mutual respect, trust, kindness, generosity, sharing interests, enjoying being together, and support with problems and difficulties); that truthfulness and loyalty are also part of this, but when these might be less appropriate CF2 CF4 RKR2
8. how people choose and make friends; skills for building caring, kind friendships (e.g. mutual support, listening, respecting boundaries, celebrating friends' successes) CF1 CF2
9. that healthy friendships are not controlling or possessive; that everyone can have more than one friend, and that having different friends can bring different positive experiences CF1 RKR4 RKR2
10. that healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the importance of seeking support if feeling lonely or excluded CF1 CF3 CF4 GW6
11. strategies for recognising and managing peer influence and the desire for peer approval in friendships CF2
12. about balancing the needs and wishes of different people, e.g. in families or friendships; the importance of balancing their own needs with being kind to others RKR1 RKR4
13. that friendships have ups and downs and can change over time; that working through differences can sometimes strengthen friendships CF5
14. how to recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; how to manage this and ask for help if necessary CF7

Safe relationships: consent, boundaries and trust

KS1| Learning opportunities: Pupils should have the opportunity to learn...

1. when to ask for permission and when others should ask for theirs, e.g. during play or when negotiating shared space, toys and resources; how to give or not give permission clearly and respectfully BS1
2. that everyone's body belongs to them; simple rules to protect privacy, recognise safe and unsafe touch, assert boundaries, and who to tell if concerned e.g. Talk PANTS rule from NSPCC DB2 BS2 BS3
3. that some parts of the body are private; to be able to name these private parts of the body (e.g. penis, testicles, scrotum, nipples, vulva, vagina) DB2
4. basic strategies for resisting pressure to do something they don't want to do, that makes them uncomfortable, or that might be unsafe BS4 BS5 BS6
5. what is meant by a 'trusted adult' (i.e., someone they know who makes them feel safe, listened to and cared for); how to ask for help from a trusted adult BS5 RKR11
6. to distinguish between trusted adults who are familiar to them, adults they recognise in the community, and adults they don't know RKR11 BS4 BS5
7. about the importance of not keeping adults' secrets (only happy surprises), and of telling a trusted adult about any secrets that make them feel uncomfortable, worried, embarrassed, or unsafe BS2 BS6
8. what to do if they feel unsafe or worried for themselves or others; who and how to ask for help; the importance of keeping trying until they are heard (RKR11, BS6, BS7) RKR11 BS6 BS7

KS2| Learning opportunities: Pupils should have the opportunity to learn...

9. the difference between public and private; why something might be private, and when children and adults have a right to privacy BS2
10. about seeking and giving/not giving permission (consent) in different situations with friends, peers and adults BS1 BS3
11. what is meant by boundaries; how to set and communicate appropriate boundaries in friendships and other relationships; the importance of respecting others' boundaries BS1 RKR2
12. about parts of the body that are private; that other people's bodies belong to them and should be respected; how to express boundaries about these body parts DB2
13. how to identify acceptable/appropriate physical contact, and how to tell if physical contact is inappropriate (e.g. contact or touch that makes them feel uncomfortable, worried, confused, embarrassed, hurt or unsafe); how to respond to inappropriate or unwanted physical contact, including who to tell BS3
14. how to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing that BS5 CF7
15. about keeping something confidential or secret, when this should not be agreed to, and when it is right to break a confidence or share a secret; who and how to tell about secrets that make them feel uncomfortable, worried or unsafe BS2
16. different ways to respond safely and appropriately to adults who are known or unknown to them, in a range of contexts; who to talk to if feeling uneasy about, or unsafe around, any adult BS4 BS6 OSA2
17. that some relationships can be harmful, dangerous or abusive; how to recognise signs that a relationship may be harmful, dangerous or abusive, and how to report abuse BS5 BS6
18. that female genital mutilation (FGM) is against British law; what to do and who to tell if they think they or someone they know might be at risk * BS2 BS3 BS6 F6 DB2

* *Whilst it is not a statutory requirement to teach about FGM at primary school, we know that FGM is performed on girls from a young age and the guidance states "Primary relationships education... should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This can be delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information. Pupils should be able to recognise emotional, physical and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right."*

19. how to identify trusted adults, and other sources of support and advice, in different contexts; the vocabulary and skills needed to seek help if they are concerned about their own or others' safety or if they feel worried, upset or frightened about something, including violence or harm; how to keep trying until they are heard BS5 BS6 BS7 RKR11

Keeping healthy and well

KS1| Learning opportunities: Pupils should have the opportunity to learn...

1. people who help us stay healthy and who can help if feeling unwell or hurt HPP1 PHF4
2. how to brush teeth correctly; about visiting the dentist and how food and drink choices affect dental health HPP4
3. how to keep safe and well in the sun and protect skin from sun damage HPP2
4. why sleep is important; bedtime routines and ways to rest and relax HPP3
5. simple hygiene routines that can stop germs from spreading HPP5
6. who to talk to if they are worried about their health PHF4

KS2| Learning opportunities: Pupils should have the opportunity to learn...

7. how to maintain good oral hygiene (including correct brushing and cleaning between teeth); why regular visits to the dentist are essential; the impact of lifestyle choices on dental health HPP4
8. about the benefits and risks of sun exposure (including sun damage, heat stroke and skin cancer); how to keep safe and well in the sun and cool during heatwaves HPP2
9. how sleep quality and quantity support a healthy lifestyle; the effects of lack of sleep on the body, feelings, behaviour, and ability to learn, and routines for good quality sleep HPP3
10. why and how to maintain personal hygiene; about bacteria and viruses and ways to limit the spread of infection (e.g. hygiene routines, vaccination, immunisation) HPP5 HPP6
11. the role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health HPP1

Physical activity and nutrition

KS1| Learning opportunities: Pupils should have the opportunity to learn...

1. what being healthy means and how physical activity helps people to stay healthy PHF1
2. ways to be physically active every day PHF2
3. that there are different types of food and drink, with different tastes and textures, and people enjoy different foods HE2
4. that people often share food together, e.g. during mealtimes or special occasions HE2 HE3
5. that food and drink come from different sources (e.g. eggs from chickens, fruit from trees/plants) and how some foods can be changed (e.g. grains into bread) before they are eaten or drunk HE1 HE4
6. that what someone eats and drinks can affect their health; about food and drink that support good health, the importance of eating a range of foods, the effects of consuming too much sugar; who to talk to if worried about what they eat and drink HE1 HE4
7. when and how children can make choices about what they eat and drink and who can help them make healthier choices HE2

KS2| Learning opportunities: Pupils should have the opportunity to learn...

8. what good physical health means; the characteristics of a balanced, healthy lifestyle PHF1
9. the benefits of regular physical activity for mental and physical health; how to build moderate and vigorous exercise into daily/weekly routines PHF1 PHF2
10. about choices that support a healthy lifestyle and what might influence these; risks associated with an inactive lifestyle, such as unhealthy weight gain PHF3
11. the elements of a healthy, balanced diet; foods that should be eaten often or less often, and the benefits of eating a variety of nutritionally rich foods for health and wellbeing HE1
12. about the effects of different food and drink on the body and the effects of eating a less healthy diet, including ultra-processed foods HE4
13. how to develop healthier eating and drinking habits and how to manage influences on their choices HE1 HE2 HE4
14. some benefits of preparing meals at home; how to plan and prepare healthy meals HE3
15. how and when to speak to adults (including in school) if they are worried about their health PHF4

Mental health and wellbeing

KS1| Learning opportunities: Pupils should have the opportunity to learn...

1. how to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly GW3 GW4 GW5
2. that being aware of their thoughts and feelings can help someone to manage them and is an important part of keeping healthy and well GW2 GW4
3. that someone's feelings can affect how they behave; ways to manage strong feelings, reactions and responses GW5 RKR3
4. about things that can help people feel good (e.g. playing outside, being in nature, physical activity, doing things they enjoy, spending time with family and friends, getting enough sleep) GW1
5. simple strategies to manage distraction, unhelpful thoughts and strong, unpleasant or uncomfortable feelings; that the brain can get better at remembering how to use these strategies GW1 GW5
6. about different kinds of change and loss (including death); how change and loss can affect people and who can help GW8
7. about preparing to move to a new class or year group and how to manage feelings during times of change GW3 GW8
8. who they can talk to if finding things difficult, or needing help with feelings (including adults in school) and how to ask for help GW9

KS2| Learning opportunities: Pupils should have the opportunity to learn...

9. the importance of taking care of mental health and wellbeing, as well as physical health GW2
10. how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time GW3 GW4 GW5
11. about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends) GW1
12. how feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses GW5
13. how to direct attention and manage distractions to support mental health and wellbeing GW1
14. self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations GW1
15. that when someone practises self-regulation strategies, over time their brain will help them to use these strategies automatically and effectively GW1
16. how to manage emotional responses to events outside of their control (e.g. climate change or distressing events) GW5
17. that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad GW3 GW6 CF3
18. if unpleasant thoughts and feelings are strong, last a long time, or cause problems that affect daily wellbeing (e.g. by making it difficult to do important things, such as learning or playing), this can be a sign of a mental health difficulty, and there is support available to help people manage this GW10
19. about change, loss and grief, including bereavement; that people feel, express, and manage grief in different ways; strategies that can help with change, loss and grief GW8
20. about preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition GW8
21. when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school GW9 GW10

Changing and growing up

KS1| Learning opportunities: Pupils should have the opportunity to learn...

1. about growing and changing from young to old and how people's needs change DB1

KS2| Learning opportunities: Pupils should have the opportunity to learn...

2. the external genitalia and internal reproductive organs in males and females DB1 DB2 DB3
3. the emotional and physical changes that occur during puberty in both males and females (e.g. mood swings, wet dreams, periods, body hair); strategies to prepare for and manage these changes DB1
4. that people can develop crushes and be attracted to others romantically; that people may be attracted to someone of the same sex or different sex to them DB1 DB3
5. the facts about the menstrual cycle and menstrual wellbeing, including what period products are available; where to get help and advice for menstrual wellbeing* DB3

** Whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before that age will help pupils understand what to expect, before it happens to them or their peers.*

Sex education**

6. about the processes of reproduction and birth as part of the human lifecycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for***

*** While Sex Education is not statutory in primary schools, the Department for Education recommends "that primaries teach Sex Education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science."*

**** Pupils may know that sexual intercourse does not always result in a baby and they may already have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education.*

Personal safety and first aid

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

1. what rules are, some basic safety rules and how different rules can help to keep people safe in different situations PS1
2. how to recognise potentially harmful or hazardous situations in everyday life, including at home PS1
3. ways to keep safe when out and about, e.g. near railways, on the street and in busy places PS2
4. how to cross the road safely with adult support PS2
5. how to keep safe around water, using the water safety code PS2
6. about the people whose job it is to help keep children safe and how to get help from an adult if there is an accident or emergency BS4 BS7
7. how to dial 999 in an emergency (including from a locked mobile phone), and what to say BFA1

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

8. about the role of rules and laws in keeping people safe PS1 PS2
9. about hazards that may cause harm or injury in the home e.g. fire risks; how to help keep themselves safe, including around electrical appliances PS1
10. how to predict, assess and manage risk in different situations PS1
11. strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (e.g. rail, water, road, cycle and firework safety) PS2
12. what is meant by first aid; basic techniques for dealing with common injuries (e.g. bruises, scalds, burns, bleeds)* BFA2

** schools might also choose to teach about how to manage asthma attacks, allergic reactions, a person who is choking or unresponsive. For head injuries, pupils should be taught to seek adult help immediately but not to attempt to move the person*

13. when and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them BFA1

Online life and safety 1 of 3

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

1. different ways people use the internet in everyday life WO1
2. that not everything on the internet is true or real WO7
3. how the internet and digital devices can be used to safely and respectfully communicate with others WO2 WO4 OSA1
4. that it is important to be kind online; that people's feelings can be hurt by unkindness online OSA1
5. that sometimes people may behave differently online, including by pretending to be someone they're not or saying things that aren't true OSA2
6. basic rules to keep safe online, including which personal details should be kept private online; that anything shared online can be used or shared by other people WO10 OSA4 OSA5

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

Understanding the internet

10. about ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online WO1 WO2
11. about rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent WO4 WO10
12. how content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see WO7 WO9 WO10
13. how text and images in the media and online can be manipulated or fabricated; strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation WO7 WO9

Online life and safety Continued – 2 of 3

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

7. how rules and age restrictions help protect children's wellbeing online; why it's important to limit time on, and take breaks from, digital devices WO3 WO5 OSA3
8. some benefits and risks of watching videos or playing games online WO6 WO7
9. how to tell a trusted adult if they have worries about something online WO11

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

14. what AI is (including generative AI) and where it might be encountered in everyday life WO1

Risks, rules and wellbeing online

15. reasons for following rules and age restrictions; how rules and age restrictions for some apps, streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing WO5
16. the minimum age requirement for social media; how this protects children from inappropriate content or unsafe contact with other social media users OSA3 WO5
17. about the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing WO3
18. how AI chatbots work; similarities and differences between interacting with an AI chatbot and a human, and the implications for wellbeing WO2
19. how to assess and manage risks relating to online gaming, including the impact of compulsive gaming on health and wellbeing; the risks relating to video game monetisation and loot boxes, as well as other online financial harms including scams and fraud, and their impact on wellbeing WO3 WO6
20. why and how to use privacy and location settings to protect information OSA4
21. where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online OSA6

Safe and respectful behaviour online

22. similarities and differences between communicating with someone online and offline; the importance of meaningful in-person relationships; that while online communication might enhance some relationships, purely online relationships may be less fulfilling WO2
23. that the same principles about how to treat others apply in all contexts, including online OSA1
24. how someone's online behaviour can affect other people; the importance of, and how to maintain, positive, kind and respectful communication online, including when anonymous WO4
25. strategies for managing peer influence on their online behaviour; the importance of not pressuring others, and how to resist pressure from others, to share personal information or images online OSA1 WO4

Online life and safety Continued – 3 of 3

KS1 | Learning opportunities: Pupils should have the opportunity to learn...	KS2 | Learning opportunities: Pupils should have the opportunity to learn...
	26. about why someone may behave differently online, including pretending to be someone they are not; strategies for evaluating online relationships, recognising risks, harmful content and contact; how to report concerns to trusted adults and reliable sources of support OSA2
	27. the risks of sharing things online, including images or words; that once these have been circulated online, they might spread quickly and far; that it can be difficult to control who sees them and to remove them from everywhere on the internet OSA5
	28. how to decide what is appropriate to share online and what should not be shared OSA4
	29. the importance of telling a trusted adult and getting support with anything that worries, scares or concerns them online; when, why, and how to report concerns online WO11

Drug education

KS1 | Learning opportunities: Pupils should have the opportunity to learn...	KS2 | Learning opportunities: Pupils should have the opportunity to learn...
1. that medicines can help people to stay healthy or feel better if they are unwell HPP6	4. the facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines) DATV1
2. that some things that go into or onto bodies can be harmful and how we might know if something is harmful DATV1	5. how medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies and asthma HPP6
3. to recognise risk in relation to medicines, cleaning fluids and other potentially harmful products that might be in the home; what to do and who to tell if they think they are at risk DATV1	6. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others DATV1
	7. what can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break DATV1
	8. that there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know DATV1 GW9