

Personal, Social and Health Education

Relationships and Sex Education policy (Primary) 2026/27

Policy Owner	Head of Personal Development
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1. Policy Statement

At Creative Education Trust, we are committed to delivering a high-quality, inclusive and age-appropriate Relationships and Sex Education (RSE) curriculum that supports students to:

- Develop positive, respectful relationships
- Understand health, wellbeing and safety
- Build character, confidence and resilience
- Navigate the complex social and digital world

In primary education, this policy focuses on helping students develop the foundations for healthy relationships, emotional wellbeing, personal safety and understanding physical and emotional changes as they grow. Teaching is carefully sequenced, age-appropriate and protective, supporting students to feel safe, valued and confident to seek help from trusted adults.

Our RSE provision is rooted in our values of **Ambition, Opportunity and Equity** and is a core component of our wider PSHE curriculum. It ensures that all students are prepared for life in modern Britain.

Our vision is that students will leave (<Name of School/Academy>) able to make informed decisions about their physical, mental and sexual health and wellbeing, while showing respect for the rights, safety and wellbeing of others. We are committed to providing a personal development education that enables all students to thrive in life and make a positive contribution to society.

RSE is a key part of our safeguarding provision. It equips students with the knowledge, skills and confidence to recognise risk, seek support and make informed decisions, supporting the prevention of harm and the development of positive character.

2. Statutory Requirements

This policy reflects statutory guidance issued by the Department for Education under:

- Education Act 2002 (Section 80A)
- Education Act 1996 (Section 403)
- Equality Act 2010
- DFE guidance Relationships and Sex Education and Health Education
- Keeping Children Safe in Education 2025
- Prevent

The updated guidance published in 2025 is statutory from September 2026, and schools must have regard to it.

Creative Education Trust Schools must have full regard to this guidance and any updates when preparing delivery of these subjects.

The school will provide:

- Relationships Education (primary)

- Relationships and Sex Education (RSE) (secondary)
- Health Education (all phases)

3. Definition of RSE and Health Education

RSE is comprised of Relationships Education, Sex Education and Health Education, which together equip students with the knowledge, skills and values to lead safe, healthy and fulfilling lives. At CET we believe that to be effective, RSE should be taught within a broader Personal Development programme which includes topics on anti-bullying, physical and mental health, careers and employability education, financial education, together with the development of key skills including oracy and communication, personal responsibility, agency and critical thinking,

a. Relationships Education

Relationships Education focuses on the fundamental building blocks of positive relationships and how to live and work together respectfully.

It includes learning about:

- Friendships, family relationships and relationships with peers and adults including different family structures
- Respect, kindness and mutual understanding
- Boundaries and personal safety, including body autonomy and knowing when and how to ask for help. Recognising unhealthy or unsafe relationships, including abuse
- How to seek help and support, both online and offline.

Relationships Education is statutory for all students and cannot be withdrawn from. It enables students to develop the knowledge and skills to form and maintain healthy, respectful relationships, now and in the future.

b. Sex Education

Sex Education forms part of the wider RSE curriculum but refers specifically to the non-statutory elements that go beyond the content covered in:

- Relationships Education
- Health Education
- National Curriculum Science

In primary schools, this refers to teaching:

- that supports students to understand physical and emotional changes as they grow, including preparation for puberty.

This content is delivered in an age-appropriate, sensitive and inclusive manner, supporting students to understand safe and healthy relationships.

Parents have the right to request that their child be withdrawn from some or all of this Sex Education. This right does not apply to statutory content delivered through Relationships Education, Health Education or the National Curriculum for Science.

c. Health Education

Health Education is a statutory component of the curriculum that supports students to understand and manage their physical health and mental wellbeing, recognising this as a normal and essential part of everyday life.

It includes learning about:

- Mental health, emotional wellbeing and resilience
- Healthy lifestyles, including nutrition, exercise and sleep
- Personal hygiene and physical health
- Risk, safety and the prevention of harm, including online.

Health Education equips students with the knowledge and skills to maintain their wellbeing, manage challenges and seek support when needed, enabling them to lead healthy, balanced lives.

4. Aims of Relationships and Sex Education (RSE)

Our RSE curriculum aims to equip all students with the knowledge, skills and confidence to navigate relationships, identity and the wider world safely and successfully.

In primary schools, these aims are achieved through a strong focus on emotional literacy, safety, respectful behaviour and building secure foundations for later learning.

Through a coherent and inclusive programme, we aim to:

- **Develop the person**
Build self-awareness, confidence and emotional literacy so students understand who they are, how they feel and how their actions impact others
- **Shape purposeful choices**
Enable students to make informed, responsible decisions about relationships, health and wellbeing, recognising risk and exercising agency — because what they do matters
- **Prepare positive pathways**
Equip students with the understanding and skills to form healthy, respectful relationships, now and in the future, including in online environments
- **Promote safety in a complex world**
Ensure students can recognise, understand and respond to risk, including online harms, exploitation, harmful influences and unhealthy relationship behaviours
- **Champion respect and inclusion**
Foster a culture of respect, equality and belonging, where diversity is understood, valued and protected
- **Strengthen wellbeing and resilience**
Support students to understand and manage their mental and physical health, developing resilience, coping strategies and help-seeking behaviours
- **Enable confident communication and critical thinking**
Give students the language, confidence and critical thinking skills to challenge harmful norms, resist pressure and engage in respectful dialogue

- **Prepare for life in modern Britain**
Develop students as active, informed citizens, able to contribute positively to society and navigate the responsibilities of adult life.

5. Delivery of the curriculum

RSE is delivered through a planned, progressive programme that is primarily taught through discrete PSHE lessons, and reinforced across the wider curriculum, including Science, Religious Education (RE), Physical Education (PE), Computing and assemblies.

In primary schools, RSE is predominantly delivered by familiar, trusted adults, using discussion, stories and activities appropriate to students' emotional and developmental stage.

This ensures that key themes are revisited and contextualised in different settings, supporting students to make meaningful connections in their learning. RSE is delivered by trained staff, including class teachers, who are supported through ongoing professional development to ensure confident and effective delivery. The school may also draw on external specialists and organisations to enhance provision, ensuring that any visitors are appropriately vetted and that all content is aligned with the school's curriculum and safeguarding procedures.

Students will be taught in mixed ability and mixed gender groups but if appropriate some topics or aspects of the curriculum may be delivered in single sex groups. The teaching of RSE will be handled sensitively by teacher and it will be common practice that:

- Neither teacher or student will be expected or required to answer a personal question
- No-one will be forced to take part in a discussion
- Sensitivity will be shown towards those of faith backgrounds.

A variety of teaching and learning styles will be used to give students relevant information to enable moral issues to be explored through discussion and to acquire appropriate skills.

6. Roles and Responsibilities

a. Board of Trustees

Responsible for approval of the policy

b. Academy Council

Responsible for the monitoring of the RSE curriculum through the termly reports to the Academy Council and holding the Headteacher to account for its implementation

c. The Headteacher is responsible for:

- The overall implementation of the policy providing strategic leadership and accountability

- Ensuring staff are suitably trained to deliver the topics and subject and the that it is suitably resourced
- Ensuring that parents, students and staff are consulted on the policy
- Ensuring that parents are aware of what is taught and when particularly in reference to sex education
- Reviewing requests from parents to withdraw their children from components of the subject
- Ensure that safeguarding is embedded across RSE
- Reviewing this policy annually and reporting to the Academy Council on the effectiveness of the policy.

d. The RSE Subject lead will:

- Design and oversee the RSE curriculum
- Ensure alignment with statutory guidance and safeguarding priorities
- Lead staff training and CPD
- Monitor the quality of teaching and the impact of the curriculum
- Support staff with sensitive content and safeguarding concerns
- Ensure the curriculum reflects contextual safeguarding information.

e. Teaching staff will:

- Deliver a high quality and age-appropriate curriculum in a safe respectful and inclusive environment
- Model a positive, open attitude
- Provide opportunities for discussion, critical thinking, reflection and feedback
- Respond appropriately to safeguarding concerns
- Engage in ongoing training and development to ensure engaging, relevant delivery and development of the PD Framework.

7. Working with parents

The school recognises that parents and carers are the primary educators of their children and are key partners in supporting students' learning in Relationships and Sex Education (RSE).

The school will work in partnership with parents by:

- Consulting with parents when developing and reviewing the RSE policy to ensure it reflects the needs of the school community
- Providing clear and accessible information about the RSE curriculum, including what is taught and when
- Offering opportunities for parents to view resources, ask questions and discuss content
- Supporting parents to engage in conversations with their children about relationships, health and wellbeing
- Ensuring that parents understand their rights in relation to withdrawal from sex education.

Information about the RSE curriculum will be made available through the school's website, policy documents and via direct communication with parents. Leaders will

ensure that communication is clear, transparent and appropriately responsive to parental feedback.

The school is committed to maintaining an open and constructive dialogue with parents and will take account of views expressed through consultation when reviewing the policy, while ensuring that statutory requirements are met.

8. Parental Right to Withdraw from Sex Education

In primary schools, parents have the right to request that their child is withdrawn from any sex education that is not part of the National Curriculum for science. There is no right to withdraw from Relationships Education or Health Education.

a. Process for Withdrawal

- Parents wishing to withdraw their child should make a request in writing to the Headteacher.
- The Headteacher or a delegated senior leader will arrange a meeting with the parent/carer to:
 - Discuss the request
 - Clarify the content of the curriculum
 - Explore any concerns
 - Explain the benefits of receiving RSE.
- Following this discussion, the school will respect the parent's decision, except in the exceptional circumstances outlined below.

b. Exceptional Circumstances

The Headteacher may determine that a student should receive sex education despite a parental request for withdrawal if:

- The student is at risk of harm, or
- It is considered that receiving the education is necessary for the student's safeguarding or wellbeing.

This decision will be made in line with:

- The school's safeguarding duties
- The best interests of the child.

c. Provision for Withdrawn Students

- Students who are withdrawn will be provided with appropriate, purposeful alternative education during this time.
- The school will ensure that withdrawal does not lead to stigma or disadvantage.

d. Record Keeping

- All requests for withdrawal and outcomes of discussions will be formally recorded on the student's school record and CPOMS.

9. Inclusion and Equality

Three Peaks Primary Academy is committed to delivering a Relationships and Sex Education (RSE) curriculum that is inclusive, accessible and reflective of the diverse society in which students live.

Teaching content and language are carefully selected to reflect students' developmental stage and emotional maturity.

In line with the Equality Act 2010, all students are entitled to receive high-quality RSE, regardless of ethnicity, gender, religion or belief, disability, sexual orientation, or socio-economic background.

a. Inclusive Provision

RSE will be delivered in a way that is inclusive, respectful and responsive to students' needs, ensuring all students feel safe, represented and able to participate. The RSE curriculum will:

- Reflect and promote diversity, equality and inclusion, modelling positive and respectful behaviours
- Foster a strong sense of belonging and respect for others
- Challenge prejudice, discrimination and harmful stereotypes, including everyday sexism, misogyny, homophobia, other prejudice-based behaviour and gender stereotyping
- Be responsive to contextual safeguarding risks, equipping students to recognise harm, stay safe and access support
- Ensure all students feel represented, valued and included within the curriculum
- Create and maintain a safe, respectful learning environment where all students can engage confidently
- Use language and resources that promote equality and respect
- Take proactive steps to ensure no student feels excluded, stigmatised or marginalised
- Respond appropriately to discriminatory language or behaviour in line with school policy
- Deliver teaching that is sensitive, age-appropriate and accessible to all learners.

b. Supporting Students with SEND

<Insert Name of Academy / School> recognises that students with Special Educational Needs and Disabilities (SEND) may be more vulnerable to risk and exploitation, and may require additional support to understand relationships, boundaries and safety.

To ensure equitable access, the school will:

- Adapt teaching approaches and materials to meet individual needs
- Use clear, structured and explicit teaching of key concepts
- Provide additional support where needed to develop understanding of consent, communication and personal safety
- Work closely with SEND and safeguarding teams to ensure provision is appropriate and effective.

10. Staff Training

All staff members within the academy are trained on induction to ensure they are conversant with the Relationship Education, Health Education and Sex Education curriculum.

Members of staff responsible for teaching RSE and PSHE will undergo further training on a termly basis led by the subject leader for RSE/PSHE/Personal Development, to ensure they are fully equipped to teach the subject effectively. They might invite wider professionals to provide support and training for sensitive topics (e.g. sexual health professionals).

Additional training of all staff will take place around any updated guidance which may need to be addressed in relation to the curriculum. The RSE lead will work collaboratively with the Designated Safeguarding Lead to give a joined-up approach to contextual safeguarding.

11. Monitoring Evaluation and Review

Creative Education Trust will monitor the implementation and impact of the RSE policy and curriculum via Academy Council reports, Team Around The School days and the annual Inclusion Review.

At school level, RSE will be monitored through:

- Lesson observations and learning walks
- Curriculum audits and mapping
- Student voice and feedback
- Safeguarding data, trends and contextual intelligence
- Participation and engagement data.

Teachers of RSE/PSHE and subject lead will assess student understanding through a number of means including lesson engagement, discussion, floor books, scenario assessments and/or student voice.

The RSE/PSHE lead will;

- Report termly to the Academy Council enabling appropriate challenge, support and oversight.
- Monitor the impact on students' knowledge, attitudes and safety
- Use findings to inform curriculum development and safeguarding priorities
- Meet regularly with inclusion and safeguarding colleagues to review emerging needs, share intelligence and take proactive action to address risks and support students

This policy will be reviewed annually with parents, staff, students and trustees and will be updated in response to:

- Changes in statutory guidance
- Emerging safeguarding risks
- Evaluation findings and schools' improvement priorities.

12. Safeguarding and Confidentiality

RSE is a key component of the school's safeguarding provision. Through the curriculum, students are supported to recognise risk, understand healthy and unhealthy relationships, and develop the confidence to seek help.

a. Safeguarding

RSE is delivered within a safe, supportive and well-managed environment, where students feel able to engage in discussion and ask questions. Teaching is carefully planned to be age-appropriate and sensitive, recognising the diverse experiences and needs of students. In line with *Keeping Children Safe in Education* the school uses the curriculum, including RSE, to provide early, evidence based safeguarding education, to enable students to develop socially and emotionally to recognise risk and stay safe, and to refine their thinking skills.

In primary schools, safeguarding content is introduced in a reassuring and protective manner, emphasising trusted adults and seeking help.

Leaders will ensure that:

- RSE reflects current safeguarding risks, including online harm, exploitation, peer-on-peer abuse and harmful influences
- Teaching is responsive to contextual safeguarding intelligence, including local and school-based concerns
- Students are explicitly taught how and where to seek help, both within school and externally
- Staff are trained to recognise and respond to signs of vulnerability or disclosure.

All staff delivering RSE understand that safeguarding is paramount and that the curriculum may lead to disclosures or concerns being raised.

Any safeguarding concerns will be managed in line with the school's Child Protection Policy, including appropriate recording and referral procedures.

b. Confidentiality

The school recognises that effective RSE requires an environment of trust and openness. Ground rules are established in lessons to support respectful discussion and ensure students feel safe to participate.

However, staff cannot offer unconditional confidentiality to students.

Students will be made aware that:

- If they disclose information that suggests they are at risk of harm, or that others may be at risk, staff have a duty to share this information with the Designated Safeguarding Lead (DSL)
- Information will only be shared with those who need to know, to protect and support the student

Staff will:

- Listen sensitively and respond appropriately to disclosures
- Reassure students that they have been heard and supported
- Avoid making promises of confidentiality
- Follow school safeguarding procedures at all times, reporting and recording disclosures in a timely manner

Where appropriate, students will be supported to access additional help and guidance, including pastoral support, safeguarding teams or external services.

To support safeguarding and appropriate discussion, staff will:

- Establish and maintain clear classroom ground rules
- Use distancing techniques (e.g. scenarios) when exploring sensitive issues
- Ensure that no student is required to share personal experiences
- Manage discussions carefully to avoid distress or harm

This policy should be read alongside:

- (Insert Academy name) Child Protection and CET Safeguarding Policy
- CET Online Safety Policy
- CET Behaviour Policy

RSE contributes to a whole-school safeguarding culture, ensuring that students are informed, protected and empowered.

13. Statutory Curriculum content

a. Relationships Education

Families and people who care for me

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

Caring friendships

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

Respectful, kind relationships

1. How to pay attention to the needs and preferences of others, including in families and friendships. Students should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Students should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.

8. The importance of self-respect and how this links to their own happiness. Students should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.

9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.

10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.

11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.

2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.

4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.

5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.

6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.

2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

b. Health and Wellbeing education

General wellbeing

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Students should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
10. That it is common to experience mental health problems, and early support can

help.

Wellbeing online

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

Physical health and fitness

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

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

Drugs, alcohol, tobacco and vaping

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

Health protection and prevention

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

Personal safety

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

Basic first aid

1. How to make a clear and efficient call to the emergency services if necessary,

including the importance of reporting incidents rather than filming them.

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

Developing bodies

1. Learning about growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.

2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Students should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.

3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

14. Academy Curriculum map & content

Year 1	
Half-Term	Main Areas of Study
Autumn Term	My Healthy Self Connecting with others: How can I help myself and others feel happy and safe?
Spring Term	The Online World: How do we spend time online? Citizenship: How can I help others and the environment
Summer 1	Health Protection: How can I protect myself and others in daily life? Staying Safe: How can I stay safe?
Summer 2	

Year 2	
Half-Term	Main Areas of Study
Autumn Term	My Healthy Self Connecting with others: How can I build safe, kind and caring relationships with others?
Spring Term	The Online World: How can we keep safe online? Citizenship: How do people belong to a community and earn money?
Summer Term	Growing Up: How can we look after and respect our bodies as we grow?

	Staying Safe: How can I make safe choices in different places?
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Year 3	
Half-Term	Main Areas of Study
Autumn Term	My Healthy Self: How can I take care of my mind and body? Connecting with others: What helps us feel safe and included?
Spring Term	The Online World: How should we communicate online? Citizenship: What rights and responsibilities do we have?
Summer Term	Health Protection: How can we prevent illness and injury and respond if they happen? Citizenship: What careers do people choose and why?

Year 4	
Half-Term	Main Areas of Study
Autumn Term	My Healthy Self: How can I make healthy choices? Connecting with others: How can we respect each other?
Spring Term	The Online World: How can we decide what to trust online? Citizenship: How can I spend money responsibly?
Summer Term	Growing up: How will my body and emotions change as I grow up? Staying Safe: What signs help me recognise what is safe and unsafe?

Year 5	
Half-Term	Main Areas of Study
Autumn Term	My Healthy Self: How can I support my mind and body as I grow? Connecting with others: Why are healthy relationships important?
Spring Term	The Online World: How am I influenced by what I see online? Citizenship: How can we make a difference in our communities and beyond?
Summer Term	Growing up: How can I manage the changes to my body and emotions as I grow up?

	Citizenship: How can we be in control of our money?
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Year 6	
Half-Term	Main Areas of Study
Autumn Term	My Healthy Self: How do my choices today shape my future health? Connecting with others: What does it mean to stand up for myself and others?
Spring Term	The Online World: How do I feel about the things I see online? Citizenship: How can we protect everyone's rights?
Summer Term	Staying Safe: How can I stay safe as I grow up? Sex Education: How do people become parents and carers?