Personal, Social and Health Education

Relationships and Sex Education policy (Primary)

Policy Owner	Laura O'Shaughnessy, Head of Personal Development
Approved by	• CEO • Education Standards Committee
Last reviewed on	January 2025
Next review date	January 2026 or upon new DfE Guidance

Rationale

1) PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. Our Relationships and Sex Education curriculum (RSE) is taught as part of our PSHE curriculum.

Legislation and guidance

2) Under the new guidance issued by the DfE, by September 2020, Relationships Education at primary schools will be compulsory. As a primary academy, we must provide Relationships and Sex Education (RSE) to all pupils as per section 34 of the Children and Social Work Act 2017. In teaching RSE, we are required to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. In addition, Health Education is compulsory in all state schools. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Schools must consult with parents regarding the implementation of the RSE policy.

Practical considerations

3) We believe that, to be effective, RSE should always be taught within a broader PSHE education programme. RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on- and off-line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

4) The academy will continue to include lessons on sex education as part of its work in RSE tailoring teaching to take into account the age and physical maturity of its pupils

Working with parents

5) Our academy seeks to work in partnership with parents to provide effective PSHE and RSE. Parents need to know that the school's RSE programme will complement and support their role as parents. We have consulted with parents during this policy's initial development and will do so subsequently where significant changes to the nature of curriculum delivery and/or the content of the school's curriculum are planned. It should be noted that, in line with DfE advice, consultation does not give parents the right to veto any element of the policy. Schools will consider the views of all parents and try to ensure that different opinions are considered.

6) Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Parents do not have to give their reasons for withdrawing their children but will be asked to meet so that we can explain the implications of removing children.

Definition of Relationships Education

Relationships education in schools is part of the life-long learning about the characteristics of positive relationships including friendships, family relationships, and relationships with other children and adults. It also includes learning about positive emotional and mental wellbeing and how friendships can impact on this. Learning will also include how to recognise different types of abuse, the rights children have over their own bodies and how to seek advice and how to stay safe both on and off line

Aims of the PSHE (including RSE) policy

7) The aims of the PSHE and RSE curriculum are to:

- promote the spiritual, moral, cultural, mental and physical development of all pupils
- help young people to learn to respect themselves and others so preparing them for the opportunities, responsibilities and experiences of later life
- allow pupils to acknowledge and appreciate difference and diversity
- teach pupils how to make informed choices
- prepare pupils to be positive and active members of a democratic society
- teach pupils to understand what constitutes a safe and healthy lifestyle
- provide a framework in which sensitive discussions can take place regarding issues that may affect their lives
- promote safety in forming and maintaining relationships
- provide pupils with a toolkit for understanding and managing their emotions
- help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health, and how to stay safe on-line
- prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- help pupils understand the key concepts included in British Values

The Health Education Curriculum

8) The focus will be on teaching the characteristics of good physical health and mental well-being. Teachers make it clear that mental well-being is a normal part of daily life, in the same way as physical health.

9) This includes pupils being taught:

- the benefits and importance of daily exercise, good nutrition and sufficient sleep
- giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences
- about issues such as isolation, unhappiness, bullying and the negative impacts of poor health and wellbeing.

Responsibilities

10) The responsibilities of subject leader/s for PSHE/RSE include (but are not limited to):

- regularly updating curriculum plans so that the content of what is taught is in line with statutory requirements/guidance
- analysing information from safeguarding and pastoral leaders to determine the most appropriate point to introduce or revisit the teaching of pupils about particular risks and issues
- ensuring that qualitative checks are made of the PSHE/RSE curriculum's implementation, through visits to lessons and scrutiny of pupils' work
- periodically seeking the views of pupils, staff and parents about the content of the PSHE/RSE curriculum and the effectiveness with which it is implemented
- providing guidance and support as required for those teaching PSHE/RSE.

11) Staff are responsible for:

- delivering PSHE/RSE in a sensitive manner
- modelling positive attitudes towards PSHE/SRE
- responding to the needs of individual pupils
- responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory aspects of RSE.

Staff do not have the right to opt out of teaching PSHE/RSE. Staff who have concerns about teaching PSHE or RSE should discuss these with the principal.

12) Pupils are expected to:

- engage fully in PSHE/RSE, treating others with respect and sensitivity when engaged in discussion

Parents' right to withdraw

13) Parents have the right to withdraw their children from the non-statutory, non-science related components of sex education within RSE up to and until 3 terms before their child turns 16. Requests for withdrawal must be put in writing. Alternative work will be provided for pupils who are withdrawn from sex education.

Safeguarding

14) The school may invite outside visitors to support teaching and learning, e.g. school nurse, following the protocol for visitors. Staff are aware of the need for confidentiality and to handle sensitive and controversial issues carefully. The nature of this subject means that, at times, issues may arise that cause safeguarding concerns and staff are aware of the need to follow the child protection policy at all times.

Special Educational Needs and Disabilities

15) The particular needs and vulnerabilities of pupils with SEND will be considered when teaching RSE.

Equalities

In meeting the requirements of the Equality Act 2010 the school is committed to the provision of RSE to all of its pupils. Every child is entitled to receive high-quality RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, and social circumstances.

Assessment and monitoring

16) Assessment will be completed using Teacher Assessment. Self-assessment will take place where and when the teacher deems suitable.

17) Monitoring of work in the classroom will form part of the school's established programme of lesson monitoring and evaluation.

Scheme of Work

18) See appendix two.

Review

19) This policy will be reviewed annually, involving parental consultation when significant changes are being considered, and approved by the board of trustees.

Appendix One: What pupils should know by the end of primary school:

Families and people who care for me	Pupils should know • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
	• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage[1] represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

[1] Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring friendships	Pupils should know • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	Pupils should know • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

	• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	Pupils should know • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-toface relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.

Being safe	Pupils should know • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

Appendix Two: PSHE/SRE Curriculum Plan

Year 1					
Relationships Education	**Families and people who care for me**	**Caring friendships**	**Respectful relationships**	**Online relationships**	**Being safe**
	What makes a family? That families are important for children growing up because they can give love, security and stability. That others' families, either in school or the wider world, sometimes look different from their family. How to recognise if family relationships are making them feel unhappy or unsafe.	How to be a good friend? How important friendships are in making us feel happy and secure That characteristics of friendships, including mutual respect, truthfulness, kindness, trust, sharing interests and experiences and support with problems and difficulties. How to recognise who to trust.	What is respect? The importance of respecting others, even when they are very different from them, or have different preferences or beliefs. The conventions of courtesy and manners. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others.	How to be safe online. (E-Safety) That people sometimes behave differently online, including pretending to be someone they are not. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online.	What is a stranger? Stranger danger. How to respond safely to adults they may encounter whom they do not know. How to recognise and report feelings of being unsafe or feeling bad about any adult.

Physical health and mental wellbeing	Mental wellbeing	Internet safety and harms	Physical health and fitness	Healthy eating	Health and prevention	Basic first aid
	What emotions are there? That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	E-Safety. That for most people the internet is an integral part of life and has many benefits.	How to be active? The characteristics and mental and physical benefits of an active lifestyle.	What does a healthy plate look like? What constitutes a healthy diet?	How to stay safe in the sun. About safe and unsafe exposure to the sun. How to clean your teeth. About dental health, including regular check-ups at the dentist. Personal hygiene. About personal hygiene and the importance of handwashing.	What to do when you are hurt? How to make a clear and efficient call to the emergency services if necessary. Concepts of basic first aid, for example dealing with common injuries.

Living in the wider world	Living in the wider world	Financial education (economic wellbeing)	British values and citizenship
	How to contribute to the life of the classroom. To help construct and agree to follow, group and class rules. To know that people and other living things have needs and that they have a responsibility to meet them (including being able to take turns, share and understand the need to return things that have been borrowed).	The part money plays in people's lives. Money comes from different sources and can be used for different purposes, including the concept of spending and saving.	To recognise the importance of living together and getting along. To recognise the choices they make and to recognise the difference between right and wrong. To know we all have a voice, to take part in discussions with one other person and the whole class. To know that everyone is special.

Year 2					
Relationships Education	**Families and people who care for me**	**Caring friendships**	**Respectful relationships**	**Online relationships**	**Being safe**
	How do we show our families that we love and care for each other? That stable, caring relationships, which may be of different types are at the heart of happy families. How to recognise if family relationships are making them feel unhappy or unsafe.	What makes a good friend? How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. That most friendships have ups and downs. How to recognise who to trust.	How do we ensure that we respect ourselves and others? The importance of respecting others, even when they are very different from them, or have different preferences or beliefs. Practical steps they can take in a range of different contexts to improve or support respectful relationships. The importance of self-respect. About different types of bullying.	How to stay safe online? (E-Safety) That people sometimes behave differently online, including pretending to be someone they are not. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online. The rules and principles for keeping safe online. How information and data is shared.	How can I keep myself safe? About the concept of privacy, including it is not always right to keep secrets if they relate to being safe. How to ask for advice or help for themselves or others.

Physical health and mental wellbeing	Mental wellbeing	Internet safety and harms	Physical health and fitness	Healthy eating	Health and prevention	Basic first aid
	How to recognise and talk about a range of emotions? Including having a varied vocabulary of words to use when talking about their own feelings and others' feelings. Simple self-care techniques, including importance of rest and hobbies.	E-Safety. About the benefits of rationing time spent online.	How to be active? The importance of building regular exercise into daily, weekly routines. The risks associated with an inactive lifestyle.	What does a healthy diet look like? The characteristics of a poor diet.	How to stay safe in the sun. About safe and unsafe exposure to the sun. Sleep. Importance of sufficient good quality sleep. Personal hygiene. About personal hygiene and the importance of handwashing.	What to do when you are hurt? How to make a clear and efficient call to the emergency services if necessary. Concepts of basic first aid, for example dealing with common injuries.

Living in the wider world	Living in the wider world	Financial education (economic wellbeing)	British values and citizenship
	To contribute to the life of the class and school. To agree and follow rules for their group and classroom and understand how rules help them. What improves and harms their local, natural and built environments and about some of the ways people look after them.	The part money plays in people's lives. How to manage their money, keep it safe, choices about spending money and what influences those choices.	To recognise choices they can make and recognise the difference between right and wrong. To take part in a simple debate about topical issues. To recognise that they belong to various groups and communities, such as family and school.

Year 3					
Relationships Education	**Families and people who care for me**	**Caring friendships**	**Respectful relationships**	**Online relationships**	**Being safe**
	What does a family look like? That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.	What does a healthy friendship look like? That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable.	Bullying. About different types of bullying (including cyberbullying), the impact of bullying and how to get help.	Principles of online relationships. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online. The rules and principles for keeping safe online.	How to respond safely and appropriately to adults they may encounter. In all contexts, including online. How to ask for advice or help for themselves or others, and to keep trying until they are heard. How to report concerns or abuse.

Physical health and mental wellbeing	Mental wellbeing	Internet safety and harms	Physical health and fitness	Healthy eating	Drugs alcohol and tobacco	Health and prevention	Basic first aid
	How does mental wellbeing affect your daily life? That mental wellbeing is a normal part of daily life, in the same way as physical health.	Why are there age limits/restrictions online? The risks of excessive time spent on electronic devices. Why social media, and some computer games and online gaming are age restricted. Where and how to report concerns.	How to build regular exercise into routines? The importance of building regular exercise into daily, weekly routines and how to achieve this.	What constitutes a healthy diet? Including understanding calories and other nutritional content.	Smoking. The facts about smoking and associated risks.	Why is sleep important? The importance of sufficient good quality sleep for good health, lack of sleep can affect mood, weight and ability to learn.	What to do when you are hurt? How to make a clear and efficient call to the emergency services if necessary. Concepts of basic first aid, for example dealing with common injuries.

Living in the wider world	Living in the wider world	Financial education (economic wellbeing)	British values and citizenship
	To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals. To know ways to save energy.	Making choices about our money. To know that there are other ways to pay for things apart from cash. To know that our choices about spending and saving can be influenced by and have an impact on others.	What democracy is, and about the basic institutions that support it locally and nationally. Why and how rules and laws are made an enforced.

Year 4			
Relationships Education	**Families and people who care for me**		**Caring friendships**
	How can families be different? What is at the heart of a happy family? That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.		How do we manage conflict in our friendships? That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
	Respectful relationships	**Online relationships**	**Being safe**
	How do you show respect to others? That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others. What is the impact of bullying? About different types of bullying (including cyberbullying), the impact of bullying and how to get help.	What are the rules for keeping safe online? That people sometimes behave differently online, including pretending to be someone they are not. The rules and principles for keeping safe online, how to recognise risks and how to report them.	How to recognise and report feeling of being unsafe or feeling bad about any adult. Where to get advice e.g. family, school and/or other sources.

Physical health and mental wellbeing	Mental wellbeing	Internet safety and harms	Physical health and fitness
	Why is it important to talk about your feelings? Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. That bullying has a negative and often long lasting impact on mental wellbeing. Where and how to seek support.	What are the negative impacts of being online? About the benefits of rationing time spent online. The risks of excessive time spent on electronic devices. The internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. Where and how to report concerns.	What are the benefits of an active healthy lifestyle? The risks associated with an inactive lifestyle. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating	Drugs alcohol and tobacco	Health and prevention	Basic first aid
What are the risks associated with a poor diet/ unhealthy eating? The characteristics of a poor diet and risks associated with unhealthy eating (including obesity, tooth decay) and other behaviours (impact of alcohol on diet, health).	Alcohol. The facts about legal and illegal harmful substances and associated risks.	Why is dental health important? About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	How to respond in an emergency? What to do when you are hurt? How to make a clear and efficient call to the emergency services if necessary. Concepts of basic first aid, for example dealing with common injuries.

Living in the wider world	Living in the wider world	Financial education (economic wellbeing)	British values and citizenship
	About the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future. To develop an awareness of climate change.	Making choices about our money. To explain why we might borrow money and how this might make us feel. To understand managing money is complex and that there are people we go to if we need help.	To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. To research, discuss and debate topical issues, problems and events. Why different rules are needed in different situations and how to take part in making and changing rules.

Year 5				
Relationships Education	**Families and people who care for me**			**Caring friendships**
	Why is my family important? Are all families the same? That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek advice from others if needed.			What happens if I fall out with my friend? Who can I trust? How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
	Respectful relationships	**Online relationships**	**Being safe**	
	How do I respect myself? The importance of self-respect and how this links to their own happiness. Is bullying acceptable? About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	How do I stay safe online? The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. How to critically consider their online friendships and sources of information.	How can I keep myself safe? About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. How to report concerns or abuse, and the vocabulary and confidence needed to do so.	
Puberty			**Changing adolescent body**	
			Key facts about puberty and the changing adolescent body, particularly from age 9 through to 11, including physical and emotional changes. About menstrual wellbeing including key facts about the menstrual cycle	
Physical health and mental wellbeing	**Mental wellbeing**		**Internet safety and harms**	**Physical health and fitness**

	How can I look after my mental health? How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.		How should I behave online? About the benefits of rationing time spent online. The risks of excessive time spent on electronic devices. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. Where and how to report concerns.	How to build regular exercise into daily/weekly routines? The importance of building regular exercise into daily and weekly routines and how to achieve this. (Planning a daily/weekly exercise routine).
	Healthy eating	**Drugs alcohol and tobacco**	**Health and prevention**	**Basic first aid**
	Comparing healthy and unhealthy diets. The characteristics of a poor diet and risks associated with unhealthy eating (including obesity, tooth decay) and other behaviours (impact of alcohol on diet, health). The principles of planning and preparing a range of healthy meals.	Legal and illegal drugs. (Drugtaking) The facts about legal and illegal harmful substances and associated risks.	Why is sleep important? The importance if sufficient good quality sleep for good health and that lack of sleep can affect weight, mood and ability to learn. How to recognise early signs of physical illness, such as weight loss.	How to respond in an emergency? What to do when you are hurt? How to make a clear and efficient call to the emergency services if necessary. Concepts of basic first aid, for example dealing with common injuries.

Living in the wider world	**Living in the wider world**	**Financial education (economic wellbeing)**	**British values and citizenship**
	To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.	How can I use a bank account? The links between jobs and money.	To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.
	To develop an awareness of climate change. To develop environmental awareness and responsibility.	How choices affect our future goals and how doe money affect my feelings.	That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other. To recognise the role of voluntary, community and pressure groups.

Year 6					
Relationships Education	**Families and people who care for me**			**Caring friendships**	
	Do I understand the different types of commitments and relationships? Do I know what healthy family relationships look and feel like? The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek advice from others if needed.			Do I know what healthy friendships look like? How do I manage conflict between friends? How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	
	Respectful relationships	**Online relationships**	**Being safe**		
	What is a stereotype? What a stereotype is, and how stereotypes can be unfair, negative or destructive. Why seek permission? The importance of permissionseeking and giving in relationships with friends, peers and adults.	What is a reliable source? How is my information and data used? How long is it there for? How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. How information and data is shared and used online.	Concept of privacy. Appropriate boundaries. How to recognise and report feelings of being unsafe or feeling bad about any adult. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. How to report concerns or abuse, and the vocabulary and confidence needed to do so. Where to get advice e.g. family, school and/or other sources.		
Physical health and mental wellbeing	**Mental wellbeing**		**Internet safety and harms**	**Physical health and fitness**	**Healthy eating**
	When and how should you seek support for yourself and others? Where and how to seek support (including recognising triggers) including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including online).		What are the positives and negatives of social media? About the benefits of rationing time spent online. The risks of excessive time spent on electronic devices. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. Where and how to report concerns.	What are the risks of an unhealthy diet and an inactive lifestyle? The risks associated with an inactive lifestyle (including obesity).	When and how do I seek support? The characteristics of a poor diet and risks associated with unhealthy eating (including obesity, tooth

	It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.			decay) and other behaviours (impact of alcohol on diet, health).
	Drugs alcohol and tobacco	**Health and prevention**	**Basic first aid**	
	Legal and illegal drugs. (Drug-taking) The facts about legal and illegal harmful substances and associated risks.	What does it mean to be hygienic? How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. About personal hygiene and germs including bacteria, viruses, how they are spread and treated. The facts and science relating to allergies, immunisation and vaccination.	What is first aid? Can I do first aid? How to make a clear and efficient call to the emergency services if necessary. Concepts of basic first aid, for example dealing with common injuries.	

Living in the wider world	**Living in the wider world**	**Financial education (economic wellbeing)**	**British values and citizenship**
	To resolve differences by looking at alternatives, making decisions and explaining choices. To develop an awareness of climate change. To develop an understanding of sustainability issues.	To realise budgeting is important. Plan a simple budget. Plan and track money and savings, keeping accurate records, identifying and weighing up the features of a situation and use own judgement to come to a conclusion. Enterprise.	To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences. To explore how the media present information.