

Personal, Social, Health and Economic Education (PSHE) Policy including Relationships, Sex and Health Education (RSHE)

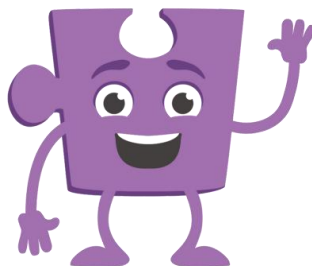
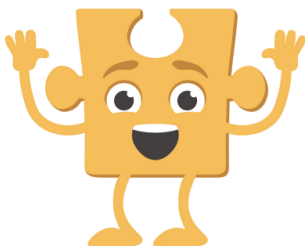
School Name: Austin Farm Academy

Policy Date: 10.09.2026

PSHE Lead: Mr Williams

Review Date: 10.09.2027

Governor/Trustee Approval: Les Allen, WCC5 Chair.



Personal, Social, Health and Economic Education (PSHE) is our comprehensive curriculum for supporting children's personal development, health, wellbeing and understanding of relationships.

We are required by law to teach **Relationships Education** and **Health Education** to all primary-aged pupils. We deliver these statutory subjects within our broader PSHE programme. Where we teach about human reproduction (sex education), we do so in line with the principles and approach of the 2025 Relationships, Sex and Health Education (RSHE) statutory guidance, in which sex education itself remains non-statutory (but recommended) in primary schools.

Our PSHE curriculum also includes age-appropriate aspects of **economic education**, preparing children to understand spending, saving and the world of work, and **citizenship education** including British Values, helping children understand their rights, responsibilities and role in society.

This policy explains our whole-school approach to PSHE education and how we meet our statutory duties.

1. Our Vision for PSHE Education

At Austin Farm Academy we believe every child deserves an education that prepares them not only for academic success but also to thrive as rounded individuals in modern society. Personal, Social, Health and Economic (PSHE) education sits at the heart of this commitment.

PSHE is not an add-on to our curriculum; it is fundamental to our children's development as confident, healthy and respectful members of society. Through high-quality PSHE, we equip pupils with the knowledge, skills and attributes they need to stay safe, maintain wellbeing, and build positive relationships throughout their lives.

Our curriculum is carefully designed to be developmental and progressive. From the moment children join our school, they begin to explore emotional literacy—learning to recognise, name and talk about feelings. This foundation grows year by year, helping pupils to manage emotions, develop resilience, and make informed decisions that support their own and others' wellbeing.

By embedding PSHE across our school culture, we nurture a community where respect, inclusivity and responsibility flourish. In doing so, we prepare our pupils not only for the challenges of childhood but also for adulthood, work and active citizenship.

We are committed to:

- Supporting the whole child - recognising that children's emotional and social development directly impacts their capacity to learn
- Creating a safe, inclusive environment where every child feels valued and able to discuss concerns without fear or stigma
- Building foundations for the future - providing age-appropriate learning that prepares children for the challenges and opportunities of adolescence and beyond
- Working in partnership with families, recognising that parents are children's first educators in many aspects of relationships and health
- Embedding PSHE across school life - not just in weekly lessons, but through our values, relationships, and everyday interactions

2. Statutory Requirements and Curriculum Framework

Under the Education Act 2002 and the Academies Act 2010, all schools must provide a curriculum that:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils
- Prepares pupils for the opportunities, responsibilities and experiences of later life

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (updated July 2025) make Relationships Education and Health Education statutory for all primary-aged pupils. These subjects must be taught in all maintained schools, academies, independent schools, maintained special schools, non-maintained special schools, and alternative provision settings.

We deliver statutory Relationships and Health Education within our comprehensive PSHE programme, using materials from Jigsaw PSHE 3-11. This provides children with a carefully sequenced, age-appropriate curriculum that meets all statutory requirements whilst also developing wider personal and social capabilities. Our PSHE curriculum also supports our safeguarding responsibilities as set out in Keeping Children Safe in Education and the Prevent Duty, helping children to recognise concerns, stay safe online and offline, and seek help when needed.

Our curriculum addresses all statutory requirements including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Basic first aid
- Developing bodies (including puberty as part of Health Education)

A detailed mapping document showing how the Jigsaw programme covers every statutory outcome is available to view on request and can be accessed via the school website.

3. The Jigsaw Approach: A Whole-School Framework

We use Jigsaw PSHE as our curriculum framework because it provides a comprehensive, carefully sequenced scheme of work that brings consistency and progression to children's learning across their primary years. Built on current research and best practice in child development, safeguarding and health education, it is kept continuously up to date with evolving statutory guidance and enables us to deliver high-quality PSHE education that meets our children's needs. The programme is distinctive in its approach including:

Emotional literacy at the core - Every Jigsaw lesson systematically develops children's emotional vocabulary and understanding. Children learn to recognise, name and talk about a wide range of feelings in themselves and others. This emotional literacy supports children's ability to share and discuss things that are important in their lives, to seek help when needed, and to build positive relationships.

Mindful practice - Every Jigsaw lesson begins with 'Calm Me Time', a mindfulness activity designed to support self-regulation and create a safe, focused space for learning. This consistent practice forms part of our approach to children's emotional wellbeing and helps children to be ready for open, thoughtful discussion.

Connection and community - The 'Connect Us' activity in every lesson strengthens relationships within the class and develops children's social skills, building a sense of belonging and mutual respect that underpins all learning.

Developing skills for respectful dialogue - PSHE lessons provide regular opportunities for children to develop and practise essential communication skills including listening to others, expressing their own views clearly and respectfully, considering different perspectives, and engaging in constructive discussion. These oracy skills are fundamental to building positive relationships and respectful communities, enabling children to navigate differences with kindness and to participate confidently in democratic discussion.

Age-appropriate spiral curriculum - Topics are revisited across year groups with increasing depth and complexity, enabling children to build on prior learning in line with their developing maturity and understanding, with teachers able to adapt according to their pupils' needs.

Interactive, participative teaching - Lessons are designed to be engaging and active, using discussion, role-play, problem-solving and creative activities to develop skills alongside knowledge. Children don't just gain information - they explore topics in age-appropriate ways and develop practical skills that support them in their everyday lives.

The Six Jigsaw Puzzles

Our PSHE curriculum is organised into six themed units ('Puzzles'), each taught for approximately half a term:

Term	Puzzle	Key Content
Autumn 1	Being Me in My World	Understanding personal identity, my place in the class and school community, rights and responsibilities, democracy, making a positive contribution.

Term	Puzzle	Key Content
Autumn 2	Celebrating Difference	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.
Spring 1	Dreams and Goals	Setting and working towards goals, understanding aspirations and future possibilities, developing perseverance and resilience, recognising achievements, working collaboratively.
Spring 2	Healthy Me	The relationship between physical and emotional health; nutrition, sleep, exercise and hygiene; emotional wellbeing; drug education (including medicines); keeping safe; understanding habits and making healthy lifestyle choices.
Summer 1	Relationships	Understanding different relationships and their characteristics, our families, managing friendship challenges, conflict resolution and communication skills, recognising when relationships are unhealthy, understanding loss and bereavement.
Summer 2	Changing Me	Understanding life cycles and human growth, coping positively with change, body image and self-esteem, puberty education, changing relationships, and for upper Key Stage 2, human reproduction (where taught as sex education - see Section 6).

Adapting Jigsaw for Our School Community

Whilst we follow the Jigsaw programme, we recognise that our children, families and context have specific needs and characteristics. Our PSHE lead and class teachers carefully consider each lesson's content and approach to ensure it is appropriate and relevant for our pupils, taking into account:

- The specific needs, experiences and developmental stages of pupils in each class
- Pupil voice - gathered through feedback within lessons, informal discussions with children, and school council surveys.
- Local context and community considerations
- Feedback from parents, pupils and staff
- Our school's distinctive values and ethos

Where we make adaptations to the programme, these decisions are made thoughtfully, in consultation with senior leadership, and with reference to statutory requirements. Parents and carers are informed about significant adaptations, particularly where these relate to sensitive content.

4. Curriculum Time and Whole-School Approach

PSHE is taught weekly through dedicated curriculum time of 1 hour per week by their class teachers. Learning is integrated naturally into the classroom environment so that teachers can draw connections between PSHE and other areas of learning.

Beyond the Classroom: Embedding PSHE in School Life

We recognise that effective PSHE education extends far beyond weekly lessons. The skills, values and understanding developed in PSHE sessions are reinforced and 'lived' throughout our school day and across all areas of school life such as:

- Collective worship and assemblies regularly explore PSHE themes, celebrating successes, exploring moral questions, and building whole-school awareness of current wellbeing and relationship topics.
- Our behaviour and relationships policy reflects the principles taught in PSHE, emphasising respect, kindness, responsibility and positive conflict resolution. Adults model these values in all interactions with children and each other.
- The Jigsaw Learning Charter established in each class at the start of the year becomes a living document that children refer to and use to guide behaviour and resolve difficulties.
- Playground and social times provide opportunities for children to practise the friendship and conflict-resolution skills learned in PSHE, supported by staff who understand the PSHE curriculum and can reference learning when supporting children.
- Emotional literacy taught in PSHE develops an extensive vocabulary for feelings and emotions which is reinforced throughout the school day, with staff supporting children to name and express their feelings, to understand others' emotions, and to use this awareness to build positive relationships and resolve difficulties.
- Recognition and reward systems celebrate not just academic achievement but the personal and social qualities developed through PSHE - kindness, perseverance, respect, courage, and contribution to the school community.
- Our learning environment reflects PSHE values, with working walls displaying current learning, vocabulary walls supporting emotional literacy, and visual prompts reinforcing key concepts like the Jigsaw Charter, feelings vocabulary, and strategies for wellbeing.

5. Relationships and Health Education: Statutory Content

Relationships Education

Relationships Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on teaching children the fundamental building blocks of positive, respectful relationships with family, friends, peers and adults.

By the end of primary school, our children will understand:

- Families and people who care for me - That families come in many forms and all can provide love, security and stability; the characteristics of healthy family life; how to recognise unhealthy family relationships and seek help; marriage and civil partnerships as legal commitments.
- Caring friendships - How friendships contribute to happiness and security; characteristics of healthy friendships including mutual respect, trust, loyalty and kindness; how to recognise and navigate friendship difficulties; how to make and maintain positive friendships.
- Respectful, kind relationships - The importance of paying attention to others' needs; setting and respecting boundaries; communicating effectively and managing conflict with kindness; the importance of respect and self-respect; different types of bullying and how to respond; understanding stereotypes and how to challenge them.
- Online safety and awareness - How to behave respectfully online; critically evaluating online relationships and information; understanding privacy and personal information; recognising and reporting online risks; age restrictions for social media; understanding that content online can be inappropriate or upsetting.

- Being safe - Understanding appropriate and inappropriate boundaries; concepts of privacy and consent; that each person's body belongs to them; how to recognise when relationships are unsafe; how to respond to concerning adults; how to report abuse and seek help with confidence.

Health Education

Health Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on supporting children to make informed decisions about their health and wellbeing.

By the end of primary school, our children will understand:

- Mental wellbeing - The normal range of emotions; how to recognise, talk about and manage feelings; simple self-care techniques; that mental health challenges are common and can be supported; where and how to seek help when needed.
- Internet safety and harms - The benefits and risks of internet use; rationing screen time; recognising and displaying respectful online behaviour; age restrictions on games and apps; being discerning about online information; where to report concerns.
- Physical health and fitness - Benefits of an active lifestyle; building regular physical activity into routines; risks of inactive lifestyles; when to seek health support.
- Healthy eating - What constitutes a healthy diet; principles of healthy meal planning; risks of unhealthy eating including impacts on teeth and weight; impacts of alcohol on health.
- Drugs, alcohol, tobacco and vaping - Age-appropriate facts about legal and illegal substances and associated risks, including the risks of nicotine addiction.
- Health protection and prevention - Recognising early signs of illness; sun safety; importance of good quality sleep; dental health and oral hygiene; personal hygiene and germ spread; facts about vaccination and immunisation.
- Personal safety - Recognising hazards and reducing risks; road, water and rail safety; when and how to seek help in emergencies.
- Basic first aid - How to make emergency calls; dealing with common injuries including head injuries.
- Developing bodies - Understanding growth and body changes during adolescence; correct names for body parts; facts about the menstrual cycle including physical and emotional changes (noting that whilst average age of menstruation is 12, it can begin from age 8, so we teach this content before girls experience menstruation).

Building Foundations for Secondary RSHE

The primary PSHE curriculum is carefully designed to be age-appropriate and valuable for children's current stage of development. This learning also builds strong foundations that will support children as they encounter more complex content at secondary school. For example:

- Children learn skills for managing difficult feelings in friendships like disappointment or anger. These are essential skills for their current friendships and family relationships and support them to behave with kindness as their relationships become more complex.
- Children learn about appropriate boundaries, privacy and consent in age-appropriate ways from early primary. This learning is crucial for safeguarding - enabling children to recognise when something doesn't feel right, to understand that they have rights over their own bodies and personal information, and to seek help when needed. These concepts become increasingly important as children develop and encounter different situations, both now and in future relationships.
- We teach children to recognise healthy relationship characteristics and warning signs across all relationships. This helps them navigate their current friendships and family relationships, with skills they'll continue to apply throughout their lives.

- Understanding of online safety, digital literacy and respectful online behaviour builds progressively throughout primary. We recognise that some of our children are already spending time online, and those who are not will have questions or concerns about the online world. Our approach is preventative, equipping children with knowledge and skills to stay safe if they do encounter online content or situations, rather than normalising excessive or unsafe internet use. This prepares children to navigate the more complex digital relationships and challenges they'll encounter as teenagers.
- Learning about emotions, mental wellbeing and self-care begins early and deepens each year. This supports children's current wellbeing and helps them manage the everyday challenges of childhood, whilst ensuring they reach secondary with established vocabulary, awareness and strategies for protecting their mental health.

This progressive, developmental approach ensures that PSHE content is always age-appropriate and relevant to children's current lives, whilst also building solid foundations for more sophisticated understanding as they mature.

Challenging Stereotypes and Promoting Respect

Throughout our PSHE curriculum, we actively work to break down harmful stereotypes, including gender stereotypes that can limit children's aspirations, reinforce inequalities, or contribute to disrespectful behaviour, and explain how some characteristics are protected under UK law. As children progress through the programme, they encounter a number of protected characteristics in age-appropriate ways, understanding why certain groups have legal protection from discrimination and how this relates to treating all people with dignity and respect.

For example, children learn that all people deserve respect regardless of their sex, and we challenge outdated ideas about what boys and girls "should" be like, what they can achieve, or how they should behave. We help children understand that boys and girls can have diverse interests, strengths, and personalities, and that qualities like kindness, strength, nurturing, and courage are human qualities that everyone can demonstrate, not traits that belong only to one sex.

Age-appropriately, we address how stereotypes and prejudiced attitudes, including misogyny, can lead to unkind behaviour, bullying, and a lack of respect in relationships. We make clear that everyone - boys and girls - has responsibility for treating others with kindness and respect, and that harmful attitudes or language are never acceptable.

This approach supports both safeguarding and the development of healthy, equal relationships, helping all children to feel valued and to respect others.

6. Sex Education in Austin Farm Academy

Sex education is not compulsory in primary schools; however the Department for Education recommends that all primary schools teach age-appropriate sex education to ensure children are prepared for the changes adolescence brings and understand how human life begins.

At Austin Farm Academy our approach to sex education is outlined below.

We teach age-appropriate sex education in Years 5 and 6 as part of our PSHE curriculum, going beyond the statutory content about puberty to include factual information about human reproduction. We believe this information is important for children before they leave primary school, particularly as children naturally become more aware and curious about how life begins and may seek information from less reliable sources if we do not provide age-appropriate, factual teaching.

We define sex education as learning about human reproduction. It is defined as those lessons covering sexual intercourse, conception, the stages of pregnancy and birth. It includes the emotional impact of having a baby as well as the physical facts. Sex education is not learning about different types of sexual activity.

This is distinct from the statutory Health Education content about puberty and menstruation, from which children cannot be withdrawn. We teach about human reproduction within our Science curriculum, in line with the National Curriculum Science requirements that children learn about life cycles and how mammals reproduce. Because this is taught as part of the statutory Science curriculum, parents do not have the right to withdraw children from this content.

The following Jigsaw lessons in the Changing Me Puzzle contain non-statutory sex education content:

Year 5: Conception

Year 6: Babies: Conception to Birth

Parent Engagement and the Right to Withdraw from Sex Education

Parents have the right to request that their child be withdrawn from some or all of sex education taught as part of PSHE. Parents do NOT have the right to withdraw children from:

- Relationships Education (statutory)
- Health Education, including puberty education (statutory)
- Science curriculum content, including content about reproduction (statutory)

Before making a decision to withdraw a child from sex education, we invite parents to discuss their concerns with the class teacher. This discussion helps us to understand the request and enables us to clarify the nature and purpose of the curriculum, discuss the benefits of the education, and consider any potential impacts of withdrawal on the child.

Where a parent requests withdrawal, we will:

- Arrange a meeting to discuss the request and the curriculum content in detail
- Share relevant teaching materials so parents can see exactly what will be taught
- Explain how we will support the child during withdrawal (ensuring they receive appropriate, purposeful education)
- Respect the parent's final decision whilst documenting our professional advice

We inform parents about sex education content by: sending curriculum information letters at the start of the summer term, offering parent information sessions, and making all materials available for viewing on request.

A withdrawal request form is available from the school office and in Appendix 2. A copy of any withdrawal requests will be placed in the pupil's educational record.

In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the headteacher can refuse a request to withdraw the pupil from sex education.

Responding to children's questions

We recognise that children may ask questions beyond our planned curriculum. Teachers use professional judgement to respond and may answer briefly and factually if age-appropriate, suggest the child speaks with their parent or carer, or acknowledge the question while explaining they'll learn more when older.

If a withdrawn child asks questions about sex education content, teachers will sensitively explain this is something their parents would like to discuss at home. We will inform parents so they can follow up.

7. Inclusive Practice and Equality

We are committed to an inclusive PSHE curriculum that is accessible to and respectful of all children and families.

Meeting the Equality Act 2010

We comply with the Equality Act 2010 and the Public Sector Equality Duty, ensuring that PSHE is taught in a way that:

- Does not subject pupils to discrimination
- Promotes equality of opportunity
- Fosters good relations between people with protected characteristics and those without

The protected characteristics are: age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Teaching about Families and Relationships

Our curriculum presents families in all their forms, recognising that children come from diverse family backgrounds including:

- Single parent families
- Same-sex parent families
- Families headed by grandparents or other relatives
- Adoptive families
- Foster families
- Kinship care arrangements
- Blended families
- Families from different cultural and religious backgrounds
- Service families, including those where a parent or carer serves in the armed forces

We ensure that no child is stigmatised based on their home circumstances and that all family structures are represented positively in our teaching. When discussing families, we emphasise that the key characteristic of families is that they provide love, care, stability and security for children, not a particular structure.

Including LGBT Content

Throughout PSHE education, children learn that all people deserve to be treated with respect and kindness, regardless of difference. This is a fundamental principle that runs through all our teaching.

In teaching about families and relationships, we include same-sex parents alongside other family structures, presented naturally as one of the many different types of families that children may have or encounter. This content is integrated throughout the curriculum rather than taught as a standalone topic, ensuring that diverse families are visible and valued within our school community.

Children learn about treating others with kindness and respect, understanding that people have protection from discrimination and should be treated with dignity and respect, and that there are laws in place to protect people's rights. Pupils learn how bullying or discriminatory behaviour is never acceptable and how to report this for themselves or others.

Jigsaw PSHE 3-11 does not include content on gender questioning or transgender topics. Our focus at primary level is on teaching children to respect all people and to challenge stereotypes about what boys and girls can do, be, or achieve, without introducing complex concepts about gender identity.

For detailed information about what Jigsaw PSHE 3-11 teaches about LGBT relationships, schools can access our supporting document 'Including and Valuing All Children: What does Jigsaw PSHE 3-11 teach about LGBT relationships?' which provides specific examples from lessons and addresses common questions.

Supporting Children with SEND

Children with special educational needs and/or disabilities receive appropriate, adapted PSHE education that meets their needs. PSHE is particularly important for children with SEND, who may be more vulnerable to exploitation, abuse and bullying. Teachers adapt lessons to ensure content is accessible, using:

- Visual supports, simplified language, concrete examples
- Multi-sensory approaches and practical activities
- Extended time for processing and responding

For some children with SEND, certain PSHE content may need to be taught in different ways or at different times to ensure understanding and safety. The SENCO works closely with the PSHE lead and class teachers to ensure appropriate provision.

Respecting Religion and Belief

We respect the religious backgrounds and beliefs of all families in our school community. PSHE content is delivered in a factual, objective manner, presenting scientific and medical information accurately whilst being sensitive to diverse religious perspectives.

Where relevant, we may discuss different views held by religious communities on particular issues, helping children to understand that people's beliefs inform their values and choices. This is done in a way that promotes respect for diversity of belief whilst being clear about the law and children's rights.

8. Safeguarding and Support

PSHE education has a crucial role in our safeguarding provision, equipping children with the knowledge and skills to keep themselves safe and to seek help when needed.

Through PSHE, children learn to:

- Recognise when relationships or situations are unsafe
- Understand that abuse is never their fault
- Know a range of trusted adults they can talk to
- Develop vocabulary to express concerns clearly
- Build confidence to keep asking for help until they are heard
- Understand their rights over their own bodies and personal information
- Recognise emotional, physical and sexual abuse
- Identify risks online and in the physical world
- Develop resilience and strategies for managing difficult situations

Managing Disclosures and Concerns

PSHE lessons, particularly those addressing sensitive topics, may lead to disclosures from children. All staff are trained to:

- Respond calmly and supportively to disclosures
- Never promise confidentiality (explaining that some concerns must be shared to keep children safe)
- Listen carefully without asking leading questions

- Record concerns accurately and immediately
- Report all concerns to the Designated Safeguarding Lead (or deputy DSL) without delay

Children are informed via the Jigsaw Charter at the start of PSHE lessons how confidentiality works - that personal information shared by others during discussions will be treated with respect and care, but if a teacher is worried about a child's safety, they will need to share information with people who can help.

All staff delivering PSHE education are familiar with our safeguarding and child protection policy and procedures. Where external visitors contribute to PSHE delivery, they are briefed on safeguarding procedures before working with children.

Signposting to Support

We actively encourage children to talk with their families about their worries and concerns, recognising that parents and carers are often the first and most important source of support. At the same time, we understand that for a small number of children, there may be times when they want or need to seek support from other trusted adults, and we ensure children know how to do this when needed.

Within PSHE lessons and through displays, assemblies and other communications, children are regularly informed about sources of support both within school and externally:

- Named trusted adults within school
- How to access pastoral support
- External helplines relevant to their age (e.g., Childline)
- Basic first aid knowledge and understanding of when and how to seek medical help
- Emergency services and how to access them

It is positive and healthy for all children to have a range of trusted adults they can turn to for support - within their family, at school, and in the wider community. Our PSHE curriculum emphasises that seeking help is a sign of strength, not weakness, and that support is always available.

9. Working in Partnership with Parents and Carers

We recognise that parents and carers are children's first and most important educators, particularly regarding relationships and health. Effective PSHE education works in partnership with families, supporting parents to continue conversations started in school and keeping them informed about what their children are learning.

Consultation and Communication

We engage with parents and carers throughout the year and when developing and reviewing our PSHE policy, seeking their views on content, approach and resources. This includes:

- Opportunities to view teaching materials
- Parent information sessions to explain curriculum content and answer questions
- Communication about PSHE curriculum through newsletters, class communications and our website

Viewing PSHE Teaching Materials

We want parents to feel informed about what their children are learning in PSHE. We provide several ways for parents to access information about the curriculum:

- Viewing Materials in School - We recognise that there is a large volume of teaching material across the full Jigsaw programme. For parents who would like to explore the materials in more depth or understand how

we adapt content for our specific classes, we welcome you to arrange a time to view materials in school with a member of staff. This allows us to explain the teaching approach, answer any questions, and show how content is delivered in practice.

- Parent Information Leaflets - We can also provide specific information leaflets on topics that parents commonly have questions about, which are available on request.

We actively encourage parents to engage with these resources so they can support and continue conversations at home. If you have any questions about PSHE content or would like to access any of these materials, please contact the teaching staff via the school office.

Responding to Concerns

We welcome parents' questions and concerns about PSHE education. Parents who have concerns should contact the class teacher.

We aim to address concerns through open, honest discussion, sharing curriculum materials, explaining the rationale for content, and demonstrating how teaching is age-appropriate and sensitively delivered. Where concerns relate to sex education, we will discuss the right of withdrawal and support parents to make informed decisions.

10. Teacher Support and Professional Development

High-quality PSHE education requires confident, well-supported teachers who have the knowledge, skills and resources to deliver sensitive content effectively.

Supporting Our Teachers

We support staff delivering PSHE through:

- Comprehensive resources - The Jigsaw programme provides detailed lesson plans, teaching resources, assessment materials and guidance, reducing planning burden and ensuring consistency across year groups.
- Regular professional development - Staff receive training on:
 - Using the Jigsaw programme effectively
 - Teaching sensitive and controversial topics
 - Managing difficult questions and discussions
 - Safeguarding and responding to disclosures
 - Creating safe, inclusive classroom environments
 - Current issues affecting children (e.g., online safety, mental health)
- Collaborative planning and review - to plan and share effective practice, discuss challenges, and support each other in delivering sensitive content.
- Senior leadership support - The PSHE lead and senior leadership team provide ongoing support, including observing lessons where helpful, advising on complex situations, and ensuring staff wellbeing.
- Access to specialist support - Where needed, we access support from external specialists including school nurses, PSHE advisors, mental health professionals and other local services to enhance staff knowledge and lesson delivery.

Creating Confident, Skilled Practitioners

We recognise that teaching PSHE requires particular skills:

- Creating safe, non-judgemental spaces for discussion
- Using distancing techniques when discussing sensitive content

- Facilitating participative, interactive learning rather than delivering information
- Responding to unexpected questions or disclosures
- Managing the balance between planned content and responsive teaching
- Supporting children who may find topics triggering or upsetting

Ongoing professional development helps our staff to develop and refine these skills, ensuring that PSHE teaching is consistently effective across our school.

11. Assessment, Monitoring and Evaluation

We monitor and evaluate our PSHE provision to ensure it is meeting children's needs, is delivered consistently across the school, and is having positive impact on children's wellbeing and development. We track children's progress to ensure learning is embedded and to identify where additional support may be needed. Assessment in PSHE focuses on:

- Knowledge and understanding of key concepts
- Development of skills (e.g., communication, conflict resolution, decision-making)
- Ability to apply learning to real situations

The Jigsaw programme includes assessment materials and opportunities for children to reflect on their learning. Teachers use a range of strategies including:

- Observation of discussions, role plays and collaborative activities
- Review of written work, children's self-assessments and reflections
- Brief formative assessments to check understanding

Progress in PSHE is reported to parents as part of the end of year report and parent evenings.

Monitoring Quality and Impact

The PSHE lead, working with senior leadership and governors, monitors PSHE provision through:

- Regular review of planning and teaching materials
- Learning walks and lesson observations
- Review of children's work and assessment information
- Pupil voice activities to understand children's experience of PSHE
- Staff feedback on confidence, resources and support needs
- Analysis of behaviour, wellbeing and safeguarding data
- Parent feedback through surveys and consultation

Monitoring enables us to celebrate effective practice, identify areas for development, and ensure consistency in quality across the school.

Evaluating Impact

We evaluate the impact of PSHE education by looking at:

- Children's knowledge, skills and confidence as evidenced through assessment
- Quality of relationships between children and between children and adults
- Positive behaviour and ability to resolve conflicts constructively
- Children's wellbeing and mental health indicators

- Children's confidence in seeking help and reporting concerns
- Safeguarding data and how well children identify and report concerns
- Preparedness for transition to secondary school

This evaluation informs ongoing improvement of our PSHE provision and contributes to our annual policy review.

12. Links to Other Policies and Curriculum Areas

PSHE does not exist in isolation but connects closely with other areas of school life and curriculum. This PSHE policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety / E-Safety Policy
- Equality and Diversity Policy
- SEND Policy
- Health and Safety Policy
- Science Policy [where relevant to RSHE content]

Links Across the Curriculum

PSHE learning is reinforced through other curriculum subjects including:

- Science: Learning about the human body, life cycles, health, drugs and their effects, puberty and reproduction.
- ICT: Online safety, respectful online communication, understanding how technology works and is used.
- PE: Physical health, benefits of exercise, teamwork, resilience, managing success and failure.
- Citizenship: Rights and responsibilities, democracy, community involvement, understanding diverse communities.
- Religious Education: Moral questions, values, beliefs and world views, diversity and respect.
- Literacy: Texts often provide opportunities to explore PSHE themes including relationships, diversity, moral dilemmas, resilience and identity.

Teachers actively make connections between PSHE and other learning, reinforcing understanding and helping children to see how PSHE knowledge and skills apply across different contexts.

13. Policy Development, Review and Approval

This policy was developed through consultation with:

- School staff, including teaching staff, support staff and senior leadership
- Governors / Trustees

The policy is informed by:

- DfE Relationships Education, Relationships and Sex Education and Health Education statutory guidance (July 2025)
- Jigsaw PSHE programme of study and supporting documentation
- MAT guidance and support materials
- Evidence from educational research and best practice

Review and Update

This policy will be reviewed annually to ensure it remains up to date with:

- Statutory guidance and legal requirements
- Jigsaw programme updates and enhancements
- Emerging needs of our pupils
- Feedback from stakeholders
- National and local developments in PSHE education

Responsibilities

The PSHE Lead is responsible for:

- Overall coordination of PSHE across the school
- Keeping up to date with statutory requirements and best practice
- Supporting and advising teachers
- Monitoring quality and impact of PSHE provision
- Leading policy review and consultation processes
- Liaising with parents and external agencies
- Reporting to senior leadership and governors

The Headteacher is responsible for:

- Ensuring statutory requirements are met
- Supporting the PSHE lead and teaching staff
- Ensuring adequate resources and professional development
- Engaging with parents, particularly regarding sensitive content
- Managing withdrawal requests from sex education
- Ensuring PSHE connects with whole-school safeguarding and behaviour approaches

Governors / Trustees are responsible for:

- Ensuring the school meets its statutory duties
- Approving this policy
- Monitoring implementation and impact
- Supporting the headteacher and staff
- Engaging with parent consultation processes

All Staff are responsible for:

- Delivering high-quality PSHE in line with this policy
- Reinforcing PSHE learning throughout school life
- Responding appropriately to disclosures and concerns
- Modelling the values and behaviour promoted through PSHE
- Engaging with professional development

Further Information and Resources

For more information about PSHE at Austin Farm Academy, please contact:
Ruth Baptiste Headteacher via the school office.

Key documents and resources are available:

- On our school website:
- From the school office

External resources and guidance:

- Jigsaw PSHE mapping documents showing coverage of statutory guidance
- DfE Relationships Education, Relationships and Sex Education and Health Education guidance (July 2025)

Policy Approval

This policy was approved by the Governing Body / Board of Trustees on:

Headteacher: Ruth Baptiste. Date: 10.9.26

Chair of Governors/Trustees: Les Allen WCC5. Date: 10.9.26

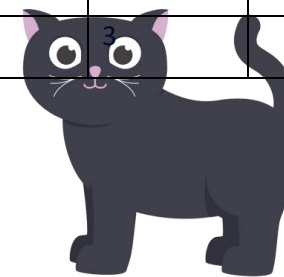
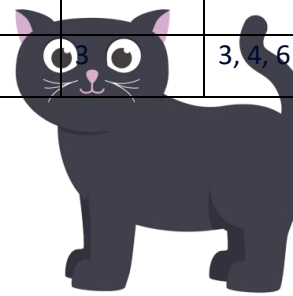
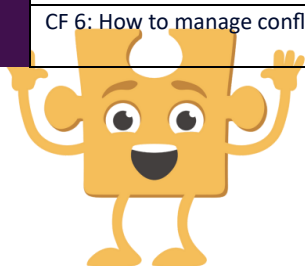
Next Review Date: 10.9.26

RELATIONSHIPS EDUCATION

Year 1 (5-6)

By the end of Primary, pupils should know:

		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
FAMILIES AND PEOPLE WHO CARE FOR ME	F1: That families are important for children growing up safe and happy because they can provide love, security and stability.					1	2, 4
	F2: 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.				4	1	2
	F3: 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.					1, 6	
	F4: That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.					1, 6	2
	F6: How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.					3	
CARING FRIENDSHIPS	CF 1: How important friendships are in making us feel happy and secure, and how people choose and make friends.		5			2, 3, 6	
	CF 2: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.		5, 6			2, 3, 6	
	CF 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.		5			2, 3	
	CF 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, 6			2, 3, 6	
	CF 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		5			2, 3, 5	
	CF 6: How to manage conflict, and that resorting to violence is never right.	3	3, 4, 6			3	



	CF 7: How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.		3, 4, 6			2, 3	
RESPECTFUL, KIND RELATIONSHIPS	RKR 1: How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	1, 3, 6	3, 4, 5	3		3, 5	
	RKR 2: The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	2, 6				2, 3	
	RKR 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.	1, 2, 5	1, 2, 6				
	RKR 4: Pupils 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.	2	3			3	
	RKR 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.	2, 3	1, 2, 3, 4, 5, 6			2, 3	
	RKR 6: practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships	2, 3, 6	3, 4, 5	3		2, 3, 5	
	RKR 7: The conventions of courtesy and manners.	2, 3, 6	1, 2	3		3	
	RKR 8: The importance of self-respect and how this links to their own happiness. Pupils 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.	2, 4	6	1, 2, 4, 5, 6		5	5, 6
	RKR 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.		3, 4, 6				
	RKR 11: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.		3, 4, 5		5	2, 3, 4	4, 6
	OSA 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.					3 (face-to-face as foundation)	

ONLINE SAFETY AND AWARENESS	OSA 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.					4 (face-to-face as foundation)	
	BS 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.		3, 4			3	4
	BS 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	4
	BS3: That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.					3	4
BEING SAFE	BS 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.					3, 4	

BEING SAFE	BS 5: How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.		3, 4				
	BS 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.					4	4
	BS 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.		3, 4			3, 4	4, 6

HEALTH EDUCATION							Year 1 (5-6)						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me						
GENERAL WELLBEING	GW 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.	1		5	1, 2, 4, 6								
	GW 2: The importance of promoting general wellbeing and physical health.			5	1, 2, 3, 4, 6								

GENERAL WELLBEING	GW 3: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils 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.		3, 4, 5	1, 2, 3, 4, 5, 6	5, 6	2, 5	5, 6
	GW 4: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	1, 4, 5	3, 4, 5	1, 2, 3, 4, 5, 6	5, 6	2, 3, 4, 5, 6	4, 5, 6
	GW 5: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	4	4, 5	1, 5, 6	4, 5	2, 3, 4	4, 5, 6
	GW 6: That isolation and loneliness can affect children, and the benefits of seeking support.		3, 4, 5	6		2	
	GW 7: That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.		3, 4, 6				
	GW 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.						1, 3, 5, 6
	GW 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).		3, 4, 5, 6		5	3, 4	6
	GW 10: That it is common to experience mental health problems, and early support can help.					5	
PHYSICAL HEALTH AND FITNESS	PHF 1: The characteristics and mental and physical benefits of an active lifestyle.			5	1, 2, 6		
	PHF 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.			5	1, 2, 6		
	PHF 3: The risks associated with an inactive lifestyle, including obesity.				1, 2		
	PHF 4: How and when to seek support including which adults to speak to in school if they are worried about their health.				4		
HEALTHY EATING	HE 1: What constitutes a healthy diet (including understanding calories and other nutritional content).				1, 2, 6		
	HE 2: Understanding the importance of a healthy relationship with food.				2		

DRUGS, ALCOHOL, TOBACCO AND VAPING	HE 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).				1		
	DATV 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.				3, 4		
HEALTH AND PREVENTION	HP 2: About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.				2, 6		
	HP 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.			5	1, 2, 6		
	HP 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.				1, 2, 3, 6		
	HP 5: About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing				1, 2, 4, 6		
PERSONAL SAFETY	PS 1: About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.				4, 5	4	
	PS 2: How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.				5	5	
DEVELOPING BODIES	DB 1: 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.						1, 2, 3, 4, 5, 6
	DB 2: The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils 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.						4

RELATIONSHIPS EDUCATION

Year 2 (6-7)

By the end of Primary, pupils should know:

Being Me in
My World

Celebrating
Difference

Dreams and
Goals

Healthy Me

Relationships

Changing
Me

FAMILIES AND PEOPLE WHO CARE FOR ME	F1: That families are important for children growing up safe and happy because they can provide love, security and stability.		6		4, 5	1, 5, 6	2, 5
	F2: 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.				4, 5	1, 6	2
	F3: 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.					1	2
	F4: That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.					1, 5, 6	
	F5: That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.					1	5
	F6: 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	5
CARING FRIENDSHIPS	CF 1: How important friendships are in making us feel happy and secure, and how people choose and make friends.	6	6			3, 5, 6	
	CF 2: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.	2, 6	5			3, 6	
	CF 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				
	CF 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.	2	6			4, 5, 6	
	CF 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			3	
	CF 6: How to manage conflict, and that resorting to violence is never right.					2, 3, 4	5
	CF 7: How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.		3, 6			2, 3, 4, 5	5

RKR 1: How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	1, 2, 3, 4, 5, 6	4, 6	4, 5, 6		1, 2, 3, 5, 6	
RKR 2: The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	3, 4, 5, 6				2, 3, 4, 5, 6	5
RKR 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.	2, 3, 6	4	6		2, 3, 6	5
RKR 4: Pupils 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.	2, 6	3, 4			2, 4, 6	5
RKR 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.	2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	4, 5, 6		2, 3, 4, 5, 6	5
RKR 6: practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships	5, 6	4, 5, 6	3, 4		2, 3	5
RKR 7: The conventions of courtesy and manners.	1, 2, 4, 5, 6	1, 2, 4	4, 5, 6		2, 6	
RKR 8: The importance of self-respect and how this links to their own happiness. Pupils 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.	5	1, 2, 5	1, 2, 3, 4, 6		2	2, 3, 4, 5, 6
RKR 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.		3, 4, 6			4	
RKR 10: What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.		1, 2, 3, 5, 6				2, 4
RKR 11: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	1	4, 6		5	1, 2, 3, 4, 5, 6	4, 5

ONLINE SAFETY AND AWARENESS	OSA 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.		3			4, 5, 6	
	OSA 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.					5, 6	
	OSA 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.					4, 5	
BEING SAFE	BS 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	3, 4, 5			2, 3, 4, 6	5
	BS 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.					2, 4, 5, 6	4, 5
	BS3: That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.					2, 6	4, 5
	BS 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.					2, 4, 5	5
	BS 5: How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.					1, 2, 5, 6	5
BEING SAFE	BS 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.					2, 4, 5, 6	5, 6
	BS 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.	1	4		4, 5	1, 2, 3, 4, 5, 6	4, 5, 6

HEALTH EDUCATION

Year 2 (6-7)

Being Me in
My World

Celebrating
Difference

Dreams and
Goals

Healthy Me

Relationships

Changing
Me

GENERAL WELLBEING	GW 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.			1, 2, 3, 4, 5, 6	2, 4, 5, 6		
	GW 2: The importance of promoting general wellbeing and physical health.			2, 4, 5	2, 4, 6		
	GW 3: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils 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.	1	3, 5, 6	1, 2, 3, 4, 5, 6	3, 4, 5	1, 2, 3, 5, 6	2, 3, 5, 6
GENERAL WELLBEING	GW 4: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	1	1, 3, 5, 6	1, 2, 3, 6	3, 4	3, 4, 5, 6	1, 2, 3, 4, 5, 6
	GW 5: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate		3, 4	2, 5, 6	3, 4, 5	2, 3, 4, 6	1, 2, 3, 4, 5, 6
	GW 6: That isolation and loneliness can affect children, and the benefits of seeking support.		4				
	GW 7: That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.		3, 4, 6				
	GW 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.	1					1, 2, 3, 6
	GW 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).	1	4, 6			1, 3, 6	5, 6
	GW 10: That it is common to experience mental health problems, and early support can help.	1					
WELLBEING ONLINE	WO 2: Pupils 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.		4				
	WO 4: How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.		4				

WELLBEING ONLINE	WO 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.		3, 4			4, 5, 6	
	WO9: How to understand the information they find online, including from search engines, and know how information is selected and targeted.					4	
	WO10: That they have rights in relation to sharing personal data, privacy and consent.					5	
	WO 11: Where and how to report concerns and get support with issues online.		4			5	
PHYSICAL HEALTH AND FITNESS	PHF 1: The characteristics and mental and physical benefits of an active lifestyle.			5	4		
	PHF 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.			5			
	PHF 3: The risks associated with an inactive lifestyle, including obesity.			2, 5			
	PHF 4: How and when to seek support including which adults to speak to in school if they are worried about their health.				5	4	
HEALTH EATING	HE 1: What constitutes a healthy diet (including understanding calories and other nutritional content).			2, 5	1, 2, 6		
	HE 2: Understanding the importance of a healthy relationship with food.			2, 5	1, 2		
	HE 3: The principles of planning and preparing a range of healthy meals.			2	1, 2		
	HE 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).				1, 2		
DRUGS, ALCOHOL, TOBACCO AND VAPING	DATV 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.				5		
	HP 1: How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.				5	4	
	HP 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.			2, 5			
	HP 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.			2	2		

HEALTH AND PREVENTION	HP 5: About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing			2, 5	2, 6		4
PERSONAL SAFETY	PS 1: About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.				3, 4, 5, 6		
	PS 2: How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	4			4		
BASIC FIRST AID	BFA 2: Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.				3		
DEVELOPING BODIES	DB 1: 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.						1, 2, 3, 6
	DB 2: The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils 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.						1, 2, 4, (5 skills)

RELATIONSHIPS EDUCATION

Year 3 (7-8)

By the end of Primary, pupils should know:

		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
FAMILIES AND PEOPLE WHO CARE FOR ME	F1: That families are important for children growing up safe and happy because they can provide love, security and stability.		1			1, 6	1, 5, 6
	F2: 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.	2	1			1, 6	1, 5, 6
	F3: 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.		1			1, 5, 6	1

CARING FRIENDSHIPS	F4: That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.		1			1, 6	1
	F5: That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.		1				
	F6: 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, 2				5
	CF 1: How important friendships are in making us feel happy and secure, and how people choose and make friends.	5, 6	6			2, 6	
	CF 2: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.	5, 6, 4	3, 4, 5			2, 6	
	CF 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.	3, 4, 6	5			2, 5	
	CF 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.	3, 4	6			2, 6	
	CF 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	4	5, 6			2, 6	
	CF 6: How to manage conflict, and that resorting to violence is never right.	4	2, 4, 5, 6			2	
	CF 7: How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	4	2, 3, 4, 6			2	

	RKR 1: How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	1, 3, 4, 5, 6	6	3, 4, 5, 6		1, 2, 6	5, 6
	RKR 2: The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	3, 4, 6	5, 6			2	
	RKR 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.	1, 3, 4	2, 3, 4, 5, 6	3, 5, 6		2, 6	5, 6

RKR 4: Pupils 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.	4, 6	6			2, 5	
RKR 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.	2, 3, 5, 6	1, 2, 3, 4, 5, 6	1, 2		4, 5, 6	5
RKR 6: practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships	3	5, 6	3, 5, 6		2, 6	5
RKR 7: The conventions of courtesy and manners.	1, 3, 5, 6	5, 6			2, 6	
RKR 8: The importance of self-respect and how this links to their own happiness. Pupils 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.	1	2, 3	1, 2, 5, 6		4, 5, 6	2, 6
RKR 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.		2, 4, 5			3	
RKR 10: What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.		1, 5	2,		1, 4	5, 6
RKR 11: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	2	1, 2, 4, 5, 6			1, 3, 5	

OSA 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.	4	3			2, 3, 6	
OSA 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.				(P5 scenarios)	3, 4	
OSA 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.					3	
OSA 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.				(P5 scenarios)	3	

	OSA 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.	2			(P5 scenarios)		
	OSA 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.		4	1		3	
BEINGSAFE	BS 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.	4, 6	5		5	2, 3, 6	
	BS 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.		2			3	2, 3, 4
	BS3: That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.						2, 3, 4
	BS 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.		2		(P5 scenarios)	3	
	BS 5: How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.		2		5		
BEING SAFE	BS 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.		2, 3, 4, 5		3	3, 5	2, 3, 4
	BS 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.		2, 3, 4, 5		4, 5	1, 5	2, 3, 4

HEALTH EDUCATION		Year 3 (7-8)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	GW 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.		3	3, 4, 5	1, 2, 5, 6	5, 6	
	GW 2: The importance of promoting general wellbeing and physical health.	1, 2, 3, 5		1, 3, 4, 5	1, 2, 5, 6	6	4, 6

GENERAL WELLBEING	GW 3: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils 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.	1, 2, 3, 4, 5, 6	1, 2, 3, 6	1, 2, 6	3, 4, 5	1, 2, 3, 6	1, 2, 4, 5, 6
	GW 4: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	1, 2, 3, 4, 5	1, 3, 5, 6	1, 2, 5, 6	3, 4, 5	2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6

GENERAL WELLBEING	GW 5: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	1, 4	2, 3, 4, 5, 6	1, 2, 6	3, 4, 5	2, 4	2, 5
	GW 6: That isolation and loneliness can affect children, and the benefits of seeking support.	4, 5	1, 2, 5			2, 5	
	GW 7: That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.		1, 3, 4, 5				
	GW 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.						2, 3, 6
	GW 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).	2, 3	2, 3, 4, 5, 6		3, 4, 6	3, 5	3, 4, 5, 6
WELLBEING ONLINE	WO 1: That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.		2			3, 6	
	WO 2: Pupils 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			3, 6	
	WO 4: How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	4					

	WO 5: Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.					3	
	WO 6: The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.					3	

WELLBEING ONLINE	WO 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.					3, 4	
	WO 8: That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.		3			3	
	WO9: How to understand the information they find online, including from search engines, and know how information is selected and targeted.					3, 4	
	WO10: That they have rights in relation to sharing personal data, privacy and consent.					3	
	WO 11: Where and how to report concerns and get support with issues online.				5	3	
PHYSICAL HEALTH AND FITNESS	PHF 1: The characteristics and mental and physical benefits of an active lifestyle.				1, 2, 5, 6		
	PHF 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.			4, 5	1, 2, 6		
	PHF 3: The risks associated with an inactive lifestyle, including obesity.				1, 2, 6		
	PHF 4: How and when to seek support including which adults to speak to in school if they are worried about their health.				2, 4		
HEALTHY EATING	HE 1: What constitutes a healthy diet (including understanding calories and other nutritional content).				1, 2, 4, 6		
	HE 2: Understanding the importance of a healthy relationship with food.				2, 4, 6		
	HE 3: The principles of planning and preparing a range of healthy meals.				1, 2, 4, 6		
	HE 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).				1, 2, 4, 6		
DRUGS ALCOHOL TOBACCO VAPING	DATV 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.				3, 6		
HEALTH AND PREVENTION	HP 1: How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.				2,		
	HP 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.				2		4

HP 5: About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing

4, 6

PERSONAL SAFETY	PS 1: About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.			5	3, 4, 5, 6		
	PS 2: How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.			5	4, 5, 6		
BASIC FIRSTAID	BFA 1: How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.				4, 6		
DEVELOPING BODIES	DB 1: 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.						1, 2, 3, 4, 6
	DB 2: The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils 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.						2, 3, 4
	DB 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.						4

RELATIONSHIPS EDUCATION

Year 4 (8-9)

By the end of Primary, pupils should know:

		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	F1: That families are important for children growing up safe and happy because they can provide love, security and stability.				1, 6	2, 6	1, 4, 6
	F2: 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.				5, 6	2, 3, 6	4, 6

FAMILIES AND PEOPLE WHO CARE FOR ME	F3: 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.					6	1, 3, 4
	F4: That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.				1	2, 6	3, 4
	F5: That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.					5	4
	F6: How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.						4
CARING FRIENDSHIPS	CF 1: How important friendships are in making us feel happy and secure, and how people choose and make friends.	1	3, 6		1, 5	4, 6	
	CF 2: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.	1	3, 6		2, 5, 6	4, 5, 6	
	CF 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.				1	1, 3, 4, 5,	
	CF 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.	1	3, 6		1, 2, 4, 5, 6	1, 4, 5, 6	
	CF 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					1, 4	
	CF 6: How to manage conflict, and that resorting to violence is never right.	5	3, 4		2, 5, 6	1, 4	
	CF 7: How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.		3, 4		1, 2, 4, 5, 6	1, 4	
	RKR 1: How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	1, 3, 4, 5, 6	1, 2, 6	6	2	1, 4, 6	4
	RKR 2: The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	5, 6	3		2, 4, 5, 6	4, 5, 6	

RKR 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, 5, 6	2, 3	2, 3, 4, 5, 6	2, 4, 5, 6	1, 2, 4	4
RKR 4: Pupils 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.	3, 5	3, 4		2, 4, 5, 6	1, 4	
RKR 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.	2, 3, 4, 6	2, 3, 4, 5		5, 6	1, 4, 5, 6	4, 6
RKR 6: practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships	1, 5	3	3		1, 2, 4, 6	4, 6
RKR 7: The conventions of courtesy and manners.	1, 4	5	5, 6		4	
RKR 8: The importance of self-respect and how this links to their own happiness. Pupils 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.	3, 4, 6	2, 5, 6	1, 3, 4, 5, 6	1, 3		1
RKR 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.		1, 3, 4		5		
RKR 10: What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.		1, 2, 6				
RKR 11: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	2	2, 3, 4		2, 3, 4, 5, 6	1, 2	3, 5, 6

OSA 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.		3, 4		6	4	
OSA 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.		2, 3, 4		6		5

ONLINE SAFETY AND AWARENESS	OSA 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.				6		
	OSA 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.		4		1		
	OSA 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.		4				
	OSA 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.		1, 4				5
BEING SAFE	BS 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.	5	4		1, 2, 3, 4, 5, 6	4, 5	
	BS 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.						2, 3
	BS3: That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.						2, 3
	BS 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.	2	4				3
	BS 5: How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.				4, 5, 6		
BEING SAFE	BS 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.		3, 4		2, 5		
	BS 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.		1, 3, 4		2, 3, 4, 5, 6		2, 3, 4, 6

HEALTH EDUCATION

Year 4 (8-9)

		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
GENERAL WELLBEING	GW 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.			6		4, 6	1, 3
	GW 2: The importance of promoting general wellbeing and physical health.	6		6	4		
	GW 3: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils 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.	1, 4	1, 3, 4, 6	2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	2, 3, 4, 5, 6
GENERAL WELLBEING	GW 4: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	1, 4	1, 2, 3, 4, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	2, 3, 4, 5, 6
	GW 5: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	4	1, 2, 3, 4, 5	2, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 3, 4, 5	4, 5, 6
	GW 6: That isolation and loneliness can affect children, and the benefits of seeking support.		6		1, 6	1	
	GW 7: That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.		1, 3, 4, 6		5, 6		
	GW 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.		6	2		1, 2, 3	3, 4, 5, 6
	GW 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).	2	1, 4	1, 2	1, 4, 5, 6	1, 2, 4	2, 3, 4, 5, 6
	GW 10: That it is common to experience mental health problems, and early support can help.				4		
	WO 1: That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.		2, 3, 4	2			

WELLBEING ONLINE	WO 2: Pupils 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		6	1, 4	
	WO 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 others' mental and physical wellbeing.		4	2			
	WO 4: How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.		3, 4		6		
WELLBEING ONLINE	WO 6: The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.		4			4	
	WO 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.		2, 4		3	1	5, 6
	WO 8: That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.		3, 4		6		
	WO9: How to understand the information they find online, including from search engines, and know how information is selected and targeted.				3		
	WO10: That they have rights in relation to sharing personal data, privacy and consent.		4		1		
	WO 11: Where and how to report concerns and get support with issues online.		3, 11		6		
PHYSICAL HEALTH AND FITNESS	PHF 4: How and when to seek support including which adults to speak to in school if they are worried about their health.				4, 5		
DRUGS, ALCOHOL, TOBACCO AND VAPING	DATV 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.				3, 4, 5, 6		
	PS 1: About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.				2		

PERSONAL SAFETY	PS 2: How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.				2, 4, 5, 6		
BASIC FIRSTAID	BFA 1: How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.				2		
DEVELOPING BODIES	DB 1: 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.					5	1, 2, 3, 6
	DB 2: The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils 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.						2
	DB 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.						2, 3

RELATIONSHIPS EDUCATION

Year 5 (9-10)

By the end of Primary, pupils should know:

		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
FAMILIES AND PEOPLE WHO CARE FOR ME	F1: That families are important for children growing up safe and happy because they can provide love, security and stability.		1				4
	F2: 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.				6	5	4, 6
	F3: 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.	2, 3, 6	1, 2, 5, 6	4			
	F4: That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.				6	1	4, 6

CARING FRIENDSHIPS	F5: That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.						4
	F6: How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.					5	
	CF 1: How important friendships are in making us feel happy and secure, and how people choose and make friends.		3		4, 6		
	CF 2: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.	6	2, 6		4, 6	2	5
	CF 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.	6	3			1	
	CF 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.	6	2				
	CF 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				2	5	5
	CF 6: How to manage conflict, and that resorting to violence is never right.	5	1, 3, 4, 6		2	2	
	CF 7: How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.		2, 3, 4		2	2, 6	

	RKR 1: How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	2, 3, 4, 5, 6	6	5, 6	2	5	5
	RKR 2: The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	5			2, 6	3, 4, 6	
	RKR 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, 5			3, 4	1, 2, 4, 5	
	RKR 4: Pupils 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.					1, 2, 4, 6	

RESPECTFUL, KIND RELATIONSHIPS

RKR 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.	2, 3, 4, 5, 6	1, 2, 3, 4, 6	2, 4, 5	2, 4	2, 4, 5	4, 5
RKR 6: practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships	4, 5, 6		6	4	2, 5	
RKR 7: The conventions of courtesy and manners.	2, 5, 6	1, 2, 4, 6		2, 4	2	
RKR 8: The importance of self-respect and how this links to their own happiness. Pupils 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.	1	6	1, 2, 3	4, 6	1	1, 5, 6
RKR 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.		3, 4, 6			2, 4	
RKR 10: What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	2, 6	1, 2, 4, 5, 6	4, 5			
RKR 11: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.		3, 4		4	1, 2, 4, 6	5, 6

ONLINE SAFETY AND AWARENESS

OSA 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.		3, 4		4	2, 3, 4, 6	1
OSA 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	3	4, 5, 6	2, 3, 4, 6	5
OSA 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	2, 3, 4	
OSA 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.			2		2, 3, 6	
OSA 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.					2, 3, 6	

BEINGSAFE	OSA 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.					3, 4, 6	1, 5
	BS 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.	5	1		2, 4	2, 3, 4, 6	
	BS 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.					2, 3, 6	
	BS3: That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.						4
	BS 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.					2, 3, 4, 6	
	BS 5: How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.		3			2, 3, 6	

BEING SAFE	BS 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.		3			2, 3, 4, 6	
	BS 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.		3		2, 3	2, 4, 6	3, 4, 5

SEX EDUCATION – NON-STATUTORY

Year 5 (9-10)

		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
SEX EDUCATION	Sex education is not compulsory in primary schools, but we recommend 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.						4

Year 5 (9-10)

HEALTH EDUCATION

		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
GENERAL WELLBEING	GW 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.			5, 6	6	1, 5	1
	GW 2: The importance of promoting general wellbeing and physical health.	1			1, 5, 6	1, 5	1, 5
	GW 3: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils 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.	1, 2	2, 3, 6	1, 2	2, 3, 4, 5, 6	1, 2, 4, 5, 6	1, 2, 3, 5, 6
	GW 4: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	2, 3, 6	1, 2, 3, 6	1, 2, 4, 5	2, 3, 4, 5, 6	1, 4, 5, 6	1, 2, 3, 5, 6
GENERAL WELLBEING	GW 5: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate		1, 2, 3, 4, 5		2, 3, 4, 5, 6	1, 2, 4, 5, 6	1, 2, 3, 5, 6
	GW 6: That isolation and loneliness can affect children, and the benefits of seeking support.	2, 6	3, 6		6	1, 4	
	GW 7: That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.		3, 4, 6		4	2, 3	
	GW 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.	6					2, 3, 6
	GW 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).		3, 4, 6	2	6	1, 3, 4, 5	1, 2, 3, 5, 6
	GW 10: That it is common to experience mental health problems, and early support can help.				5, 6	1, 5	1
	WO 1: That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.		5	2, 3, 4	4, 6	2, 3, 4, 5, 6	5

WELLBEING ONLINE	WO 2: Pupils 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.				4, 6	2, 3, 4, 5, 6	
	WO 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 others' mental and physical wellbeing.				4, 6	2, 3, 4, 5, 6	1
	WO 4: How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.		3		4	2, 3, 4	
WELLBEING ONLINE	WO 5: Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.			2	4	2, 3, 4, 6	
	WO 6: The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.			2		4, 5	
	WO 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.			2, 3	1, 4, 5, 6	2, 3, 4, 6	1, 5
	WO 8: That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.		3		4	2, 3, 4, 6	
	WO9: How to understand the information they find online, including from search engines, and know how information is selected and targeted.				5	3, 4, 6	5
	WO10: That they have rights in relation to sharing personal data, privacy and consent.			2		2, 3, 4, 6	
	WO 11: Where and how to report concerns and get support with issues online.					2, 3, 4, 6	1
PHYSICAL HEALTH AND FITNESS	PHF 1: The characteristics and mental and physical benefits of an active lifestyle.				6	5	
	PHF 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.				6		
	PHF 3: The risks associated with an inactive lifestyle, including obesity.				6		
	PHF 4: How and when to seek support including which adults to speak to in school if they are worried about their health.					5	

HEALTH EATING	HE 1: What constitutes a healthy diet (including understanding calories and other nutritional content).				5		
	HE 2: Understanding the importance of a healthy relationship with food.				5		
	HE 3: The principles of planning and preparing a range of healthy meals.				5		
	HE 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).				5		
DRUGS, ALCOHOL, TOBACCO AND VAPING	DATV 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.				1, 2		
HEALTH AND PREVENTION	HP 1: How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.				5, 6	5	
	HP 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.					5	
PERSONAL SAFETY	PS 1: About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.				2, 3		
	PS 2: How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.				3		
BASIC FIRST AID	BFA 1: How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.				2, 3		
	BFA 2: Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.				3		
	DB 1: 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, 3, 4 5, 6
	DB 2: The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils 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.						2, 3, 4

DB 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.

DEVELOPING BODIES

2

RELATIONSHIPS EDUCATION

Year 6 (10-11)

By the end of Primary, pupils should know:

Being Me in My World Celebrating Difference Dreams and Goals Healthy Me Relationships Changing Me

FAMILIES AND PEOPLE WHO CARE FOR ME	F1: That families are important for children growing up safe and happy because they can provide love, security and stability.	3			3, 5, 6	3	3
	F2: 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			3, 5, 6	2, 3, 4, 5, 6	5
	F3: 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.	2, 3	2				
	F4: That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	3			5, 6		
	F5: That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.		1				
	F6: How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.					2	
	CF 1: How important friendships are in making us feel happy and secure, and how people choose and make friends.	3	3		4	3	4, 4a
	CF 2: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.	6	3		4	1, 4	4, 4a

CARING FRIENDSHIPS

CF 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	1, 2, 3	4a, 6
CF 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.	6			4	2, 4	4, 4a, 5
CF 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						4a
CF 6: How to manage conflict, and that resorting to violence is never right.		3, 4		4	4	
CF 7: How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.		3, 4		3, 4	4, 5, 6	4, 4a

RESPECTFUL, KIND RELATIONSHIPS

RKR 1: How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	2, 4, 6	3, 6	3, 4, 5		2, 4	4, 4a
RKR 2: The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	4	3		3, 4	4, 5, 6	4, 4a
RKR 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.	6	4	4, 5	6	4, 5, 6	4, 4a
RKR 4: Pupils 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.		3, 4		3, 4, 5	4, 5, 6	4, 4a
RKR 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.	2, 3, 4, 5, 6	2, 3, 4, 5, 6	3, 4, 5, 6	4	1, 4, 5, 6	4, 4a
RKR 6: practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships	4, 5		4, 5		4	4, 4a, 6
RKR 7: The conventions of courtesy and manners.	1, 4		6		4	4a
RKR 8: The importance of self-respect and how this links to their own happiness. Pupils 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.	1, 3	1	1, 2, 6	5, 6	1, 2, 4, 5, 6	1, 2, 4a, 5, 6

RKR 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.		3, 4			4	4
RKR 10: What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	1, 2	1, 2, 5				1
RKR 11: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	6		3	3, 4, 5, 6	1, 2, 3, 5, 6	4, 4a, 6

ONLINE SAFETY AND AWARENESS	OSA 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.		3, 4			4, 5, 6	4
	OSA 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.					4, 5, 6	5
	OSA 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.				1	5, 6	
	OSA 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, 6	4
	OSA 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.		4			4, 5, 6	4
	OSA 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.					4, 5, 6	
BEING SAFE	BS 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.	4	3		4	4, 5, 6	4
	BS 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	2, 5, 6	2, 4
	BS3: That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.				1, 2		4

	BS 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			3	4, 5, 6	
	BS 5: How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.		3		3, 4	4, 5, 6	4

BEING SAFE	BS 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.	5	4		2, 3, 4	2, 4, 5, 6	4
	BS 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.		4		2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	2, 4, 4a, 6

SEX EDUCATION – NON-STATUTORY		Year 6 (10-11)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
SEX EDUCATION	Sex education is not compulsory in primary schools, but we recommend 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.						3

HEALTH EDUCATION		Year 6 (10-11)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
GENERAL WELLBEING	GW 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.	1, 3		2, 3, 4, 5	6	2	2, 4a
	GW 2: The importance of promoting general wellbeing and physical health.		6		1, 2, 5, 6	1, 2	1, 2, 5, 6
	GW 3: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils 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.	1, 3	3, 4	2, 3, 4, 5, 6	1, 3, 4, 5, 6	1, 2, 3, 4	1, 2, 3, 4, 4a,

PSHE 3-11							5, 6
GENERALWELLBEING	GW 4: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	1	2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 3, 4, 5, 6	1, 2, 3, 4	1, 2, 3, 4, 4a, 5, 6
	GW 5: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate		1, 3, 4	3, 4, 5	1, 3, 5, 6	1, 2, 3, 4, 5, 6	1, 4, 4a, 5, 6
	GW 6: That isolation and loneliness can affect children, and the benefits of seeking support.				4, 5, 6	1, 2	4a, 6
	GW 7: That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.		3, 4			4, 5, 6	4
	GW 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.			3		2, 3	2, 4a, 6
	GW 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).		3, 4	3	1, 2, 3, 4, 5, 6	2, 3, 4, 5, 6	1, 2, 4, 4a, 5, 6
	GW 10: That it is common to experience mental health problems, and early support can help.				1, 5, 6	1, 2, 3	1, 5
WELLBEINGONLINE	WO 1: That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.		2, 3			5, 6	4, 5
	WO 2: Pupils 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.		4			2, 5, 6	4, 4a
	WO 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 others' mental and physical wellbeing.				1	2, 5, 6	5

WELLBEING ONLINE	WO 4: How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.		3, 4			5, 6	4, 5
	WO 5: Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.					4, 5, 6	4, 4a
	WO 6: The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.				1		
	WO 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.					4, 5, 6	1, 4a, 5
	WO 8: That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.		3, 4			5	4
	WO9: How to understand the information they find online, including from search engines, and know how information is selected and targeted.	5				4, 5, 6	1, 4a, 5
	WO10: That they have rights in relation to sharing personal data, privacy and consent.					5, 6	4
	WO 11: Where and how to report concerns and get support with issues online.		4			2, 4, 5, 6	4
PHYSICAL HEALTH AND FITNESS	PHF 1: The characteristics and mental and physical benefits of an active lifestyle.			2	1, 6		
	PHF 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.				1, 6		
	PHF 3: The risks associated with an inactive lifestyle, including obesity.				1		
	PHF 4: How and when to seek support including which adults to speak to in school if they are worried about their health.				1, 6	2	
HEALTH EATING	HE 1: What constitutes a healthy diet (including understanding calories and other nutritional content).				1	2	
	HE 2: Understanding the importance of a healthy relationship with food.				1		
	HE 3: The principles of planning and preparing a range of healthy meals.	3			1		
	HE 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).				1		

DRUGS, ALCOHOL, TOBACCO AND VAPING	DATV 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.				1, 2, 3, 4, 6		
	HP 1: How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.				1, 5, 6	1, 2	
	HP 2: About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.				1		
	HP 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.	3			1, 5	1	
	HP 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.				1		
	HP 5: About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing						2
	HP 6: The facts and scientific evidence relating to vaccination and immunisation				1		
PERSONAL SAFETY	PS 1: About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	5			2, 4		
DEVELOPING BODIES	DB 1: 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.						1, 2, 3
	DB 2: The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils 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.						2, 3

Appendix 2: Parent/carer form requesting their child's withdrawal from sex education within PSHE

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

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

