Relationships, Sex and Health Education Policy 2026 – Primary

Note: This updated policy was developed using a number of sources including Redbridge RSHE Policy 2020, Newham RSHE Policy 2019, Oak National Academy 2025, Moorland Federation and AI input for accuracy of sources.

School name: Mayespark Primary School
Person responsible for RSHE: Clare Roult RSHE leader
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Contents

1. Introduction 4

2. Rationale and Ethos – RSHE 4

3. Roles and Responsibilities 5

4. Legislation 6

5. Definitions 6

Relationship Education 6

Sex Education 7

Health Education 7

6. National Curriculum Science - Primary 7

7. Equality, Inclusion and Faith Sensitivity 8

8. Curriculum delivery 8

9. Parent/Carer right to withdraw their child from Sex Education (Primary) 9

10. Student's right to opt in for Sex Education in Secondary School 10

11 Staff Training 10

12 Safe and effective Practice 10

13 Safeguarding 11

14 Communication and Stakeholder Engagement 11

15 Monitoring, Assessment and Evaluation 12

16 RSHE Lead and Contact Details 12

Appendix 1 13

Science National Curriculum 13

Appendix 2 15

Redbridge Syllabus for RSHE 15

Appendix 3 70

Appendix 4 89

DfE Guidance for teaching Relationships, Sex and Health Education 2025. 89

Appendix 5 90

Overview of DfE Outcome for Primary 2025. 90

Appendix 6 92

Policy Consultation Summary and overview of engagement with Parents and Students. 92

Appendix 7 93

1. Introduction

1.1 This policy was produced by the London Borough of Redbridge, school staff and Governors through consulation with parents/carers.

1.2 RSHE develops personal, social and health knowledge, skills and understanding so that young people can navigate childhood and adulthood with confidence. It promotes positive relationships and personal attributes such as perseverance, honesty, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

2. Rationale and Ethos – RSHE

2.1 We believe relationships, sex and health education is important for our pupils and school because:

- It equips pupils with the knowledge to make informed decisions about wellbeing, health and relationships; builds self-efficacy and resilience; and helps them to know how and when to ask for help and access support.
- It gives pupils the opportunity to put knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.
- "RSHE is not just about preparing young people for adult life. At its core, we suggest RSHE should equip young people with the tools to navigate the complexities of their relationships now. Adolescent and teenage relationships can be challenging and messy. The ultimate aim is to keep children safe – no matter their age – from harm as they develop and grow." *Re-imagining RSHE*

2.2 RSHE is delivered in partnership with parents/carers. We view this partnership between home and school as important in supporting and reinforcing what pupils learn about in all contexts including online and also supports our provision of age appropriate, pupil sensitive RSHE, that respects the law and all communities that call Redbridge home.

2.3 We will ensure that RSHE meets the needs of all our pupils, including those with special educational needs and disabilities (SEND), through differentiation and student sensitive, developmentally appropriate, teaching. RSHE contributes to our wider aims to foster student wellbeing and character, promote kindness, integrity, generosity, honesty, respect and tolerance, and support students to be safe—including online.

2.4 The intended outcomes for our students are:

- Know and understand the characteristics of positive relationships, with particular reference to friendships, family relationships, relationships with other children and with adults.
- Understand that they have a right to personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical touching.

- Recognise and know how to report abuse, including emotional, physical and sexual abuse.
- Understand that they have a responsibility to treat each other with kindness, consideration and respect including, when online, securing permission and giving and understanding the concept of privacy.
- Develop the skills to express their emotions and seek help where needed, to build friendship and recognise how this can support mental wellbeing.
- Develop the school values of excellence, resilience, integrity, creativity, kindness and sense of justice, and character traits such as perseverance, working towards long term goals and dealing with setbacks.
- Understand how the Equality Act 2010 relates to them as a child and through adult life, to recognise and challenge any form of discrimination.
- Encourages children to think critically and independently.

3. Roles and Responsibilities

3.1 Governors

Should monitor and make sure that:

- subjects are well led, managed and planned
- provision is regularly self-evaluated
- teaching is accessible to all students including those with SEND
- clear information is provided to parents/carers
- RSHE is adequately resourced, staffed and timetabled and the school is meeting it's legal obligations.

3.2 Headteacher and RSHE Lead

It is the responsibility of the Headteacher and RSHE Lead to ensure that:

- Both staff and parents are informed about the policy
- Sufficient staff training is organised to enable staff to deliver RSHE effectively
- They liaise with external agencies/services regarding the school RSHE programme and ensure that all adults who work with our children on these issues are aware of the school policy, and work within its framework.
- Monitor implementation of the RSHE curriculum and report to governors.
- Students know who the RSHE Lead is and any associated staff such as ELSA, Safeguarding team.

3.3 Staff and External Visitors

All staff delivering RSHE are entitled to:

- Resources and training with opportunities to share good practice
- Understanding of roles and responsibilities in relation to the planning and delivery of RSHE.

External visitors may enhance delivery where planned with the RSHE lead/class teacher:

- Visitor credentials and materials are checked in advance; content must be age-appropriate, inclusive and aligned to policy. Visitors are briefed on safeguarding protocols and we commit to accompanying any visitors delivering RSHE content.

3.4 Parents/Carers

Parents/carers will:

- Receive accessible information about our RSHE curriculum overview
- Have opportunities to view some materials
- Have opportunities to attend information sessions and receive signposting to support RSHE conversations at home.

4. Legislation

Primary

4.1 Since September 2020, it is a legal requirement for all Primary schools to teach Relationships and Health Education, made under sections 34 and 35 of the Children and Social Work Act 2017, alongside the Science National Curriculum. Health Education and Relationships Education are compulsory; Sex Education is optional at Primary schools, we have decided not to deliver the optional Sex Education at Mayespark. RSHE is delivered within the context of safeguarding and a child-centred approach in line with Keeping Children Safe in Education (KCSIE).

4.2 We will ensure that and annual presentation is shared to present our RSHE curriculum and create a space for questions to be raised hereafter.

4.3 The RSHE policy supports/complements the following policies:

- PSHE policy
- Safeguarding Policy
- Anti-Bullying Policy
- Equality Policy and statement
- Acceptable use of IT policy

5. Definitions

Relationship Education

5.1 Teaching includes families (recognising diverse structures), respectful relationships including friendships, online relationships and being safe. It equips children with safeguarding vocabulary and understanding to report concerns of abuse (physical, emotional, sexual, neglect).

5.2 Understand that they have a responsibility to treat each other with kindness, consideration and respect including, when online, securing permission and giving and understanding the concept of privacy.

5.3 Other core concepts developed through relationship education include: identity; risk and safety; diversity and equality; rights, responsibilities and consent; change and resilience; power (including persuasion and bullying); and an awareness of online safety.

There is no right to withdraw from Relationships Education

Sex Education

Primary

We will not deliver the optional elements of Sex Education as outlined in the National Curriculum for Relationships and Health Education. The National Science Curriculum, which teaches about reproduction in other mammals (not humans) and plants in year 5 will continue to be taught.

Health Education

5.4 Supports students to understand and care for their everyday wellbeing by developing the knowledge, skills and attitudes they need to live healthy, safe and balanced lives. It helps children recognise how to look after their physical and mental health, make informed choices about food, activity and rest, and understand the importance of healthy routines.

5.5 Students learn how to stay safe both offline and online, including how to manage risks, protect themselves from harm and seek help when needed. Health education also builds awareness of substances such as drugs, alcohol, tobacco and vaping, focusing on risks and informed decision-making.

5.6 In addition, it equips students with practical skills such as basic first aid and how to respond safely to emergencies. Through learning about personal safety and the world around them, children are taught how to keep safe near hazards, on roads, railways, level crossings and around water.

5.7 As students grow, health education also helps them understand how their bodies develop, including physical and hormonal changes, so they feel prepared, confident and supported as they move into adolescence.

5.8 Puberty, including menstruation, will be covered in Health Education and should, as far as possible, be addressed before children begin puberty. At Mayespark, we have followed the recommendation of the Redbridge syllabus to teach about the menstrual cycle within Year 4, as an additional parent and child session after school. This is earlier than detailed in the statutory Science KS2 curriculum whereby topics such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in plants and animals is taught in Upper KS2.

There is no right to withdraw from Health Education

6. National Curriculum Science - Primary

6.1 The Key stage 1 and Key stage 2 NC states that children's learning should include teachings about the main external body parts, the growth and development of humans from birth to old age, including the changes experienced during puberty, asexual and sexual reproduction in plants and mammals, the importance of exercise and the impacts

associated with diet, drugs and lifestyle on the function of the body.

6.2 Full Science curriculum context can be viewed in appendix 1.

There is no right to withdraw from the Science National Curriculum.

7. Equality, Inclusion and Faith Sensitivity

7.1 We comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equalities Duty (2014): We will not unlawfully discriminate against students or allow children to be bullied because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics). See Appendix 9 for Redbridge adopted definitions of Islamaphobia and Anti Semitismn.

7.2 RSHE will be accessible to all students, including those with SEND, through appropriate differentiation and reasonable adjustments.

7.3 We celebrate difference and diversity. The bullying or discrimination of anyone for any reason is not acceptable. We believe that our Relationships Education curriculum will foster a strong sense of community, mutual respect and give students a sense of responsibility. This will help, to keep Mayespark Primary School a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

7.4 Some religious people/faiths will see some family structures as a preferred way of living. British Law says that people have a right to live with whoever they choose. The most important thing is that we always make sure to respect the way that people choose to live their lives.

7.5 Teaching will be sensitive and inclusive, with respect for the diverse backgrounds and beliefs of students and parents/carers. Teachers may acknowledge that students hold a range of beliefs while clarifying that the purpose of lessons is to provide accurate information and a safe space for questions. Students retain the right to pass on discussing anything they do not wish to discuss. For some children, it might be forbidden to discuss sex and the human body, which may be seen as a private matter.

7.6 Where relevant we may teach about faith perspectives on these topics. Teaching should be clear when delivering content that reflects religious belief.

8. Curriculum delivery

8.1 Teaching methods emphasise a safe, non-judgemental climate, ground rules, distancing techniques, and interactive learning. Lessons are differentiated to meet students' needs. Selected resources are evidence-based, age-appropriate and regularly reviewed to ensure factual accuracy, impartiality and alignment with legal duties. We avoid a purely resource-led approach and focus on planned learning objectives informed by student needs, local data and safeguarding priorities.

8.2 These educational resources could include PSHE Association for the main schemes of work with additional resources from Jigsaw and Twinkl.

8.3 We will share some of these resources at our annual Parent/Carer RSHE Information Event.

8.4 Parents/Carers can also view curriculum materials in our Policy appendix and school website: https://www.mayesparkprimaryschool.org.uk/learning/curriculum/relationship-sex-and-health-education-rshe/

8.5 Our RSHE curriculum is taught within our PSHE offer/Personal Development offer and is also delivered through other aspects of the curriculum such as the social, moral and spiritual aspects of all curriculum areas. It is also taught through the statutory science curriculum and other subject areas, such as PE and ICT. We believe all these contribute significantly to children's knowledge and understanding of positive relationships, their safety and health.

8.6 Effective RSHE develops personal, social and health knowledge, skills and understanding so that children can navigate childhood and adulthood with confidence. It promotes positive relationships and personal attributes such as perseverance, honesty, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

8.7 We teach RSHE on the understanding that:

- It is taught in the context of family life.
- It is part of a wider process of social, personal, spiritual and moral education.
- Children should be taught to have respect for their own bodies.
- Children should learn about their responsibilities to others and be aware of the consequences of sexual activity.
- It is important to build positive relationships with others, involving trust and respect, both in person and online and the confidence to challenge harmful behaviours and attitudes constructively.
- It makes a significant contribution to our duty to safeguard and protect all children.
- It plays a key role in improving health outcomes for children such as reducing teenage pregnancy and risk-taking behaviour, including online behaviour and improved oral health and sleep routines.

8.8 RSHE lessons will be taught weekly by the class teacher where possible.

8.9 Children who are not working at National Curriculum expectations will have a personalised curriculum planned for them in consultation with parents and external agencies.

See appendix 3 which demonstrates our curriculum overview/map

9. Parent/Carer right to withdraw their child from Sex Education (Primary)

9.1 As detailed in Section 5, the school's Relationships, Social and Health Education (RSHE) curriculum consists solely of statutory content. As no non-statutory Sex Education is delivered, parents/carers do not have the right to withdraw their child from any part of the RSHE curriculum.

10. Student's right to opt in for Sex Education in Secondary School

10.1 Children have the choice to opt in for Sex Education from three terms before they turn 16 and we will make appropriate arrangements to provide the student with sex education during one of those terms.

10.2 Requests should be discussed with a trusted adult in the first instance, this request should be raised to a member of the Senior Leadership Team if not the first point of contact.

11 Staff Training

11.1 There is boroughwide training available to schools for RSHE Leads, and RSHE leads disseminate this to others delivering RSHE in their school.

11.2 Teaching RSHE requires ongoing professional learning. Staff receive training to build knowledge, skills and confidence, including safeguarding and handling sensitive questions.

11.3 The RSHE lead also shares good practice within the school. The RSHE lead will be offered opportunities to consult with advisors and professional bodies (e.g. PSHE Association, NSPCC) to facilitate sharing of good practice and to liase with subject leaders from other schools.

11.4 The RSHE Lead will use monitoring opportunities, to guide future CPD opportunities where appropriate.

12 Safe and effective Practice

12.1 As a Unicef Child Friendly City, Redbridge recognises the importance of working with children and creating a safe, non-judgemental environment where adults and children are confident that they will be respected. Teachers and students will agree ground rules at the beginning of any RSHE work, in addition to those already used in the classroom.

12.2 They will cover the following areas:

- Appropriate use of language.
- The asking and answering of personal questions and confidentiality limits.
- Strategies for checking or accessing information.

12.3 We use distancing techniques (e.g., scenarios, case studies, fiction, puppets, role-play and media clips) to enable students to discuss learning without relying on personal experience. This also provides opportunities for children to practise their decision making skills and critical thinking in a safe environment.

12.4 Distancing teachniques also include the use of third person "sometimes" and "some people" when talking about sensitive subjects. For example, using phases such as "when someone has a relationship" rather than "when you have a relationship" takes the emphasis away from the children. Teachers should never be tempted to illustrate the lesson with anecdotes/examples from their own lives.

12.5 We acknowledge that spontaneous and curious questions may arise within RSHE. When this happens teachers will respond to questions relating to the taught

curriculum for the age group to the whole class; questions beyond this will be handled in a sensitive and age-appropriate way only to the child or children who have asked the question, where appropriate in consultation with a child's parent/carer. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PSHE leader.

12.6 Anonymous question opportunities (e.g., question boxes) may be used where appropriate.

12.7 We are aware that some sessions may suit being taught with amendments to teaching organisation i.e. in single gender groups or smaller groups. Professional judgement will be used to determine when this is appropriate.

12.8 Safeguarding procedures are followed for any disclosure or concern.

13 Safeguarding

13.1 RSHE is a key component of safeguarding. It creates curriculum opportunities to teach healthy behaviour, caring relationships, online safety, seeking help and reporting concerns. Staff follow the school's Safeguarding and Child Protection policy, consult the Designated Safeguarding Lead (DSL) where concerns arise and comply with statutory procedures, including specific protocols for issues such as FGM. Visitors are required to follow the school's safeguarding protocols and inform the DSL of any concerns.

14 Communication and Stakeholder Engagement

14.1 The school acknowledges that the primary role in children's RSHE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents/carers of children at our school, through mutual understanding, trust and cooperation.

14.2 We will be conducting a consultation with parents and carers around this policy. This will involve sharing the policy and asking for feedback via an online survey. We will analyse the data received from the survey and we welcome questions which will then be considered and discussed.

14.3 We have worked closely with parents/carers through consultation on this policy and will provide annual information sessions, and opportunities to view curriculum plans and resources. The RSHE policy is published on the school website.

14.4 We are committed to working with parents and carers by holding information sessions, providing workshops for parents/carers to enable them to be confident to answer their children's questions and through signposting through the school website or to other resources to support them at home. We work closely with parents/carers to ensure that they are fully aware of what is being taught. As part of our whole school approach to RSHE, Parent Information sessions and opportunities for parents/carers to view the materials and resources used will be communicated annually.

14.5 Parents/carers will be made aware when Relationships, Social and Health Education will be taught, by written communication and through the sharing of our curriculum coverage plans.

14.6 Student voice informs curriculum review to ensure content meets the needs of our community.

14.7 It is the responsibility of the governors to ensure, through consultation, that the RSHE Policy reflects consideration of the views of parents/carers of our community. It is the responsibility of governors to ensure that the Policy is made available to parents/carers. In order to facilitate this process, the RSHE Policy will appear annually on the agenda of a governors' meeting. The Policy will be made available for parents/carers on the school website and a link governor with responsibility for safeguarding (to include RSHE) will be nominated.

15 Monitoring, Assessment and Evaluation

15.1 Teachers reflect on delivery through lesson evaluations and pre and post professional discussions.

15.2 Monitoring activities include learning walks, work reviews and student voice, to determine their feedback on strengths of RSHE and areas for development.

15.3 Teachers will also engage children in assessment opportunities to determine their prior learning and reflect on their learning within lessons such as activities that require application of learning, quizzes, goal setting reflection tasks and anonymous question boxes (where appropriate). We have chosen this approach because we recognise that it is difficult for teachers to accurately assess a student's self-confidence or sense of their own identity and values, however, students themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Assessing learning must therefore use a combination of teacher assessment and student self- and peer assessment.

15.4 We will refer to local/national data to inform planning as well as localised issues that may occur and on occasion, the curriculum will be adapted as required in response to local issues if we feel this can contribute to protecting children from harm.

15.5 Governors/trustees monitor policy implementation and will be given annual reports. The policy is reviewed annually (or sooner if required).

16 **RSHE Lead and Contact Details**

RSHE Lead: Clare Roult
Associated roles: RSHE lead, Metacognition lead, EAL lead

Appendix 1
Science National Curriculum

[National curriculum in England: science programmes of study - GOV.UK]

Appendix 2
Redbridge Syllabus for RSHE

Relationship, Sex and Health Education (RSHE) syllabus
Key Stage 1 – Key Stage 4

Contents

Introduction to the syllabus 16
Vision and expectation 17
FAQ's for parents 18
FAQ's for teachers 19
Statutory Primary Outcomes 20
Statutory Secondary Outcomes 24
LBR Syllabus 30
Key Stage 1 Syllabus 30
Key Stage 2 Syllabus 39
Key Stage 3 Syllabus ..... **Error! Bookmark not defined.**
Key Stage 4 Syllabus ..... **Error! Bookmark not defined.**
Padlet of resources 61
Curriculum Delivery 61
Equality, Inclusion and Faith Sensitivity 62
Tricky questions in the classroom 62
Sample responses 63
Sample ground rules 66
Anonymous questions 68
Communication with families ..... **Error! Bookmark not defined.**
Key Stage 2 exemplar of teaching timetable for Developing Bodies, Growing up, Being Safe, Human Fertilisation and How a baby grows - Year 5 ..... **Error! Bookmark not defined.**
School website ..... **Error! Bookmark not defined.**
Annex 1 - Model RSHE Policy 69

Introduction to the syllabus

This syllabus has been developed using the Department for Education (DfE) Statutory Guidance for RSHE 2025 (this can be located within the Model Policy appendices). It has adapted the DfE end of Primary and Secondary outcomes along with other subject content within the guidance into age appropriate, achievable outcomes by school year. The rationale for this approach is to offer guidance to schools within Redbridge, to ensure that age appropriateness, student and faith sensitivity remains at the core of all teaching and that we can demonstrate transparency and accuracy to our stakeholders and community. The syllabus is a guidance document that schools within Redbridge can

choose to use, tweak and reference within their individual school RSHE policy and delivery of lessons.

Vision and expectation

It is the vision of this syllabus to support schools in Redbridge to teach age appropriate, student and faith sensitive, evidence based RSHE, that respects the law and all communities that call Redbridge home. It is also our vision that RSHE is at the centre of a whole school approach that embraces wellbeing, positive relationships and equity.

Within Redbridge it is our expectation that RSHE provides a learning space to understand Personal, Social and Health (PSHE) skills, knowledge and understanding, to enable children to navigate the world in which they live throughout childhood but also into adulthood; therefore, RSHE is an important element of the statutory curriculum.

We believe relationships, sex and health education is important for our pupils and schools because:

- It equips pupils with the knowledge to make informed decisions about wellbeing, health and relationships; builds self-efficacy and resilience; and helps them to know how and when to ask for help and access support.
- It gives pupils the opportunity to put knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.

"Everyone has relationships with others, and most pupils will develop sexual relationships at some point in their lives. Relationships education should equip pupils with the knowledge and skills they need to act with kindness and respect in all their relationships as they grow into adulthood, to enjoy their relationships, and to keep themselves and others safe." DfE 2025

FAQ's for parents

Can I take my child out in Primary school?

Parents cannot withdraw their child from any statutory RHE lessons in Primary school.

Can I take my child out in Secondary school?

Sex education must be taught in Secondary school, but you can choose to withdraw your child from some or all sex education learning that are not part of Statutory Science.

I don't want my child to learn about…

Please read the syllabus outcomes and attend your schools RSHE Parent workshops/consultation to explore the outcomes that will be taught within RSHE at your school.

Where can I find more answers to FAQs?

A Redbridge Parent FAQ and Myth Buster document (2020) can be found via the Redbridge FiND website.

FAQ's for teachers

What about student sensitivity?

Teaching methods should emphasise a safe, non-judgemental climate, ground rules, distancing techniques, and interactive learning. Lessons should be differentiated to meet students' needs and students may choose to pass during discussions.

What can we say?

Teachers may acknowledge that students hold a range of beliefs while clarifying that the purpose of lessons is to provide factual accuracy based in UK Law and create a safe space for questions and discussion.

What about staff training?

RSHE leads should continue to offer top up training annually/when required. They may use monitoring opportunities to guide CPD opportunities.

What if a child asks a tricky question?

Not all questions have to be answered immediately. Teachers will respond to questions relating to the taught curriculum for the age group to the whole class; questions beyond this will be handled in a sensitive and age-appropriate way only to the child or children who have asked the question, where appropriate in consultation with a child's parent/carer. If you are uncertain about the answer to a question, or indeed whether you should answer it please seek guidance from the PSHE leader.

Statutory Primary Outcomes

	By the end of Primary School Pupils should
National Curriculum Objectives <u>RSE</u>	Families and people who care for me • That families are important for children growing up safe and happy because they can provide love, security and stability. • 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. • 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. • That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. • That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Caring friendships • How important friendships are in making us feel happy and secure, and how people choose and make friends. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. • 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. • 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. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • How to manage conflict, and that resorting to violence is never right. • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Respectful, kind relationships • 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. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • 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. • 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. • 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. • Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. • The conventions of courtesy and manners. • 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.

	• 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. • What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. Online safety and awareness • 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. • 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. • 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. • The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • 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. • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. Being Safe • 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. • 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. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. • 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. • 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.

	By the end of Primary School Pupils should
National Curriculum Objectives	General wellbeing • 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. • The importance of promoting general wellbeing and physical health.

Health and Wellbeing	• 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. • How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • That isolation and loneliness can affect children, and the benefits of seeking support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. • 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. • 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). • That it is common to experience mental health problems, and early support can help. Wellbeing online • 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. • 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. • 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. • How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. • Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. • 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. • That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. • How to understand the information they find online, including from search engines, and know how information is selected and targeted. • That they have rights in relation to sharing personal data, privacy and consent. • Where and how to report concerns and get support with issues online. Physical health and fitness • The characteristics and mental and physical benefits of an active lifestyle. • 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. • The risks associated with an inactive lifestyle, including obesity. • How and when to seek support including which adults to speak to in school if they are worried about their health. Healthy eating • What constitutes a healthy diet (including understanding calories and other nutritional content).

	• Understanding the importance of a healthy relationship with food. • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth Drugs, alcohol, tobacco and vaping • The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches. Health protection and prevention • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • 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. • 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. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils. Personal safety • About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. Basic first aid • How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. • Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries. Developing bodies • 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. • 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. • 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.

Statutory Secondary Outcomes

	By the end of Secondary School Pupils should
National Curriculum Objectives Relationships and Sex Education	**Families** 1. That there are different types of committed, stable relationships. 2. How these relationships might contribute to wellbeing, and their importance for bringing up children. 3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony. 4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. 5. That forced marriage and marrying before the age of 18 are illegal. 6. How families and relationships change over time, including through birth, death, separation and new relationships. 7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development. 8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust. **Respectful relationships** 1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships. 2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal. 3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others. 4. What tolerance requires, including the importance of tolerance of other people's beliefs. 5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict. 6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help. 7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. 8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok. 9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice. 10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others. 11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others. 12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.

	Online safety and awareness 1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. 2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues. 3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online. 4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images. 5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime. 6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online. 7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them. 8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong. 9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice. 10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns. 11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it. 12. How information and data is generated, collected, shared and used online. 13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising). 14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion. 15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk. **Being Safe** 1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.

	2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others. 3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed. 4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions. 5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it. 6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting. 7. The concepts and laws relating to sexual violence, including rape and sexual assault. 8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language. 9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. 10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. 11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. 12. The concepts and laws relating to forced marriage. 13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible. 14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death. 15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful. 16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault. **Intimate and sexual relationships, including sexual health (withdrawable content)** 1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. 2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex. 3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent. 4. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. 5. That some sexual behaviours can be harmful. 6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision-making.

	7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help. 8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma 9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment. 10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour. 11. How and where to seek support for concerns around sexual relationships including sexual violence or harms. 12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment. **The law** **Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example those relating to:** • marriage, including forced marriage and civil partnerships • consent, including the age of consent • domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty • sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour • the Online Safety Act • online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery, nudes, etc, and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse including grooming and sextortion • pornography • abortion • protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation) • alcohol, smoking, vaping and nicotine products and illicit drug use • gambling • carrying knives and weapons • extremism/radicalisation • grooming or exploiting children into criminal activity, which can include gang involvement and county lines drug running • hate crime • the age of criminal responsibility • medical consent, Gillick competence and parental responsibility

	By the end of Secondary School Pupils should
National Curriculum Objectives	**Mental wellbeing** 1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary. 2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. 3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.

Health and Wellbeing	4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal. 5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions. 6. How to critically evaluate which activities will contribute to their overall wellbeing. 7. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it. 8. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others. 9. That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety. **Wellbeing online** 1. About 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. 2. The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have. 3. How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. 4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt. 5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories. 6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online. 7. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it. **Physical health and fitness** 1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health. 2. Factual information about the prevalence and characteristics of more serious health conditions. 3. That physical activity can promote wellbeing and combat stress. 4. The science relating to blood, organ and stem cell donation. **Healthy eating** 1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease. 2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease. 3. The impacts of alcohol on diet and unhealthy weight gain. **Drugs, alcohol, tobacco and vaping**

	1. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health. 2. The law relating to the supply and possession of illegal substances. 3. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol. 4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency. 5. The dangers of the misuse of prescribed and over-the-counter medicines. 6. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so. 7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit. **Health protection and prevention, and understanding the healthcare system** 1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics. 2. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist. 3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals. 4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening. 5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils. 6. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn. 7. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support. 8. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services. 9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment. **Personal safety** 1. How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents). 2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media. 3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure. 4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.

	5. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too). 6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern. **Basic first aid** 1. Basic treatment for common injuries and ailments. 2. Life-saving skills, including how to administer CPR.11 3. The purpose of defibrillators, when one might be needed and who can use them. **Developing bodies** 1. The main changes which take place in males and females, and the implications for emotional and physical health. 2. The facts about puberty, the changing adolescent body, including brain development. 3. About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals. 4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

LBR Syllabus

LBR Syllabus Areas

Relationships| Wellbeing| Community| Online Awareness | Growing Up |Being Safe

Key Stage 1 Syllabus

Year 1		**1**	**2**	**3**	**4**	**5**	**6**
Term 1 RELATIONS	**Outcome**	What makes us special and what is special about others in our class? (physically, in character, personality, culture, race)	Learn ways to be a good friend and listener and how to work well with others	What is a good friend? How I can be one and how do friendships help us feel happy and safe?	Recognise kind and unkind behaviour, understand how kindness makes people feel, and develop skills to build caring friendships.	How do we make friends and who can help us if we are finding it hard?	Why is it important to take turns and solve problems calmly, and what should we do if someone gets hurt in a during a falling out?

	DfE link	**Respectful Kind Relationship -** 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.	**Respectful Kind Relationship -** Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	**Caring Friendships -** How important friendships are in making us feel happy and secure, and how people choose and make friends.	**Caring Friendships -** 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.	**Caring Friendships -** How important friendships are in making us feel happy and secure, and how people choose and make friends.	**Caring Friendships -** How to manage conflict, and that resorting to violence is never right.
Term 2 WELLBEING	**Outcome**	That washing our hands and bodies can stop germs from spreading and keeps us healthy.	How spending time outside and in nature can make us feel good	Learn that moving and playing every day helps keep our bodies strong and our minds happy.	Recognise the difference between activities we do in public and activities we do in private (e.g. hygiene routines, using the toilet, clothing).	That our trusted adults are people who keep us safe and helps us when we need it.	Name a variety of emotions and how they make us feel and act
	DfE Outcome	**Health protection and prevention -** About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	**General Wellbeing -** 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.	**Physical health and fitness -** The characteristics and mental and physical benefits of an active lifestyle.	**Being Safe -** 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.	**Being safe -** How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	**General Wellbeing -** 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.

Term 3 RELATIONSHIPS	**Outcome**	How do families provide love and safety to babies and children?	The roles in different family structures and why these sometimes change, why families spend time together and how they show care	How does being honest, kind and truthful help us make strong and happy friendships?	How can I tell others what I need and how I feel in a respectful way?	Why is it important to listen to what other people think and feel? And why can't everyone always have exactly what they want?	Know that everyone likes different games and activities and it is okay for someone to say "no" and why we should listen to them.
	DfE Outcome	**Families and people who care for me -** That families are important for children growing up safe and happy because they can provide love, security and stability.	**Families and people who care for me -** 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.	**Caring friendships -** 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.	**Respectful Kind Relationship -** 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.	**Respectful Kind Relationship -** 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.	**Being Safe -** 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.
Term 4 ONLINE AWARENESS	**Outcome**	How and why to tell a trusted adult about something online that makes us feel worried.	We know that not everything online is true or safe and we should tell our trusted adults if we see or hear something that worries us.				
	DfE Outcome	**Online Safety and awareness -** 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.	**Wellbeing online -** 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.				

Term 5 WELLBEING	**Outcome**	Why screen free time is good for you	How to keep our body safe from the sun.	We learn how to brush our teeth well, twice a day with toothpaste and why it's important to visit the dentist.			
	DfE Outcome	**Wellbeing online -** 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.	**Health protection and prevention -** About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	**Health Protection and prevention -** 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.			
Term 6 Being Safe	**Outcome**	I understand which parts of our body are private (Penis, Vulva, Parts covered by underwear)[1]	Why it is important to respect other people's bodies	Recognise the difference between safe surprises and unsafe secrets	Explore simple changes like getting taller, stronger, and learning new skills and that these changes happen as we get older		
	DfE Outcome	**Developing bodies -** 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.	**Being Safe -** That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	**Being Safe -** 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.	**Developing Bodies -** 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] [1] If using images these can be a cartoon outline of a body (gingerbread person) with no anatomical images. Arrows can point to the areas of the body these external body parts are. This can be combined alongside other external basic body parts being learned.

Year 2		1	2	3	4	5	6
Term 1 RELATIONSHIPS	Outcome	Explore how showing respect, being trustworthy and sharing interests and experiences help friendships grow and help everyone feel included.	Their friendships can sometimes have problems, and how sorting them out can make the friendship stronger.	Recognise that having no friends or fewer friends at times can make us feel sad, and that telling a trusted adult about it can help us feel supported.	Understand that our actions can make people feel happy or sad and if something doesn't feel right, we can tell a trusted grown up.	Learn to say what feels right for us and to listen when others share what feels right for them, so everyone feels safe and respected.	That they should tell a trusted grown up if they feel unhappy or worried about themselves or someone else.
	DfE Outcome	**Caring Friendships -** 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.	**Caring Friendships-** That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.	**Caring Friendships -** 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.	**Respectful, kind relationships -** 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.	**Respectful, kind relationships -** The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	**General wellbeing -** 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).
Term 2 WELLBEING	Outcome	How to wash their hands and keep clean to stop germs from spreading and keep them healthy.	Looking after your wellbeing means doing things that help you feel good and stay healthy. (moving their body, helping their community, being kind and sharing with others, having caring friendships)	Learn about different feelings, how they can affect our bodies and actions, and whether they help us feel calm or full of energy	Learn that big changes, like moving house or losing something (or someone) special, can bring lots of different feelings, and that talking to a trusted adult can help us feel supported		

	DfE Outcome	**Health protection and prevention -** About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	**General wellbeing -** 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.	**General wellbeing -** 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.	**General wellbeing -** 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.		
Term 3 COMMUNITY	**Outcome**	Explore how using kind words and gentle actions helps make our classroom a safe and happy place for everyone	How to use good manners and polite words in different situations, like saying please, thank you, and listening to others	That families of other children in school or around the world, can look different but all families can show love and care	Explore how families care for one another and how helping each other can make people feel happy and supported.	What can make family relationships, safe, kind and caring?	Learn that sometimes people have fixed ideas (called stereotypes) about toys, jobs or stories, and understand that everyone can like and do different things
	DfE Outcome	**Respectful, kind relationships -** The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	**Respectful, kind relationships -** The conventions of courtesy and manners.	**Families and people who care for me -** 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.	**Families and people who care for me -** 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.	**Families and people who care for me -** That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	**Respectful, kind relationships -** What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.

Term 4 ONLINE AWARENESS	**Outcome**	Explore how to enjoy being online safely, by noticing when something doesn't feel right and knowing what to do	Choose games and videos that are right for their age and remember trusted grown-ups can help them check what's suitable so they can stay safe and have fun.	I can tell my trusted adults if something or someone online makes me feel worried, sad or is not appropriate.			
	DfE Outcome	**Online safety and awareness -** 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.	**Wellbeing online -** Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.	**Wellbeing online -** Where and how to report concerns and get support with issues online.			

Term 5 WELLBEING	**Outcome**	Explore how careful actions, like stopping and looking and staying close to an adult, help keep us safe near roads and water.	Learn that walking to school, playing games, PE lessons and active hobbies are fun and important ways to stay happy and healthy.	What foods help us stay healthy and strong (eat well guide to understand the mix of food groups provide energy)	Understand who the emergency services are and how they help and learn to share personal information when it is needed to keep safe.		
	DfE Outcome	**Personal safety -** How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	**Physical health and fitness -** 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.	**Healthy eating -** What constitutes a healthy diet (including understanding calories and other nutritional content).	**Basic First Aid -** How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.		
Term 6 Being Safe	**Outcome**	Understand what feeling safe looks and feels like, so they can recognise unsafe situations and practise ways to keep asking trusted adults for help until they feel safe.	Understand which parts of our body are private (penis, vulva - the areas covered by my underwear)	Learn that their body belongs to them, and understand how to get help by telling a trusted adult if touch does not feel safe or comfortable			
	DfE Outcome	**Being Safe -** 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.	**Developing Bodies -** 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.	**Being Safe -** That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.			

Key Stage 2 Syllabus

Year 3		1	2	3	4	5	6
Term 1 RELATIONSHIPS	Outcome	Explore how friendships help them to feel happy, safe and supported and explore how people choose friends based on shared interests, trust and kindness.	Recognise how actions affect others' feelings and learn to build positive friendships through cooperation, active listening, and empathy.	Learn how to make safe and confident choices and respond positively when others encourage them to do something that does not feel right	To understand how people express feelings and respect boundaries through listening and clear communication	Our responsibility in understanding what bullying is and what a bystander is (including cyber bullying)	Develop an awareness of their own and others' feelings and learn to express them clearly, seeking support from trusted adults when needed
	DfE Outcome	**Caring Friendships -** How important friendships are in making us feel happy and secure, and how people choose and make friends.	**Caring Friendships -** 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.	**Caring Friendships -** How important friendships are in making us feel happy and secure, and how people choose and make friends.	**Respectful, kind relationships -** The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	**Respectful, kind relationships -** 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.	**General wellbeing -** How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
Term 2 WELLBEING	Outcome	To notice when their feelings change from how they normally feel and know who they can talk to so they can feel calm and supported again.	How to make a meal that helps you stay healthy (balanced diet)	How a poor diet, with too much sugar can lead to tooth decay	We learn that taking care of our teeth by brushing them well twice a day and finding ways to keep our mouths healthy, and going to the dentist helps us spot problems early and keep our smiles strong.	We learn that the sun can be helpful but also strong, and that too much sun can hurt our skin. We find out how to stay safe in the sun, such as wearing a hat, sunglasses, using sunscreen and taking breaks in the shade.	

	DfE Outcome	**General wellbeing -** 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).	**Healthy eating-** The principles of planning and preparing a range of healthy meals.	**Healthy eating -** 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).	**Health protection and prevention -** 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	**Health protection and prevention -** About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	
Term 3 COMMUNITY	**Outcome**	Understand how family relationships can support children to feel safe, loved and cared for as they grow.	How do duty bearers —like family, teachers or others— help children feel safe and supported as they grow up.	What do the school values mean and how do they help us show good manners and politeness to others	To understand how valuing ourselves helps us feel happy and confident, and to explore ways to build self-esteem by trying new skills and activities	What dangers look like at home and school, like hot things that can burn or sharp objects that can hurt. Understand ways to stay safe, such as not touching matches or going near fires and asking a grown-up for help.	
	DfE Outcome	**Families and people who care for me -** That families are important for children growing up safe and happy because they can provide love, security and stability.	**Families and people who care for me -** That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	**Respectful, kind relationships -** The conventions of courtesy and manners.	**Respectful, kind relationships -** 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.	**Personal Safety -** About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	

Term 4 ONLINE AWARENESS	**Outcome**	How to check if online information is safe and trustworthy, recognise harmful content or contact, and know when and how to tell a trusted adult.	Notice when online information might not look right, to ask questions about what we see, and to talk to a trusted adult if something seems confusing or worrying.	We learn that websites use rules to decide what we see, and we begin to ask questions about the information we find online.	Understand what social media is (places where people share and chat online) and that age rules (currently 13) that protect children from seeing things that aren't suitable.	Explore how online communication can impact others' feelings and learn to make positive choices by showing kindness, respect, and thinking carefully before they act (e.g. considering 'would I say this face to face?')	Understand that real-life friendships are very important. Online chats can be fun, but spending time with friends in person helps us feel close and happy.
	DfE Outcome	**Online safety and awareness -** 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.	**Wellbeing online -** 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.	**Wellbeing online -** How to understand the information they find online, including from search engines, and know how information is selected and targeted.	**Online safety and awareness -** 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.	**Wellbeing online -** How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	**Wellbeing online -** 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.
Term 5 RELATIONSHIPS	**Outcome**	Bullying, including online bullying, can hurt people and make them feel sad or worried for a long time and how to get help for themselves or a friend.	How to respond to a person that they do not know (including online).	Understand how people can show respect and kindness to themselves and others, and how to value and celebrate different choices, likes, and beliefs			

	DfE Outcome	**General wellbeing -** That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	**Being Safe -** How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.	**Respectful, kind relationships -** 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.			
Term 6 Being Safe	**Outcome**	Understand the difference between safe surprises and unsafe secrets, and to feel confident sharing anything that causes worry or discomfort with a trusted adult	Explore how individuals can seek help when feeling worried or unsure, and identify a range of trusted people they can turn to for support	To understand which parts of our body are private (penis, vulva, testicles, nipples, vagina, scrotum – the parts that are covered by our underwear.)	Recognise appropriate and inappropriate contact, understand what feels safe, and feel confident saying 'no' and speaking to a trusted adult	Learn how to ask for help for themself or a friend and keep asking until someone listens.	
	DfE Outcome	**Being Safe -** 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.	**Respectful, kind relationships -** How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	**Developing Bodies -** 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.	**Being Safe -** That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact	**Being Safe -** 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.	

Year 4	**1**	**2**	**3**	**4**	**5**	**6**

Term 1 RELATIONSHIPS	**Outcome**	Explore how loyalty, generosity and honesty strengthen friendships, and learn age-appropriate ways to be a supportive and trustworthy friend	Recognise unkind or unhelpful behaviours in friendships, develop awareness of their feelings, and know how to seek support from trusted adults	That friendships can face challenges, and that respectful communication, empathy, and problem-solving can help repair and strengthen relationships.	Recognise that friendships can change and that having fewer friends at times can make people feel lonely and learn ways to talk about these feelings and help ourselves and others feel included.	Learn how to talk kindly, solve problems without fighting, say what you need, and handle feelings like being upset or disappointed	How to recognise different types of bullying, why bullying happens, what to do if you see it (including online), and how to support someone being bullied.
	DfE Outcome	**Caring friendships -** 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.	**Caring friendships -** How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed	**Caring friendships -** That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.	**Caring friendships -** That not every child will have the friends they would always like that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.	**Respectful, kind relationships -** 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.	**Respectful, kind relationships -** 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.
Term 2 WELLBEING	**Outcome**	Looking after your wellbeing means doing things that help your body and mind feel good. [2]	How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	Feeling left out or alone can make children sad or worried and they should talk to a trusted adult if they feel lonely or miss someone.	Understand why good sleep is important for keeping our body and mind healthy, and to identify simple habits that support better sleep, such as a bedtime routine and reducing screen use before bed	Explore how vaccines and immunisations play an important role in protecting individual and community health[3]	

[2] Playing and moving their body, being in nature, helping their community, and being kind, resting and relaxing, time with friends and families

[3] Deliver lesson when your school typically offers the vaccines.

	DfE Outcome	**General wellbeing -** 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.	**General wellbeing -** How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	**General wellbeing -** That isolation and loneliness can affect children, and the benefits of seeking support	**Health protection and prevention -** 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.	**Health protection and prevention -** The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.	
Term 3 COMMUNITY	**Outcome**	Spending time with friends face to face helps us build strong friendships, feel connected and enjoy the company of others.	We can celebrate that every family is unique and recognise that all families—whatever they look like—can provide love, care and support. [4]	Understand what a stereotype is, how they can be unfair or hurtful, and how to challenge a stereotype in a kind and fair way	Where to ask for help for themself or a friend and keep asking until someone listens.	How to respond when someone says "no" and identify ways to respect boundaries in both offline and online settings (e.g. stopping when asked, changing the activity, offering alternatives, or respecting gaming preferences).	How to spot dangers and keep safe around roads, railways and water. Learn rules like the Green Cross Code, why level crossings are important, and how the Water Safety Code helps prevent accidents

[4] Examples of families include single-parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents, and foster parents/carers.

	DfE Outcome	**Families and people who care for me -** 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.	**Families and people who care for me -** 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.	**Respectful, kind relationships -** What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	**Being Safe -** 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.	**Being Safe -** 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.	**Personal safety -** How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Term 4 ONLINE AWARENESS	**Outcome**	That most people use the internet every day and discuss the benefits it brings (fun, connecting) but also the not so good things (untrue information, unkind messages)	Understand that things shared online (pictures, words, videos) can be seen by others and may be passed on. Recognise that once we share something online it is difficult to control who sees it.	I understand why it's important to balance screen time with other activities; learn that positive content can make us feel good and negative content can make us feel upset and how too much time online can affect mood and health.	How to make sure you do not pressure others into doing something online that they are uncomfortable with or that could make them feel unsafe.	That bullying and abuse online can hurt people and make them feel sad or worried for a long time and how to get help for themselves or a friend.	

	DfE Outcome	**Wellbeing online -** 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.	**Online safety and awareness -** 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.	**Wellbeing online -** 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.	**Online safety and awareness-** 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.	**Wellbeing online -** That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.	
Term 5 WELLBEING	**Outcome**	Understand what germs are (including bacteria and viruses), how they spread, and why personal hygiene—like handwashing—helps prevent illness	Understand what First Aid means and know simple steps of basic first aid and that staying calm and telling an adult if someone is hurt is important.	Understand when it is important to contact emergency services and to practise sharing clear information, including personal details, to get help quickly	That a healthy relationship with food includes enjoying a variety of foods, listening to our body's hunger and fullness signals, and feeling relaxed and confident about eating, helping us stay strong, energised, and feel good about ourselves	Learn that some things, like cigarettes and nicotine can harm our bodies and make us unwell and recognise that some substances are not safe for children.	Understand that children have the right to play and exercise. And how not moving enough can sometimes impact our health such as feeling tired or unhealthy (including obesity).

	DfE Outcome	**Health protection and prevention -** About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	**Basic First aid -** Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.	**Basic First aid -** How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.	**Healthy eating -** Understanding the importance of a healthy relationship with food.	**Drugs, alcohol, tobacco and vaping -** 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	**Physical health and fitness -** The risks associated with an inactive lifestyle, including obesity.
Term 6 Being Safe	**Outcome**	Understand that privacy means having things that belong just to them—like their thoughts, body, and some information about them. Explore examples of how adults and children maintain privacy (e.g. digital footprint, boundaries, legal responsibilities, building trust).	Understand that their body belongs to them and begin to recognise personal boundaries. Identify the difference between friendly touch and unsafe contact (including hitting, pushing, unwanted touch) and know they can tell an adult if someone ignores their boundaries.	To understand which parts of our body are private (penis, vulva, testicles, nipples, vagina, scrotum – the parts that are covered by our underwear.)	Know that if something or someone makes them feel worried, unsafe, or bad inside, whether in real life or online, they should tell a trusted adult straight away and keep telling until they are heard		
	DfE Outcome	**Being Safe -** 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.	**Being Safe -** That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	**Developing Bodies -** 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.	**Being Safe -** 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.		

Parent and Child workshop	**OPTIONAL**	**FOR PARENT AND CHILD WORKSHOP:** To help parents feel confident in preparing their child for the physical and emotional changes linked to menstruation. **Developing Bodies:** 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

Year 5		1	2	3	4	5	6
Term 1 RELATIONSHIPS	Outcome	How friendships contribute to emotional wellbeing and a sense of belonging by exploring how shared values, trust, and respectful communication influence the way friendships are formed and maintained.	To understand that balancing different people's needs can be challenging, and to learn ways to work together even when opinions or priorities differ	To understand that problems can be solved without violence and to explore peaceful ways to solve problems by listening, talking and compromise.	Learn how to be assertive (speak up calmly and clearly), express needs, and manage feelings like frustration without hurting others.	Understand the difference between speaking up confidently and kindly, and trying to control others, and to explore how being kind to others can also include respecting our own nee	Recognise the qualities of a healthy relationship and understand how these help us notice when someone is not being kind, respectful, or safe
	DfE Outcome	**Caring friendships -** How important friendships are in making us feel happy and secure, and how people choose and make friends.	**Respectful, kind relationships -** 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.	**Caring friendships -** How to manage conflict, and that resorting to violence is never right.	**Respectful, kind relationships -** 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.	**Respectful, kind relationships -** 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.	**Being Safe -** How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
Term 2 WELLBEING	Outcome	To learn how our feelings can affect what we do and how we get along with others, and ways to regulate ourselves when emotions feel strong.	The importance of discussing worries or concerns to a trusted adult to aid living a happy life.	Understand that many people sometimes find their thoughts and feelings hard to manage, and that getting support early can help things improve and make people feel better	Recognise that change and loss, including when someone dies can bring many feelings (or not feeling). People cope with grief in different ways and there is no right or wrong way to grieve. Grief is not always about death.	Practise simple first aid steps for common injuries including nosebleeds and bumps to the head. Understand when to call for help and why it's important to stay with the person until help arrives.	Learn how different substances can affect health, including how medicines can be used safely with a trusted adult, and why substances such as alcohol and illegal drugs can be harmful

	DfE Outcome	**General wellbeing -** 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.	**General wellbeing -** The importance of promoting general wellbeing and physical health.	**General wellbeing -** That it is common to experience mental health problems, and early support can help.	**General wellbeing -** 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.	**Basic first aid -** Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.	**Drugs, alcohol, tobacco and vaping -** 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
Term 3 COMMUNITY	**Outcome**	Explain how different people—such as family members, teachers, carers or community leaders—help them feel safe, supported and respected, and understand why these relationships are important as they grow older	Recognise when feelings of discomfort, unhappiness, or unsafety arise in family relationships, be able to name those feelings, and know how to ask a trusted adult for help	That marriage is a special way two people show love and commitment to each other. It is recognised by law and is meant to be lifelong, helping people feel safe, supported and cared for.	Learn that everyone's body belongs to them, that 'no' should always be respected, and how to spot unsafe situations, including online requests for pictures and know who to talk to and how to get help.	Understand what a stereotype is, why stereotypes can be unfair or hurtful, how they can lead to bullying, and learn ways to challenge them so everyone is treated fairly.	
	DfE Outcome	**Families and people who care for me -** That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	**Families and people who care for me -** How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	**Families and people who care for me -** That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	**Being Safe -** That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	**Respectful, kind relationships -** What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	

Term 4 ONLINE AWARENESS	**Outcome**	Why social media age rules (currently 13) exist and how they protect children from unsafe or unhealthy content and from talking to strangers who might not be who they say they are.	Understand that age restrictions are on some apps, computer games and online gaming and gambling sites to protect their wellbeing and protect them from harmful content encouraging their online experiences to be positive	Recognise that being online can help us stay in touch with friends, but also why it's important to maintain real life friendships too. Explore the good and bad sides of using the internet to connect with others.	Explain why respect is important in online interactions, including how anonymity can lead to unkind behaviour, and describe ways to avoid pressuring others to share personal information or images.	They have the right to keep their personal information private, to choose what is shared, and to say "yes" or "no" when someone asks for their information or pictures.	
	DfE Outcome	**Online safety and awareness -** 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.	**Wellbeing online -** Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.	**Wellbeing online -** 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.	**Online safety and awareness -** 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.	**Wellbeing online -** That they have rights in relation to sharing personal data, privacy and consent.	

Term 5 WELLBEING	**Outcome**	Understand that an active lifestyle means moving our body regularly and making positive choices that support our health and wellbeing, while also bringing enjoyment through active hobbies and healthy habits	Explore how poor sleep can make people feel tired, upset, or less able to concentrate and discuss what habits can help improve sleep.	Understand what makes a balanced diet and why it matters - introduce calories as the energy in food that our body uses to move and grow and what each food group provides our mind and body.			
	DfE Outcome	**Physical health and fitness -** The characteristics and mental and physical benefits of an active lifestyle.	**Health protection and prevention -** 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.	**Healthy eating -** What constitutes a healthy diet (including understanding calories and other nutritional content).			

Term 6 GROWING UP & BEING SAFE	**Outcome**	Understand that during puberty, their body changes and so might their personal hygiene routine. Learn why washing regularly, using deodorant, and keeping clean helps prevent germs and bacteria and supports health and confidence.	Understand the emotional and physical changes that happen to males and females during puberty and how a trusted adult can support in understanding these changes as they are experienced. (Dfe language for body parts may be introduced here as you discuss changes)[5]	Learn what happens in the body during the menstrual cycle and the feelings that might come with it. Understand that these changes are a part of growing up and know who they can talk to for help and support.	Explore the human life cycle from birth to adulthood and understand that puberty is a stage within this when bodies start to develop in new ways.	I can name which parts of a body are private (penis, vulva, vagina, testicles, scrotum, and nipples) and can practise ways to say "no" and tell a trusted adult if someone ignores their boundaries.	Recognise different forms of abuse and unsafe situations both online and offline and learn simple language for reporting this abuse or feelings.
	DfE Outcome	**Health protection and prevention -** About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	**Developing bodies -** 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.	**Developing bodies -** 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 -** 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.	**Developing bodies -** 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.	**Being Safe -** 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.
Term 6 – Human reproduction (Non stat)	**Outcome:** Explore human fertilisation (not intercourse) as being part of the life cycle. Understand how a baby grows inside the womb over about nine months and know that this is a part of human reproduction. **DFE:** 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 (Y5).						

Year 6	1	2	3	4	5	6

[5] e.g. Vulva, Vagina, Penis, Nipples, Scrotum and Testicles may change size and shape and we should keep our private parts clean as we sweat more during puberty.

Term 1 RELATIONSHIPS	**Outcome**	Explain how trust in friendships develops over time through consistency, reliability, and emotional safety, and describe what a sense of belonging looks and feels like within a friendship.	That friendships can face challenges, and that respectful communication, empathy, and problem-solving can help repair and strengthen relationships.	How to manage conflicts constructively by recognising emotions, communicating assertively, and applying problem-solving strategies to reach fair and respectful solutions	Explain why it is important to set boundaries, and demonstrate strategies for seeking help and making positive choices about friendships	Identify the difference between secrets and surprises. They can explain why some secrets are unsafe (include links to bullying, abuse, requests for private information) and that they have multiple sources of help and ways to report.	Explore strategies such as active listening, compromise, and managing disagreements respectfully in varying contexts to improve or support their relationships.
	DfE Outcome	**Caring friendships -** How important friendships are in making us feel happy and secure, and how people choose and make friends.	**Caring friendships** That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.	**Caring friendships -** How to manage conflict, and that resorting to violence is never right.	**Caring friendships -** How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed	Being safe - 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.	**Respectful, kind relationships -** Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.

Term 2 WELLBEING	**Outcome**	Self-care is important for their wellbeing. This can include keeping their mind and body strong with regular physical activity and time in nature, feel connected by helping their community, making time for rest and relaxation, time with friends and families, enjoying hobbies and interests, limiting time online)	They know when and where to get help if they notice signs in themselves or others such as feeling upset or worried for a long time, getting angry or sad very easily, any problems online, finding it hard to regulate their emotions. Understand that asking for help early can make things better.	They might not feel happy all the time. Feelings of worry and feeling down happen to everyone at different times and do not always mean someone has a mental health problem. Discuss ways to cope and that talking to a trusted adult can help.	Explore the difference between being alone and feeling alone, recognise what can influence these feelings and identify ways to seek support and feel connected	<u>To learn how to stop and think when feelings feel big, and choose reactions that fit the situation and keep everyone safe</u>	We understand how and when we can implement a good oral hygiene routine and recognise how brushing twice a day with fluoride toothpaste is beneficial.
	DfE Outcome	**General wellbeing -** 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.	**General wellbeing -** 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).	**General wellbeing -** 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.	**General wellbeing -** That isolation and loneliness can affect children, and the benefits of seeking support	**General wellbeing -** How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	**Health protection and prevention -** 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.

Term 3 COMMUNITY	**Outcome**	Understand that bullying, including online bullying, can cause lasting emotional harm and affect confidence and friendships and explore safe and responsible ways to respond bullying.	Explain how families help children to grow up feeling safe, loved and supported, and understand why love, security and stability are important for their wellbeing.	That marriage and civil partnerships (Religious and Humanist) are special ways two people show love and commitment to each other. These relationships are recognised by law and are meant to be lifelong, helping people feel safe, supported and cared for. There are different rules in Northern Ireland.	Explore how respecting differences helps friendships and communities and understand that empathy and respect can be shown even when people disagree.	Learn how polite language, respectful tone, and positive behaviour help build healthy relationships and keep everyone safe including online communication.	Understand that respecting yourself helps you feel happy and confident. Explore ways to build self-esteem by setting personal goals and trying new skills, hobbies, or challenges.
	DfE Outcome	**General wellbeing -** That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	**Families and people who care for me -** That families are important for children growing up safe and happy because they can provide love, security and stability.	**Families and people who care for me -** That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	**Respectful, kind relationships -** 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.	**Respectful, kind relationships -** The conventions of courtesy and manners.	**Respectful, kind relationships -** 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.
Term 4 ONLINE AWARENESS	**Outcome**	Discuss the risks of online gaming such as being tricked into losing money through scams, spending real money and understanding that playing too much can make it hard to stop.	Learn how to use the internet safely by following rules, keeping personal details private, and turning off location settings. Understand how to spot harmful content or contact and how to report it.	Explain that once content is shared online, it can be copied, saved, and circulated widely, and there is no way to delete it everywhere. This loss of control over personal information can affect our privacy.	To learn how to recognise online harassment and feel confident asking a trusted adult for help	Recognise different forms of abuse and unsafe situations both online and offline and learn simple language for reporting this abuse or feelings of being unsafe.	Understand that consent applies to all interactions, including online. Know that any request for private images is unsafe, and practise how to report concerns to trusted adults.

	DfE Outcome	**Wellbeing online -** The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.	**Online safety and awareness -** The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.	**Online safety and awareness -** 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.	**Wellbeing online -** That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.	**Being Safe-** 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.	**Being safe -** That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
Term 5 WELLBEING	**Outcome**	Know that regular physical activity helps to keep the body and mind healthy. Plan how to include it in daily and weekly routines and understand that different activities can be moderate or vigorous and why variety matters.	We learn that strong sun can damage our skin and that this can lead to long-term health problems including skin cancer. We explore why using sunscreen, wearing protective clothing, and limiting time in strong sun helps to protect our health now and in the future.	To understand how food and drink choices affect health, including how too much sugar or fat can harm the body over time—such as increasing the risk of obesity and tooth decay—and how alcohol can damage the body and affect overall health	Understand that smoking, vaping, drinking alcohol, and taking drugs can damage health. These substances can cause serious problems, like addiction, which means your body starts to need them. Nicotine, found in cigarettes, vapes, and nicotine pouches, is very addictive.	Noticing when something about their body changes such as unexplained weight loss, and that telling a trusted adult can help them to stay healthy.	They should speak to a trusted adult if they have questions or worry about their health and seeking support can help their worries get better.

	DfE Outcome	**Physical health and fitness -** 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.	**Health protection and prevention -** About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	**Healthy eating -** The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	**Drugs, alcohol, tobacco and vaping -** The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches	**Health protection and prevention -** How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	**Physical health and fitness -** How and when to seek support including which adults to speak to in school if they are worried about their health
Term 6 Wellbeing & Online Awareness	**Outcome**	How stereotypes can affect people's lives. Explore why stereotypes are unfair or hurtful, how they can lead to bullying or limit opportunities, and learn ways to challenge them.[6]	Know that telling an adult about harmful behaviour is the right thing to do. Learn safe ways to step in as an active bystander and understand how supporting others can prevent harm, make people feel less alone, and have a positive impact on the situation.[7]	We learn that algorithms influence what appears in our searches and online feeds, and we practise thinking carefully about whether online information is trustworthy and accurate.[8]	How to check if online content is true and comes from a reliable source, understand how algorithms and echo chambers can influence what we see online, and know what to do if we see harmful content[9]	We learn to check whether the information we see online is true, think about whether it could cause harm, and understand that misinformation can be shared on purpose or by mistake.[10]	To recognise common hazards and fire risks, and explore practical ways to reduce danger by making safe choices and following safety rules

[6] Step In content will deliver this
[7] Step In content will deliver this
[8] Step In content will deliver this
[9] Step In content will deliver this
[10] Step In content will deliver this

	DfE Outcome	**Respectful, kind relationships -** What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	**Respectful, kind relationships -** 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.	**Wellbeing online -** How to understand the information they find online, including from search engines, and know how information is selected and targeted.	**Online safety and awareness -** 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 his.	**Wellbeing online -** 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.	**Personal safety -** About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.

Vocabulary Word Banks – examples of some key words.

Key Stage 1	Key Stage 2
1. Appropriate	1. Abuse
2. Behaviour	2. Active lifestyle
3. Belonging	3. Appropriate/Inappropriate
4. Boundaries	4. Boundaries
5. Bullying	5. Bullying
6. Care	6. Buttocks
7. Calm	7. Bystander
8. Challenge	8. Characteristic
9. Characteristics	9. Charity
10. Check up	10. Chest
11. Choice	11. Civil partnership
12. Comfortable	12. Community
13. Confidence	13. Conflict
14. Dealing with disagreements	14. Consent/permission
15. Differences	15. Culture
16. Duty bearer	16. Cyber-bullying
17. Emotions	17. Diet
18. Environment	18. Discrimination
19. Family	19. Diversity
20. Feelings	20. Emotions
21. Friendship	21. Equality
22. Guide	22. Fact
23. Hardship	23. Family/Family unit
24. Happy	24. Friendship
25. Healthy	25. Happiness
26. Help	26. Healthy
27. Honesty	27. Harmful
28. Hygiene	28. Hygiene
29. Identity	29. Identity
30. Information	30. Illegal
31. Interests	31. Isolated
32. Joy	32. Kind
33. Kind	33. Legal
34. Love	34. Love
35. Listener	35. Manners
36. Nature	36. Marriage
37. Nutrition	37. Medicine
38. Online/ offline	38. Misogyny
39. Panic	39. Mental Health
40. People	40. Online
41. Permission	41. Oral hygiene
	42. Peer Pressure

42. Personal 43. Private 44. Problems 45. Public 46. Respect 47. Routine 48. Rules 49. Safe/Safety 50. Security 51. Self-care 52. Similarities 53. Sleep 54. Stereotype 55. Truthful 56. Trust 57. Trusted adults/grown ups 58. Unkind 59. Unhappy 60. Unhealthy 61. Values 62. Wellbeing 63. Worries	43. Penis 44. Personal boundaries 45. Privacy 46. Protection 47. Resolution 48. Respect 49. Respectful relationships 50. Risk 51. Routine 52. Safe 53. Secrets 54. Security 55. Self - esteem 56. Self-care 57. Self-respect 58. Social media 59. Social skills 60. Stable/Stability 61. Stereotype 62. Strategy 63. Scrotum 64. Tooth decay 65. Trusted adult 66. Testicles 67. Trustworthiness 68. Unhappy 69. Unkind 70. Unsafe 71. Vaccination 72. Vulva 73. Vagina 74. Wellbeing 75. Worry

Padlet of resources

A padlet of free resources has been created for all RSHE network leads to access and add to. Schools should contact Danielle Vorley at Danielle.vorley@redbridge.gov.uk for access details.

Curriculum Delivery

As per DfE training offered to schools we recommend using a depersonalised/distancing approach to teaching. Case studies, Scenario cards, Fiction, and the use of third person "sometimes" and "some people" when talking about sensitive subjects reinforces a depersonalised approached. For example, using phases such as "when someone has a

relationship" rather than "when you have a relationship" takes the emphasis away from the child/young person. Teachers should never be tempted to illustrate the lesson with anecdotes/examples from their own lives. Teaching methods should emphasise a safe, non-judgemental climate, ground rules, distancing techniques, and interactive learning. Lessons are differentiated to meet students' needs. Selected resources are evidence-based, age-appropriate and regularly reviewed to ensure factual accuracy, impartiality and alignment with legal duties

Equality, Inclusion and Faith Sensitivity

RSHE should be accessible to all students, including those with SEND, through appropriate differentiation and reasonable adjustments. Through effective teaching and learning of Relationships and Health Education, a culture of mutual respect, strong sense of community, and a sense of responsibility can be cultivated.

Teaching will be sensitive and inclusive, with respect for the diverse backgrounds and beliefs of students and parents/carers. Teachers may acknowledge that students hold a range of beliefs while clarifying that the purpose of lessons is to provide accurate information and a safe space for questions. Students retain the right to pass on discussing anything they do not wish to discuss. *For some children, it might be forbidden to discuss sex and the human body, which may be seen as a private matter.*

Tricky questions in the classroom

Sometimes children and young people can ask unexpected, curious or sensitive questions. When this happens, teachers will respond to questions relating to the taught curriculum for the age group to the whole class; questions beyond this will be handled in a sensitive and age-appropriate way only to the child or children who have asked the question, where appropriate in consultation with a child's parent/carer. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it they will seek guidance from the PSHE leader.

What to remember?

- Questions do not need to be answered immediately.
- Safeguarding must always be a priority. If in doubt – shout.
- Always remain sensitive to discussions and be aware of the needs, backgrounds and experiences of those in the class.
- Children may raise topics including self-harm, eating disorders and suicide. In talking about this content in the classroom, teachers must be aware of the risks of encouraging or making these behaviours and acts seem a more viable option for

pupils and avoid material being instructive rather than preventative. To avoid this, they should take care to avoid giving instructions or methods of self-harm, suicide or eating disorders and avoid using emotive language, videos or images. No additional topics should be taught without the RSHE Lead/ Headteachers approval. Updated guidance states that a school can respond to emerging needs or issues in the school as new content, this is the responsibility of the RSHE Lead/Headteacher. Please see Policy for more information.

Sample responses

1. Have you ever had sex?

Remain emotionally neutral in your response. Refer to your Ground Rules/Charter and remind the Pupil personal questions are not appropriate and that everyone's privacy should be respected. Gently redirect the discussion back to the lesson. If you feel the question may indicate curiosity, misunderstanding, or a safeguarding need, consider speaking with the pupil privately after the lesson to check in and offer appropriate support.

2. But my family don't agree with that!

Remain emotionally neutral in your responses to Pupil. Thank them for their comments and emphasise that everyone can hold personal perspectives that may differ from others due to many influencing factors, remind them that any information you are giving is factual/lawful and provide them an opportunity to discuss with you away from the class should they choose to.

3. How are babies made? (Primary aged)

Primary response: respond positively with a calm and factual tone, to the Pupil and thank them for asking a good question, reiterate what we learn about in Primary school and if appropriate, link to the learning you are delivering e.g. what we are focusing on now is that babies grow in a special place inside the mother's body called the womb. If a child appears particularly curious or has further questions, consider following up with them after the lesson to ensure their understanding is appropriate and supported and inform families if needed.

4. Do all families need two parents?

Remind children that family units can all look and be different, but what is similar in most family units are the characteristics as outlined and taught in the guidance outcomes (Security, nurture, being there for each other, safety). Thank them for their question and emphasise that everyone can hold personal perspectives that may differ from others due

to many influencing factors, remind them that any information you are giving is factual/lawful and provide them an opportunity to discuss away from the class should they choose to.

5. Do you have to get married?

Explain that Marriage is a choice that some people choose to make, and this is a choice that some families/faiths encourage. Thank them for their question and emphasise that everyone can hold personal perspectives that may differ from others due to many influencing factors, remind them that any information you are giving is factual/lawful and provide them an opportunity to discuss away from the class should they choose to.

6. My parent says I can't play with certain toys because I am a boy/girl.

Explain that parents will often make lots of decisions for their children because they want to keep them safe and support their wellbeing. If appropriate you can reference the learning about stereotypes. Thank them for their question and emphasise that everyone can hold personal perspectives that may differ from others, people's views are shaped by many things, provide them an opportunity to discuss away from the class should they choose to.

7. Why do we wear clothes?

If appropriate reference personal hygiene routines and dignity/modesty.

8. Are you married?

Remain emotionally neutral in your response. Refer to your Ground Rules/Charter and remind the PUPIL personal questions are not appropriate and that everyone's privacy should be respected. Gently redirect the discussion back to the lesson.

9. Why do people die?

Remain emotionally neutral in your response, you can offer a holding response "there are many reasons, let's have a chat together in a moment" if possible, respond away from the whole class as this may be sensitive for the Pupil or the staff member. Respond factually referencing the life cycle of humans.

10. How can I leave a controlling relationship?

Remain emotionally neutral in your response and be aware that this may be a safeguarding concern. You can offer a holding response "that is a good question, shall we talk after class" If this is not an age-appropriate question you do not need to answer but ensure you have alerted safeguarding lead, or the question raised.

11. How do I use a tampon?

Remain calm and neutral in your responses to Pupil. Thank them for their comments and consider the age of the child and the appropriate response.

Primary – Tampons are usually used by older children, and they can find out more about sanitary wear options when they reach Secondary school, if appropriate redirecting them to what is appropriate for a primary aged child to use e.g. sanitary towel.

Secondary – Signpost to sanitary wear options and appropriate information whilst also encouraging the PUPIL to discuss with their trusted adults at home.

12. I get that you need a sperm and egg but how do they meet?

Primary response: respond positively to the Pupil and thank them for asking a good question, explain that they will find out more about this process in Secondary, and if appropriate, link to the learning you are delivering e.g. fertilisation and the growth of a baby in the womb.

13. If I never want kids, will I have sexual intercourse?

Primary response: respond calmly and positively to the Pupil and thank them for asking a good question, explain that they will find out more about this in Secondary school. "That's a thoughtful question—thank you for asking. As you get older, you'll learn more about relationships and how bodies work, including this topic, usually in secondary school."

Secondary response: respond calmy and neutral to the Pupil and thank them for asking a good question, explain that they will find out more about this in Year…[X] emphasise that everyone can make different choices for lots of reasons and those choices can be influenced by beliefs, values and experiences. If appropriate you may use a response such as "Whether someone chooses to have sexual relationships or have children is a personal decision, and the two are not always the same thing."

14. Can I have a baby if I don't have periods?

Primary response: respond positively to the Pupil and thank them for asking a good question, explain that they will find out more about this in Secondary school/year 5. Or if age appropriate and in line with your syllabus you may add a factual link to current learning about the menstruation cycle. Do not discuss sexual intercourse/human reproduction at Primary school with any child that has been withdrawn from non-statutory sex education.

Secondary: Respond calmy and neutral to the Pupil and thank them for asking a good question, explain that they will find out more about this in Year…[X] where you will explore

how the menstruation cycle is linked to preparing a body for pregnancy but also other fertility options.

15. Do boys have wet dreams from thinking about sexual thoughts?

Y5 upwards - Respond positively and calmly to the pupil and thank them for asking a good question, explain the Scientific facts related to nocturnal emissions at the start of puberty.

16. Can you have a baby though your bum?

Primary response: respond calmly to the Pupil and thank them for asking a good question, explain that they will find out more about how a child is born when they are older, if appropriate link back KS2 optional Sex Education about what we do know, that teaches about how a baby grows within the womb, gently bring the focus back to the lesson.

17. How does a family work if it's two mums?

Remind children that family units can all look and be different, but what is similar in most family units are the characteristics as outlined and taught in the guidance outcomes (Security, nurture, being there for each other). Thank them for their question and emphasise that everyone can hold personal perspectives that may differ from others due to many influencing factors, remind them that any information you are giving is factual/lawful and provide them an opportunity to discuss away from the class should they choose to.

Sample ground rules

As a UNICEF Child Friendly Borough, Redbridge recognises the importance of working with children and creating a safe, non-judgemental environment where adults and children are confident that they will be respected. Ground rules/RSHE Charters are very important in establishing a safe learning environment for the pupils as well as the teachers. Knowing that these are in place also gives reassurance to the families and ensures consistency in the way that discussions and lessons may be structured.

The ground rules/charters should be developed with the children and young people so that they have a sense of ownership and collaboration and feel they have been valued in the creation of them as opposed to them being imposed upon them. However, it is recommended that schools include coverage of the sampled rules below.

The ground rules will cover the following areas:

- Appropriate use of language.

- The asking and answering of personal questions and confidentiality limits.
- Strategies for checking or accessing information.
- The question "What do you need to feel safe?"

In primary school you may choose to use an acrostic style approach to help create your rules some examples from other boroughs are below, alternatively all settings may prefer a different style, see examples below.

Acrostic Style

"G -giggling is okay "R – respect

R – respect what others say/believe – no put downs
O – openness

O – okay to pass C – confidential

U – understand others – be kind, sensitive and respect the differences of others
K – kindness"

N – no personal questions to peers or teachers

D – discuss topics responsibly and factually"

Shared agreement

- We join in and ask questions if we want to
- We make sure that everybody feels listened to
- We make sure everybody feels ok – we don't put people down
- We use the correct vocabulary, when possible, if we are unsure, we ask the teacher
- We keep the conversation in the room
- We know that we can ask for further help or advice if we want to

Rights and Responsibilities

- Everybody has the right to feel listened to
- Everybody has the right to join in and speak if they want to (how will you agree the right to pass?)
- We have the responsibility to ensure people do not feel judged or 'put down'

- We have responsibility to use the correct vocabulary so as not to cause offence
- Everybody has the responsibility to keep confidentiality
- Everybody has the right to seek help or advice if they want to

Anonymous questions

The use of an anonymous talk box is good practice within RSHE lessons. This enables the learning environment to be safe and creates opportunities for pupils to ask questions in a discreet way rather than in front of the whole class. This also enables teachers time to consider a response. Only age-appropriate questions should be answered. See Tricky questions section for further guidance.

Annex 1 - Model RSHE Policy

Redbridge FSD & Local Offer | Relationship, Sex and Health Education (RSHE) Policy and Syllabus

Appendix 3

Long Term Plans/Curriculum Overview by Year Group

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Relationships	**Wellbeing**	**Relationships**	**Online awareness**	**Wellbeing**	**Being safe**
Lesson 1	To know what makes us special and what is special about others in our class. To understand that they can expect to be treated with respect by others and the importance of respecting others, including those who are different. (In character, personality, background, different preferences and beliefs, etc).	To know that washing our hands can stop germs from spreading and keeps us healthy.	To understand how families provide love and safety to babies and children.	To learn how and why to tell a trusted adult about something online that makes us feel worried.	To understand why screen free time is good for you.	To understand which parts of our body are private. NSPCC PANTS rule.
Lesson 2	To learn ways to be a good friend and listener and how to work well with others.	To understand how spending time outside and in nature can make us feel good.	To understand the roles in different family structures and why these sometimes change. To understand why families spend time	To know that not everything online is true or safe. To learn that we should tell our trusted adults if we see or	To know how to keep our body safe from the sun.	To understand why it is important to respect other people's bodies. To know that each person's body belongs to them and the differences between

			together and how they show care.	hear something that worries us.		appropriate or inappropriate or unsafe contact. NSPCC Pants Rule.
Lesson 3	To learn the qualities of a good friend. To learn how to be a good friend and how friendships make us feel happy and safe.	To learn that moving and playing everyday helps keep our bodies strong and our minds happy.	To understand how being honest, kind and truthful help us to make strong and happy friendships.		To learn how to brush our teeth well, twice a day with toothpaste. To learn why it is important to visit the dentist.	To recognise the difference between safe surprises and unsafe secrets. To understand 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.
Lesson 4	To recognise kind and unkind behaviour. To understand how kindness makes people feel and to develop skills to build caring friendships.	To recognise the difference between activities we do in public and activities we do in private (e.g. hygiene routines, using the toilet, clothing).	To understand how I can tell others what I need and how I feel in a respectful way.			To explore simple changes like getting taller, stronger, and learning new skills and that these changes happen as we get older.

Lesson 5	To know how we make friends and who can help us if we are finding it hard.	To learn that our trusted adults are people who keep us safe and help us when we need it.	To understand that it is important to listen to what other people think and feel. To understand why everyone can't always have exactly what they want.			
Lesson 6	To understand why it is important to take turns and solve problems calmly. To know what to do if someone gets hurt during a falling out.	To name a variety of emotions and how they make us feel and act.	To learn that everyone likes different games and activities and that it is ok for someone to say "no" and why we should listen to them.			

Year 2	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Relationships	**Wellbeing**	**Community**	**Online awareness**	**Wellbeing**	**Being safe**
Lesson 1	To explore how showing respect, being trustworthy and sharing interests and experiences helps friendships grow and helps everyone feel included.	To learn how to wash their hands and keep clean to stop germs from spreading and keep them healthy.	To explore how using kind words and gentle actions helps make our classroom a safe and happy place for everyone.	To explore how to enjoy being online safely, by noticing when something doesn't feel right and knowing what to do.	To explore how careful actions, like stopping and looking and staying close to an adult, help keep us safe near roads and water.	To understand what feeling safe looks and feels like, so they can recognise unsafe situations and practise ways to keep asking trusted adults for help until they feel safe.

Lesson 2	To learn that their friendships can sometimes have problems, and how sorting them out can make the friendship stronger.	To understand that looking after your wellbeing means doing things that help you feel good and stay healthy. (moving their body, helping their community, being kind and sharing with others, having caring friendships).	To learn how to use good manners and polite words in different situations, like saying please, thank you, and listening to others	To choose games and videos that are right for their age and remember trusted grown-ups can help them check what's suitable so they can stay safe and have fun.	Learn that walking to school, playing games, PE lessons and active hobbies are fun and important ways to stay happy and healthy.	To understand which parts of our body are private (penis, vulva - the areas covered by my underwear). NSPCC Pants Rule.
Lesson 3	To recognise that having no friends or fewer friends at times can make us feel sad, and that telling a trusted adult about it can help us feel supported.	To learn about different feelings, how they can affect our bodies and actions, and whether they help us feel calm or full of energy.	To understand that families of other children in school or around the world, can look different but all families can show love and care.	To learn to tell my trusted adults if something or someone online makes me feel worried, sad or is not appropriate.	To know what foods help us stay healthy and strong (eat well guide to understand the mix of food groups provide energy).	To learn that their body belongs to them, and understand how to get help by telling a trusted adult if touch does not feel safe or comfortable. NSPCC Pants Rule.
Lesson 4	To understand that our actions can make people feel happy or sad and if something doesn't feel right, we	To learn that big changes, like moving house or losing something (or someone) special, can bring lots of different feelings, and that	To explore how families care for one another and how helping each other can make people feel happy and supported.		To understand who the emergency services are and how they help and learn to share personal information when it is needed to keep safe.	

	can tell a trusted grown up.	talking to a trusted adult can help us feel supported.				

Lesson 5	To learn to say what feels right for us and to listen when others share what feels right for them, so everyone feels safe and respected.		To understand what can make family relationships safe, kind and caring.			
Lesson 6	To understand that they should tell a trusted grown up if they feel unhappy or worried about themselves or someone else.		To learn that sometimes people have fixed ideas (called stereotypes) about toys, jobs or stories, and understand that everyone can like and do different things.			

Year 3	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Relationships	**Wellbeing**	**Community**	**Online awareness**	**Relationships**	**Being safe**
Lesson 1	To explore how friendships help them to feel happy, safe and supported and explore how people choose friends based on	To notice when their feelings change from how they normally feel and know who they can talk to so they can feel calm and supported again.	To understand how family relationships can support children to feel safe, loved and cared for as they grow.	To know how to check if online information is safe and trustworthy, recognise harmful content or contact, and know when and	To understand that bullying, including online bullying, can hurt people and make them feel sad or worried for a long time and how to	To understand the difference between safe surprises and unsafe secrets, and to feel confident sharing anything that causes

	shared interests, trust and kindness.			how to tell a trusted adult.	get help for themselves or a friend.	worry or discomfort with a trusted adult.
Lesson 2	To recognise how actions affect others' feelings and learn to build positive friendships through cooperation, active listening, and empathy.	To know how to make a meal that helps you stay healthy (balanced diet).	To understand how duty bearers —like family, teachers or others—help children feel safe and supported as they grow up.	To notice when online information might not look right, to ask questions about what we see, and to talk to a trusted adult if something seems confusing or worrying.	To learn how to respond to a person that they do not know (including online).	Explore how individuals can seek help when feeling worried or unsure, and identify a range of trusted people they can turn to for support.
Lesson 3	To learn how to make safe and confident choices and respond positively when others encourage them to do something that does not feel right.	To understand how a poor diet, with too much sugar can lead to tooth decay.	To know what the school values mean and how they help us show good manners and politeness to others.	To learn that websites use rules to decide what we see, and we begin to ask questions about the information we find online.	To understand how people can show respect and kindness to themselves and others, and how to value and celebrate different choices, likes, and beliefs	To recognise appropriate and inappropriate contact, understand what feels safe, and feel confident saying 'no' and speaking to a trusted adult.
Lesson 4	To understand how people express feelings and respect boundaries through	To learn that taking care of our teeth by brushing them well twice a day and	To understand how valuing ourselves helps us feel happy and confident, and to	To understand what social media is (places where people share and chat online) and		To learn how to ask for help for themselves or a friend and keep

	listening and clear communication	finding ways to keep our mouths healthy, and going to the dentist helps us spot problems early and keep our smiles strong.	explore ways to build self-esteem by trying new skills and activities.	that age rules (currently 16) that protect children from seeing things that aren't suitable.		asking until someone listens.

Lesson 5	To learn our responsibility in understanding what bullying Is and what a bystander is (including cyber bullying).	To learn that the sun can be helpful but also strong, and that too much sun can hurt our skin. We find out how to stay safe in the sun, such as wearing a hat, sunglasses, using sunscreen and taking breaks in the shade.	To know what dangers look like at home and school, like hot things that can burn or sharp objects that can hurt. To understand ways to stay safe, such as not touching matches or going near fires and asking a grown-up for help.	To explore how online communication can impact others' feelings and learn to make positive choices by showing kindness, respect, and thinking carefully before they act (e.g. considering 'would I say this face to face?')		
Lesson 6	To develop an awareness of their own and others' feelings and learn to express them clearly, seeking support from trusted adults when needed.			To understand that real-life friendships are very important. Online chats can be fun, but spending time with friends in person helps us feel close and happy.		

Year 4	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Relationships	**Wellbeing**	**Community**	**Online awareness**	**Wellbeing**	**Being safe**
Lesson 1	To explore how loyalty, generosity and honesty strengthen friendships, and learn	To learn that looking after your wellbeing means doing things that help your body	To learn that spending time with friends face to face helps us build strong friendships, feel	To know that most people use the internet every day and discuss the benefits it	To understand what germs are (including bacteria and viruses), how they spread, and	To understand that privacy means having things that belong just to them—like their

	age-appropriate ways to be a supportive and trustworthy friend.	and mind feel good. (Playing and moving their body, being in nature, helping their community, and being kind, resting and relaxing, time with friends and family).	connected and enjoy the company of others.	brings (fun, connecting) but also the not so good things (untrue information, unkind messages)	why personal hygiene—like handwashing—helps prevent illness.	thoughts, body, and some information about them. To explore examples of how adults and children maintain privacy (e.g. digital footprint, boundaries, legal responsibilities, building trust).
Lesson 2	To recognise unkind or unhelpful behaviours in friendships, develop awareness of their feelings, and know how to seek support from trusted adults.	To know how to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	We can celebrate that every family is unique and recognise that all families—whatever they look like—can provide love, care and support. (Examples of families include single-parent families, same-sex parents, families headed by grandparents, young carers. Adoptive parents and poster parents/carers).	To understand that things shared online (pictures, words, videos) can be seen by others and may be passed on. To recognise that once we share something online it is difficult to control who sees it.	To understand what First Aid means and know simple steps of basic first aid and that staying calm and telling an adult if someone is hurt is important.	To understand that their body belongs to them and begin to recognise personal boundaries. Identify the difference between friendly touch and unsafe contact (including hitting, pushing, unwanted touch) and know they can tell an adult if someone ignores their boundaries.

Lesson 3	To understand that friendships can face challenges, and that respectful communication, empathy, and problem-solving can help repair and strengthen relationships.	To understand that feeling left out or alone can make children sad or worried and they should talk to a trusted adult if they feel lonely or miss someone.	To understand what a stereotype is, how they can be unfair or hurtful, and how to challenge a stereotype in a kind and fair way.	To understand why it's important to balance screen time with other activities. To learn that positive content can make us feel good and negative content can make us feel upset and how too much time online can affect mood and health.	To understand when it is important to contact emergency services and to practise sharing clear information, including personal details, to get help quickly.	To know that if something or someone makes them feel worried, unsafe, or bad inside, whether in real life or online, they should tell a trusted adult straight away and keep telling until they are heard.
Lesson 4	To recognise that friendships can change and that having fewer friends at times can make people feel lonely and learn ways to talk about these feelings and help ourselves and others feel included.	To understand why good sleep is important for keeping our body and mind healthy, and to identify simple habits that support better sleep, such as a bedtime routine and reducing screen use before bed.	To know where to ask for help for themselves or a friend and keep asking until someone listens.	To know how to make sure you do not pressure others into doing something online that they are uncomfortable with or that could make them feel unsafe.	To learn that a healthy relationship with food includes enjoying a variety of foods, listening to our body's hunger and fullness signals, and feeling relaxed and confident about eating, helping us stay strong, energised, and feel good about ourselves.	

Lesson 5	To learn how to talk kindly, solve problems without fighting, say what you need, and handle feelings like being upset or disappointed.	To explore how vaccines and immunisations play an important role in protecting individual and community health. (Could deliver this lesson when school delivers flu vaccinations).	To know how to respond when someone says "no" and identify ways to respect boundaries in both offline and online settings (e.g. stopping when asked, changing the activity, offering alternatives, or respecting gaming preferences).	To learn that bullying and abuse online can hurt people and make them feel sad or worried for a long time and how to get help for themselves or a friend.	To learn that some things, like cigarettes and nicotine can harm our bodies and make us unwell and recognise that some substances are not safe for children.	
Lesson 6	To learn how to recognise different types of bullying, why bullying happens, what to do if you see it (including online), and how to support someone being bullied.		To know how to spot dangers and keep safe around roads, railways and water. To learn rules like the Green Cross Code, why level crossings are important, and how the Water Safety Code helps prevent accidents		To understand that children have the right to play and exercise. To learn how not moving enough can sometimes impact our health such as feeling tired or unhealthy (including obesity).	

Parent and child workshop – To help parents feel confident in preparing their child for the physical and emotional changes linked to menstruation.

Developing Bodies: 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

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Relationships	**Wellbeing**	**Community**	**Online awareness**	**Wellbeing**	**Growing up and being safe**
Lesson 1	To understand how friendships contribute to emotional wellbeing and a sense of belonging by exploring how shared values, trust, and respectful communication influence the way friendships are formed and maintained.	To learn how our feelings can affect what we do and how we get along with others, and ways to regulate ourselves when emotions feel strong.	To explain how different people—such as family members, teachers, carers or community leaders—help them feel safe, supported and respected, and understand why these relationships are important as they grow older	To know why social media age rules (currently 16) exist and how they protect children from unsafe or unhealthy content and from talking to strangers who might not be who they say they are.	To understand that an active lifestyle means moving our body regularly and making positive choices that support our health and wellbeing, while also bringing enjoyment through active hobbies and healthy habits.	To understand that during puberty, their body changes and so might their personal hygiene routine. Learn why washing regularly, using deodorant, and keeping clean helps prevent germs and bacteria and supports health and confidence.
Lesson 2	To understand that balancing different people's needs can be challenging, and to learn ways to work together even when opinions or priorities differ.	To understand the importance of discussing worries or concerns to a trusted adult to aid living a happy life.	To recognise when feelings of discomfort, unhappiness, or unsafety arise in family relationships, be able to name those feelings, and know how to ask a trusted adult for help.	To understand that age restrictions are on some apps, computer games and online gaming and gambling sites to protect their wellbeing and protect them from harmful content encouraging their online experiences to be positive.	To explore how poor sleep can make people feel tired, upset, or less able to concentrate and discuss what habits can help improve sleep.	To understand the emotional and physical changes that happen to males and females during puberty and how a trusted adult can support in understanding these changes as they are experienced. (Dfe language for body parts may be

						introduced here as you discuss changes)[11]
Lesson 3	To understand that problems can be solved without violence and to explore peaceful ways to solve problems by listening, talking and compromise.	To understand that many people sometimes find their thoughts and feelings hard to manage, and that getting support early can help things improve and make people feel better.	To know that marriage is a special way two people show love and commitment to each other. It is recognised by law and is meant to be lifelong, helping people feel safe, supported and cared for.	To recognise that being online can help us stay in touch with friends, but also why it's important to maintain real life friendships too. Explore the good and bad sides of using the internet to connect with others.	To understand what makes a balanced diet and why it matters - introduce calories as the energy in food that our body uses to move and grow and what each food group provides our mind and body.	To learn what happens in the body during the menstrual cycle and the feelings that might come with it. Understand that these changes are a part of growing up and know who they can talk to for help and support.
Lesson 4	To learn how to be assertive (speak up calmly and clearly), express needs, and manage feelings like frustration without hurting others.	To recognise that change and loss, including when someone dies can bring many feelings (or not feeling). People cope with grief in different ways and there is no right or wrong way to grieve.	To learn that everyone's body belongs to them, that 'no' should always be respected, and how to spot unsafe situations, including online requests for pictures and know who to talk to and how to get help.	To explain why respect is important in online interactions, including how anonymity can lead to unkind behaviour, and describe ways to avoid pressuring others to share personal information or images.		To explore the human life cycle from birth to adulthood and understand that puberty is a stage within this when bodies start to develop in new ways.

[11] e.g. Vulva, Vagina, Penis, Nipples, Scrotum and Testicles may change size and shape and we should keep our private parts clean as we sweat more during puberty.

		Grief is not always about death.				

Lesson 5	To understand the difference between speaking up confidently and kindly, and trying to control others, and to explore how being kind to others can also include respecting our own needs.	To practise simple first aid steps for common injuries including nosebleeds and bumps to the head. To understand when to call for help and why it's important to stay with the person until help arrives.	To understand what a stereotype is, why stereotypes can be unfair or hurtful, how they can lead to bullying, and learn ways to challenge them so everyone is treated fairly.	To know they have the right to keep their personal information private, to choose what is shared, and to say "yes" or "no" when someone asks for their information or pictures.		To name which parts of a body are private (penis, vulva, vagina, testicles, scrotum, and nipples) and can practise ways to say "no" and tell a trusted adult if someone ignores their boundaries.
Lesson 6	To recognise the qualities of a healthy relationship and understand how these help us notice when someone is not being kind, respectful, or safe.	To learn how different substances can affect health, including how medicines can be used safely with a trusted adult, and why substances such as alcohol and illegal drugs can be harmful				To recognise different forms of abuse and unsafe situations both online and offline and learn simple language for reporting this abuse or feelings.

Year 6	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Relationships	**Wellbeing**	**Community**	**Online awareness**	**Wellbeing**	**Well-being and online awareness**
Lesson 1	To explain how trust in friendships develops over time through	To understand that self-care is important for their wellbeing.	To understand that bullying, including online bullying, can	To discuss the risks of online gaming such as being tricked into	To know that regular physical activity helps to keep the body and mind	To learn how stereotypes can affect people's lives. Explore

	consistency, reliability, and emotional safety, and describe what a sense of belonging looks and feels like within a friendship.	This can include keeping their mind and body strong with regular physical activity and time in nature, feel connected by helping their community, making time for rest and relaxation, time with friends and families, enjoying hobbies and interests, limiting time online).	cause lasting emotional harm and affect confidence and friendships and explore safe and responsible ways to respond bullying.	losing money through scams, spending real money and understanding that playing too much can make it hard to stop.	healthy. Plan how to include it in daily and weekly routines and understand that different activities can be moderate or vigorous and why variety matters.	why stereotypes are unfair or hurtful, how they can lead to bullying or limit opportunities, and learn ways to challenge them. STEP IN CONTENT
Lesson 2	To understand that friendships can face challenges, and that respectful communication, empathy, and problem-solving can help repair and strengthen relationships.	To know when and where to get help if they notice signs in themselves or others such as feeling upset or worried for a long time, getting angry or sad very easily, any problems online, finding it hard to regulate their emotions. Understand that asking for help early can make things better.	To explain how families help children to grow up feeling safe, loved and supported, and understand why love, security and stability are important for their wellbeing.	To learn how to use the internet safely by following rules, keeping personal details private, and turning off location settings. Understand how to spot harmful content or contact and how to report it.	To learn that strong sun can damage our skin and that this can lead to long-term health problems including skin cancer. We explore why using sunscreen, wearing protective clothing, and limiting time in strong sun helps to protect our health now and in the future.	To know that telling an adult about harmful behaviour is the right thing to do. Learn safe ways to step in as an active bystander and understand how supporting others can prevent harm, make people feel less alone, and have a positive impact on the situation. STEP IN CONTENT

Lesson 3	To know how to manage conflicts constructively by recognising emotions, communicating assertively, and applying problem-solving strategies to reach fair and respectful solutions.	To understand that they might not feel happy all the time. Feelings of worry and feeling down happen to everyone at different times and do not always mean someone has a mental health problem. To discuss ways to cope and that talking to a trusted adult can help.	To learn that marriage and civil partnerships (Religious and Humanist) are special ways two people show love and commitment to each other. These relationships are recognised by law and are meant to be lifelong, helping people feel safe, supported and cared for. There are different rules in Northern Ireland.	To understand that once content is shared online, it can be copied, saved, and circulated widely, and there is no way to delete it everywhere. This loss of control over personal information can affect our privacy.	To understand how food and drink choices affect health, including how too much sugar or fat can harm the body over time—such as increasing the risk of obesity and tooth decay—and how alcohol can damage the body and affect overall health.	To learn that algorithms influence what appears in our searches and online feeds, and we practise thinking carefully about whether online information is trustworthy and accurate. STEP IN CONTENT
Lesson 4	To explain why it is important to set boundaries, and demonstrate strategies for seeking help and making positive choices about friendships.	To explore the difference between being alone and feeling alone, recognise what can influence these feelings and identify ways to seek support and feel connected.	To explore how respecting differences helps friendships and communities and understand that empathy and respect can be shown even when people disagree.	To learn how to recognise online harassment and feel confident asking a trusted adult for help.	To understand that smoking, vaping, drinking alcohol, and taking drugs can damage health. These substances can cause serious problems, like addiction, which means your body starts to need them. Nicotine, found in cigarettes, vapes, and nicotine pouches, is very addictive.	To check if online content is true and comes from a reliable source, understand how algorithms and echo chambers can influence what we see online, and know what to do if we see harmful content. STEP IN CONTENT

Lesson 5	To identify the difference between secrets and surprises. To explain why some secrets are unsafe (include links to bullying, abuse, requests for private information) and that they have multiple sources of help and ways to report.	To learn how to stop and think when feelings feel big, and choose reactions that fit the situation and keep everyone safe.	To learn how polite language, respectful tone, and positive behaviour help build healthy relationships and keep everyone safe including online communication.	To recognise different forms of abuse and unsafe situations both online and offline and learn simple language for reporting this abuse or feelings of being unsafe.	To notice when something about their body changes such as unexplained weight loss, and that telling a trusted adult can help them to stay healthy.	To check whether the information we see online is true, think about whether it could cause harm, and understand that misinformation can be shared on purpose or by mistake. STEP IN CONTENT
Lesson 6	To explore strategies such as active listening, compromise, and managing disagreements respectfully in varying contexts to improve or support their relationships.	To understand how and when we can implement a good oral hygiene routine and recognise how brushing twice a day with fluoride toothpaste is beneficial.	To understand that respecting yourself helps you feel happy and confident. Explore ways to build self-esteem by setting personal goals and trying new skills, hobbies, or challenges.	To understand that consent applies to all interactions, including online. Know that any request for private images is unsafe, and practise how to report concerns to trusted adults.	To understand the importance of speaking to a trusted adult if they have questions or worry about their health and seeking support can help their worries get better.	To recognise common hazards and fire risks, and explore practical ways to reduce danger by making safe choices and following safety rules.

Appendix 4

DfE Guidance for teaching Relationships, Sex and Health Education 2025.

[Relationships Education, Relationships and Sex Education and Health Education guidance]

Appendix 5

Overview of DfE Outcome for Primary 2025.

	By the end of Primary School Students should
National Curriculum Objectives RSE	**Families and people who care for me** • That families are important for children growing up safe and happy because they can provide love, security and stability. • 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. • 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. • That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. • That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. **Caring friendships** • How important friendships are in making us feel happy and secure, and how people choose and make friends. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Students should learn skills for developing caring, kind friendships. • 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. • 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. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • How to manage conflict, and that resorting to violence is never right. • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. **Respectful, kind relationships** • How to pay attention to the needs and preferences of others, including in families and friendships. Students should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • 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. • 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. • 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. • Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. • The conventions of courtesy and manners.

	• 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. • 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. • What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. **Online safety and awareness** • 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. • 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. • 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. • The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • 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. • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. **Being Safe** • 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. • 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. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. • 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. • 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.

Appendix 6

Policy Consultation Summary and overview of engagement with Parents and Students.

Appendix 7
Redbridge definitions of Islamophobia and Anti Semitism

Islamophobia

Anti-Muslim hostility is intentionally engaging in, assisting or encouraging criminal acts – including acts of violence, vandalism, harassment, or intimidation, whether physical, verbal, written or electronically communicated – that are directed at Muslims because of their religion or at those who are perceived to be Muslim, including where that perception is based on assumptions about ethnicity, race or appearance.

It is also the prejudicial stereotyping of Muslims, or people perceived to be Muslim including because of their ethnic or racial backgrounds or their appearance, and treating them as a collective group defined by fixed and negative characteristics, with the intention of encouraging hatred against them, irrespective of their actual opinions, beliefs or actions as individuals.

It is engaging in unlawful discrimination where the relevant conduct – including the creation or use of practices and biases within institutions – is intended to disadvantage Muslims in public and economic life.

Anti-Semitism

Anti-Semitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of anti-Semitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities.