



Relationships, Health Education (RHE) Policy

Signed:	
	Scott Metcalfe - Chair of Governors

Signed:	
	David Walton-Jonas - Headteacher

Reviewed – September 2026	Next Review – September 2027
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Pending Ratification

1. Aims

The aims of relationships, sex and health education (RHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture and promote healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#). We must also teach health education.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RHE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Broadway Junior School, we teach RHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.

3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy.
4. Pupil consultation – we investigated what exactly pupils want from their RHE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

For the purpose of this policy:

Relationships and health education will:

- Teach the skills and knowledge that form the building blocks of all positive relationships
- Support children from the start of their education to grow into kind, caring adults who:
 - Have respect for others
 - Know how to keep themselves safe
 - Have emotional awareness
- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health

5. Curriculum

Our RHE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. Teaching will be developed to ensure the curriculum is accessible for pupils with SEND.

We will share all curriculum materials with parents and carers on request.

6. Delivery of RHE

RHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RHE are taught within the science curriculum, and other aspects are included in religious education (RE).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work

➤ Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

Relationships education focuses on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe, including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Health education will:

- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing

The statutory [guidance](#) recommends that primary schools teach sex education in year 5 and/or year 6, in line with content about conception and birth in the science curriculum. Primary sex education taught in Year 5 and Year 6, will be taught in line with the National Curriculum for science, and focus on:

- The main external body parts
- The human body as it grows from birth to old age (including puberty)
- Reproduction in some plants and animals
- How a baby is conceived (in line with the factual curriculum of conception set out in the science curriculum)

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

Pupils will be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued.

For more information about our RHE curriculum, see Appendices 1 and 2.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is accessible to pupils with SEND
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions

- Digital formats

While giving careful consideration to the level of differentiation needed.

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide a representative sample of the resources that the school plans to use.

We will ensure that parents/carers are able to view all curriculum materials used to teach RHE on request.

Parents/carers are not able to veto curriculum content.

We will comply with any applicable copyright laws when sharing resources with parents or carers, and will include a statement that parents agree to as a condition of access that the content should not be copied or shared further except as authorised under copyright law.

7. Use of external organisations and curriculum materials

Whilst the school may work with external organisations to deliver the curriculum, it remains responsible for the content and the way in which pupils are taught.

We will make sure that any agency and any materials used are accurate, age and stage-appropriate, and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RHE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Are accessible for all pupils, including those with SEND
 - Are sensitive to pupils' needs

Comply with:

- This policy
- The [Teachers' Standards](#)
- The [Equality Act 2010](#)
- The [Human Rights Act 1998](#)
- The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials and lesson plans that the agency may use
- Know the named individuals who will be there, check the credentials of the visitor and/or visiting organisation, and follow our usual safeguarding procedures for these people
- Make sure the visitor understands and agrees in advance:
 - How confidentiality will work in any lesson
 - How safeguarding reports should be dealt with, in line with our school policies
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers
- Consult parents/carers on the content of external resources on the topic of biological sex and gender reassignment in advance and make all materials available to them on request
- Avoid materials that use cartoons or diagrams that oversimplify the topics of biological sex and gender reassignment, that could be interpreted as being aimed

at younger children, or that perpetuate stereotypes or encourage pupils to question their gender

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers. The school will communicate to agencies that it is legally obliged to have regard to the expectation that all content can be shared with parents and carers

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RHE policy, and hold the headteacher to account for its implementation.

The governing board will ensure that:

- All pupils make progress in achieving the expected educational outcomes
- Teaching is accessible to all pupils with SEND
- Curriculum content and teaching materials are aligned with the guidance
- Clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education

8.2 The headteacher

The headteacher is responsible for making sure that RHE is taught consistently across the school and for sharing all resources and materials with parents and carers.

8.3 Staff

Staff are responsible for:

- Delivering RHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual pupils
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour and stereotypes

- Where misogynistic ideas are expressed at school, challenging the ideas, rather than the person expressing them
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) – David Walton-Jonas, Headteacher

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the headteacher. The delivery of RHE is a shared responsibility across the whole school. All members of staff are expected to contribute to the teaching and reinforcement of RHE, both through planned curriculum provision and through opportunities arising within the wider school environment. Staff should model and promote the knowledge, skills, attitudes and behaviours that underpin effective RHE.

8.4 Pupils

Pupils are expected to engage fully in RHE and, when discussing issues related to RHE, treat others with respect and sensitivity.

9. Parents' right to withdraw

In accordance with statutory guidance, parents and carers do not have the right to withdraw their child from Relationships Education or Health Education. The school's RHE programme does not include additional non-statutory sex education; the biological aspects of sex education are taught as part of the statutory Science curriculum.

As such, the content relating to human reproduction and other statutory biological aspects of sex education forms part of the Science curriculum and is compulsory for all pupils. Parents and carers cannot withdraw their child from statutory Science lessons.

The school will ensure that parents and carers are informed about the content and purpose of the RHE curriculum and will provide opportunities for them to discuss any questions or concerns with the school.

10. Training

Staff are trained on the delivery of RHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RHE.

11. Monitoring arrangements

The delivery of RHE is monitored by SLT through:

- Learning walks
- Pupil voice
- Short tests or quizzes
- Written tasks
- Discussions and activities
- Self-evaluation/reflection
- Teacher feedback and observations
- Staff questionnaires

Pupils' development in RHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the RHE lead annually. At every review, the policy will be approved by the governing board and the headteacher.

Appendix 1: Curriculum Map

Full progression of skills and knowledge (Y3-6) can be found here:

<https://www.kapowprimary.com/subject-curriculum/rse-pshe/?sc-version=current&curriculum-type=standard&curriculum-tab=psk>

Long term plan/outline can be found here:

<https://www.kapowprimary.com/subject-curriculum/rse-pshe/?sc-version=current&curriculum-type=standard>

Our bespoke school overview is outlined below.

PSHE Planning Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<u>My healthy self: How can I take care of my mind and body?</u> Examining the connection between the mind and body by recognising and describing a wide range of emotions and feelings. Pupils identify habits that support healthy sleep, consider the impact of bullying on wellbeing and learn how and where to	<u>Connecting with others: What helps us feel safe and included?</u> Recognising their own strengths, qualities and boundaries, pupils develop self-worth and confidence in expressing themselves respectfully. Pupils explore how families and friendships provide support,	<u>The online world: How should we communicate online?</u> Exploring online and in-person communication, including respectful behaviour, misunderstandings and how communication can affect safety online. Pupils identify unsafe online situations, consider how to respond to online bullying and apply their	<u>Citizenship: What rights and responsibilities do we have?</u> Learning about rights, responsibilities and citizenship by exploring children's rights, human rights and why they matter. Pupils explore how responsible choices support people and the environment, including reducing waste and understanding how	<u>Health protection: How can we prevent illness and injury and respond if they happen?</u> Investigating how healthy habits, medicines and healthcare help prevent illness and protect wellbeing. Pupils apply their understanding by making informed decisions about	<u>Citizenship: What careers do people choose and why?</u> Exploring careers, aspirations and equality by learning about different jobs, why people choose them and how careers can change over time. Pupils consider how interests, strengths and pay can influence career choices, while recognising and

	access support when needed.	practise ways to repair friendships and identify different types of bullying and how to respond to them.	understanding to communicate safely and respectfully online.	local councils help meet the needs of their communities.	hygiene, sun safety and seeking medical help, while practising basic first aid and learning when to call 999.	challenging gender stereotypes in the workplace.
Year 4	<u>My healthy self: How can I make healthy choices?</u> Understanding how healthy choices support both physical and mental wellbeing by exploring exercise, nutrition and hydration. Pupils identify strategies for developing a growth mindset and recognise how acts of kindness and helping others can have a positive impact on themselves and those around them.	<u>Connecting with others: How can we respect each other?</u> Examining respectful and disrespectful behaviour by considering how actions and expectations can vary in different settings. Pupils develop strategies for building trust and resolving friendship challenges, practise responding to bullying and learn how stereotypes can negatively affect people and communities.	<u>The online world: How can we decide what to trust online?</u> Developing critical thinking skills through exploring how information is found, shared and presented online. Pupils evaluate the reliability of digital content by checking sources, identifying misleading information and comparing evidence before deciding what to believe.	<u>Citizenship: How can I spend money wisely?</u> Learning about managing money by examining the different ways people pay for goods and services, including cash and cards. Pupils develop an understanding of budgeting, value for money and financial decision-making, while considering how money can influence people's feelings and choices.	<u>Growing up: How will my body and emotions change as I grow up?</u> Learning about the physical and emotional changes that occur during puberty, pupils recognise that these changes are normal and happen at different times for everyone.	<u>Staying safe: What signs help me recognise what is safe or unsafe?</u> Developing personal safety skills by recognising warning signs, responding to uncomfortable situations and seeking help in an emergency. Pupils identify safe ways to cross roads, explore the dangers of water and learn how to distinguish between medicines and harmful substances.

Year 5	<u>My healthy self: How can I support my mind and body as I grow?</u> Understanding how everyday choices can support physical and emotional wellbeing by exploring nutrition, physical activity and self-regulation. Pupils learn to read food labels, identify ways to build more movement into their routines and practise strategies for managing emotions and seeking support when needed.	<u>Connecting with others: Why are healthy relationships important?</u> Investigating identity, values and relationships by considering how experiences and beliefs can influence choices and behaviour. Pupils examine the role of commitment and support within families, identify where to seek help if home feels unsafe and develop strategies for building and maintaining healthy friendships.	<u>The online world: How am I influenced by what I see online?</u> Considering how online content can influence choices by examining advertising, influencers and persuasive techniques used online. Pupils develop critical thinking skills by considering spending decisions, recognising possible scams and identifying strategies to respond safely to pressure and persuasion.	<u>Citizenship: How can we make a difference in our communities and beyond?</u> Developing active citizenship skills through exploring how people can make a difference in their communities and beyond. Pupils learn how individuals, community and pressure groups, local councillors and MPs can influence change in government.	<u>Growing up: How can I manage the changes to my body and emotions as I grow up?</u> Understanding the physical and emotional changes that happen during puberty, including their impact on feelings, behaviour and relationships. Pupils explore personal hygiene, periods, kindness, respect and personal boundaries, and identify trusted sources of support during puberty.	<u>Citizenship: How can we be in control of our money?</u> Exploring money management by learning how needs and wants can influence spending decisions and financial choices. Pupils develop budgeting skills, investigate borrowing and interest, and identify ways to manage money safely, including recognising the risks associated with online spending and gambling.
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Year 6	<u>My healthy self: How do my choices today shape my future health?</u> Learning about the importance of daily dental care and how choices about food, drink and lifestyle can affect long-term health and wellbeing. Pupils think critically about healthy eating, including calories as a unit of energy, and consider how habits and reactions can influence relationships, learning and future success. They also explore how a growth mindset can build confidence and resilience when facing challenges.	<u>Connecting with others: What does it mean to stand up for myself and others?</u> Developing self-respect and resilience by setting personal goals and practising respectful behaviour in different situations, including online. Pupils build skills in setting boundaries, challenging stereotypes, discrimination and bullying, and recognising when to seek help from trusted adults and support services.	<u>Online world: How do I feel about the things I see online?</u> Exploring how online experiences can influence our thoughts, feelings and behaviour, and recognising online risks to support safe decision-making, including learning how to respond to online bullying and other harmful behaviour.	<u>Citizenship: How can we protect everyone's rights?</u> Exploring human rights, laws and how the legal system helps uphold fairness in society. Pupils consider the consequences of breaking laws, examine prejudice and discrimination, and identify ways to challenge stereotypes to promote equality and inclusion.	<u>Staying safe: How can I stay safe as I grow up?</u> Developing understanding of hazards, risks and safer choices by exploring how to stay safe at home, outdoors, on public transport and around water. Pupils also consider how peer pressure, consent, boundaries and drug misuse can affect decisions and learn strategies to protect themselves and others.	<u>First Aid</u>
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Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	• That families are important for children growing up because they can give 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 other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other 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 2 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 • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind 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 • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if 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 can 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 all 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 and manage feelings, including disappointment and frustration • 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 or in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take 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. They should have opportunities to consider issues like how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs • About 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 • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype
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 • That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child, and that this can lead to dangerous situations • That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online, including when we are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met • How information and data is shared and used online, including where pictures or words might be circulated • 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 and resources, for example • About the concept of privacy and the implications of it for both children and adults, including that it's 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 don't 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, for example from their family, school and/or other sources
General wellbeing	• The health, wellbeing and happiness benefits of physical activity, time outdoors, and helping others • 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 • The range of scale of emotions that they might experience in different situations (e.g. happiness, sadness, anger, fear, surprise, nervousness) and 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 to speak to in school 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 • How to think about positive and negative aspects of the internet

	• 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 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 - 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 checkups 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. That all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts - The facts about the menstrual cycle, including physical and emotional changes (while the average age of the onset of menstruation is 12, periods can start at 8, so covering this topic before girls' periods start will help them understand what to expect and avoid distress)