MK Sapphire Federation

Relationships Education, Relationships and Sex Education (RSHE) and Health Education Policy

1. Aims

The aims of RSHE within our schools 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
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

At the MK Sapphire Federation, we teach Relationships and Sex Education (RSHE) in accordance with this policy and follow the statutory guidance issued by the Department for Education under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996.

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (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 MK Sapphire Federation, we teach RSHE as set out in this policy.

3. Policy development

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

a) Review - a member of staff or working group pulled together all relevant information including national and local guidance
b) Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations
c) Parent/stakeholder consultation - parents and any interested parties were given the opportunity to look at the policy and make recommendations
d) Pupil consultation - we investigated what exactly pupils want from their RSHE
e) Ratification - once amendments were made, the policy was shared with governors and ratified

4. Definition

The Department for Education (DfE) defines RSHE as a compulsory statutory curriculum that teaches children the emotional, social, cultural, and physical aspects of growing up. It equips pupils with the knowledge, values, and skills to form positive, respectful relationships and make safe, informed choices about their health and wellbeing.

RSHE is not about the promotion of sexual activity.

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 RSHE curriculum is set out as per Appendices 1, 2 and 3 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

RSHE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in Religious Education (RE). PSHE and RSHE lessons are taught weekly in every year group throughout the academic year to ensure that learning is progressive and stage appropriate.

This regular teaching enables pupils to build on prior knowledge and develop key skills and understanding over time. Where a particular area of the curriculum requires additional time or discussion, teachers will adapt planning accordingly to ensure that pupils have the opportunity to explore topics in sufficient depth and with appropriate support. 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). We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age and stage appropriate manner. We will inform

parents and carers of any deviation from our published policy in advance and share any relevant materials on request.

Our PSHE curriculum follows the guidance and programme of study provided by the PSHE Association. As a result, our curriculum is organised into two key areas:

Section 1: Relationships (Sex) and Health Education (RSHE)	• Families and people who care for me; caring friendships* • Respectful, kind relationship • Online safety and awareness • Being safe
Section 2: Economic Wellbeing and Careers Education	• General wellbeing • Wellbeing online • Physical health and fitness • Healthy eating • Drugs, alcohol, tobacco and vaping • Health protection and prevention • Personal safety • Basic first aid • Developing bodies

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

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

The following appendices provide further information to support the delivery of PSHE and RSHE at the MK Sapphire Federation:

- Appendix 1: Long-term PSHE provision
- Appendix 2: Expected knowledge and understanding pupils should achieve by the end of primary school
- Appendix 3: Overview of the curriculum content for Relationships Education and Health and Wellbeing

6.1 Sex Education

Sex education beyond the aspects covered within the statutory science curriculum is not compulsory at primary level. At MK Sapphire Federation, we teach only the elements of sex education that are included within the statutory science curriculum and do not teach additional sex education beyond this requirement. Primary sex education taught in year 5 and/or 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.

6.2 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
- Give careful consideration to the level of differentiation needed

All PSHE and RSHE content will be made accessible to all pupils, including those with special educational needs and disabilities (SEND), using the PSHE Association Planning Framework for Pupils with SEND programme of study, alongside carefully designed and adapted resources to support learning and understanding.

6.3 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our 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

Parents and carers can access the RSHE Policy, along with information about the curriculum content, on the school website under the *Curriculum* section. Sample materials and resources

used to support teaching and learning can also be provided upon request, enabling parents and carers to learn more about what their child will be taught.

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 RSHE 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
- 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 RSHE policy and hold the Executive 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 Executive Headteacher

The Executive Headteacher is responsible for ensuring that RSHE is taught consistently across the Federation, for sharing resources and materials with parents and carers when requested, and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE.

8.3 Subject Leader

The PSHE subject lead, with support from senior leadership staff, will monitor and evaluate the leadership and management of the subject, the quality and effectiveness of the PSHE curriculum across the federation, and the impact of teaching and learning. This process will be informed by the *Subject Review and Development Framework* provided by the PSHE Association.

The subject lead will also carry out regular learning walks to monitor provision and identify areas for development. In addition, they will provide staff with appropriate strategies, tools and resources to support high-quality teaching and learning in PSHE and RSHE across the federation.

8.4 Teaching Staff

Teaching Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress

- Responding to the needs of individual pupils
- Responding appropriately to parents/carer who have requested withdrawal from the non-statutory, non-science elements of Relationships and Sex Education (RSHE).
- 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)

Teaching Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Executive Headteacher.

8.5 Pupils

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

9. Parents' right to withdraw

Parents do not have the right to withdraw their pupils from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

Parents/carers have the right to request that their child be withdrawn from the non-statutory/non-science components of sex education within RSHE. However, our school only teaches sex education as it appears in the National Curriculum science curriculum. These elements are compulsory, and parents do not have the right to withdraw their child from them

10. Training

Teaching Staff are trained on the delivery of RSHE as part of our continuing professional development calendar.

The Executive 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 RSHE.

11. Monitoring Arrangements

The delivery of RSHE is monitored by the subject lead through:

- Learning Walks
- Planning scrutiny
- Pupil and staff voice

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

This policy will be reviewed annually, at every review, the policy will be approved by the governing board, the Executive Headteacher and Subject Lead.

Appendix 1: Curriculum Map

PSHE Curriculum Framework

Statutory RSHE | Statutory RSHE | Economic Wellbeing & Careers | Economic Wellbeing & Careers

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Making friends: playing and learning together	Mental health and wellbeing	Celebrating me, you and our families	Safety at home	Being healthy	Showing kindness to ourselves and others
Year 2	Mental health and wellbeing	Keeping safe online	Me, my body and staying safe	Money and work	Safety outside the home	Looking back and moving on
Year 3	Me, my friends and belonging	Mental health and wellbeing	Building healthy habits	Making choices online	Keeping safe out and about	Looking out for each other
Year 4	Mental health and wellbeing	Exploring ways to manage risk	Forming respectful relationships	Money matters and news literacy	Me, my body and growing up	Families and growing together
Year 5	Friendships, stereotypes and bullying	Mental health and wellbeing	Positively engaging with our world	Respecting boundaries	Safe connections online	Embedding healthy habits and learning first aid
Year 6	Mental health and wellbeing	Managing money and online spending	Changes in puberty *(and sex education)*	Drug education: assessing risk and managing influences	Developing our AI literacy	Looking to the future

Appendix 2: By the end of primary school pupils should know

Relationships Education

	Pupils Should Know
Families and People Who Care About Me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring Friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful Relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive

	• The importance of permission-seeking and giving in relationships with friends, peers and adults
Online Relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being Safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

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

Appendix 3: Curriculum Content

Relationships education (Primary): content to be covered by the end of primary

Families and people who care for me

Curriculum content:

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

Caring friendships

Curriculum content:

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

Respectful, kind relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.

4. 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.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. 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.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are unsure who to trust.

Online safety and awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and

inappropriate or unsafe contact, including physical contact.

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

Health and Wellbeing (Primary): content to be covered by the end of primary

General Wellbeing

Curriculum content:

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. 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.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
10. That it is common to experience mental health problems, and early support can help.

Wellbeing Online

Curriculum content:

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

How to seek support from trusted adults.

9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

Physical Health and Fitness

Curriculum content:

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

Healthy Eating

Curriculum content:

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

Drugs, Alcohol, Tobacco and Vaping

Curriculum content:

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

Health Protection and Prevention

Curriculum content:

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

Personal safety Curriculum content:

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

Basic First Aid

Curriculum content:

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing Bodies

Curriculum content:

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. 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.