Relationships Education, Relationships Sex Education (RSE) and Health Education Policy (for teaching until 31 August 2026) - Primary
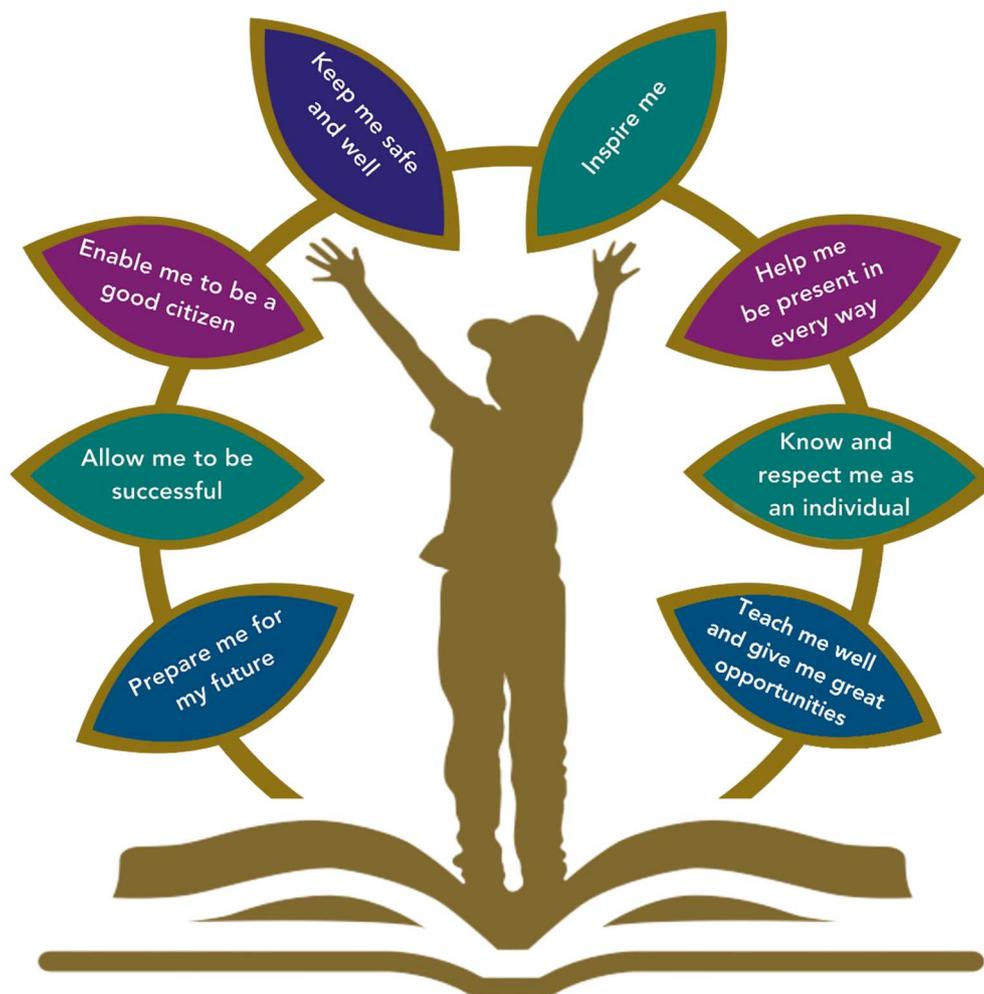
Reviewed on	2025/26, Term 1	Review frequency	Annual
Next review due	2026/27, Term 1	Template Yes / No	Yes – Adapted
Owner	Dir of Ed, Primary	Approved by	Board of Trustees

History of Policy Changes

Date	Page	Change	Origin of Change
Sep 25	All	References to Governing Body changed to Local Governing Committee	Annual Review
	All	References to Headteacher changed to School Leader	
		This policy has been redrafted in line with DfE Guidance and should be reviewed in its entirety, before approval.	

Sam's Entitlement

1. Introduction

Hamwic Education Trust (HET) believe that all pupils should receive a high quality, enriching, learning experience in a safe and inclusive environment, which promotes excellence through a broad curriculum that prepares them for their future and opens doors to a diverse array of opportunities as well as that all pupils and adults within HET flourish as individuals and together.

2. Scope

This policy is for all employees working within a HET school or establishment (which for ease of reference are referred to throughout this document as 'schools') or the HET Managed Service (MS) Team.

It does not apply to agency workers, consultants, self-employed contractors, volunteers or work experience students.

3. Definitions

- HR' in this policy, means Hamwic Education Trust HR.
- 'Local Governing Committee' in this policy, where reference is made to the Governing Committee, this means the Local Governing Committee of the school, or the Trust in the case of a school where no Local Governing Committee is present. Where a Governing Committee is not present in a school, or numbers are low, Governors from other schools/partnerships may be used.
- 'Manager' in this policy, is anyone as identified in the staffing structure with line management responsibilities.

4. Introduction and Statutory Guidance

This Policy is written in line with the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance July 2025.
https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf

In addition to the Statutory Guidance

- As a primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.
- HET chooses to follow the National Curriculum. This includes the requirement to teach the elements of sex education contained in the science curriculum. At Bearwood Primary & Nursery School we follow the national curriculum for science.
- In teaching Relationships and Health Education, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Learning will be planned to meet the objectives set out in the Relationships Education, Sex Education (RSE) and Health Education Statutory Guidance 2025 (see appendix 1), under the broad headings of

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Teachers will also take all opportunities to discuss positive emotional and mental well-being with children. The characteristics that will be taught are also reflected in the school vision 'Learning, Enjoying and Succeeding Together' and fulfilled through the values of:
- Be ready
- Be respectful
- Be safe

5. Equality

Bearwood Primary & Nursery School is required to comply with relevant requirements of the Equality Act 2010.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects

Schools should consider the makeup of their own student body, including the gender and age range of their pupils, and consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics (which mean that they are potentially at greater risk). Schools should consider what they can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach.

Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.

6. Pupils with Special Educational Needs and Disabilities

Bearwood Primary & Nursery School must ensure that Relationships Education, RSE and Health Education is accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Bearwood Primary & Nursery School will be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

Bearwood Primary & Nursery School will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

7. Lesbian, Gay, Bisexual and transgender (LGBT)

In teaching Relationships Education and RSE, Bearwood Primary & Nursery School should ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect. Bearwood Primary & Nursery School must ensure that it complies with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

Bearwood Primary & Nursery School will ensure that all their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Statutory guidance says that schools are free to determine how they do this, and it is expected all pupils will have been taught LGBT content at a timely point as part of this area of the curriculum.

8. Use of Materials

There are a lot of excellent resources available, free-of-charge, which schools can draw on when delivering these subjects. Bearwood Primary & Nursery School will assess each resource that we propose to use to ensure that it is appropriate for the age and maturity of pupils, and sensitive to their needs.

When consulting with parents, the school will provide examples of the resources it plans to use as this can be reassuring for parents and enables them to continue the conversations started in class at home. Parents may like to see the suggested resource list, found in Annex B of the 2025 statutory guidance document.

Relationships Education, Relationships and Sex Education and Health Education guidance

9. Governors

As well as fulfilling their legal obligations, Bearwood Primary & Nursery School's Local Governing Committee (LGC) will also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
  teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that
- the school can fulfil its legal obligations.

Foundation Governors and Foundation Trustees will also have wider responsibilities in relation to maintaining and developing the religious ethos of their schools.

10. Working with Parents/Carers and the Wider Community

Bearwood Primary & Nursery School will work closely with parents when planning and delivering these subjects. We will ensure that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. We will ensure that there is good communication and opportunities for parents to understand and ask questions about the school's approach help secure their confidence in the curriculum.

11. Right to be Excused from Sex Education (Commonly Referred to as the Right to Withdraw)

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request the School Leader will discuss the

request with parents and as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. School Leaders will document this process to ensure a record is kept.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the School Leader may want to take a pupil's specific needs arising from their SEND into account when making this decision.

School Leaders will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

12. Working with External Agencies

Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people.

As with any visitor, schools are responsible for ensuring that they check the visitor or visiting organisation's credentials. Bearwood Primary & Nursery School will ensure that the teaching delivered by the visitor fits with their planned programme and their published policy. The school will ask to see the materials visitors will use as well as a lesson plan in advance to ensure it meets the full range of pupils' needs (e.g. special educational needs). School will agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy.

Use of visitors should be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff.

13. Flexibility

Bearwood Primary & Nursery School will retain freedom to determine an age-appropriate, developmental curriculum which meets the needs of young people, is developed in consultation with parents and the local community. Schools must also comply with the relevant provisions of the Equality Act as noted earlier. Where appropriate this may also require a differentiated curriculum. Schools have specific duties to increase the extent to which disabled pupils can participate in the curriculum.

Flexibility is important as it allows schools to respond to local public health and community issues, meet the needs of their community and adapt materials and programmes to meet the needs of pupils (for example in teaching about gangs or high local prevalence of specific sexually transmitted infections).

14. Safeguarding, Reports of Abuse and Confidentiality

Bearwood Primary & Nursery School will ensure the focus remains on keeping children safe, and play discharge our role in preventative education. Keeping Children Safe in Education (KCSIE) sets out that

all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

Children will be made aware of how to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer.

KCSIE is clear that all staff should know what to do if a pupil tells them that they are being abused or neglected or are witnessing abuse. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

Bearwood Primary & Nursery School will involve the Designated Safeguarding Lead (or a deputy) in anything that is safeguarding-related in the context of these subjects. They will potentially have knowledge of trusted, high quality local resources that could be engaged, links to the police and other agencies and the knowledge of any local issues which it may be appropriate to address in lessons.

When external agencies are invited in to support delivery of these subjects, there will be agreement in advance of the session how a safeguarding report should be dealt with by the external visitor. We believe important that children understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report.

If teachers have concerns about a specific pupil in relation to self-harm or suicidal ideation or attempts, they must follow safeguarding procedures.

15. Delivering the Relationship and Health Education Curriculum at Bearwood Primary & Nursery School

Relationships and Health Education (RHE) is taught through weekly lessons linked to the SCARF personal, social and health education programme as well as lessons from the PSHE Association (known as our PSHE & Safety curriculum) and links with the whole school assembly programme. An overview of the broad topics covered and the linked Relationship and Health objectives can be found in Appendix 2.

Biological aspects of sex education are taught within the science curriculum in line with the age expectations set out in the National curriculum.

The 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, LGBT 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 are mindful that some children with SEND may need additional support to understand the themes and learning within the relationships and health education curriculum. Teachers will draw on their knowledge of the child to ensure learning is adapted appropriately.
We will keep abreast of local contextual issues and support these through our curriculum where possible.

16. Assessment

Bearwood Primary & Nursery School will have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.

Lessons should be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching should be assessed and assessments used to identify where pupils need extra support, adaptation or intervention.

17. Monitoring of RHE

The delivery of RHE is monitored by Senior Leaders and the RHE leader through:

- Planning scrutiny

- Lesson observation

- Analysis of pupils work and discussions with pupils

- Monitoring of SEN plans and IEPs where appropriate

- Sampling of pupils' end of year reports

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

This policy will be review annually and will require approval by the governing body.

18. Appendix 1 - Statutory Primary RSE Content September 2025 – August 2026

https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf

Relationships Education (Primary)

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them, e.g. looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities

for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

By the end of primary school:

Families and people who care for me	Pupils should know • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage[1] represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	Pupils should know • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

	• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	Pupils should know • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	Pupils should know • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-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	Pupils should know • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

The Science Curriculum - body changes and life cycles

Sex Education beyond the requirements of the science national curriculum is not compulsory in primary schools; however, we recognise the importance of preparing children well for secondary school. At Bearwood Primary & Nursery School, children will be taught about puberty as set out in the expectations of the science National Curriculum.

In line with year group expectations, children will learn about external body parts, changes in the human body from birth to old age, and reproduction in some plants and animals. As part of the life cycle objectives, Year 6 pupils (or year 5 pupils if you keep this in line with the NC y5 objective) will be taught the science of how a baby is conceived and born. In our school, we only teach the body changes and life cycles required by the science national curriculum. Therefore, parents do not have the right to withdraw children from these scientific lessons. (Parents will have the opportunity to discuss and view the content of the Year 5/6 curriculum before it is taught.)

We recognise that during such lessons, children may have questions as a result of their learning. We are mindful that unanswered questions often lead to misconceptions and will aim to avoid this where possible.

When questions arise, they will be dealt with as follows.

- Questions directly linked with the science taught will be answered factually for the class of individual. Children will be given the opportunity to write anonymous questions submitted via a question box
- Questions of a personal nature directly linked to the teaching may need to be dealt with by talking directly to the child with an additional adult also present. If deemed necessary, teachers will inform parents of the questions asked. Wherever possible, and to maintain some anonymity, questions will be answered in front of all pupils via a mechanism such as a question box.
- Where a question relates to sex education beyond the scientific teaching, children will be advised to ask their parents or carers.

In addition to the science curriculum, we will also teach the 'Growing and Changing' part of SCARF as part of our SRE. We have decided to do this because we believe it gives children a better understanding of the changes in their body. Age-appropriate lessons are taught through SCARF lessons within the Summer Term.

School Leaders will automatically grant a request to withdraw a pupil from any **sex** education delivered in primary schools, other than as part of the science curriculum.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is **no** right to withdraw from Relationships Education or Health Education.

Physical Health and Mental wellbeing

https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary

By the end of primary school:

Mental wellbeing	Pupils should know: • that mental wellbeing is a normal part of daily life, in the same way as physical health • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough
Internet safety and harms	Pupils should know: • that for most people the internet is an integral part of life and has many benefits • about the benefits of rationing 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 effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private • why social media, some computer games and online gaming, for example, are age restricted • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • where and how to report concerns and get support with issues online

Physical health and fitness	Pupils should know: • the characteristics and mental and physical benefits of an active lifestyle • the importance of building regular exercise 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, vigorous exercise • 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	Pupils should know: • what constitutes a healthy diet (including understanding calories and other nutritional content) • 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 and tobacco	Pupils should know: • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and prevention	Pupils should know: • 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 good health and that a lack of sleep can affect weight, mood and ability to learn • about dental health and the benefits of good oral hygiene and dental flossing, including 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 science relating to allergies, immunisation and vaccination
Basic first aid	Pupils should know: • how to make a clear and efficient call to emergency services if necessary • concepts of basic first-aid, for example dealing with common injuries, including head injuries
Changing adolescent body	Pupils should know: • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • about menstrual wellbeing including the key facts about the menstrual cycle

The policy should be read in conjunction with:

• Keeping Children Safe in Education (statutory guidance)
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
• Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline) http://educateagainsthate.com/download/36/
• Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils) https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools
• Equality Act 2010 and schools https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools

• SEND code of practice: 0 to 25 years (statutory guidance)
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
• Alternative Provision (statutory guidance)
https://www.gov.uk/government/publications/alternative-provision
• Mental Health and Behaviour in Schools (advice for schools)
https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2
• Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
https://www.gov.uk/government/publications/preventing-and-tackling-bullying
• Sexual violence and sexual harassment between children in schools (advice for schools)
https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges
• The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
https://www.equalityhumanrights.com/en/advice-and-guidance/
• Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf
• National Citizen Service guidance for schools
https://www.gov.uk/government/publications/national-citizen-service-guidance-for-schools-and-colleges

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19. Appendix 2 – RHE CURRICULUM OVERVIEW at Bearwood Primary & Nursery School

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	**Me and my Relationships** What makes me special People close to me Getting help Safety learning: 1x Fire Safety lesson (Drill) 1x Local Environment lesson (School Tour) 1x Trusted 5 – reflect and recharge	**Valuing Difference** Similarities and differences Celebrating difference Showing kindness Safety learning: 1x Body Safety lesson 1x Fire Safety lesson (Fireworks bonfire) Anti bullying week	**Keeping safe** Keeping my body safe Safe secrets and touches People who help to keep us safe Safety learning: 1x Safer Internet Day/ lesson 1x Road Safety lesson 1x First Aid	**Rights and Respect** Looking after things: friends, environment, money Safety learning: 1x Body Safety lesson 1x Water Safety lesson (Weather) 1x First Aid Day	**Being my best** Keeping by body healthy – food, exercise, sleep Growth Mindset Safety learning: 1x Online Safety lesson NSPCC assembly 'speak out, stay safe.'	**Growing and changing** Cycles Life stages Girls and boys – similarities and difference Safety learning: 1x Sun Safety (Weather) 1x Beach Safety lesson (Weather)
1	**Me and my Relationships** Feelings Getting help Classroom rules Special people Being a good friend Safety learning: 1x Online Safety lesson 1x Local Environment lesson (School Tour) + Fire Drill prep 1x Trusted 5 – reflect and recharge	**Valuing Difference** Recognizing, valuing and celebrating difference Developing respect and accepting others Bullying and getting help Safety learning: 1x Body Safety lesson 1x Fire Safety lesson (Fireworks) Anti bullying week	**Keeping safe** How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep Safety learning: 1x Safer Internet Day/ lesson 1x Fire Safety lesson	**Rights and Respect** Taking care of things: Myself My money My environment Safety learning: 1x Body Safety lesson 1x Road Safety lessons 1x First Aid Day	**Being my best** Growth Mindset Healthy eating Hygiene and health Cooperation Safety learning: NSPCC assembly 'speak out, stay safe.' 1x Online Safety lesson 1x First Aid Base Assembly (Visitor) 1x Water Safety lesson (Weather) 1x Sun Safety (Weather)	**Growing and changing** Getting help Becoming independent My body parts Taking care of self and others Safety learning: 1x Beach Safety lesson (Weather) 1x Rail Safety lesson? 1x Base Assembly
2	**Me and my Relationships** Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation Safety learning: + Fire drill prep 2x Road Safety (Weather) 1x Trusted 5 – reflect and recharge day	**Valuing Difference** Being kind and helping others Celebrating difference People who help us Listening Skills Safety learning: 1x Body Safety lesson 1x Fire Safety lesson (Fireworks) Anti bullying week	**Keeping safe** Safe and unsafe secrets Appropriate touch Medicine safety Safety learning: 1x Online Safety lesson 1x Safer Internet Day 1x Local Environment lesson (plants Topic)	**Rights and Respect** Cooperation Self-regulation Online safety Looking after money – saving and spending Safety learning: 1x Body Safety lesson 1x Money safety lesson 1x First Aid Day	**Being my best** Growth Mindset Looking after my body Hygiene and health Exercise and sleep Safety learning: NSPCC assembly 'speak out, stay safe.' 1x Online Safety lesson 1x First Aid Base Assembly (Visitor)	**Growing and changing** Life cycles Dealing with loss Being supportive Growing and changing Privacy Safety learning: 1x Base Assembly 1x Beach Safety lesson (Weather)

					1x Water Safety lesson (Weather) 1x Sun Safety (Weather)	

3	**Me and my Relationships**
	Rules and their purpose
	Cooperation
	Friendship (including respectful relationships)
	Coping with loss
	
	Safety learning:
	1x Online Safety lesson
	1x Trusted 5 – reflect and recharge
		Valuing Difference
		Recognising and respecting diversity
		Being respectful and tolerant
		My community
		
		Safety learning:
		1x Body Safety lesson
		1x Assembly reminder Fireworks
		Anti bullying week
			Keeping safe
			Managing risk
			Decision-making skills
			Drugs and their risks
			  Staying safe online
			
			Safety learning:
			  1x Online Safety lesson
			    1x Safer Internet Day
			1x Water safety lesson (Swimming)
				Rights and Respect
				Skills we need to develop as we grow up
				Helping and being helped
				Looking after the environment
				Managing money
				
				Safety learning:
				1x Body Safety lesson
				1x First Aid Day
				1 x Money lessons
					Being my best
					Keeping myself healthy and well
					  Celebrating and developing my skills
					  Developing empathy
					
					Safety learning:
					NSPCC assembly 'speak out, stay safe.'
					1x Online Safety lesson
					1x Road Safety Lesson
					1x Water Safety lesson
					1x Sun Safety
						Growing and changing
						Relationships
						Changing bodies and puberty
						Keeping safe
						Safe and unsafe secrets
						
						Safety learning:
						  1x Rail Safety lesson
						1x Local environment lesson

4	**Me and my Relationships** Healthy relationships Listening to feelings Bullying Assertive skills Safety learning: 1x Online Safety lesson 1x Trusted 5 – reflect and recharge 1x Water Safety (swimming lessons)	**Valuing Difference** Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes Safety learning: 1x Body Safety lesson 1x Fire Safety Assembly (Fireworks) Anti bullying week	**Keeping safe** Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety Safety learning: 1x Online Safety lesson 1x Safer Internet Day 2x Money safety lessons	**Rights and Respect** Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money Safety learning: 1x Body Safety lesson 1x First Aid Day 2x Money Safety lessons	**Being my best** Having choices and making decisions about my health Taking care of my environment My skills and interests Safety learning: 1x Online Safety lesson 1x Water Safety lesson (Weather) NSPCC assembly 'speak out, stay safe.'	**Growing and changing** Body changes during puberty Managing difficult feelings Relationships including marriage Safety learning: 1x Beach Safety lesson (Weather) 1x Local environment lesson

5	**Me and my Relationships**
	Feelings
	Friendship skills, including compromise
	Assertive skills
	Cooperation
	Recognising emotional needs
	
	Safety learning:
	1x Online Safety lesson
	1x Body Safety
		Valuing Difference
		Recognising and celebrating difference, including religions and cultural
		Influence and pressure of social media
		
		Safety learning:
		1x Assembly reminder Fireworks
		Anti bullying week
			Keeping safe
			Managing risk, including online safety
			Norms around use of legal drugs (tobacco, alcohol)
			Decision-making skills
			
			Safety learning:
			1x Online Safety lesson
			1x Safer Internet Day
				Rights and Respect
				Rights, respect and duties relating to my health
				  Making a difference
				  Decisions about lending, borrowing and spending
				
				Safety learning:
				1x First Aid Day
				1x Money safety lessons
				MOVED
					Proud trust resources focusing on lesbian, gay and bisexual relationships as well as equal marriage x6 lessons
					
					Safety learning:
					NSPCC assembly 'speak out, stay safe' plus NSPCC workshop.
					1x Online Safety lesson - whatsapp
						Growing and changing
						Managing difficult feelings
						Managing change
						How my feelings help keeping safe
						Getting help
						
						Safety learning:
						1x Road Safety lesson (Bikeability check?)
						2x Rail Safety lessons

	Me and my Relationships	Valuing Difference	Keeping safe	Rights and Respect	Proud trust:	Growing and changing
	1x Trusted 5 – reflect and recharge				1x Base Assembly SSCT 1x Beach Safety lesson (weather) Escape line 1x base assembly and 1x class workshop	
6	**Me and my Relationships** Assertiveness Cooperation Safe/unsafe touches Positive relationships Safety learning: 1x Online Safety lesson 1x Body Safety 1x Road Safety lesson (PGL) 1x Water Safety lesson (PGL) 1x Trusted 5 – reflect and recharge	**Valuing Difference** Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping Safety learning: 2x Fire Safety lessons CHECK Anti bullying week	**Keeping safe** Understanding emotional needs Staying safe online Drugs: norms and risks (including the law) Safety learning: 1x Online Safety lesson 1x Safer Internet Day	**Rights and Respect** Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy Safety learning: 1x First Aid Day	**Proud trust:** resources focusing transgender and non-binary identities x6 sessions Safety learning: NSPCC assembly 'speak out, stay safe' plus NSPCC workshop. 1x Online Safety lesson (whatsapp) 1x Base Assembly SSCT Escape line 1x base assembly and 1x class workshop	**Growing and changing** Coping with changes Keeping safe Body Image Sex education Self-esteem Safety learning: 1x Body Safety lesson FGM 1x Road Safety lesson (Bikeability) UPDATE 1x Rail Safety Assembly check 3x Money Safety lessons

The grid below shows specific learning intentions for each year group in the 'Relationships' SCARF unit:

Year Group	Lesson Title	Learning Intentions 'Pupils will be able to…'
Reception	1. Talk about similarities and differences.	I can recognise and be sensitive to the differences of others.
	2. Name special people in their lives.	I can name people who help me and describe ways to help others.
	3. Describe different feelings	I can talk about feelings and what can cause them.
	4. Identify who can help if they are sad, worried or scared.	I can tell you which trusted adults I can ask for help.
	5. Identify ways to help others or themselves if they are sad or worried.	I can work together and enjoy being with my friends and I know how to be a good friend
1	1. Describe different feelings and how they can make our bodies feel.	I can name different feelings and how they might make me behave.
	2. To know some strategies of dealing with 'not so good' feelings.	I can suggest ways of dealing with 'not so good' feelings and how to help others.
	3. To understand how our actions can hurt the feelings of others.	I can recognise when I need help and who to ask.
	4. To recognise the special qualities in family and friends.	I can listen to others and wait my turn to speak.
	5. To know which special people keep us safe and how.	I can tell you which trusted adults at home and school keep me safe.
2	1. Recognise that people have different ways of expressing their feelings	I understand we have different ways to express our feelings.
	2. To identify different ways to respond to the feelings of others.	I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.
	3. To recognise the differences between bullying, unkind behaviour or teasing.	I can tell someone how they are making me feel.
	4. To learn strategies to deal with unkind behaviour, conflict and where to get help if they are upset.	I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.
	5. To recognise a healthy friendship and its qualities.	I can tell someone how they are making me feel.

3	1. To know that feelings and emotions help a person cope with difficult times.	I can communicate my feelings and use this to try to manage my emotions.
	2. To recognise the skills required to collaborate in a team, knowing when to contribute and when to step back.	I can collaborate with a team to achieve a goal.
	3. To recognise which strategies are appropriate for particular situations.	I can accept I may not always agree with others.
	4. To listen to and debate ideas and opinions with others with respect and courtesy	I can listen to and share my opinions respectively. I know how to look after my friends and stay friends.
	5. To recognise why friends may fall out and how to resolve issues.	I can say why friends may fall out and how they can make up.
4	1. To know that feelings can vary by intensity, person and change over time.	I can talk about how feelings change and be different for others.
	2. To know and understand the qualities of a 'positive, healthy relationship'.	I can read different emotions by a persons body language.
	3. To know when it's appropriate to say no and how.	I can say 'no' in a calm and controlled way.
	4. To know the strategies and skills needed for collaborative work.	I can name some qualities or strategies that help team work. I am aware of others and their needs when working together
	5. To recognise bullying or pressured behaviour.	I can say what to do if I am, or a friend is, hurt or bullied by another person.
5	1. To learn characteristics and skills in assertiveness	I can be assertive to keep myself happy, healthy and safe.
	2. To apply their collaborative skills to friendships and assertiveness.	I can use strategies to resolve arguments or disagreements.
	3. To learn ways to resolve conflict in an assertive, calm and fair manner.	I can reflect on my behaviour, attitudes and qualities.
	4. To identify what things make a relationship unhealthy and who to talk to if they needed help.	I am aware of the warning signs that a relationship could be unhealthy or unsafe.
	5. To recognise emotional needs according to circumstance and any risk factors that could effect them.	I can manage my emotional needs and any risks to them.
6	1. To recognise some of the challenges that arise from friendships and suggest strategies for dealing with such challenges.	I can work through challenges I have with my friends with respect, assertiveness and understanding.

	2. To practice and use strategies in compromise and negotiation within a collaborative task or activity.	I can give examples of negotiation and compromise. I can use these skills in practical situations.
	3. To consider the types of touch that are safe, legal and that I am comfortable with.	I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch.
	4. To name assertive behaviours and recognise peer influence or pressured behaviour.	I can use assertive behaviours to keep myself safe from peer influence or pressure.

The grid below shows specific learning intentions for each year group in the 'Changing Me' SCARF unit

Year Group	Lesson Title	Learning Intentions 'Pupils will be able to…'
Reception	Babies are made from a man and a woman. Correct vocabulary for body parts.	ELG – Managing Relationships - Show sensitivity to others' needs and feelings I can tell you the scientific names for my body parts. I can tell you some things about how babies are made.
1	To identify the difference between a surprise and a secret. To identify who they can talk to about secrets. To identify some internal organs and systems and those body parts which are private. To identify the trusted people who have helped them grow, they can talk to if they are worried or about their private parts.	I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried. I can name the body parts girls and boys have that are the same and which body parts are different. I can name the adults I can talk to at home and school if I need help.
2	To identify the human private parts/genetalia and explain that they are used to make a baby. To explain who can see someone's private part, what consent means and how to protect privacy.	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis,testicles, vagina) and appreciate that some parts of my body are private tell you what I like/don't like about being a boy/girl Do they use the correct vocabulary? Are they beginning to understand the processes of reproduction? Do they use vocabulary related to seeds (sperm) and eggs. Do they identify trusted adults in their lives as well as those in the community? Do they have a good balance? Do they practice asking or giving consent?

3	To identify puberty changes.	I can describe how a girls and boys body will change when it reaches puberty.
	To explain menstruation cycle as something that happens when a sperm does not meet an egg.	I can tell you what happens to a woman's body when the sperm does not meet the egg.
4	To understand how the onset of puberty can have emotional as well as physical impact.	I can explain why young people can have mixed up feelings when they go through puperty.
	To learn what happens to a woman or a mans body during puberty and that this is linked to reproduction.	I can explain why puberty happens.
	To know the key facts of the menstrual cycle and understand that periods are a normal part of puberty.	I can talk about how people feel during puberty and the menstruation cycle and ways to help cope with the changes.
5	To identify the different types of products someone might use during puberty or menstruation.	I can explain, using the correct vocabulary, the menstuation cycle and puberty changes and the products people might need.
	To understand the different types of feelings and emotions associated with puberty.	I can describe the emotions and feelings people have during puperty and some respectful strategies to deal with conflict.
6	To identify the physical and emotional challenges faced during puberty and the strategies or support available for this.	I can give examples of how someone could cope with or get support during puberty.
	To understand that social media and fame don't always reflect true appearance. To give positive feedback that is based on a person's qualities.	I can identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image.
	To identify the risks of sharing images online and understand how online influences can cause people to take unsafe risks.	I can explain how to stay safe when sharing images and information online.

20. Appendix 3 – RHE linked with other National Curriculum Areas

Primary RHE, science, computing, DT and PE

Relationships Education

		Science NC links	PE NC links	Computing NC links
Families and people who care for me	Pupils should know • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage[2] 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.	Living things and their habitats Y2 • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Y4 • recognise that environments can change and that this can sometimes pose dangers to living things.	N/A	N/A
Caring friendships	Pupils should know • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	N/A	N/A	N/A

	• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.			
Respectful relationships	Pupils should know • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.	N/A	N/A	N/A
Online relationships	Pupils should know • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-toface relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.	N/A	N/A	KS1 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies KS2 • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact • be discerning in evaluating digital content

Being safe	Pupils should know • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.			KS1 • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies KS2 • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Primary Physical Health and Mental wellbeing

		Science	PE and DT	Computing
Mental Wellbeing	Pupils should know • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	Animals including Humans Y2 • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene Y6 ▪ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	PE KS1 • be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. KS2 • enjoy communicating, collaborating and competing with each other • develop an understanding of how to improve in different physical activities and sports	KS1 • identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies KS2 • recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

	• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.		and learn how to evaluate and recognise their own success.	
Internet safety and harms	Pupils should know • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing 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 effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.	N/A	N/A	KS1 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies KS2 • understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

				• be discerning in evaluating digital content
Physical Health and Fitness	Pupils should know • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise 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, vigorous exercise. • 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.	Animals and Humans Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	PE – support statements but not specifically linked KS1 • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities KS2 • enjoy communicating, collaborating and competing with each other • develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	N/A
Healthy Eating	Pupils should know • what constitutes a healthy diet (including understanding calories and other nutritional content). • 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).	Animals and Humans Y1 identify and name a variety of common animals that are carnivores, herbivores and omnivores Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	DT – cooking and nutrition KS1 Pupils should be taught to: • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from. KS2	N/A

		Y3 identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans.	Pupils should be taught to: • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	
Drugs, alcohol and tobacco	Pupils should know • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	N/A	N/A
Health and prevention	Pupils should know • 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 good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including 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 science relating to allergies, immunisation and vaccination.	Animals and humans Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene Y4 identify the different types of teeth in humans and their simple functions Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	N/A	N/A
Basic First Aid	Pupils should know: • how to make a clear and efficient call to emergency services if necessary.	N/A	N/A	N/A

	concepts of basic first-aid, for example dealing with common injuries, including head injuries.			
Changing adolescent body	Pupils should know: • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.	Animals, including humans Y5 describe the changes as humans develop to old age. Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	N/A	N/A

21. Review

This policy will be reviewed annually by the School Leader and PSHE Leader.