

Relationships and Health Education Policy



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1. Introduction

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, Health Education is compulsory in all state-funded schools. Sex education is not compulsory in primary schools, but the Department for Education recommend that primary schools teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science.

The guiding principles are that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

We are clear that parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role as building on what pupils learn at home as an important part of delivering a good education.

Teaching about mental wellbeing is a priority. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives.

RHE can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

2. Aims

The aims of Relationships and Health Education (RHE) at our school are to:

- Provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.
- Prepare pupils for puberty and the importance of health and hygiene
- To support pupils to develop resilience, to know how and when to ask for help, and to know where to access support.
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Promote the importance of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Inform children how to keep safe and informed about growing up and the challenges this may present
- Promote responsible behaviour towards healthy relationships as future adults
- Inform our children about consent in order to combat exploitation
- Provide a framework in which sensitive discussions can take place
- Give pupils the knowledge and capability to take care of themselves and receive support if problems arise

At Crowland, RHE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. In addition, some aspects of the RHE curriculum will be covered through:

- Science
- Computing
- Circle times
- Assemblies
- Stories
- PE

RHE is lifelong learning about personal, physical, moral and emotional development. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

3. Statutory requirements

Schools are required to comply with the relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and school's advice. The DfE guidance states that schools should pay particular attention to the public sector equality duty (PSED) 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 disadvantages and be mindful of the SEND Code of Practice when planning for these subjects.

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 are not required to provide lessons on Human Reproduction, but we do need to teach the elements on puberty contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

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 Crowland, we teach RHE as set out in this policy.

4. Policy development

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

1. Review – the PSHE lead looked through the existing Relationships and Health Education policy and the updated national guidance for Relationships and Health Education, produced by the Department for Education for 1st September 2026.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parents and carers were invited to read and review this policy and view the teaching materials and lesson plans.
4. We consulted with pupils via the Haringey Children and Young People's Health and Wellbeing Survey in May 2024. The results of this survey were then used to inform the policy and inform the delivery of RHE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

5. Definition

Within this policy, as in the DfE guidance, **Relationships Education** is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships and relationships with other children and with adults, including online.

For the purpose of this policy, **Health Education** is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices

RHE is not about the promotion of sexual activity or sexual orientation.

RHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, health, sexuality, healthy lifestyles, diversity and personal identity.

RHE involves a combination of sharing information and exploring issues and values.

6. Curriculum

Our RHE curriculum is embedded within our PSHE curriculum and is set out as per Appendix 1.

We have developed the curriculum considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age-appropriate manner so they are fully informed and do not seek answers online.

At Crowland Primary School, we teach RHE as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

We have chosen to use the SCARF scheme, produced by Coram Life Education, which offers us a comprehensive, carefully thought-through Scheme of Work, which brings consistency and progression to our children's learning in this vital curriculum area. In addition to this, we use resources from the PHSE Association, the NSPCC and The Autism Education Trust to supplement our curriculum.

Our curriculum supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

7. Delivery of RHE

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

Our Relationships and Health Education programme will be delivered in an age appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed gender groups, though some content is covered in single sex groups e.g. menstrual hygiene, single sex question sessions, etc.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Statutory primary school Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me: understanding that families can look different eg: single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures. Recognising caring, supportive relationships and knowing who to trust and go to for help
- Caring friendships: how to make and maintain friendships, kindness, sharing, and cooperation and managing disagreements and resolving conflicts
- Respectful, kind relationships: treating others with kindness and respect, understanding differences (culture, beliefs, abilities) and the importance of fairness and inclusion
- Online safety and awareness: how to stay safe online, understanding that people online may not be who they say they are and treating others respectfully on digital platforms
- Being safe: recognising safe versus unsafe situations, understanding personal boundaries and privacy, appropriate versus inappropriate physical contact, knowing how to ask for help and report concerns

For more detailed information on the Relationships Education curriculum content, refer to Appendix 2.

Statutory primary school Health Education aims to equip pupils with the knowledge to make safe, healthy choices and understand their bodies and emotions. It focuses on building simple, practical habits and awareness that help children stay healthy, safe, and confident. The key topics taught are:

- General wellbeing: Teaching pupils about emotional health, happiness, and recognising when they need support.
- Wellbeing online: focusing on safe online behaviour, the risks of the internet, AI and protecting personal information.
- Physical Health and Fitness: the benefits of regular exercise, healthy eating, good sleep patterns and dental care.
- Healthy eating: what constitutes, the importance of a healthy relationship with food and the characteristics of a poor diet and the risks.
- Drugs, Alcohol, and Tobacco/Vaping: teaching about the risks and dangers of these substances.
- Health protection and prevention: recognising illness, exposure to sun, the importance of sleep, personal hygiene and dental care.
- Basic First Aid: teaching simple, age-appropriate first aid techniques
- Developing bodies: growth, adolescence, puberty, correct names for body parts

For more detailed information on the Health Education curriculum content, refer to Appendix 3.

Relationships and Health Education is statutory therefore, parents and carers do not have the right to withdraw their child from the lessons.

Dealing with sensitive issues and difficult questions

Pupil's questions will be dealt with honestly and sensitively and in an age-appropriate way.

A questions box will be available for pupils to ask anonymous questions.

Teachers will reply to, and answer, children's questions sensitively and openly.

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the headteacher. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

If staff are faced with a question they do not feel comfortable answering within the classroom, the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

7.1 Inclusivity

We will teach about these topics in a manner that:

- considers how a diverse range of pupils will relate to them
- is sensitive to all pupils' experiences

- makes pupils feel safe and supported and 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

And finally, we will give careful consideration to the level of differentiation needed

7.1 Use of resources

We **will** consider whether any resources we plan to use:

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

8. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RHE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

- Review any case study materials and look for feedback from other people the agency has worked with

Be clear on:

- What they're going to say
- Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- 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

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

9. Roles and responsibilities

9.1 The governing board

The governing board will approve the RHE policy, and hold the headteacher to account for its implementation. The governing board has delegated the approval of this policy to Ciaran Stuart, link governor for RHE.

9.2 The headteacher

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

9.3 Staff

The RHE lead is Rebecca Mortimer Bale (AHT, SENCO, DSL).

Staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the headteacher.

9.4 Pupils

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

10. Training

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

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

11. Special Educational Needs

The RHE curriculum will be adapted where necessary, to ensure pupils with special educational needs will be able to fully participate in RHE lessons, to ensure that all pupils gain a full understanding.

12. Equality and Diversity

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. RHE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils can form their own, informed opinions but also respect others that may have different opinions.

The personal beliefs and attitudes of staff delivering RHE will not influence the teaching of the subject in school. In our school we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RHE as a means of promoting any form of sexual orientation.

13. Monitoring arrangements

The delivery of RHE is monitored by the senior leadership team through planning scrutinies, learning walks and time tabling arrangements

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

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

Appendix 1: PHSE/RHE Curriculum map Reception to Y6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	1. Marvellous me! 2. I'm special 3. People who are special to me	1. Me and my friends 2. Friends and family 3. Including everyone	1. People who help me and keep me safe 2. Safety Indoors and Outdoors 3. What's safe to go into my body	1. Looking after myself 2. Looking after others 3. Looking after my environment	1. Looking after myself 2. Looking after others 3. Looking after my environment	1. Growing and changing in nature 2. When I was a baby 3. Girls, boys and families
Reception	1. All about me 2. What makes me special 3. Who can help me? 4. My feelings 5. My feelings (2)	1. I'm special, you're special 2. Same and different 3. Same and different families 4. I am caring 5. I am a friend	1. Combined lesson: What's safe to go onto my body and Keeping Myself Safe - What's safe to go into my body (including medicines) 2. Safe indoors and outdoors 3. Listening to my feelings 4. Keeping safe online 5. People who help to keep me safe	1. Looking after my special people 2. Looking after my friends 3. Being helpful at home and caring for our classroom 4. Caring for our world 5. Looking after money (1): recognising, spending, using	1. Bouncing back when things go wrong 2. Yes, I can! 3. Healthy eating 4. My healthy mind 5. Move your body 6. A good night's sleep	1. Life stages - plants, animals, humans 2. Life Stages: Human life stage - who will I be? 3. Where do babies come from? 4. Getting bigger 5. Me and my body - girls and boys
Year 1	1. Why we have classroom rules 2. How are you listening? 3. Our feelings 4. Feelings and bodies 5. Good friends	1. Same or different? 2. Unkind, tease or bully? 3. It's not fair! 4. Who are our special people? 5. Our special people balloons	1. Super sleep 2. Who can help? (1) 3. Good or bad touches? 4. What could Harold do? 5. Harold loses Geoffrey	1. Harold has a bad day 2. Around and about the school 3. Taking care of something 4. Harold's money 5. How should we look after our money? 6. Basic first aid	1. Eat well 2. Harold's wash and brush up 3. Catch it! Bin it! Kill it! 4. Harold learns to ride his bike 5. Pass on the praise!	1. Healthy me 2. Then and now 3. Taking care of a baby 4. Who can help? (2) 5. Surprises and secrets 6. Keeping privates private
Year 2	1. How are you feeling today? 2. Let's all be happy! 3. Being a good friend 4. Types of bullying 5. Don't do that!	1. What makes us who we are? 2. My special people 3. How do we make others feel? 4. An act of kindness 5. Solve the problem	1. Harold's picnic 2. How safe would you feel? 3. I don't like that! 4. Fun or not? 5. Should I tell?	1. Getting on with others 2. When I feel like erupting 3. Feeling safe 4. Harold saves for something special 5. How can we look after our environment?	1. You can do it! 2. My day 3. Harold's postcard - helping us to keep clean and healthy 4. Harold's bathroom 5. What does my body do?	1. A helping hand 2. Sam moves away 3. Haven't you grown! 4. My body, your body 5. Respecting privacy 6. Some secrets should never be kept
Year 3	1. As a rule 2. Looking after our special people 3. How can we solve this problem? 4. Friends are special 5. Thanks	1. Family and friends 2. My community 3. Our friends and neighbours 4. Let's celebrate our differences 5. Zeb	1. Safe or unsafe? 2. Combined lesson: Danger or risk? and the Risk robot 3. Super Searcher 4. Help or harm? 5. Alcohol and cigarettes: the facts	1. Helping each other to stay safe 2. Recount task 3. Our helpful volunteers 4. Can Harold afford it? 5. Harold's environment project	1. Derek cooks dinner! (healthy eating) 2. Poorly Harold 3. Body team work 4. For or against? 5. I am fantastic!	1. Relationship tree 2. Body space 3. Secret or surprise? 4. My changing body 5. Basic first aid
Year 4	1. Human machines 2. Combined lesson: Ok or not ok? (part 1) and Ok or not ok? (part 2) 3. An email from Harold! 4. Different feelings 5. Under pressure	1. Can you sort it? 2. What would I do? 3. The people we share our world with 4. That is such a stereotype! 5. Islands	1. Danger, risk or hazard? 2. How dare you! 3. Keeping ourselves safe 4. Picture wise 5. Medicines: check the label	1. Who helps us stay healthy and safe? 2. It's your right 3. How do we make a difference? 4. In the news! 5. Safety in numbers 6. Why pay taxes?	1. What makes me ME! 2. Making choices 3. Harold's Seven Rs 4. My school community (1) 5. Basic first aid	1. My feelings are all over the place! 2. All change! 3. Preparing for changes at puberty (formerly Period positive/preparing for periods) 4. Secret or surprise? 5. Together
Year 5	1. Collaboration Challenge! 2. Give and take 3. How good a friend are you? 4. Our emotional needs 5. Being assertive	1. Kind conversations 2. Happy being me 3. The land of the Red People 4. Is it true? 5. Stop, start, stereotypes	1. Play, like, share 2. Combined lesson: Decision dilemmas and Ella's diary dilemma 3. Vaping: healthy or unhealthy? 4. Would you risk it? 5. 'Thinking' about habits (OPTIONAL) 6. Combined lesson: Drugs: true or false? and Smoking: what is normal?	1. What's the story? 2. Mo makes a difference 3. Rights, respect and duties 4. Spending wisely 5. Lend us a fiver!	1. It all adds up! 2. Different skills 3. My school community (2) 4. Independence and responsibility 5. Star qualities?	1. How are they feeling? 2. Taking notice of our feelings 3. Dear Ash 4. Growing up and changing bodies 5. Help! I'm a teenager - get me out of here!
Year 6	1. Working together 2. Behave yourself 3. Assertiveness skills (formerly Behave yourself - 2) 4. Don't force me 5. Acting appropriately	1. OK to be different 2. We have more in common than not 3. Respecting differences 4. Tolerance and respect for others 5. Boys will be boys? - challenging gender stereotypes	1. To share or not to share? 2. Rat Park 3. What sort of drug is...? 4. Drugs: it's the law! 5. Alcohol: what is normal?	1. Two sides to every story 2. Fakebook friends 3. What's it worth? 4. Democracy in Britain 1 - Elections 5. Democracy in Britain 2 - How (most) laws are made	1. This will be your life! 2. Our recommendations 3. What's the risk? (1) 4. Basic first aid, including Sepsis Awareness 5. Five Ways to Wellbeing project	1. I look great! 2. Media manipulation 3. Pressure online 4. Helpful or unhelpful? Managing change 5. Making babies 6. What is HIV? (OPTIONAL)

Appendix 2: Relationships Education curriculum content

Families and people who care for me	Pupils should know: ➤ That families are important for children growing up safe and happy because they can provide love, security and stability. ➤ The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. ➤ That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. ➤ That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. ➤ That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. ➤ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	Pupils should know: ➤ How important friendships are in making us feel happy and secure, and how people choose and make friends. ➤ That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. ➤ That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. ➤ The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. ➤ That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. ➤ How to manage conflict, and that resorting to violence is never right. ➤ How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
Respectful relationships	Pupils should know: ➤ How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. ➤ The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. ➤ How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. ➤ Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other

	people and neglecting your own needs. ➤ That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. ➤ Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. ➤ The conventions of courtesy and manners. ➤ The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. ➤ The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. ➤ What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. ➤ How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online relationships	Pupils should know: ➤ That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. ➤ How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. ➤ That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. ➤ The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. ➤ Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. ➤ That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being safe	Pupils should know: ➤ What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. ➤ The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

	➤ That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. ➤ How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. ➤ How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. ➤ How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. ➤ How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.
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Appendix 3: Primary health and wellbeing curriculum content

General wellbeing	Pupils should know: ➤ The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. ➤ The importance of promoting general wellbeing and physical health. ➤ The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. ➤ How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. ➤ How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ➤ That isolation and loneliness can affect children, and the benefits of seeking support. ➤ That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. ➤ That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. ➤ Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). ➤ That it is common to experience mental health problems, and early support can help.
Wellbeing online	Pupils should know: ➤ 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.

	➤ Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. ➤ The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. ➤ How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. ➤ Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. ➤ The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. ➤ How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. ➤ That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. ➤ How to understand the information they find online, including from search engines, and know how information is selected and targeted. ➤ That they have rights in relation to sharing personal data, privacy and consent. ➤ Where and how to report concerns and get support with issues online.
Physical health and fitness	Pupils should know: ➤ The characteristics and mental and physical benefits of an active lifestyle. ➤ The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. ➤ The risks associated with an inactive lifestyle, including obesity. ➤ How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	Pupils should know: ➤ What constitutes a healthy diet (including understanding calories and other nutritional content). ➤ Understanding the importance of a healthy relationship with food. ➤ The principles of planning and preparing a range of healthy meals. ➤ The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs alcohol, tobacco and vaping	Pupils should know: ➤ 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	Pupils should know: ➤ How to recognise early signs of physical illness, such as weight loss, or

and prevention	unexplained changes to the body. ➤ About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. ➤ The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. ➤ About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist. ➤ About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. ➤ The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
Personal safety	Pupils should know: ➤ About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. ➤ How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic first aid	➤ How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. ➤ Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing bodies	➤ About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. ➤ The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. ➤ 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.