



# PSHE and RSE and Health Education Policy

Date: Summer 2026

Review: Summer 2029

# Ferndale Primary School

This policy is a working document, which provides guidance and information on all aspects of PSHE and RSE in the school for staff, parents/carers and governors.

At **Ferndale**, Relationships and Sex Education and Health Education is taught within a broader, carefully planned Personal, Social, Health and Relationship Education curriculum (PSHE) and is linked within our school values and learning 9. It aims to gradually and appropriately prepare children for adult life, and ensuring the development of the personal skills needed by pupils if they are to establish and maintain relationships both now and in their future. Our PSHE also supports children's 'personal development and well-being' by equipping them with the knowledge, understanding, skills and attributes needed to manage their lives now and in the future.

The curriculum is designed to ensure that young people can make responsible and informed decisions about their own health and wellbeing. The curriculum, reflecting local needs, is also designed to build children's understanding of how to keep themselves safe both now and in the future. The curriculum encourages positive relationships and encourages children to develop their own ideas, opinions and beliefs around mental and physical well-being, safeguarding awareness, inclusion whilst providing them with a safe place to discuss new ideas and concepts at an age and developmentally appropriate time.

## CONTEXT & INTRODUCTION

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Our PSHE policy is further informed by a range of guidance, statutory legislation & advice including:

- Keeping Children Safe in Education
- Behaviour and Discipline in Schools
- Equality Act 2010 • SEND code of practice: 0 to 25 years
- Mental Health and Behaviour in Schools
- Preventing and Tackling Bullying (including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools
- The Equality and Human Rights Commission Advice and Guidance

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- 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))

Effective RSHE, set with PSHE lessons, encourages children to reflect upon and to develop their own values, attitudes, personal and social skills including awareness of the values of their own community and others, whilst understanding the beliefs and ideas of their peers and increase their knowledge and understanding, so that they are able to make informed decisions and life choices both now and in the future. This includes the positive benefits of loving, rewarding, safe and responsible relationships, emotional and physical changes to their bodies (including puberty), developing positive mental health and emotional well-being and develop the skills to be digitally safe.

We believe that PSHE and RSHE should enable children to become healthier, more independent and more responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community. In so doing, we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation as playground leaders, reading leaders, science leaders, playground buddies, digital leaders and school council. We teach children both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

## Curriculum Design

At Ferndale, PSHE/ RSHE is taught through the 'Healthy Minds Happy Me' scheme of work that follows the same topics from Key stage 1 to Key Stage 2 with age related progression.

The 'Healthy Minds Happy Me' curriculum comprises of 6 key modules which are revisited during the pupil's time in the school, allowing young people to add to their thinking, skills and knowledge as they develop and mature in their thinking. Each module has a character linked with one of the 6 Sandwell towns and which reflect family structures within the borough. The characters are designed to be relatable to students and provide a vehicle for introducing the themes to pupils through the use of stories and activities. These modules are:

Theme	Description of topics	Themes addressed.
All About Me	Helping pupils to celebrate difference and manage emotions in a safe and healthy way	Self-awareness, understanding feelings, self-esteem and self-regulation
Friendships	Supporting pupils to think about the importance of friendships and social relationships in relation to their own wellbeing	Considering other people's emotions and perspectives; working together, social problem-solving

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Resilience and coping	Helping pupils to develop resilience, looking after themselves and cope with change	Conflict management, positive coping strategies, reframing failure, facing adversity, self/regulation and self-control, responsible decision-making, self-management
Belonging	Building a sense of belonging through the development of secure relationships.	Celebrating differences, attachment, respecting others, culture, belonging and caring support
Being the Best Me I Can Be	Encouraging pupils to be effective learners using their personal strengths.	Effective learning; setting, planning and reaching goals, creativity, encouraging mastery goals, high expectations
My Wider World	Helping pupils to understand their place in the community and promoting connectedness.	Being a member of a community, celebrating communities' differences and similarities and cultural awareness.

In each year, we cover the following themes:

**Year 1:** Friendships Module; Belonging Module; My Wider World Module.

**Year 2:** All About Me Module; Resilience and Coping Module; Being The Best Me I Can Be Module.

**Year 3:** Friendships Module; Belonging Module; My Wider World Module.

**Year 4:** All About Me Module; Resilience and Coping Module; Being The Best Me I Can Be Module.

**Year 5:** Friendships Module; Belonging Module; My Wider World Module.

**Year 6:** All About Me Module; Resilience and Coping Module; Being The Best Me I Can Be Module.

To support the children's personal development and well-being in line with DFE guidance we ensure our curriculum has flexibility and can be carefully adapted to respond to local public health and community issues if they arise.

The 'You be You' programme include lessons that centre around key diversity, equity and inclusion themes, including; when I grow up, families, play time, the me inside, what is a leader, feelings and friendships.

We ensure that progressive objectives have been selected from both resources to suit the needs of the learners at Ferndale.

### RELATIONSHIPS & HEALTH EDUCATION (RHE)

Department for Education (DfE) Guidance outlines the provision that schools are legally required to deliver in relation to Relationships Education, Relationships and Sex Education (RSE) and Health Education. This is statutory, as the document states, because:

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“Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right”.

The DfE are clear that, in primary schools, they want the subjects to put in place the key building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe. In line with DfE guidance, schools are free to determine how to deliver the statutory content in the context of a broad and balanced curriculum. Effective teaching of PSHE will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.

Our RSHE programme is an integral part of our whole school PSHE provision and supported by the statutory requirements as set out in the Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025) and Science curriculum.

## Relationships Education

Relationships Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on teaching children the fundamental building blocks of positive, respectful relationships with family, friends, peers and adults.

By the end of primary school, our children will understand:

- **Families and people who care for me** – That families come in many forms and all can provide love, security and stability; the characteristics of healthy family life; how to recognise unhealthy family relationships and seek help; marriage and civil partnerships as legal commitments.
- **Caring friendships** – How friendships contribute to happiness and security; characteristics of healthy friendships including mutual respect, trust, loyalty and kindness; how to recognise and navigate friendship difficulties; how to make and maintain positive friendships.
- **Respectful, kind relationships** – The importance of paying attention to others’ needs; setting and respecting boundaries; communicating effectively and managing conflict with kindness; the importance of respect and self-respect; different types of bullying and how to respond; understanding stereotypes and how to challenge them.

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- **Online safety and awareness** – How to behave respectfully online; critically evaluating online relationships and information; understanding privacy and personal information; recognising and reporting online risks; age restrictions for social media; understanding that content online can be inappropriate or upsetting.
- **Being safe** – Understanding appropriate and inappropriate boundaries; concepts of privacy and consent; that each person's body belongs to them; how to recognise when relationships are unsafe; how to respond to concerning adults; how to report abuse and seek help with confidence.

The expected outcomes for each of these elements can be found further on in this policy.

## Health Education

Health Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on supporting children to make informed decisions about their health and wellbeing.

- **Mental wellbeing** – The normal range of emotions; how to recognise, talk about and manage feelings; simple self-care techniques; that mental health challenges are common and can be supported; where and how to seek help when needed.
- **Internet safety and harms** – The benefits and risks of internet use; rationing screen time; recognising and displaying respectful online behaviour; age restrictions on games and apps; being discerning about online information, where to report concerns.
- **Physical health and fitness** – Benefits of an active lifestyle; building regular physical activity into routines; risks of inactive lifestyles, when to seek health support.
- **Healthy eating** – What constitutes a healthy diet; principles of healthy meal planning; risks of unhealthy eating including impacts on teeth and weight; impacts of alcohol on health.
- **Drugs, alcohol, tobacco and vaping** – Age-appropriate facts about legal and illegal substances and associated risks, including the risks of nicotine addiction.
- **Health protection and prevention** – Recognising early signs of illness; sun safety; importance of good quality sleep; dental health and oral hygiene; personal hygiene and germ spread; facts about vaccination and immunisation.
- **Personal safety** – Recognising hazards and reducing risks; road, water and rail safety; when and how to seek help in emergencies.
- **Basic first aid** – How to make emergency calls; dealing with common injuries including head injuries.
- **Developing bodies** – Understanding growth and body changes during adolescence; correct names for body parts; facts about the menstrual cycle including physical and emotional changes (noting that whilst

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average age of menstruation is 12, it can begin from age 8, so we teach this content before girls' experience menstruation).

The expected outcomes for each of these elements can be found further on in this policy

## Sex Education

The DfE Guidance 2025 recommends that that all primary schools teach age-appropriate sex education (in Y5 and/or Y6) to ensure children are prepared for the change's adolescence brings and understand how human life begins.

### **Parental Right to Withdraw.**

Parents are **unable** to withdraw from lessons written and delivered as part of the National Curriculum for Science or taught as part of the Relationship or Health Education content. The biological aspects of RSE are taught within the Science curriculum, where there is no parental right to withdraw.

At the end of KS2 school nurses deliver puberty talks for the children, which parents have the right to withdraw from.

**Ferndale** would encourage parents with concerns around content, to contact the school to discuss this further.

We use a variety of resources including: -

- **The Local Authority** approved curriculum model, the "Healthy Mind, Happy Me" curriculum which focuses upon developing student's mental health and emotional wellbeing. The themes addressed in the curriculum are included below.
- **School Nursing Team** approved by the local authority who deliver age appropriate classroom lessons in primary schools.
- **NSPCC "No Pants"** Talk delivered by NSPCC staff or school staff.
- **Picture News:** A nationally recognised PSHE and Citizenship focused resource which provides weekly resources focusing upon an issue in the news.
- **Police and Local Police Community Support Officers**
- **'You be You' programme**
- **DFE RSE and Health Education guidance**

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## Engaging Stakeholders (including parents/carers/guardians and pupils).

The school recognises that the parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and therefore have more responsibility in preparing them for challenges and responsibilities which sexual maturity brings. **Ferndale** believe in the importance of partnerships between all stakeholders to ensure that children grow up confident and cared for.

Resources used to teach the relationship and health education aspects of PSHE can be seen by parents/carers in school by making a request to a member of the senior leadership team or by visiting the school's website.

The school's website also provides parents the opportunity to view DFE statutory guidance and policies.

Puberty talk letters will be sent out to parents of children in year 5 and will include an invitation for parents/carers to come into school to discuss the content of the lessons and view the resources if they wish.

In support of this in June 2026, Ferndale sent a parents' consultation via the Ferndale APP to inform parents of the new framework and invite any questions that parents had. Parents were asked to share their views about school's provision and were offered the opportunity to make suggestions and be a part of a follow up conversation. See below for detail:

Parents are key partners in supporting the school to:

- Maintaining the culture and ethos of the family
- Teaching their children about Relationships and Health.
- Helping their children cope with the emotional and physical aspects of growing up and being a part of modern Britain.
- Preparing them for the challenges and responsibilities that sexual maturity brings
- Identifying issues

As part of the RSHE curriculum we will support our parents to:

- Talk with their children about feelings and relationships

Parents are encouraged to support the school's RSE and Health curriculum and have access to this policy.

## Equality and diversity Opportunities Statement

The DfE Guidance for RHE states, "schools are required to comply with relevant requirements of the Equality Act 2010, including the public sector equality duty (PSED), when teaching RSHE. Schools must ensure topics in RSHE are taught in a way which does not discriminate against pupils or amount to harassment".

The school is committed to the provision of PSHE and RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for

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all groups but there may be occasions where children with Special Educational Needs are given extra support. Wherever possible, teaching of the curriculum will be in line with the protected characteristics defined in the Equality Act 2010.

## LESBIAN, BISEXUAL & TRANSGENDER CONTENT (LGBT)

DfE guidance has an expectation that primary schools, “teach about healthy loving relationships, and to include same-sex parents along with other family arrangements.” It also goes on to explain, “pupils should be taught the facts and the law about biological sex and gender reassignment. Pupils should also be taught about to recognise that people with the protected characteristic of gender reassignment, as with other protected characteristics, have protection from discrimination and should be treated with respect and dignity.”

Therefore, throughout PSHE education, children learn that all people deserve to be treated with respect and kindness, regardless of difference. This is a fundamental principle that runs through all our teaching. Content on valuing different family structures, challenging stereotypes, homophobic bullying and inclusion is integrated throughout the curriculum rather than taught as a standalone topic, ensuring that diverse families are visible and valued within our school community.

Staff recognise that beyond the facts and law about biological sex and gender reassignment, there is significant debate. Therefore, they are careful not to endorse any particular view or to teach that view as fact. Any content, regardless of its statutory status, will be taught in an age-appropriate way and pupils will be encouraged to express their views whilst remaining respectful of the opinions of others (which may differ from their own).

## **Pupils with special educational needs and disabilities (SEND)**

Teaching should be developed to ensure these subjects are accessible for pupils with SEND and prepare pupils for adulthood, as set out in the SEND code of practice: 0 to 25 years. Schools should be aware that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. RSHE can be particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities.

## **Safeguarding**

All staff are trained in safeguarding (KCSIE 2026 and future KCSIE publications). Teachers are aware that effective PSHE and RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this situation staff should follow internal safeguarding policies including informing the Safeguarding Lead. Prior to teaching, teachers will consult with the designated Safeguarding Lead to ensure that issues can be addressed prior to the teaching of the subject and appropriate differentiation can be made.

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Teachers will be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately (see Safeguarding and Child Protection Policy). Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen.

As part of our overall Safeguarding programme, on occasions lessons and assemblies will be taught to address local safeguarding concerns and issues to ensure our pupils remain safe, which. To support this occasionally, appropriate and suitably experienced and/or knowledgeable visitors (such as school nursing team) from outside school may be invited to contribute to the delivery of PSHE and RSHE in school. Wherever possible, this information will be shared with parents.

The school is committed to working towards equality, promoting positive approaches to difference, and fostering respect for people of all cultural and social backgrounds whatever their age, sexuality, faith, ethnicity, gender, disability or additional educational need and in line with the Public-Sector Duty (as set out in the Protected Characteristics guidance: Equality Act 2010). Developing positive relationships between pupils of all backgrounds is an essential aspect of the work of the school. We will ensure that all young people receive Relationships and Health education, and we will offer provision appropriate to the particular needs of all our students.

### **Safe and Effective Practice including answering sensitive questions.**

We will ensure a safe learning environment by following school policies. Staff will be trained in relation to developing a safe learning environment which includes safeguarding training, dealing with sensitive issues, confidentiality, agreed ground rules for a safe classroom environment shaped by students and by the use of distancing techniques from the personal experience of the student. No student will be required to give an answer as this undermines the safe classroom experience; all students will be given the opportunity to raise questions. All staff are supported by pre-prepared resources, training in the delivery of resources and supported by internal and external staff including, but not limited to the PSHE Lead, Safeguarding Lead, SLT, LA Advisor, Public Health funded projects and resources and nationally recognised curriculum organisations including, but not limited to, the PSHE Association.

During PSHE lessons and discussions, staff will establish clear ground rules in-conjunction with pupils to ensure pupils feel safe, supported and listened to. Wherever possible, lessons will be taught as a class with both male and female pupils present.

Teaching staff will endeavour to answer questions as openly as possible, but if faced with a question that they do not feel comfortable answering within the classroom, provision would be made to meet the individual's child/young person's needs. This could involve referring the child/young person to their parent/carer, School Nurse Service, the child/young person's doctor or to an established external organisation; it important for the child to make a choice

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that is correct for them without prejudice. The teacher may make a referral or to seek advice from the PSHE Coordinator, Headteacher or Safeguarding Team wherever appropriate in the circumstances.

## Legislation including statutory regulations and guidance.

Documents which inform the schools PSHE and RSE policy include:-

- The Education Act (1996)
- Learning and Skills Act (2000)
- Equality Act (2010)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE)
- Keeping Children Safe in Education: Statutory Safeguarding Guidance (as updated)
- The Public Sector Equality Duty.
- 'PSHE Education Programme of Study Key stages 1-5' (PSHE Association, 2017)
- The National Curriculum for Science (2015)
- Sex and Relationships Education Guidance DfE (2018 and 2020)
- Children and Social Work Act (2017)
- Subject specific research: Ofsted.

Related school policies include:

- School Curriculum.
- Safeguarding guidance including Keeping Children Safe in Education guidance
- Behaviour Policy
- Inclusion policy
- Anti-Bullying Policy
- Health and Safety
- Equality Policy
- Online Safety Policy
- Extremism and Radicalisation in Schools Policy

## Roles and Responsibilities.

Those involved in the development of this policy include:

The Head teacher	Remains responsible for the oversight of the curriculum and policies; dealing with issues concerning parental right to withdrawal their child from the curriculum.
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Governing Body	Fulfilling the legal obligations on the part of the school, ensure pupils are making progress and the overall quality of the provision offered in the school.
Designated Safeguarding Lead	Checking policy for safeguarding compliance and dealing with safeguarding matters as and when they arise.
PSHE Co-ordinator / Lead teacher	The development of the curriculum, delivering training and resources to key members of staff, monitor the teaching of the subject and work with partners including safeguarding lead, external partner groups and individuals.
Teaching and support staff	The delivery of lessons and key RSHE messages, identifying and working with PSHE leads to address gaps in their knowledge.
Parents / carers / guardians	To work in partnership with the school including being aware of school policies, ensuring schools are aware of issues arising around the wellbeing of their child and supporting learning within the home environment.
Pupils (where appropriate).	Express the wishes of their peers and contribute ideas into the school curriculum (as part of the student voice programme).

### MONITORING & REVIEW

The Governing Body delegates the monitoring of this policy to one of its committees. This committee reports its findings and recommendations to the Full Governing Body, as necessary, if the policy needs modification. The Committee gives serious consideration to any comments from parents about the PSHE (inc. RHE & Sex Education) programme. Governors also review teaching materials and schemes of work as part of their role in holding the school to account.

### Relationship Education

Topic	Pupils should know:
Families and people who care about me	<p style="text-align: center;"><b><u>By the end of year 2</u></b></p> <ul style="list-style-type: none"> <li>● That families are important for children growing up because they can give love, security and stability</li> <li>● 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</li> </ul>

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	<p>other family members, the importance of spending time together and sharing each other's lives.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.</li> <li>● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul> <p><b><u>By the end of year 6</u></b></p> <ul style="list-style-type: none"> <li>● That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> </ul>
Caring friendships	<p><b><u>By the end of year 2</u></b></p> <ul style="list-style-type: none"> <li>● How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>● 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.</li> <li>● 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.</li> </ul> <p><b><u>By the end of year 4</u></b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.</li> <li>● How to manage conflict, and that resorting to violence is never right.</li> <li>● How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.</li> </ul>
Respectful, kind relationships	<p><b><u>By the end of year 2</u></b></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul>

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	<ul style="list-style-type: none"> <li>● The conventions of courtesy and manners.</li> <li>● Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</li> <li>● What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.</li> </ul> <p style="text-align: center;"><b><u>By the end of year 4</u></b></p> <ul style="list-style-type: none"> <li>● The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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</li> <li>● What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.</li> </ul> <p style="text-align: center;"><b><u>By the end of year 6</u></b></p> <ul style="list-style-type: none"> <li>● The importance of self-respect and how this links to their own happiness</li> <li>● 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.</li> <li>● 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.</li> </ul> <p style="text-align: center;"><b><u>All</u></b></p> <ul style="list-style-type: none"> <li>● How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.</li> </ul>
Online relationships	<p style="text-align: center;"><b><u>All</u></b></p> <ul style="list-style-type: none"> <li>● 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</li> </ul>

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	<p>avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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</li> <li>● 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.</li> <li>● 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.</li> <li>● The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.</li> </ul>
Being safe	<p><b><u>By the end of year 2</u></b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>● How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>● How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>● How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>● Where to get advice e.g. family, school and/or other sources</li> </ul> <p><b><u>By the end of year 4</u></b></p>

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	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> </ul>
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## Health Education

Topic	Pupils should know:
General Wellbeing	<p><b><u>By the end of year 2</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>• 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 and the benefits of hobbies and interests</li> </ul> <p><b><u>By the end of year 4</u></b></p> <ul style="list-style-type: none"> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</li> <li>• The importance of promoting general wellbeing and physical health.</li> <li>• 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. 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.</li> </ul> <p><b><u>By the end of year 6</u></b></p> <ul style="list-style-type: none"> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.</li> <li>• 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.</li> </ul>

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	<ul style="list-style-type: none"> <li>● 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)</li> <li>● That it is common to experience mental health problems, and early support can help.</li> </ul>
Wellbeing online	<p><b><u>By the end of year 2</u></b></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul> <p><b><u>By the end of year 4</u></b></p> <ul style="list-style-type: none"> <li>● How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.</li> <li>● Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.</li> </ul> <p><b><u>By the end of year 6</u></b></p> <ul style="list-style-type: none"> <li>● The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.</li> <li>● 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.</li> <li>● 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.</li> <li>● That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.</li> <li>● How to understand the information they find online, including from search engines, and know how information is selected and targeted.</li> <li>● That they have rights in relation to sharing personal data, privacy and consent.</li> <li>● Where and how to report concerns and get support with issues online.</li> <li>● 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.</li> </ul>

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Physical health and fitness	<p><b><u>By the end of year 2</u></b></p> <ul style="list-style-type: none"> <li>● the characteristics and mental and physical benefits of an active lifestyle</li> <li>● 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</li> <li>● the risks associated with an inactive lifestyle (including obesity)</li> </ul> <p><b><u>By the end of year 6</u></b></p> <ul style="list-style-type: none"> <li>● how and when to seek support including which adults to speak to in school if they are worried about their health</li> </ul>
Healthy Eating	<p><b><u>By the end of year 2</u></b></p> <ul style="list-style-type: none"> <li>● what constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>● 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)</li> <li>● Understanding the importance of a healthy relationship with food.</li> </ul> <p><b><u>By the end of year 6</u></b></p> <ul style="list-style-type: none"> <li>● the principles of planning and preparing a range of healthy meals</li> </ul>
Drugs, alcohol, tobacco and vaping	<p><b><u>By the end of year 6</u></b></p> <ul style="list-style-type: none"> <li>● the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking, including the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.</li> </ul>
Health protection and prevention	<p><b><u>By the end of year 2</u></b></p> <ul style="list-style-type: none"> <li>● about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> <li>● 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.</li> <li>● 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.</li> </ul>

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	<ul style="list-style-type: none"> <li>● about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> </ul> <p style="text-align: center;"><b><u>By the end of year 6</u></b></p> <ul style="list-style-type: none"> <li>● how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</li> <li>● 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.</li> </ul>
Personal Safety	<p style="text-align: center;"><b><u>By the end of year 2</u></b></p> <ul style="list-style-type: none"> <li>● About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.</li> </ul> <p style="text-align: center;"><b><u>By the end of year 4</u></b></p> <ul style="list-style-type: none"> <li>● How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.</li> </ul>
Basic First Aid	<p style="text-align: center;"><b><u>By the end of year 2</u></b></p> <ul style="list-style-type: none"> <li>● How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.</li> </ul> <p style="text-align: center;"><b><u>By the end of year 4</u></b></p> <ul style="list-style-type: none"> <li>● Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.</li> </ul>
Developing bodies	<p style="text-align: center;"><b><u>By the end of year 2</u></b></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul> <p style="text-align: center;"><b><u>By the end of year 6</u></b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> </ul>

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