

Relationships and Sex Education (RSE) Policy Primary

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1.0 Policy Statement

- 1.1 We are an ambitious and inclusive Trust of schools, strengthening our communities through excellent education. We are committed to providing excellent education for every child, every day, and aim to strengthen and work with our communities to continue to improve accessibility in our schools

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2.0 Aims

- 2.1 The aims of relationships and sex education (RSE) at our school is to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Embed our Campus values of forgiveness, honesty, perseverance, respect and team work.

3.0 Definition of terms

- 3.1 For the purpose of this document:

- Members, Trustees/Directors and Governors are referred to as Trustees;
- The Ted Wragg Multi Academy Trust is referred to as The Trust and refers to all schools or academies within the Trust;
- School or Academy refers to any one of the schools or academies within the Ted Wragg Multi Academy Trust;
- Staff refers to all staff working at any one of the schools within the Ted Wragg Multi Academy Trust;
- Students refers to all students being educated or on site at any one of the schools within the Ted Wragg Multi Academy Trust.

4.0 Policy Development

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

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
 - Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
 - Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
 - Pupil consultation – we investigated what exactly pupils want from their RSE
 - Ratification – once amendments were made, the policy was shared with governors and ratified
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5.0 What is Relationship and Sex Education

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

5.2 RSE involves a combination of sharing information and exploring issues and values.

5.3 RSE is not about the promotion of sexual activity.

6.0 Legal Framework

- As a primary academy school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.
- We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.
- In teaching RSE, 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.
- The primary schools within the Ted Wragg Trust teach RSE as set out in this policy.
- Schools must have regard to the statutory guidance, and where they depart from those parts of the guidance which state that they should (or should not) do something they will need to have good reasons for doing so.

The statutory guidance applies to

- Relationships Education (for Primary education)
- Relationships and Sex Education (for Secondary Education)

The policy must also be applied within the framework of other relevant legislation including the Equality Act 2010.

7.0 Principles and Values

The Trust believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life;
- Be an entitlement for all young people;
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn;
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness;
- Family is a broad concept; not just one model. It includes a variety of types of family structure, and acceptance of different approaches;
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other;
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment;
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up;
- We aim to work in partnership with parents and students, consulting them about the content of programmes;
- Recognise that the wider community has much to offer, and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

8.0 Relationships and Health Education

8.1 Relationships and Health education (across primary) covers these main elements:

Relationships Education

- Foster an understanding of what makes a healthy, stable and caring family environment, while respecting that different families may look different.
- Teach the characteristics of positive friendships and how to manage conflict or address unkindness and bullying.
- Teach the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.
- Fostering self respect, empathy for others and an understanding of equality and diversity.
- Provide the vocabulary and confidence to recognise, avoid and report different forms of abuse.
- Teach children that their body belongs to them, establishing personal boundaries and identifying when something feels unsafe or inappropriate.
- Equip pupils with the skills to identify risks, manage data privacy, and interact safely in the digital world.

Health and Wellbeing

- Promote an understanding of the benefits of regular exercise, healthy eating and adequate sleep and understand the links between physical and mental health.
- Help pupils recognise their own emotions, manage feelings and build resilience when facing challenges.
- Teach basic first aid and the risks associated with substances like smoking, alcohol and drugs as well as hazards and risk reduction.
- Teach pupils how to report concerns and seek advice.
- Consider the impact of online behaviour on others, and how to recognise and display respectful behaviour online.
- Guide students support into adolescence by explaining the physical and emotional changes they will experience in an age appropriate manner.

9.0 Organisation and Content of Relationships and Sex Education (appendix – curriculum map)

- Primary schools within the Trust specifically deliver Relationships and Sex Education through the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).
- Primary sex education will focus on:
 - Preparing boys and girls for the changes that adolescence brings
 - How a baby is conceived and born
- Primary Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:
 - Families and people who care for me
 - Caring friendships
 - Respectful relationships
 - Online relationships
 - Being safe
- These areas of learning are taught within the context of family life taking care to ensure that there is no

stigmatisation of children based on their home circumstances (families can include single parent families, same sex parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

- RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included in Science. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.
- Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

10.0 Inclusion

Ethnic and Cultural Groups - We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Students with Special Needs - We will ensure that all young people receive relationships and sex education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation - We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that relationships and sex education is relevant to them.

11.0 Roles and Responsibilities

11.1 Trustees

The trustees will approve the RSE policy and hold the headteacher to account for its implementation. They will ensure all pupils make progress in achieving the expected educational outcomes; that teaching is accessible to all pupils with SEND; curriculum content and teaching materials are aligned with this statutory guidance and finally clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education.

11.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see

section 11).

11.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non- statutory/non-science] components of RSE

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

11.4 Pupils

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

12.0 Parents' right to withdraw

12.1 Parents/Carers do not have the right to withdraw their children from relationships education.

Parents/Carers have the right to withdraw their children from the [non-statutory] components of sex education within RSE. The following lessons are non-statutory components of our RSE programme, and we therefore inform parents of their right to request their child to be withdrawn.

- Year 4 – Puberty for boys and girls, and conception
- Year 5 – Puberty for boys and girls, and conception
- Year 6 – Puberty for boys and girls and understanding conception to the birth of a baby

The JIGSAW curriculum emphasis is on changes that children will experience as they grow up: what those changes look and feel like, and why they happen. Jigsaw aims, by the end of Year 6, to have helped children understand puberty and human reproduction. The 'Changing Me' unit is taught over a period of 6 weeks in the second half of the summer term. Each year group will be taught appropriate to their age and development stage.

Notification will always be sent to Parents/Carers in advance of the RSE lessons. If, as a Parent/Carer, you feel it necessary to withdraw your child please arrange to come to school and discuss your concerns with the Headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

13.0 Confidentiality, Controversial and Sensitive Issues

13.1 Teachers cannot offer unconditional confidentiality and are required to report all disclosures. In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- Child protection issues will be considered and referred if necessary to the teacher

responsible for Child Protection under the school's procedures.

- The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that they cannot ever promise confidentiality.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

14.0 Training

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

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

15.0 Monitoring Arrangements

- The delivery of RSE is monitored by the PSHE lead through:
 - Termly monitoring arrangements, such as planning and book scrutinies and CPD.
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- This policy will be reviewed by a Director of Education. At every review, the policy will be approved by trustees.

16.0 Policy Circulation

- This Policy will be published on the Trust's website and included in the Trust's Policy Monitoring Schedule.
- This Policy will be circulated to every Member, Trustee/Director, Governor and Senior Employee by sending an email to the link on the Trust's website on an annual basis and when each new Member, Trustee/Director, Governor and Senior Employee joins the Trust.
- The Trustees, in consultation with the Local Governing Bodies, are responsible for overseeing, reviewing and organising the revision of the Relationships and Sex Education Policy.

17.0 Adoption of the policy

This Policy has been adopted by the Trustees of the Ted Wragg Multi Academy Trust.

18.0 Appendix 1 – Curriculum Map

Our RSE content in our primary school is all taught in Term 6 / Summer Term 2.

Year 1	Understanding change Changes since being a baby Differences between female and male bodies (correct terminology)
Year 2	Growing from young to old Differences in female and male bodies (correct terminology) Which body parts are private
Year 3	How our bodies need to change so they can make babies when we grow up - inside and outside changes and how we feel about them
Year 4	The choice to have a baby, the parts of men and women that make babies and - in simple terms - how this happens How a girl's body changes so that she can have a baby when she's an adult - including menstruation
Year 5	Puberty for girls - physical changes and feelings about them - importance of looking after yourself Puberty for boys - developing understanding of changes for both sexes - reassurance and exploring feelings Conception (Including IVF)
Year 6	Consolidating understanding of physical and emotional changes and how they affect us Conception to birth The story of pregnancy and birth

Year Group	Lesson Name	Coverage
Year 1	Life Cycles	- I am starting to understand the life cycles of animals and humans - I understand that changes happen as we grow and that this is OK
	Changing Me	- I can tell you some things about me that have changed and some things about me that have stayed the same. - I know that changes are OK and that sometimes they will happen whether I want them to or not
	My Changing Body	- I can tell you how my body has changed since I was a baby. - I understand that growing up is natural and that everybody grows at different rates
	Boys' and Girls' Bodies	- I can identify the parts of the body that make boys different to girls and can use the correct names for these. - I respect my body and understand which parts are private.
	Learning and growing	- I understand that every time I learn something new I change a little bit - I enjoy learning new things
	Coping with Changes	- I can tell you about changes that have happened in my life - I know some ways to cope with changes.
Year 2	Life Cycles in Nature	- I can recognise cycles of life in nature - I understand there are some changes that are outside my control and can recognise how I feel about this
	Growing from Young to Old	- I can tell you about the natural process of growing from young to old and understand that this is not in my control - I can identify people I respect who are older than me

	The Changing Me	- I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old - I feel proud about becoming more independent
	Boys' and Girls' Bodies	- I can recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private. - I can tell you what I like/don't like about being a boy/girl.
	Assertiveness	- I understand there are different types of touch and can tell you which ones I like and don't like. - I am confident to say what I like and don't like and can ask for help.
	Looking Ahead	- I can identify what I am looking forward to when I move to my next class - I can start to think about changes I will make when I am in Year 3 and know how to go about this.
Year 3	How Babies Grow	- I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby - I can express how I feel when I see babies or baby animals
	Babies	- I understand how babies grow and develop in the mother's uterus - I understand what a baby needs to live and grow - I can express how I might feel if I had a new baby in my family
	Outside Body Changes	- I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. - I can identify how boys' and girls' bodies change on the outside during this growing up process. - I recognise how I feel about these changes happening to me and know how to cope with those feelings.
	Inside Body Changes	- I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. - I recognise how I feel about these changes happening to me and know how to cope with these feelings.
	Family Stereotypes	- I can start to recognise stereotypical ideas I might have about parenting and family roles - I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.
	Looking Ahead	- I can identify what I am looking forward to when I move to my next class - I can start to think about changes I will make next year and know how to go about this
Year 4	Unique Me	- I understand that some of my personal characteristics have come from my birth parents and that this happens because - I am made from the joining of their egg and sperm - I appreciate that I am a truly unique human being .
	Having a Baby *	- I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby - I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult
	Girls and Puberty	- I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this - I have strategies to help me cope with the physical and emotional changes I will experience during puberty
	Circles of Change	- I know how the circle of change works and can apply it to changes I want to make in my life. - I am confident enough to try to make changes when I think they will benefit me
	Accepting Change	- I can identify changes that have been and may continue to be outside of my control that I learnt to accept - I can express my fears and concerns about changes that are outside of my control and know how to

		manage these feelings positively
	Looking Ahead	- I can identify what I am looking forward to when I move to a new class - I can reflect on the changes I would like to make next year and can describe how to go about this
Year 5	Self and Body Image	- I am aware of my own self-image and how my body image fits into that - I know how to develop my own self esteem
	Puberty for Girls	- I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally - I understand that puberty is a natural process that happens to everybody and that it will be ok for me
	Puberty for Boys	- I can describe how boys' and girls' bodies change during puberty - I can express how I feel about the changes that will happen to me during puberty
	Conception *	- I understand that sexual intercourse can lead to conception and that is how babies are usually made - I also understand that sometimes people need IVF to help them have a baby - I appreciate how amazing it is that human bodies can reproduce in these ways
	Looking Ahead 1	- I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities - I am confident that I can cope with the changes that growing up will bring
	Looking Ahead 2	- I can identify what I am looking forward to when I move to my next class. - I can start to think about changes I will make next year and know how to go about this.
Year 6	My Self Image	- I am aware of my own self-image and how my body image fits into that - I know how to develop my own self esteem
	Puberty	- I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally - I can express how I feel about the changes that will happen to me during puberty
	Babies: Conception to Birth *	- I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born - I can recognise how I feel when I reflect on the development and birth
	Boyfriends and Girlfriends	- I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend - I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to
	Real Self and Ideal Self	- I am aware of the importance of a positive self-esteem and what I can do to develop it - I can express how I feel about my self-image and know how to challenge negative 'body-talk'
	The Year Ahead	- I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class. - I know how to prepare myself emotionally for the changes next year

NB: The lessons that have (*) are the lessons in which there are sections of the lesson that parents have the right to withdraw their child from a section of the lesson.

18.0 Appendix 2

By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and People who Care about me	1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.
Caring Friendships	1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, Kind Relationships	1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners. 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
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TOPIC	PUPILS SHOULD KNOW
Online Safety and Awareness	1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media

- users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being safe

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

TOPIC	PUPILS SHOULD KNOW
General Wellbeing	1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2. The importance of promoting general wellbeing and physical health. 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6. That isolation and loneliness can affect children, and the benefits of seeking support. 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.

	9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 10. That it is common to experience mental health problems, and early support can help.
Wellbeing Online	1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. 3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. 6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. 8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 9. How to understand the information they find online, including from search engines, and know how information is selected and targeted. 10. That they have rights in relation to sharing personal data, privacy and consent. 11. Where and how to report concerns and get support with issues online
Physical Health and Fitness	1. The characteristics and mental and physical benefits of an active lifestyle. 2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. 3. The risks associated with an inactive lifestyle, including obesity. 4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy Eating	1. What constitutes a healthy diet (including understanding calories and other nutritional content). 2. Understanding the importance of a healthy relationship with food. 3. The principles of planning and preparing a range of healthy meals. 4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, Alcohol, Tobacco and Vaping	1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.
Health Protection and Prevention	1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. 4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist. 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
Personal Safety	1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. 2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic First Aid	1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. 2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing Bodies	1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. 2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. 3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.
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