The Hayes Primary School

DRAFT Relationships, Sex and Health Education (RSHE) Policy
September 2026

Date policy: September 2026
RSHE lead: Mrs. Carter

Review Date: September 2027
Link Governor: Mrs N. Kennedy (Curriculum)

1. Aims

The aims of Relationships, Sex and Health Education (RSHE) at The Hayes Primary School are to:

- Provide a safe, supportive and inclusive environment in which sensitive discussions can take place.
- Help pupils develop healthy, positive and respectful relationships with others.
- To promote a strong sense of belonging, self-worth and inclusion so that all pupils feel valued, respected and able to participate fully in school life and support regular attendance.
- Develop pupils' understanding of physical and mental health and the importance of maintaining their wellbeing.
- Teach pupils about personal safety, appropriate boundaries, privacy and bodily autonomy.
- Help pupils recognise unsafe situations, identify potential risks and understand how to seek help.
- Promote self-respect, confidence, resilience, empathy and respect for others.
- Prepare pupils for the physical and emotional changes associated with growing up and puberty.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Help pupils develop the knowledge and skills to make informed, healthy and responsible choices.
- Develop pupils' understanding of online safety and responsible digital behaviour.
- Promote equality, celebrate diversity and challenge stereotypes and discrimination.
- Prepare pupils for the opportunities, responsibilities and experiences of later life.

Our school chooses to deliver this element of the curriculum using the Kapow Primary RSE/PSHE scheme of work, which provides a progressive and carefully sequenced programme of learning. This is supplemented where necessary to ensure that all statutory requirements are fully covered. Teaching is planned in accordance with the Equality Act 2010 and supports pupils in developing respect for people with different protected characteristics, including age, disability, race, religion or belief, sex and sexual orientation.

2. Statutory requirements

As a maintained primary school, The Hayes Primary School must provide Relationships Education to all pupils under sections 34 and 35 of the Children and Social Work Act 2017 and the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

Health Education is also compulsory in maintained schools.

Primary schools are not required to provide sex education beyond the statutory requirements of the National Curriculum for Science. However, the Department for Education recommends that primary schools provide age-appropriate sex education, particularly in Years 5 and 6, to support pupils' understanding of human reproduction, conception and birth.

In developing and delivering our RSHE curriculum, we have regard to the Department for Education's statutory guidance:
Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025), which came into force on 1 September 2026.

We also have regard to our legal duties under:

- Sections 78 and 80A of the Education Act 2002.
- Sections 403, 406 and 407 of the Education Act 1996, where applicable.
- Sections 34 and 35 of the Children and Social Work Act 2017.
- The Equality Act 2010, including the Public Sector Equality Duty under section 149.
- The Human Rights Act 1998.
- The Children Act 1989 and 2004.

We also work in accordance with the school's safeguarding responsibilities and relevant statutory guidance, including *Keeping Children Safe in Education* and *Working Together to Safeguard Children*.

At The Hayes Primary School, we teach RSHE in accordance with this policy and the statutory guidance.

3. Policy development

This policy has been developed in consultation with staff, pupils, parents/carers and governors.

The consultation and policy development process involves:

1. Review: Reviewing relevant legislation, statutory guidance, national and local guidance and the school's existing curriculum.

2. **Staff consultation:** Giving staff the opportunity to review the policy and make recommendations.
3. **Parent and stakeholder consultation:** Sharing information about the RSHE curriculum and inviting parents/carers and interested stakeholders to contribute their views.
4. **Pupil consultation:** Seeking pupils' views to ensure that the curriculum is relevant, engaging and meets their needs.
5. **Ratification:** Sharing the final policy with governors for approval.

The policy will be reviewed annually, or sooner if there are significant changes to statutory guidance, legislation or the school's curriculum.

4. Definition

Relationships, Sex and Health Education (RSHE) is about the physical, emotional, social and personal development of pupils.

It provides children with the knowledge and skills they need to develop healthy relationships, understand their bodies, maintain their health and wellbeing, recognise risks and keep themselves safe.

RSHE includes three key areas:

Relationships Education
Teaching pupils about families, friendships, respectful relationships, boundaries, online relationships and personal safety.

Health Education
Teaching pupils about physical health, mental wellbeing, healthy lifestyles, puberty, hygiene, health protection and personal safety.

Sex Education
Age-appropriate teaching about human reproduction, conception and birth. This is distinct from Relationships Education and Health Education and is not compulsory in primary schools beyond the statutory Science curriculum.

RSHE is not about promoting sexual activity. It is about equipping children with the knowledge, understanding and skills they need to make informed decisions, develop positive relationships and keep themselves and others safe.

5. Curriculum

Our RSHE curriculum is delivered as part of our wider PSHE programme and is carefully sequenced to build pupils' knowledge and understanding as they move through the school. We use the Kapow Primary PSHE scheme of work, adapted where necessary to reflect the needs of our pupils and ensure full coverage of the statutory requirements.

Our curriculum is organised into the following themes:

My healthy self

Pupils learn about:

- Physical and mental health and wellbeing.
- Recognising and managing emotions.
- Self-esteem, confidence and resilience.
- Healthy lifestyles, physical activity and nutrition.
- Sleep, rest and relaxation.
- The importance of seeking help and support when needed.
- The relationship between physical health and mental wellbeing.

Connecting with others

Pupils learn about:

- Families and people who care for them.
- Different family structures and the importance of love, care and security.
- Friendships and the characteristics of positive relationships.
- Respect, kindness, empathy and consideration for others.
- Managing disagreements and resolving conflict.
- Personal boundaries and communicating needs.
- Bullying, stereotypes, equality and respect for differences.
- Recognising unhealthy relationships and knowing how to seek help.

The Online World

Pupils learn about:

- Positive and respectful online relationships.
- Online safety, privacy and protecting personal information.
- Digital footprints and the sharing of images.
- Recognising harmful online contact and content.
- Online bullying, harassment and inappropriate behaviour.
- Social media and age restrictions.
- Online gaming, scams, fraud and financial risks.
- Critical thinking when accessing information online.
- The impact of online activity on mental and physical wellbeing.
- How and where to report online concerns.

Citizenship

Pupils learn about:

- The fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.
- Rights and responsibilities.
- Equality, diversity and respect.
- Community participation and helping others.
- Making responsible choices.
- Financial awareness and making informed decisions.

- Being responsible members of their local and wider communities.

Growing Up

Pupils learn about:

- The human lifecycle and how bodies grow and develop.
- Physical and emotional changes associated with puberty.
- Correct scientific names for body parts.
- Personal privacy and bodily autonomy.
- Menstruation and the menstrual cycle.
- Managing physical changes and maintaining personal hygiene.
- Developing a positive attitude towards growing and changing.

Health Protection

Pupils learn about:

- Personal hygiene and the prevention of illness.
- Germs, bacteria, viruses and how infections spread.
- Dental health and oral hygiene.
- Healthy eating and nutrition.
- Sleep and physical activity.
- Sun safety.
- Vaccination and immunisation.
- Medicines and their safe use.
- The risks associated with smoking, alcohol, drugs and vaping, including nicotine addiction and nicotine pouches.

Staying Safe

Pupils learn about:

- Personal safety and recognising risks.
- Appropriate and inappropriate contact.
- Personal boundaries, privacy and bodily autonomy.
- Recognising and reporting abuse, including emotional, physical and sexual abuse.
- Understanding that abuse is never the child's fault.
- Identifying trusted adults and seeking help.
- Recognising unsafe situations and harmful behaviour.
- Fire, road, railway and water safety.
- Basic first aid and responding to common injuries.
- How to contact emergency services when necessary.

The curriculum is age-appropriate and progressively developed throughout the school. Content is carefully sequenced so that pupils acquire the necessary knowledge and skills before they are likely to encounter particular situations.

Biological aspects of RSHE are also taught within the National Curriculum for Science. Other relevant learning is reinforced through subjects such as Computing, PE and RE.

5.1 Sex education

Sex education is not compulsory in primary schools beyond the requirements of the National Curriculum for Science.

At The Hayes Primary School, our additional sex education provision focuses on preparing pupils for the physical and emotional changes associated with growing up and, where included in our curriculum, age-appropriate learning about human conception and birth. The teaching of human reproduction will be factual, age-appropriate and sensitive to pupils' developmental stages and backgrounds.

Parents/carers will be informed about the content of any additional sex education and will have the opportunity to view the relevant teaching materials before lessons take place. The school will clearly distinguish between statutory Science content, Relationships Education, Health Education and any additional sex education when explaining the curriculum to parents.

5.2 Responding to pupils' questions

Children may ask questions about relationships, their bodies, growing up and other related topics.

Teachers will respond to questions in an age-appropriate, factual and sensitive manner, taking account of the child's age, developmental stage and understanding.

Teachers will:

- Establish clear boundaries around discussions.
- Answer questions honestly and appropriately.
- Avoid providing information that is beyond the intended curriculum content.
- Explain when a question is outside the scope of the lesson or curriculum.
- Seek advice from the RSHE lead or senior leadership team where necessary.
- Follow safeguarding procedures if a question or comment raises a concern about a child's welfare.

Teachers will not ignore questions that may indicate a safeguarding concern.

Where questions go beyond the curriculum, teachers may explain that they will need to discuss the matter with an appropriate member of staff before providing a response.

Curriculum materials will be made available to parents/carers on request.

5.3 Promoting Personal Development, Wellbeing and Character

At The Hayes Primary School, RSHE makes a significant contribution to pupils' personal development and wellbeing. Through the curriculum, pupils develop confidence, resilience, kindness, empathy, self-regulation and respect for others. They are encouraged to become active, responsible citizens who contribute positively to their school and wider community. The curriculum supports pupils to understand themselves, value others and prepare successfully for life in modern Britain.

6. Delivery of RSHE

RSHE is taught within the wider PSHE curriculum using the Kapow Primary scheme of work.

Lessons are delivered through a range of approaches, including:

- Whole-class teaching and discussion.
- Small-group activities.
- Scenario-based learning and problem-solving.
- Role-play and practical activities.
- Reflection and independent work.
- Focus days and enrichment opportunities.
- Visitors and external organisations, where appropriate.

Lessons are delivered by teachers, supported by relevant staff and external professionals where appropriate.

The school will ensure that RSHE is taught consistently and that teaching is adapted to meet the needs of individual pupils.

Teachers will:

- Establish clear ground rules to promote respectful discussion and a safe learning environment.
- Use correct and appropriate language.
- Avoid assumptions about pupils' abilities, experiences, backgrounds or family circumstances.
- Use age-appropriate and inclusive examples.
- Be sensitive to pupils' individual experiences.
- Encourage participation and respectful listening.
- Provide opportunities for reflection and discussion.
- Use a range of teaching strategies to support different learning needs.
- Respond sensitively to unexpected questions and comments.
- Be alert to possible safeguarding disclosures.

Pupils will be reminded that classroom discussions are respectful and that personal information shared by others should not become the subject of gossip. However, teachers will make clear that they cannot promise confidentiality where a safeguarding concern is raised.

6.1 Inclusivity

At The Hayes Primary School, we believe that every child has the right to receive high-quality RSHE in a safe, supportive and inclusive environment.

Our curriculum reflects the diverse backgrounds and experiences of our pupils and promotes respect for all.

We will:

- Ensure that teaching is appropriate to pupils' age, developmental stage and individual needs.
- Recognise and respect different family structures, including single-parent families, same-sex parents, adoptive families, foster families, families headed by grandparents and kinship carers.
- Avoid stigmatising pupils because of their home circumstances or personal experiences.
- Promote respect for differences in culture, religion, beliefs, backgrounds and abilities.
- Challenge stereotypes, discrimination and bullying.
- Support pupils to recognise and challenge prejudice, racism and discriminatory behaviour, and to develop respect, empathy and understanding towards others.
- Ensure that teaching is accessible to pupils with special educational needs and disabilities (SEND).
- Adapt teaching approaches, resources and activities where necessary.
- Provide additional support for pupils who may find particular topics difficult or sensitive.
- Consider the individual circumstances and safeguarding needs of pupils when planning lessons.

The school will ensure that all pupils are treated with dignity and respect and that teaching complies with the Equality Act 2010.

The RSHE curriculum actively promotes equality, inclusion and belonging. Pupils learn to recognise and challenge prejudice, discrimination, racism, sexism, homophobia, disability discrimination and other forms of unfair treatment. Through discussion, reflection and age-appropriate learning, pupils develop respect for difference and understand their role in creating an inclusive school community.

6.2 Use of resources

The school will carefully select and review all resources used to support RSHE.

We will consider whether resources:

- Meet the requirements of the statutory RSHE guidance.
- Are age-appropriate and suitable for pupils' developmental stages.
- Are inclusive and reflect the diversity of our school community.
- Are factually accurate and evidence-based.
- Support the intended learning outcomes.
- Are from credible and reliable sources.
- Are accessible to pupils with SEND.
- Encourage respectful discussion and positive attitudes.
- Are sensitive to pupils' experiences and avoid causing unnecessary distress.

Parents/carers will be able to view the resources used to teach RSHE and can request access to relevant curriculum materials.

7. Use of external organisations and materials

The school may work with external organisations and professionals to enhance the delivery of RSHE.

Any external organisation or resource used must be appropriate, balanced, age-appropriate and consistent with the school's values and statutory responsibilities.

The school remains responsible for the content and quality of all RSHE teaching, including sessions delivered by external providers.

Before working with external organisations, the school will:

- Check the suitability, credibility and expertise of the organisation.
- Review all proposed teaching materials and resources in advance.
- Ensure that content is age-appropriate and meets the needs of pupils.
- Check that the organisation's approach is consistent with the school's policy.
- Ensure that safeguarding and child protection procedures are followed.
- Clarify the intended learning outcomes and content of the session.
- Ensure that a member of school staff is present throughout the session.
- Make parents/carers aware of relevant external contributions and materials.

The school will not work with organisations or use resources that promote discriminatory, extremist or inappropriate views, or that undermine the school's legal responsibilities.

8. Roles and Responsibilities

8.1 The governing board

The governing board is responsible for:

- Approving the RSHE policy.
- Ensuring that the school meets its statutory responsibilities.
- Holding the headteacher to account for the implementation of the policy.
- Ensuring that the policy is reviewed regularly.
- Ensuring that parents/carers are appropriately informed about the RSHE curriculum.

8.2 The headteacher

The headteacher is responsible for:

- Ensuring that RSHE is taught consistently across the school.
- Ensuring that the curriculum meets statutory requirements.
- Ensuring that staff have appropriate training and support.
- Ensuring that parents/carers are informed about the curriculum and have access to teaching materials.

- Managing requests from parents/carers to withdraw pupils from additional sex education.
- Ensuring that appropriate safeguarding procedures are followed.

8.3 The RSHE lead

The RSHE lead is responsible for:

- Overseeing the development and implementation of the RSHE curriculum.
- Ensuring that curriculum coverage is complete and appropriately sequenced.
- Supporting staff with planning and delivery.
- Reviewing resources and teaching materials.
- Monitoring the quality of teaching and learning.
- Identifying staff training needs.
- Keeping up to date with statutory guidance and developments in RSHE.
- Supporting communication with parents/carers.

8.4 Staff

All staff involved in delivering RSHE are responsible for:

- Delivering lessons in accordance with this policy.
- Creating a safe and supportive learning environment.
- Using appropriate and inclusive language.
- Modelling positive and respectful attitudes.
- Responding sensitively to pupils' questions.
- Recognising and reporting safeguarding concerns.
- Adapting teaching to meet pupils' individual needs.
- Maintaining professional boundaries.

Staff do not have the right to opt out of teaching RSHE. Any concerns should be discussed with the headteacher.

8.5 Pupils

Pupils are expected to:

- Participate in RSHE lessons.
- Treat others with kindness and respect.
- Listen to different opinions and experiences.
- Respect personal boundaries and privacy.
- Contribute to discussions appropriately.
- Understand that they can ask questions and seek help when needed.

9. Parents' right to withdraw

The school recognises the important role parents/carers play in supporting their children's understanding of relationships, health and growing up.

Parents/carers do not have the right to withdraw their child from statutory Relationships Education or Health Education.

Parents/carers also cannot withdraw their child from statutory National Curriculum Science lessons, including teaching about human growth, puberty and reproduction where this forms part of the Science curriculum.

Parents/carers do have the right to request that their child is withdrawn from some or all additional sex education taught as part of RSHE.

Where a parent/carer requests withdrawal from additional sex education:

- The request should be made in writing to the headteacher.
- The headteacher will discuss the request with the parent/carer to understand their concerns and explain the content and purpose of the lessons.
- The school will automatically grant the request in relation to additional sex education taught in primary school.
- The school will clarify which lessons form part of statutory Science or Relationships and Health Education and therefore cannot be withdrawn from.
- Appropriate alternative work will be provided for pupils who are withdrawn from additional sex education.

Parents/carers will be informed in advance about the content of additional sex education and will be given the opportunity to view the relevant teaching materials.

The school will maintain a record of withdrawal requests and the arrangements made.

10. Training

The school recognises the importance of ensuring that staff have the knowledge, confidence and skills to deliver RSHE effectively and sensitively.

Staff receive training on the delivery of RSHE as part of the school's continuing professional development programme.

Training will include:

- Understanding statutory RSHE requirements.
- Delivering age-appropriate and inclusive lessons.
- Managing sensitive discussions and unexpected questions.
- Understanding safeguarding responsibilities and responding to disclosures.
- Supporting pupils with different needs and experiences.
- Understanding the correct terminology relating to bodies, relationships and growing up.

The headteacher and RSHE lead will identify further training needs and may invite external professionals, such as school nurses or other relevant specialists, to provide additional guidance and support.

11. Safeguarding and responding to disclosures

RSHE plays an important role in helping children recognise unsafe situations, understand their rights and know how to seek help.

Teachers will be mindful that some pupils may have experienced or may be experiencing abuse, neglect, bullying or other safeguarding concerns.

If a pupil makes a disclosure or a member of staff has a concern about a child's welfare, the school's safeguarding and child protection procedures must be followed.

Staff will:

- Listen carefully and remain calm.
- Take the pupil seriously.
- Avoid making promises of confidentiality.
- Avoid asking leading questions or investigating the concern themselves.
- Reassure the pupil that they have done the right thing by speaking up.
- Explain that the information may need to be shared to help keep them safe.
- Report the concern promptly to the designated safeguarding lead (DSL) or deputy DSL.

Staff will make clear that abuse is never the child's fault and that children should continue seeking help until someone listens.

Designated Safeguarding Lead: Mrs Sinclair Deputy DSL: Mrs Olley
Other trained DSLs: Mrs Roberts and Mrs Lee.

12. Monitoring arrangements

Leaders will evaluate the impact of the RSHE curriculum throughout the year. Particular consideration will be given to pupils' sense of safety, belonging, inclusion, wellbeing and preparedness for life in modern Britain. The delivery and effectiveness of RSHE will be monitored by the senior leadership team and RSHE lead.

Leaders will evaluate the impact of RSHE through careful monitoring which may include:

- Lesson observations and learning walks.
- Reviewing planning and curriculum coverage.
- Attendance information
- Safeguarding trends
- Looking at pupils' work and learning outcomes.

- Analysis of pupil voice and discussions including surveys and school council.
- Wellbeing data.
- Staff feedback.
- Parental feedback
- Reviewing the suitability of resources.
- Monitoring pupil progress and understanding.
- Reviewing the accessibility and inclusivity of teaching.

The school will use monitoring and evaluation to identify strengths, address gaps in provision and ensure that the curriculum continues to meet the needs of pupils.

This policy will be reviewed annually and approved by the governing board.

Appendix 1: DfE Statutory Guidance (published July 2025- effective Sept 2026)

Relationships and sex education (RSE) and health education - GOV.UK

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

Families and people who care for me

Curriculum content:

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

Caring friendships

Curriculum content:

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

Respectful, kind relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.

3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

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

6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

Curriculum content:

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

Primary health and wellbeing: content to be covered by the end of primary

General wellbeing

Curriculum content:

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

that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
10. That it is common to experience mental health problems, and early support can help.

Wellbeing online

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

Physical health and fitness

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

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

Drugs, alcohol, tobacco and vaping

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

Health protection and prevention

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

Personal safety

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

Basic first aid

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

including head injuries.

Developing bodies

Curriculum content:

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

Appendix 2: Request to withdraw from additional sex education

TO BE COMPLETED BY PARENTS/CARERS			
Name of child:		Class:	
Name of parent/carer:		Date:	
Reason for withdrawing from sex education:			
Any other information you would like the school to consider:			
Parent signature:			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	