

The South Hams Federation RSHE Policy

(Aligned with DfE Statutory Guidance 2026)

Start Date: September 2026

Review Date: September 2027

1. Definitions, Rationale and Ethos

The DfE's statutory requirements mean schools must teach Relationships Education, Health Education, and Online Safety, ensuring pupils learn the knowledge and skills needed to keep themselves safe, healthy, and able to form positive relationships.

In addition to the statutory requirements, our school has chosen to teach age-appropriate, non-statutory sex education, focusing on preparing pupils for the physical and emotional changes of puberty and supporting their transition to secondary school.

We define 'relationships education' as the teaching of knowledge, skills and attitudes that enable children to build healthy, respectful, and safe relationships with peers and adults. We define 'sex education' as learning about human reproduction, conception, and birth, taught in an age-appropriate and factual way.

We believe RSHE is important for our pupils and school because it equips children with the vocabulary, confidence, and understanding to recognise healthy and unhealthy behaviours, seek help, respect others, and navigate an increasingly complex online and offline world.

We ensure RSHE is inclusive and meets the needs of all pupils, including those with SEND, by adapting teaching approaches, providing visual and concrete resources, pre-teaching vocabulary, and working closely with families and the SEND team to ensure accessibility.

RSHE fosters equality by promoting respect for all, challenging stereotypes, and ensuring teaching reflects the diverse families and communities our pupils belong to.

The intended outcomes of our programme are that pupils will:

- know and understand how to keep themselves safe, how their bodies change, what healthy relationships look like, and how to seek help.
- Understand they have a right to feel safe, be respected, and have their personal boundaries recognised.
- Understand they have a responsibility to treat others with kindness, respect boundaries, and keep themselves and others safe.
- Develop the skills of communication, empathy, decision-making, and recognising and reporting concerns.
- Develop the attributes of confidence, resilience, respect, and responsibility.

Statutory Requirements:

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSHE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

2. Roles and Responsibilities

The RSHE programme is led by Mrs Victoria Page, alongside the Senior Leadership Team and the governing body.

It is taught by class teachers, teaching assistants, and where appropriate, trained external specialists who enhance but never replace teacher-led provision.

Teaching staff receive RSHE training on statutory requirements, safeguarding, inclusive practice, and responding to pupil questions to support pupils with accurate information, sensitivity, and confidence.

Staff are responsible for:

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

Pupils:

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

3. Curriculum Design

We have embedded the Department for Education's guiding principles for RSHE by ensuring teaching is age-appropriate, evidence-based, inclusive, and rooted in safeguarding.

Our RSHE programme is an integral part of our whole-school PSHE education provision. RSHE 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
- Physical health
- Mental wellbeing
- Human reproduction (Year 6)

It is planned and delivered through discrete PSHE lessons, cross-curricular links, assemblies, and responsive teaching linked to safeguarding themes. RSHE is matched to the needs of our pupils by using assessment, pupil voice, and safeguarding trends to inform planning.

We ensure an inclusive RSHE programme by representing diverse families, identities, and experiences, and ensuring all pupils see themselves reflected in the curriculum.

An age-appropriate RSHE programme is planned by sequencing learning from simple to more complex concepts, following developmental readiness rather than chronological age alone. We use the curriculum mapping tool and programme of study published by The PSHE Association. An overview of learning in each year group can be found in our RSHE curriculum map, available on the school website. Lessons will be adapted by task, resource, adult support, and outcome to ensure all pupils can access and succeed in learning. Learning about RSHE in PSHE education lessons will link to and complement learning in science, computing, safeguarding, and mental health education. RSHE will be assessed through teacher observation, discussion, and recorded work.

See appendix 1 for an example of our Curriculum Map.

4. Safe and Effective Practice

We ensure a safe learning environment by establishing clear ground rules, using distancing techniques, and creating a climate of trust and respect. Pupils' questions are answered by providing factual, age-appropriate information, clarifying misconceptions, and signposting to trusted adults. If a pupil's question goes beyond the sex education covered by the school, or relates to sex education from which they have been withdrawn, the teacher will acknowledge the question sensitively and explain that it will be addressed at an appropriate time or with parental involvement.

Teachers and pupils agree ground rules by co-creating expectations for respectful listening, confidentiality boundaries, and appropriate language. Distancing techniques such as scenarios, characters, and case studies are used because they allow pupils to explore sensitive issues safely and without personal disclosure. Pupils are able to ask questions anonymously by using a question box. All staff teaching RSHE are supported by the RSHE Lead, DSL, and ongoing professional development.

5. Openness and Engagement with Parents and Other Stakeholders

Parents are informed about the RSHE policy through curriculum newsletters, consultations, and the school website. The policy is available to parents through the school website and on request from the school office. We are committed to openness with parents through communication, transparency about curriculum content, and opportunities for discussion. We work closely with parents to ensure they are fully aware of what is being taught, and provide additional resources and support through MCAS, information leaflets, and access to teaching materials. To see materials used to teach RSHE, parents can request copies or view them during curriculum information sessions. We notify parents when RSHE is taught, by sending advance curriculum letters outlining content. Further letters are sent for Year 6 sex education sessions.

Governors contribute to the RSHE policy and are informed about the curriculum through regular reports, policy reviews, and curriculum monitoring.

Pupil voice is used to review and tailor our RSHE programme to match the different needs of pupils through surveys, class discussions, and school council feedback.

6. Right to Withdraw from Sex Education

Parents/carers have the right to withdraw their child from sex education, but not from statutory Relationships Education, Health Education, or the Science curriculum. If a parent/carer wishes to withdraw their child from some or all of sex education, they can contact the Headteacher who will discuss the request, explain the curriculum, and record the decision. The school will fulfil its responsibility to ensure children withdrawn from sex education receive purposeful education during the withdrawal period by providing supervised alternative learning.

7. Safeguarding

The RSHE policy supports our school's approach to safeguarding and links to other policies and statutory and non-statutory guidance for schools, including the Child Protection Policy, Online Safety Policy, Keeping Children Safe in Education (2026), and Working Together to Safeguard Children.

Teachers are aware that effective RSHE can at times lead to a disclosure of a child protection issue and respond in line with safeguarding procedures. Teachers will consult with the designated safeguarding lead immediately if a disclosure or concern arises.

The protocol for inviting visitors/external agencies into lessons is that they must be approved by SLT, follow school safeguarding procedures, and never teach new or sensitive content without a teacher present. Visitors/external agencies supporting the delivery of RSHE will be required to adhere to the school's safeguarding policy and the planned curriculum. If a visitor/external agency receives a disclosure from a pupil, they will follow the school's safeguarding procedures and report directly to the DSL. The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

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

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Monitoring, Reporting and Evaluation

The school's RSHE provision is monitored and evaluated by the RSHE Lead and SLT and reported on by the Headteacher to governors.

Assessment of RSHE contributes to evaluation through evidence of pupil progress, teacher reflection, and pupil feedback.

The contribution of visitors and external agencies is monitored and evaluated by the RSHE Lead to ensure quality and safeguarding compliance.

Pupil voice is influential in adapting and amending planned learning activities to ensure relevance, accessibility, and impact.

Appendix 1

Please see below our Curriculum Map:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Making friends: Playing and learning together	Mental Health and Wellbeing	Celebrating me, you and our families	Safety at home	Being healthy	Showing kindness to ourselves and others
Year 2	Mental Health and Wellbeing	Keeping safe online	Me, my body and staying safe	Money and work	Safety outside home	Looking back and moving on
Year 3	Me, my friends and belonging	Mental Health and Wellbeing	Building healthy habits	Making choices online	Keeping safe out and about	Looking out for each other
Year 4	Mental Health and Wellbeing	Exploring ways to manage risk	Forming respectful relationships	Money matters and news literacy	Me, my body and growing up	Families and growing together
Year 5	Friendships, stereotypes and bullying	Mental Health and Wellbeing	Positively engaging with our world	Respecting boundaries	Safe connections online	Embedding healthy habits and learning first aid
Year 6	Mental health and wellbeing	Managing money and online spending	Changes in puberty (and sex education)	Drug education: assessing risk and managing influences	Developing our AI literacy	Looking to the future

Appendix 2

Programme of Study

Families	
KS1 Learning opportunities: Pupils should have the opportunity to learn...	KS2 Learning opportunities: Pupils should have the opportunity to learn...
- what a family is and who is in our family F1 F2 - that there are different types of family, and that everyone's family is unique and special F3 - how families show love and care, and different ways they can spend time together and share each other's lives F2 F4 - what to do if anything about family life is upsetting or concerning * F6 * see naming and recognising emotions in 'Mental health and wellbeing'	- how and why families differ (e.g. with or without children, single parents, LGBT+ parents, blended families, adoption and fostering), and that all families should be respected F3 - that families should provide love, care, protection, and safety for children as they grow up F1 F2 F4 - that there are different types of relationships (e.g. friendships, family and romantic relationships); about committed, stable relationships, including marriage and civil partnerships F4 F5 - that families can go through changes (e.g. new siblings, moving home) and experience difficult times, and can support each other through these F2 - what to do and who to talk to if someone is worried about their family or feels unsafe * F6 * see naming and recognising emotions in 'Mental health and wellbeing'

Friendships

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

1. what friendship is and what makes a good friend **CF1** **CF2** **CF4**
2. how people make friends and how to be kind and caring in friendships **CF1** **CF2**
3. that friends can argue, and they can also make up **CF5** **RKR3**
4. simple ways to resolve arguments between friends positively; that physically hurting someone is never the right way to solve an argument **CF6** **RKR3**
5. how to ask for help if a friendship is making them feel unhappy **CF7**

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

6. about the importance of friendships; that positive friendships support wellbeing **CF1**
7. what constitutes a positive, healthy friendship (e.g. mutual respect, trust, kindness, generosity, sharing interests, enjoying being together, and support with problems and difficulties); that truthfulness and loyalty are also part of this, but when these might be less appropriate **CF2** **CF4** **RKR2**
8. how people choose and make friends; skills for building caring, kind friendships (e.g. mutual support, listening, respecting boundaries, celebrating friends' successes) **CF1** **CF2**
9. that healthy friendships are not controlling or possessive; that everyone can have more than one friend, and that having different friends can bring different positive experiences **CF1** **RKR4** **RKR2**
10. that healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the importance of seeking support if feeling lonely or excluded **CF1** **CF3** **CF4** **GW6**
11. strategies for recognising and managing peer influence and the desire for peer approval in friendships **CF2**
12. about balancing the needs and wishes of different people, e.g. in families or friendships; the importance of balancing their own needs with being kind to others **RKR1** **RKR4**
13. that friendships have ups and downs and can change over time; that working through differences can sometimes strengthen friendships **CF5**
14. how to recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; how to manage this and ask for help if necessary **CF7**

Respecting self and others

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

1. what makes them unique and special; how they are the same as, and different to, others; about the different groups they are part of, and how this can contribute to a sense of belonging **RKR8** **RKR10**
2. that they have likes, dislikes and needs; why it is important to understand that not everyone likes, dislikes and needs the same things **RKR1**
3. how to respectfully express their likes, dislikes and needs, and listen to other people **RKR3** **RKR5**
4. ways to show politeness and respect **RKR7**
5. how to play cooperatively; what they can do if they feel upset or angry with someone **RKR3** **RKR6**
6. how to share, take turns and include others **CF2**
7. about kind and unkind behaviour; that someone's actions and words can be hurtful **RKR3** **RKR9**
8. how to recognise bullying; how people may feel if they experience hurtful behaviour or bullying; the importance of telling an adult if they experience or witness bullying **RKR9** **GW7**
9. how to identify people they can tell, and get help from, if they are worried, upset, uncomfortable or unsure about relationships or someone's behaviour, and why it is important to do so **RKR11**

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

10. the shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others **RKR1** **RKR6** **GW1**
11. about diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect **RKR5** **RKR8**
12. how courtesy and manners can be used to show respect; that different cultures can use different customs and behaviours to show courtesy; to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own **RKR5** **RKR7**
13. how to communicate effectively and assertively, including expressing needs and boundaries; how being assertive differs from being controlling **RKR3** **RKR4**
14. ways to reconcile differences and conflict positively and safely, including avoiding physical aggression and finding a compromise **CF6** **RKR3**
15. how to respond to situations where they experience disappointment or frustration with others **RKR3**
16. about different types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all involved (including on wellbeing) and how to report and seek help for themselves or others **GW7** **RKR9** **WO8**
17. what stereotypes are and how they can be unfair; how stereotypes can negatively influence behaviours and attitudes towards others, including leading to bullying; strategies for challenging stereotypes **RKR10**
18. about prejudice and discrimination; to recognise behaviours that discriminate against others; ways of responding to discrimination, including when and how to seek help **RKR5** **RKR6** **RKR10**

Safe relationships: consent, boundaries and trust

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

- when to ask for permission and when others should ask for theirs, e.g. during play or when negotiating shared space, toys and resources; how to give or not give permission clearly and respectfully **BS1**
- that everyone's body belongs to them; simple rules to protect privacy, recognise safe and unsafe touch, assert boundaries, and who to tell if concerned e.g. Talk PANTS rule from NSPCC **DB2 BS2 BS3**
- that some parts of the body are private; to be able to name these private parts of the body (e.g. penis, testicles, scrotum, nipples, vulva, vagina) **DB2**
- basic strategies for resisting pressure to do something they don't want to do, that makes them uncomfortable, or that might be unsafe **BS4 BS5 BS6**
- what is meant by a 'trusted adult' (i.e., someone they know who makes them feel safe, listened to and cared for); how to ask for help from a trusted adult **BS5 RKR11**
- to distinguish between trusted adults who are familiar to them, adults they recognise in the community, and adults they don't know **RKR11 BS4 BS5**
- about the importance of not keeping adults' secrets (only happy surprises), and of telling a trusted adult about any secrets that make them feel uncomfortable, worried, embarrassed, or unsafe **BS2 BS6**
- what to do if they feel unsafe or worried for themselves or others; who and how to ask for help; the importance of keeping trying until they are heard (RKR11, BS6, BS7) **RKR11 BS6 BS7**

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

- the difference between public and private; why something might be private, and when children and adults have a right to privacy **BS2**
- about seeking and giving/not giving permission (consent) in different situations with friends, peers and adults **BS1 BS3**
- what is meant by boundaries; how to set and communicate appropriate boundaries in friendships and other relationships; the importance of respecting others' boundaries **BS1 RKR2**
- about parts of the body that are private; that other people's bodies belong to them and should be respected; how to express boundaries about these body parts **DB2**
- how to identify acceptable/appropriate physical contact, and how to tell if physical contact is inappropriate (e.g. contact or touch that makes them feel uncomfortable, worried, confused, embarrassed, hurt or unsafe); how to respond to inappropriate or unwanted physical contact, including who to tell **BS3**
- how to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing that **BS5 CF7**
- about keeping something confidential or secret, when this should not be agreed to, and when it is right to break a confidence or share a secret; who and how to tell about secrets that make them feel uncomfortable, worried or unsafe **BS2**
- different ways to respond safely and appropriately to adults who are known or unknown to them, in a range of contexts; who to talk to if feeling uneasy about, or unsafe around, any adult **BS4 BS6 OSA2**
- that some relationships can be harmful, dangerous or abusive; how to recognise signs that a relationship may be harmful, dangerous or abusive, and how to report abuse **BS5 BS6**
- that female genital mutilation (FGM) is against British law; what to do and who to tell if they think they or someone they know might be at risk * **BS2 BS3 BS6 F6 DB2**
- how to identify trusted adults, and other sources of support and advice, in different contexts; the vocabulary and skills needed to seek help if they are concerned about their own or others' safety or if they feel worried, upset or frightened about something, including violence or harm; how to keep trying until they are heard **BS5 BS6 BS7 RKR11**

Mental health and wellbeing

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

- how to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly **GW3 GW4 GW5**
- that being aware of their thoughts and feelings can help someone to manage them and is an important part of keeping healthy and well **GW2 GW4**
- that someone's feelings can affect how they behave; ways to manage strong feelings, reactions and responses **GW5 RKR3**
- about things that can help people feel good (e.g. playing outside, being in nature, physical activity, doing things they enjoy, spending time with family and friends, getting enough sleep) **GW1**
- simple strategies to manage distraction, unhelpful thoughts and strong, unpleasant or uncomfortable feelings; that the brain can get better at remembering how to use these strategies **GW1 GW5**
- about different kinds of change and loss (including death); how change and loss can affect people and who can help **GW8**
- about preparing to move to a new class or year group and how to manage feelings during times of change **GW3 GW8**
- who they can talk to if finding things difficult, or needing help with feelings (including adults in school) and how to ask for help **GW9**

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

- the importance of taking care of mental health and wellbeing, as well as physical health **GW2**
- how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time **GW3 GW4 GW5**
- about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends) **GW1**
- how feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses **GW5**
- how to direct attention and manage distractions to support mental health and wellbeing **GW1**
- self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations **GW1**
- that when someone practises self-regulation strategies, over time their brain will help them to use these strategies automatically and effectively **GW1**
- how to manage emotional responses to events outside of their control (e.g. climate change or distressing events) **GW5**
- that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad **GW3 GW6 CF3**
- if unpleasant thoughts and feelings are strong, last a long time, or cause problems that affect daily wellbeing (e.g. by making it difficult to do important things, such as learning or playing), this can be a sign of a mental health difficulty, and there is support available to help people manage this **GW10**
- about change, loss and grief, including bereavement; that people feel, express, and manage grief in different ways; strategies that can help with change, loss and grief **GW8**
- about preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition **GW8**
- when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school **GW9 GW10**

Keeping healthy and well

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

- people who help us stay healthy and who can help if feeling unwell or hurt **HPP1 PHF4**
- how to brush teeth correctly; about visiting the dentist and how food and drink choices affect dental health **HPP4**
- how to keep safe and well in the sun and protect skin from sun damage **HPP2**
- why sleep is important; bedtime routines and ways to rest and relax **HPP3**
- simple hygiene routines that can stop germs from spreading **HPP5**
- who to talk to if they are worried about their health **PHF4**

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

- how to maintain good oral hygiene (including correct brushing and cleaning between teeth); why regular visits to the dentist are essential; the impact of lifestyle choices on dental health **HPP4**
- about the benefits and risks of sun exposure (including sun damage, heat stroke and skin cancer); how to keep safe and well in the sun and cool during heatwaves **HPP2**
- how sleep quality and quantity support a healthy lifestyle; the effects of lack of sleep on the body, feelings, behaviour, and ability to learn, and routines for good quality sleep **HPP3**
- why and how to maintain personal hygiene; about bacteria and viruses and ways to limit the spread of infection (e.g. hygiene routines, vaccination, immunisation) **HPP5 HPP6**
- the role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health **HPP1**

Physical activity and nutrition

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

1. what being healthy means and how physical activity helps people to stay healthy **PHF1**
2. ways to be physically active every day **PHF2**
3. that there are different types of food and drink, with different tastes and textures, and people enjoy different foods **HE2**
4. that people often share food together, e.g. during mealtimes or special occasions **HE2 HE3**
5. that food and drink come from different sources (e.g. eggs from chickens, fruit from trees/plants) and how some foods can be changed (e.g. grains into bread) before they are eaten or drunk **HE1 HE4**
6. that what someone eats and drinks can affect their health; about food and drink that support good health, the importance of eating a range of foods, the effects of consuming too much sugar; who to talk to if worried about what they eat and drink **HE1 HE4**
7. when and how children can make choices about what they eat and drink and who can help them make healthier choices **HE2**

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

8. what good physical health means; the characteristics of a balanced, healthy lifestyle **PHF1**
9. the benefits of regular physical activity for mental and physical health; how to build moderate and vigorous exercise into daily/weekly routines **PHF1 PHF2**
10. about choices that support a healthy lifestyle and what might influence these; risks associated with an inactive lifestyle, such as unhealthy weight gain **PHF3**
11. the elements of a healthy, balanced diet; foods that should be eaten often or less often, and the benefits of eating a variety of nutritionally rich foods for health and wellbeing **HE1**
12. about the effects of different food and drink on the body and the effects of eating a less healthy diet, including ultra-processed foods **HE4**
13. how to develop healthier eating and drinking habits and how to manage influences on their choices **HE1 HE2 HE4**
14. some benefits of preparing meals at home; how to plan and prepare healthy meals **HE3**
15. how and when to speak to adults (including in school) if they are worried about their health **PHF4**

Changing and growing up

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

1. about growing and changing from young to old and how people's needs change **DB1**

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

2. the external genitalia and internal reproductive organs in males and females **DB1 DB2 DB3**
3. the emotional and physical changes that occur during puberty in both males and females (e.g. mood swings, wet dreams, periods, body hair); strategies to prepare for and manage these changes **DB1**
4. that people can develop crushes and be attracted to others romantically; that people may be attracted to someone of the same sex or different sex to them **DB1 DB3**
5. the facts about the menstrual cycle and menstrual wellbeing, including what period products are available; where to get help and advice for menstrual wellbeing* **DB3**

* Whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before that age will help pupils understand what to expect, before it happens to them or their peers.

Sex education **

6. about the processes of reproduction and birth as part of the human lifecycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for ***

Personal safety and first aid

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

1. what rules are, some basic safety rules and how different rules can help to keep people safe in different situations **PS1**
2. how to recognise potentially harmful or hazardous situations in everyday life, including at home **PS1**
3. ways to keep safe when out and about, e.g. near railways, on the street and in busy places **PS2**
4. how to cross the road safely with adult support **PS2**
5. how to keep safe around water, using the water safety code **PS2**
6. about the people whose job it is to help keep children safe and how to get help from an adult if there is an accident or emergency **BS4 BS7**
7. how to dial 999 in an emergency (including from a locked mobile phone), and what to say **BFA1**

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

8. about the role of rules and laws in keeping people safe **PS1 PS2**
9. about hazards that may cause harm or injury in the home e.g. fire risks; how to help keep themselves safe, including around electrical appliances **PS1**
10. how to predict, assess and manage risk in different situations **PS1**
11. strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (e.g. rail, water, road, cycle and firework safety) **PS2**
12. what is meant by first aid; basic techniques for dealing with common injuries (e.g. bruises, scalds, burns, bleeds)* **BFA2**

* schools might also choose to teach about how to manage asthma attacks, allergic reactions, a person who is choking or unresponsive. For head injuries, pupils should be taught to seek adult help immediately but not to attempt to move the person

13. when and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them **BFA1**

Online life and safety 1 of 3

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

1. different ways people use the internet in everyday life **WO1**
2. that not everything on the internet is true or real **WO7**
3. how the internet and digital devices can be used to safely and respectfully communicate with others **WO2 WO4 OSA1**
4. that it is important to be kind online; that people's feelings can be hurt by unkindness online **OSA1**
5. that sometimes people may behave differently online, including by pretending to be someone they're not or saying things that aren't true **OSA2**
6. basic rules to keep safe online, including which personal details should be kept private online; that anything shared online can be used or shared by other people **WO10 OSA4 OSA5**

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

Understanding the internet

10. about ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online **WO1 WO2**
11. about rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent **WO4 WO10**
12. how content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see **WO7 WO9 WO10**
13. how text and images in the media and online can be manipulated or fabricated; strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation **WO7 WO9**

Online life and safety Continued – 2 of 3

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

- how rules and age restrictions help protect children's wellbeing online; why it's important to limit time on, and take breaks from, digital devices **WO3** **WO5** **OSA3**
- some benefits and risks of watching videos or playing games online **WO6** **WO7**
- how to tell a trusted adult if they have worries about something online **WO11**

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

- what AI is (including generative AI) and where it might be encountered in everyday life **WO1**

Risks, rules and wellbeing online

- reasons for following rules and age restrictions; how rules and age restrictions for some apps, streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing **WO5**
- the minimum age requirement for social media; how this protects children from inappropriate content or unsafe contact with other social media users **OSA3** **WO5**
- about the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing **WO3**
- how AI chatbots work; similarities and differences between interacting with an AI chatbot and a human, and the implications for wellbeing **WO2**
- how to assess and manage risks relating to online gaming, including the impact of compulsive gaming on health and wellbeing; the risks relating to video game monetisation and loot boxes, as well as other online financial harms including scams and fraud, and their impact on wellbeing **WO3** **WO6**
- why and how to use privacy and location settings to protect information **OSA4**
- where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online **OSA6**

Safe and respectful behaviour online

- similarities and differences between communicating with someone online and offline; the importance of meaningful in-person relationships; that while online communication might enhance some relationships, purely online relationships may be less fulfilling **WO2**
- that the same principles about how to treat others apply in all contexts, including online **OSA1**
- how someone's online behaviour can affect other people; the importance of, and how to maintain, positive, kind and respectful communication online, including when anonymous **WO4**
- strategies for managing peer influence on their online behaviour; the importance of not pressuring others, and how to resist pressure from others, to share personal information or images online **OSA1** **WO4**

Online life and safety Continued – 3 of 3

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

- about why someone may behave differently online, including pretending to be someone they are not; strategies for evaluating online relationships, recognising risks, harmful content and contact; how to report concerns to trusted adults and reliable sources of support **OSA2**
- the risks of sharing things online, including images or words; that once these have been circulated online, they might spread quickly and far; that it can be difficult to control who sees them and to remove them from everywhere on the internet **OSA5**
- how to decide what is appropriate to share online and what should not be shared **OSA4**
- the importance of telling a trusted adult and getting support with anything that worries, scares or concerns them online; when, why, and how to report concerns online **WO11**

Drug education

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

- that medicines can help people to stay healthy or feel better if they are unwell **HPP6**
- that some things that go into or onto bodies can be harmful and how we might know if something is harmful **DATV1**
- to recognise risk in relation to medicines, cleaning fluids and other potentially harmful products that might be in the home; what to do and who to tell if they think they are at risk **DATV1**

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

- the facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines) **DATV1**
- how medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies and asthma **HPP6**
- to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others **DATV1**
- what can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break **DATV1**
- that there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know **DATV1** **GW9**

Economic wellbeing

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

- what money is, how people get money, and what it is used for
- that money needs to be looked after; different ways of doing this, including keeping money in an account
- different ways of paying for things
- that money can be saved or spent; that people make different choices about saving and spending money
- the difference between needs and wants; that people may not always be able to have the things they want

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

- that people have different attitudes towards saving and spending money
- what influences people's decisions about saving and spending, including individual priorities, needs and wants
- how money can affect someone's emotions and wellbeing; how to manage feelings about money, including who to talk to
- that what people do with their money can affect others and the environment (e.g. giving to charity, buying fair trade, buying single-use plastics)
- different ways to keep track of money; how to keep money safe at home, outside the home or in a bank account
- advantages and disadvantages of different ways of paying for things

Careers education: aspirations, learning and work

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

1. that everyone has different strengths and interests; to identify what they enjoy, are good at or feel proud of
2. that people can earn money to pay for things by having a job
3. different jobs that people do, including roles and responsibilities people have in their community
4. some of the strengths and interests someone might need to do different jobs

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

5. to recognise their achievements and personal strengths; how to set targets to help achieve their goals
6. to identify and build skills that might help them in their future careers e.g. teamwork, communication, negotiation, critical thinking and digital literacy
7. that there is a broad range of different jobs that people can have; that people often have more than one type of job during their career
8. that a person's career aspirations should not be limited by stereotypes about particular jobs or career pathways
9. how different factors (e.g. personal interests, values and aspirations, family connections to certain trades or businesses, strengths and qualities, stereotypical assumptions) might influence people's decisions about a job or career
10. that people doing different jobs are paid different salaries and money is one factor that may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
11. that there are different routes into careers (e.g. college, apprenticeship, university)
12. about the kind of job that they might like to do when they are older, whilst recognising that they may do a job that does not yet exist, due to societal, environmental and technological changes