Relationships and Sex Education (RSE) Policy incorporating Personal Development (PD) : Personal, Social, Health, Citizenship, Economic, Relationships and Health Education

This policy applies to the Junior School. For the Early Years Foundation Stage, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 and the accompanying statutory guidance do not apply, however Personal Social and Emotional Development (PSED) is one of the prime areas within the EYFS curriculum and age-appropriate provision is made accordingly.

Rationale and ethos

This policy covers our approach to Relationships and Sex Education incorporating Personal Development : Personal, Social, Health, Citizenship, Economic, Relationships and Health Education. It aims to set out the purpose and intended outcomes for pupils, what is covered and how it is delivered. Relationships Education is a statutory component.

The policy was produced through consultation with Governors, teaching staff, Bootham Health Centre staff, parents and pupils between September 2019 and July 2021. Consultation took the form of meetings, discussions, questionnaires and presenting information. All parents are made aware of the policy. Parents of pupils in Year 5 and Year 6 are specifically consulted regarding the Sex Education programme on an annual basis. The policy is discussed with our link governors and reviewed by the Education Committee. This policy was reviewed in October 2024 to ensure it continues to meet the needs of pupils, staff and parents and that it is in line with the current DfE advice and guidance and will be reviewed annually for matters of fact and process.

Relationships Education, defined as learning about the many strands of relationships and growing up, includes family relationships, friendships and relationships with peers and adults, healthy and unhealthy relationships, the characteristics of positive relationships, relationships online and emotional, social and physical aspects of growing up.

Sex Education, though not compulsory, is taught in the context of the school's aims and values framework. We give information about sexual behaviour with an awareness of the moral code and values which underpin all our work in school. In particular we teach Sex Education in the belief that:

- Sex Education should be taught in the context of committed relationships (e.g. marriage, civil partnerships) and family life
- Sex Education is part of a wider social, personal, spiritual and moral education process
- pupils should be taught to have respect for their own bodies
- pupils should learn about their responsibilities to others, and be aware of the consequences of sexual activity
- it is important to build positive relationships with others, involving trust and respect
- pupils need to learn the importance of self-control

Personal, Social, Health, Citizenship and Economic Education is a planned, developmental programme of learning integrated into the curriculum through which children acquire the knowledge, understanding, concepts and skills needed to demonstrate the behaviours required to manage their lives now and in the future and to make the most of opportunities presented to them.
In Health Education, pupils learn about physical health and mental wellbeing and their connection, to give them the information they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

All of the Department of Education's statutory requirements on Relationships Education, RSE And Health Education for Key Stages 1 and 2 are incorporated within a comprehensive Personal Development programme known by children, staff and parents as PD and will be referred to as Personal Development in this policy.

As part of a whole-school approach, Personal Development develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It is underpinned by key concepts and skills which will ensure that Bootham Junior School fulfils its statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development and to prepare for the opportunities, responsibilities and experiences of life as set out in the Education Act 2002. The Personal Development programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing. The learning provided through comprehensive Personal Development provision is essential to safeguarding pupils.

Personal Development can help schools to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve. It equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. Personal Development encourages pupils to be enterprising and supports them in positive learning, making effective transitions and in achieving economic wellbeing as well as teaching them to care about the wider world and the environment. A critical component of Personal Development is providing opportunities for children to reflect on and clarify their own values and attitudes and to explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

Personal Development helps pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. The 'Big 6' Dispositions: Reflective, Collaborative, Resilient, Adventurous, Independent and Creative are an integral part of all teaching and learning across the school. Developing an understanding of themselves, empathy and the ability to work with others will assist pupils form and maintain good relationships, better enjoy and manage their lives and develop the essential skills for future employability.

Aims and Objectives
We teach Personal Development in the context of our school's ethos, aims and values. The purpose of all aspects and facets of Bootham's Quaker Education is to liberate and equip its young people to flourish as adults and live adventurous lives that will serve to create a better world. This policy seeks to support all in the Bootham School Community as we aim to fulfil this purpose.

At Bootham School we value particularly an approach to our community from all who work and learn here which:

- looks for, responds to and works hard to draw out 'that of God' in others and in themselves
- seeks to make a positive contribution to the Bootham Community and shows respect for its Quaker values, practices and heritage
- speaks with integrity of a straightforward, kind, caring and unquestionably respectful approach to others

- is wholehearted, demonstrating commitment both to being the best that they can be and to the hard work needed in rising to the challenge of high standards and high expectations
- speaks truth, placing honesty in all things as a priority and is able to resolve conflict peacefully
- is ambitious to improve the world for others – near and far – in whatever ways they can

We expect Bootham Junior School to be a school where all individuals are respected and their individuality valued in accordance with the school's Quaker ethos, its values and behavioural expectations.

Personal Development is an important and necessary part of all pupils' education. It encourages pupils to become healthy, independent, responsible and active members of a democratic society and to play a positive role in contributing to the life of the school and the wider community. In so doing, they develop their sense of self-worth. We actively promote and embed fundamental British values of democracy, the rule of the law, individual liberty, mutual respect and tolerance of different faiths and beliefs and challenge opinions and behaviours that are contrary. We teach how society is organised and governed and ensure that pupils experience the process of democracy in school through Pupil Voice. Pupils are encouraged, at all times, to express their thoughts and give their opinion to each other and staff. 'Speaking truth to power' is an important Quaker principle. We teach about responsibilities and how to distinguish right from wrong and to respect civil and criminal law of England. Pupils learn to appreciate what it means to be a positive member of a diverse multicultural society, encouraging respect for other people, paying particular regard to the protected characteristics as set out in the Equality Act 2010 : age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation We want children to learn to understand and respect our common humanity, diversity and difference so that they can form the effective, fulfilling relationships that are an essential part of life and learning.

Through our comprehensive Personal Development provision, we aim to provide pupils with:
- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and, if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives

in order to:

- develop self-knowledge, self-confidence and self-esteem, and make informed choices regarding personal and social issues
- accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the school, community and society
- respect fundamental British values of democracy, the rule of the law and individual liberty and show mutual respect and tolerance of those with different faiths and beliefs and harmony between different cultural traditions by appreciating and respecting their own and other cultures
- develop knowledge and understanding of a range of relationships and characteristics of positive relationships; the ability to identify concerns and seek support
- understand the process of growing up and the changes they and others will experience
- be aware of the way humans reproduce
- develop respect for their own bodies and the importance of sexual activity as part of a committed, long-term and loving relationship
- develop an awareness of sex abuse and what they should do if they are worried about any sexual matters
- understand what constitutes a healthy lifestyle and be aware of safety issues and risk
- understand how safe routines can reduce the spread of viruses
- understand the value of money, how to budget, raise and spend money appropriately

Learning and Teaching

The three overlapping and linked 'Core Themes': 1. Health and Wellbeing 2. Relationships 3. Living in the Wider World, expressed as areas of core knowledge, understanding, language, skills and strategies, and taught in accordance with pupils' readiness, are appropriate across the Key Stages and build upon Early Years Foundation Stage Learning. Personal Development is taught through a thematic approach, covering all three core themes in the Programme of Study over the school year. A spiral approach programme allows revisiting themes year on year and building on and extending prior learning, whilst increasing the challenge, broadening the scope, and deepening pupils' thinking. Personal Development should respect and take account of pupils' prior learning and experiences and should reflect the universal needs shared by all children and young people as well as the specific needs of the pupils in our school. It is essential that pupils have the opportunity to recognise and reflect on how learning is relevant to them and can be applied to their own lives and to recognise that many decisions about both health and lifestyle are made in a social context or are influenced by the attitudes, values and beliefs of significant others.

Personal Development is a rich body of knowledge which enables learners to 'know about...', 'know how to...' and also 'be able to...' It is integrated and interwoven into the whole school curriculum to progressively expand and enrich the fundamental concepts and essential transferable skills.

Concepts

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
2. **Relationships (including different types and in different settings)**
3. **Leading a healthy** (including physically, emotionally, spiritually and socially) **balanced lifestyle** (including within relationships, work-life, exercise, rest and reflection, spending and saving and diet)
4. **Risk to self, others and the wider world** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)
5. **Diversity** and **equality** (in all its forms)
6. **Rights** (including the notion of universal human rights)**, responsibilities** (including fairness, justice and contributing to environmental health) and consent (in different contexts)
7. **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with change)
8. **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
9. **Career** (including enterprise, employability and economic understanding including sustainable issues)

Personal Development makes a significant contribution to the development of a wide range of essential transferrable skills.

Essential transferrable skills

Intrapersonal skills required for self-management

1. Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour)

2. Learning from experience to seek out and make use of constructive feedback
3. Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them)
4. Making decisions (including knowing when to be flexible)
5. Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers)
6. Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress)
7. Self-regulation (including managing strong emotions e.g. negativity and impulse)
8. Recognising and managing the need for peer approval
9. Self-organisation (including time management)

Interpersonal skills required for positive relationships in a wide variety of settings

1. Active listening
2. **Empathy**
3. Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively)
4. Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others' experience)
5. Negotiation (including flexibility, self-advocacy and compromise)
6. Recognising and utilising strategies for managing pressure, persuasion and coercion
7. Responding to the need for positive affirmation for self and others

Skills of enquiry

1. Formulating questions
2. Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources)
3. **Analysis (including separating fact from** opinion)
4. Planning and deciding
5. Recalling and applying knowledge creatively and in novel situations
6. Drawing and defending conclusions using evidence and not just assertion
7. Identification, assessment (including prediction) and management of risk
8. Evaluating social norms
9. Reviewing progress against objectives

Curriculum Overview

Personal Development is taught to all pupils, whatever their ability, in order to provide a broad and balanced education. We ensure that all pupils have equal access and respond to each child's different needs by providing appropriate learning opportunities to enable pupils to develop and make progress. For pupils with special educational needs and disabilities (SEND) and English as an additional language (EAL) we carefully consider teaching and learning styles, classroom organisation, resources and differentiation to ensure that all can fully access the provision. We promote gender equality and represent the LGBT community through our Relationships Education. We recognise and respect the protected characteristics of our pupils, their immediate family, close friends and the wider community, pupils' levels of maturity and personal circumstances, for example, their own sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be 'emerging.') Pupils will bring differing levels of knowledge and understanding to lessons so starting points will be assessed when teaching a new topic in order to pitch the learning at the appropriate level for pupils to maximise their understanding. Questions will be answered in an age appropriate, factual and sensitive manner depending on the circumstances.

Personal Development is taught in a variety of ways: key skills are interwoven throughout all aspects of school life (particularly in EYFS), as a separate subject and as an integral part of topic work. The curriculum in Year 6 helps prepare students for the transition to their next school. The Sex Education part of Relationships Education is taught as discrete unit by a member of the medical team from Bootham School Health Centre. Topics are introduced which are developed further as part of the Y7 curriculum at Bootham School.

As there is a large overlap between the Personal Development, RE and Science, aspects of the Personal Development are taught through RE and Science lessons. It is also very important to make links with the ICT/Computing curriculum. Pupils should recognise ways they could put themselves at risk through the use of technology. These can include risks to their emotional and physical wellbeing and safety and their personal reputation. It is important to explore the risks, the law as it pertains to the sharing and downloading of images and information and safe ways of sharing personal information, social networking, online dating and sharing images. Pupils are helped to make connections by critical reflection with their learning and life experiences.

Knowledge and understanding are interlinked and learning from one area may be pertinent to others (for example, enquiry into alcohol, drugs and tobacco use and its impact on health will enrich pupils' concept of a healthy lifestyle; their understanding of the concept of persuasion helps them to recognise the power of peer approval and the need for assertiveness skills). It is important to recognise that many lifestyle choices take place in social situations. Any aspect of Sex Education should be taught within Relationships Education, preventing and tackling bullying (including online bullying), safeguarding and equality.

It is essential that lessons are sensitive to a range of views but the school must ensure that pupils always have access to the learning they need to stay safe, healthy and understand their rights as individuals. This should include clear, impartial scientific information as well as covering the concept of, and legislation relating to, equality, to help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help. Personal Development issues, relating to specific class matters, are addressed as and when they arise. Pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. Emphasis is placed on active learning by including the children in discussions, role play, investigation and problem-solving activities.
An additional layer of 1:1 or small group support is available from the Pastoral Care Lead. A variety of approaches and methods are available according to the needs of the children: Some children are seen individually on a regular basis and follow specific programmes e.g. to develop self-confidence / resilience / strategies to manage anger or to improve behaviour; other children engage, on a 1:1 basis, in an activity to focus on social or emotional skills and some children prefer to talk. Sometimes children work in pairs, on friendship issues for example, or in a larger group and, in some cases, as a whole class. Specific input is often needed: at the start of a new year, before residentials and on transfer to senior school. In September, all children are monitored to ensure that they have settled, have friends and that the work level is at the right level; support is given as necessary.

As curriculum time is limited, class teachers use local data (for example pupil questionnaires) and their knowledge of their own pupils' needs, to prioritise the topics that are most relevant to their pupils and make links to the class topics /themes. These will provide a relevant context for pupils to both broaden and deepen their understanding of the key concepts and to develop competence in the essential skills. It is important that pupils can see how the skills acquired through looking at one issue can be transferrable to other contexts.

Throughout the school, children have the opportunity to hear visiting speakers, such as police or representatives from different faiths, whom we visit or invite into the school, to talk about their role in creating a positive and supportive local community. Planned enrichment days, for example a visiting speaker to deliver Game of Actual Life (GOAL) to enhance Economic Education to years 3-5 will further develop and extend the Personal Development curriculum.
Our world is rapidly changing and whilst the content of Personal Development is vitally important, it can quickly date and we cannot predict the challenges, opportunities and responsibilities that pupils may face in their future. It is the concepts and essential skills that will enable pupils to manage the challenges, opportunities and responsibilities they will face now and in their future.

Links to Global Citizenship and SMSC (including British Values)

Children are encouraged to take part in a range of practical activities that promote active citizenship and social action e.g. charity fundraising, the planning of special events such as an assembly, or involvement in an activity to help less fortunate individuals or groups or people in the local community. The Y6 Stewardship programme includes opportunities for leadership and volunteering. All children in Y6 write a formal letter of application and attend interview for one of the stewardship roles: Quaker, Eco, Community, Digital, Library, Pupil Voice, Arts, House Captain and Sports Captain. Members of staff are linked with Y6 stewards to discuss their specific area of responsibility and develop an action plan to be carried out during the year. Other positions of responsibility within school are decided on a democratic basis. Pupil Voice represents the views and opinions of the children. Environmental issues are addressed by the Mini BEASTS group.
Links are being made with other schools around the world in connection with the International Schools Award and international celebrations feature in the curriculum and assemblies.

Programme of Study

During Key Stages 1 and 2, learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years Foundation Stage. Personal Development offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. It is important to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stages 1. Personal Development assists pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.
The Programme of Study incorporates all of the Department of Education's statutory requirements on Relationships Education, RSE And Health Education for Key Stages 1 and 2 within a comprehensive Personal Development programme. The Long-term plan, Programme of Study learning opportunities and grids to show where each aspect of the Programme of Study is covered can be viewed at the end of the policy in Appendix A.
The Programme of Study comprises:

- • A long-term plan for the year across all year groups
- • Separate grids for each year group, setting out learning objectives
- • Links to resources (both PSHE Association resources and resources carrying the Association's Quality Mark) that support each module

Monitoring, Assessment and Reporting
Staff delivering Personal Development will reflect critically on their teaching and pupils' learning in order to deliver the highest standard of lessons. Best practice will be shared through discussion and review, lesson observations and monitoring of planning and work. Where necessary, training opportunities will be available.

Self-assessment is an important part of learning in Personal Development. Pupils will reflect on their learning throughout lessons. Pupil voice is highly valued and teachers will take into account the comments, views and opinions when planning and delivering lessons. More emphasis will be placed upon certain aspects relevant to the needs of each class. Verbal feedback is given and advice, together with ways of further enhancing skills, is provided on an individual, group and class basis in response to active learning activities. Written comments identifying good aspects and possible areas for improvement may be relevant for some pieces of work. Homework may be set, at the discretion of the class teacher, as one of the designated homework tasks in preparation for a lesson or to follow up or consolidate classwork or as one of the choice homework activities.

Teacher assessment is made on the quality of contributions in lessons, the acquirement of new skills and overall subject knowledge. Individual tutorials take place each term where each child has the opportunity to talk with the class teacher.

Information is given to parents in the Autumn and Spring Parents' Consultation Evenings and in the annual report in the Summer Term. In addition, individual meetings may be set up with parents to address specific issues.

Resources
Resources are identified and referred to in the Programme of Study Medium Term Plans. Each class teacher has resources and further resources may be purchased from the Personal Development budget, in negotiation with the Personal Development Coordinator. Advice and support and a selection of additional reference materials are available from the Personal Development Coordinator.

Confidentiality and Safeguarding
We will ensure a safe learning environment by agreeing ground rules and reminding children of these at the start of lessons. Special consideration will be given when teaching areas with sensitive content. We aim to create and maintain a safe environment within which all children will be able to ask questions and discuss matters in an open manner. Opportunities will be provided for confidential matters related to the content of the lesson to be discussed. Each class has a 'Sunshine Pot' / 'Worry Box' which enables pupils to communicate any issues with the teacher on a one to one basis. Distancing techniques will enable pupils to discuss fictional characters and scenarios. Staff delivering Personal Development will ensure the pupils, who indicate they may be at risk, get appropriate pastoral support by liaising and adhering to the school's Safeguarding Policy.
All visitors and external agencies will be subject to DBS checks and will be made aware of what to do in the event of a disclosure being made.

Involving Parents and Carers
This policy is available to view on the school Website and Parents' portal and was sent to all parents prior to its adoption. We highly value the partnership between school and home: we wish to build a positive and supporting relationship through mutual understanding, trust and cooperation and promote open and informative two-way communication. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our children. Parents and carers have the right to withdraw their child from some or all aspects of Sex Education. If a parent or carer wishes their child to be withdrawn from Sex Education lessons, they should discuss this with the Headteacher and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard and the specific needs of the pupil will be taken into consideration.

Roles and Responsibilities
Personal Development is taught by Class Teachers and also by the Personal Development Coordinator in Years 3-6. Links are made by subject specialists, for example, in PE. It is led and monitored by the Personal Development Coordinator. We encourage other valued members of the community to work with us to provide advice and support to pupils with regard to Health Education. In particular, members of Bootham School medical staff and other health professionals, give us valuable support with our Sex Education programme. Specialist staff will be brought in when required for other specific aspects.

The school governor representative responsible is Rachel Hicks

Governing bodies have wider responsibilities under the Equalities Act 2010 and should ensure that their school strives to do the best for all of the pupils, irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation or whether they are looked after children. This means that Relationships and Sex Education must be sensitive to the different needs of individual pupils and may need to evolve and adapt over time as the pupil population changes.
It is the responsibility of the Headteacher to ensure that both staff and parents are informed about Personal Development in our school and that the policy is implemented effectively.

Legislation
Under the Education Act 2002, all schools must provide a balanced and broadly-based curriculum which:

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

From September 2020 Relationships Education is a statutory requirement.
Documents that inform this policy include:

- Education Act 1996, 2002
- Learning and Skills Act 2000
- Education and Inspections Act 2006
- Equality Act 2010
- Supplementary Guidance SRE for 21st century 2014
- Keeping Children Safe in Education – Statutory Safeguarding guidance 2021
- Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019

Links to other policies
This policy supports the following whole school policies:

- • Alcohol, Drugs and Smoking Policy
- • Anti-Bullying Policy
- • Behaviour Policy
- • EYFS Policy
- • Equality Policy
- • Inclusion Policy
- • Preventing Radicalisation and Extremism Policy
- • Purpose Aims Ethos and Values
- • Safeguarding Policy
- • SMSC Policy
- • Visitor Policy

Date policy written: March 2020
Person responsible: Deputy Head
Review group: LM
Approval group: Education Committee
Approval date: October 2021
Date of next review: June 2022
Programme of Study trialled September 2020-July 2021
Staff consulted: May 2021
Parents consulted: May 2021
Pupils consulted: June 2021

Staff consulted: May 2021
Amendments made in July 2021
Reviewed by pupils and staff in June 2022
Parents consulted: June 2022
Reviewed : October 2024
Date of next review: September 2026

Appendix A

PERSONAL DEVELOPMENT: LONG-TERM OVERVIEW – THEMATIC MODEL

	Relationships			Living in the wider world			Health and Wellbeing		
	Families and friendships	**Safe relationships**	**Respecting ourselves and others**	**Belonging to a community**	**Media literacy and digital resilience**	**Money and work**	**Physical health and Mental wellbeing**	**Growing and changing**	**Keeping safe**
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places

Year 3			self-respect; courte-sy and being polite						

Below are the learning opportunities in the Programme of Study which cover all of the content outlined in the Department

Year 4	Positive friendships, including online	Responding to hurtful behaviour; Managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a Community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Brief introduction to puberty; personal hygiene routines	Medicines and Household products; drugs common to everyday life
Year 5	Managing friend- ships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; Mental Wellbeing Physical and emotional changes in puberty; external genitalia: personal hygiene routines: support with puberty	Keeping safe in different situations, including responding in emergencies, first aid
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

for Education's statutory Relationships, Sex and Health Education guidance, and go beyond this to integrate the statutory content within a complete and comprehensive Personal Development programme. The grids that follow set out where each aspect of the statutory guidance is covered by Programme of Study learning opportunities in Key Stages 1+2.

Programme of Study Learning Opportunities **CORE THEME 1: HEALTH AND WELLBEING**

KS1 Learning opportunities in Health and Wellbeing *Pupils learn…*	**KS2** Learning opportunities in Health and Wellbeing *Pupils learn…*
Healthy lifestyles (physical wellbeing)	

H1. about what keeping healthy means; different ways to keep healthy **H2.** about foods that support good health and the risks of eating too much sugar **H3.** about how physical activity helps us to stay healthy; and ways to be physically active everyday **H4.** about why sleep is important and different ways to rest and relax **H5.** simple hygiene routines that can stop germs from spreading **H6.** that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy **H7.** about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health **H8.** how to keep safe in the sun and protect skin from sun damage **H9.** about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV **H10.** about the people who help us to stay physically healthy	**H1.** how to make informed decisions about health **H2.** about the elements of a balanced, healthy lifestyle **H3.** about choices that support a healthy lifestyle, and recognise what might influence these **H4.** how to recognise that habits can have both positive and negative effects on a healthy lifestyle **H5.** about what good physical health means; how to recognise early signs of physical illness **H6.** about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. **H7.** how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle **H8.** about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn **H9.** that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it **H10.** how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

	H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) **H12.** about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer **H13.** about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online **H14.** how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health
Mental health	

H11. about different feelings that humans can experience **H12.** how to recognise and name different feelings **H13.** how feelings can affect people's bodies and how they behave **H14.** how to recognise what others might be feeling **H15.** to recognise that not everyone feels the same at the same time, or feels the same about the same things **H16.** about ways of sharing feelings; a range of words to describe feelings **H17.** about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) **H18.** different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good **H19.** to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it	**H15.** that mental health, just like physical health, is part of daily life; the importance of taking care of mental health **H16.** about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing **H17.** to recognise that feelings can change over time and range in intensity **H18.** about everyday things that affect feelings and the importance of expressing feelings **H19.** a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; **H20.** strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better	**H21.** to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others **H22.** to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult **H23.** about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement **H24.** problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools
Ourselves, growing and changing	

H21. to recognise what makes them special **H22.** to recognise the ways in which we are all unique **H23.** to identify what they are good at, what they like and dislike **H24.** how to manage when finding things difficult **H25.** to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) **H26.** about growing and changing from young to old and how people's needs change **H27.** about preparing to move to a new class/year group	**H25.** about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) **H26.** that for some people gender identity does not correspond with their biological sex **H27.** to recognise their individuality and personal qualities **H28.** to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth **H29.** about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking **H30.** to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction **H31.** about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) **H32.** about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

	H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for[1] **H34.** about where to get more information, help and advice about growing and changing, especially about puberty **H35.** about the new opportunities and responsibilities that increasing independence may bring **H36.** strategies to manage transitions between classes and key stages
Keeping safe	

H28. about rules and age restrictions that keep us safe **H29.** to recognise risk in simple everyday situations and what action to take to minimise harm **H30.** about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) **H31.** that household products (including medicines) can be harmful if not used correctly **H32.** ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely **H33.** about the people whose job it is to help keep us safe **H34.** basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them	**H37.** reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming **H38.** how to predict, assess and manage risk in different situations **H39.** about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe **H40.** about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) **H41.** strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about **H42.** about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

H35. about what to do if there is an accident and someone is hurt **H36.** how to get help in an emergency (how to dial 999 and what to say)	**H43.** about what is meant by first aid; basic techniques for dealing with common injuries[2] **H44.** how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say **H45.** that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk[3]
Drugs, alcohol and tobacco	

H37. about things that people can put into their body or on their skin; how these can affect how people feel	**H46.** about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break **H47.** 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 **H48.** about why people choose to use or not use drugs (including nicotine, alcohol and medicines); **H49.** about the mixed messages in the media about drugs, including alcohol and smoking/vaping **H50.** about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

[1] Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education.

[2] Common injuries might include bruises, scalds, burns, bleeds (cuts or nose bleeds). 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.

[3] Teaching about FGM could be included in units on health, keeping safe, safe relationships, privacy, body parts (including external genitalia).

CORE THEME 2: RELATIONSHIPS

KS1 Learning opportunities in Relationships *Pupils learn...*	**KS2** Learning opportunities in Relationships *Pupils learn...*
Families and close positive relationships	

R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives **R2.** to identify the people who love and care for them and what they do to help them feel cared for **R3.** about different types of families including those that may be different to their own **R4.** to identify common features of family life **R5.** that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	**R1.** to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) **R2.** that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different **R3.** about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong **R4.** that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others **R5.** that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart **R6.** that a feature of positive family life is caring relationships; about the different ways in which people care for one another **R7.** to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability **R8.** to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty **R9.** how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice
Friendships	
R6. about how people make friends and what makes a good friendship	**R10.** about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

R7. about how to recognise when they or someone else feels lonely and what to do **R8.** simple strategies to resolve arguments between friends positively **R9.** how to ask for help if a friendship is making them feel unhappy	**R11.** what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships **R12.** to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face **R13.** the importance of seeking support if feeling lonely or excluded **R14.** that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them **R15.** strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others **R16.** how friendships can change over time, about making new friends and the benefits of having different types of friends **R17.** that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely **R18.** to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary
Managing hurtful behaviour and bullying	

R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online **R11.** about how people may feel if they experience hurtful behaviour or bullying **R12.** that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult	**R19.** about the impact of bullying, including offline and online, and the consequences of hurtful behaviour **R20.** strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support **R21.** about discrimination: what it means and how to challenge it

Safe relationships	
R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private **R14.** that sometimes people may behave differently online, including by pretending to be someone they are not **R15.** how to respond safely to adults they don't know **R16.** about how to respond if physical contact makes them feel uncomfortable or unsafe **R17.** about knowing there are situations when they should ask for permission and also when their permission should be sought **R18.** about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) **R19.** basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe **R20.** what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard	**R22.** about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); **R23.** about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns **R24.** how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know **R25.** recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact **R26.** about seeking and giving permission (consent) in different situations **R27.** about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret **R28.** how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this **R29.** where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
Respecting self and others	

R21. about what is kind and unkind behaviour, and how this can affect others **R22.** about how to treat themselves and others with respect; how to be polite and courteous **R23.** to recognise the ways in which they are the same and different to others **R24.** how to listen to other people and play and work cooperatively **R25.** how to talk about and share their opinions on things that matter to them	**R30.** that personal behaviour can affect other people; to recognise and model respectful behaviour online **R31.** to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

	R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background **R33.** to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own **R34.** how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

CORE THEME 3: LIVING IN THE WIDER WORLD

KS1 Learning opportunities in Living in the Wider World *Pupils learn…*	**KS2** Learning opportunities in Living in the Wider World *Pupils learn…*
Shared responsibilities	
L1. about what rules are, why they are needed, and why different rules are needed for different situations **L2.** how people and other living things have different needs; about the responsibilities of caring for them **L3.** about things they can do to help look after their environment	**L1.** to recognise reasons for rules and laws; consequences of not adhering to rules and laws **L2.** to recognise there are human rights, that are there to protect everyone **L3.** about the relationship between rights and responsibilities **L4.** the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others **L5.** ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)
Communities	
L4. about the different groups they belong to **L5.** about the different roles and responsibilities people have in their community **L6.** to recognise the ways they are the same as, and different to, other people	**L6.** about the different groups that make up their community; what living in a community means **L7.** to value the different contributions that people and groups make to the community **L8.** about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities **L9.** about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes **L10.** about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced
Media literacy & digital resilience	

L7. about how the internet and digital devices can be used safely to find things out and to communicate with others **L8.** about the role of the internet in everyday life **L9.** that not all information seen online is true	**L11.** recognise ways in which the internet and social media can be used both positively and negatively **L12.** how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results **L13.** about some of the different ways information and data is shared and used online, including for commercial purposes **L14.** about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information **L15.** recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images **L16.** about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation
Economic wellbeing: Money	

L10. what money is; forms that money comes in; that money comes from different sources **L11.** that people make different choices about how to save and spend money **L12.** about the difference between needs and wants; that sometimes people may not always be able to have the things they want **L13.** that money needs to be looked after; different ways of doing this	**L17.** about the different ways to pay for things and the choices people have about this **L18.** to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' **L19.** that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) **L20.** to recognise that people make spending decisions based on priorities, needs and wants **L21.** different ways to keep track of money **L22.** about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe

	L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations **L24.** to identify the ways that money can impact on people's feelings and emotions
Economic wellbeing: Aspirations, work and career	
L14. that everyone has different strengths **L15.** that jobs help people to earn money to pay for things **L16.** different jobs that people they know or people who work in the community do **L17.** about some of the strengths and interests someone might need to do different jobs	**L25.** to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes **L26.** that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life **L27.** about stereotypes in the workplace and that a person's career aspirations should not be limited by them **L28.** about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) **L29.** that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid **L30.** about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation **L31.** to identify the kind of job that they might like to do when they are older **L32.** to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

	By the end of primary school: Pupils should know:	KS1	KS2
Families and people who care for me	• *that families are important for children growing up because they can give love, security and stability.*	R2	R6
	• *the characteristics of healthy family life, 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.*	R1, R4	R8
	• *that others' families, 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.*	H22, R3	R2, R7
	• *that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.*	R3	R1, R6, R7
	• *that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.*	R4	R3, R5
	• *how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.*	R5	R4, R9
Caring friendships	• *how important friendships are in making us feel happy and secure, and how people choose and make friends.*	R6	R10
	• *the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.*	R6	R11
	• *that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.*	R7	R13, R14
	• *that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.*	R8	R16
	• *how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.*	R9	R18

Respectful relationships	• *the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.*	H22, R23, L4, L6	R32, R33, L6
	• *practical steps they can take in a range of different contexts to improve or support respectful relationships.*	R6, R8	R33, R34
	• *the conventions of courtesy and manners.*	R22	R33
	• *the importance of self-respect and how this links to their own happiness.*	H21, H23 R22	R31
	• *that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.*	R22, H22	R31
	• *about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.*	R10, R11, R12	R19, R20, R28
	• *what a stereotype is, and how stereotypes can be unfair, negative or destructive.*	L4	R21, L7, L8, L9
	• *the importance of permission-seeking and giving in relationships with friends, peers and adults.*	R15, R17	R22, R26
Online relationships	• *that people sometimes behave differently online, including by pretending to be someone they are not.*	R14	R23
	• *that the same principles apply to online relationships as to face-to- face relationships, including the importance of respect for others online including when we are anonymous.*	R12	R24, R30, R31
	• *the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.*	R20	R24
	• *how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.*	R15	R24
	• *how information and data is shared and used online.*	H34	L13 L14

Being safe	• *what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)*	R17	R22
	• *about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.*	R13, R18	R27

	• *that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.*	R13	H45, R25
	• *how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.*	R14, R15, R19	R24
	• *how to recognise and report feelings of being unsafe or feeling bad about any adult.*	R20	R29
	• *how to ask for advice or help for themselves or others, and to keep trying until they are heard.*	R20	R29
	• *how to report concerns or abuse, and the vocabulary and confidence needed to do so.*	R20	R29, H45
	• *where to get advice e.g. family, school and/or other sources.*	R20	R29

HEALTH EDUCATION (PRIMARY)

	By the end of primary school: Pupils should know:	KS1	KS2
Mental wellbeing	*• that mental wellbeing is a normal part of daily life, in the same way as physical health.*	H1	H15
	• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	H11, H12, H13, H14	H17
	• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	H15, H16	H19
	• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	H18, H19	H20, H21
	• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	H17	H16
	• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	H18, H20, H24	H16
	• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	H24, H27, R7	H24, R13
	• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	R10, R11	R19
	• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	H19, R12	H21, R20
	• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	H24	H22

Internet safety and harms	• *that for most people the internet is an integral part of life and has many benefits.*	L7, L8	L11
	• *about the benefits of rationing 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.*	H9	H13
	• *how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.*	R10, R12	R30, L11, L15
	• *why social media, some computer games and online gaming, for example, are age restricted.*	H28	H37, L23
	• *that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.*	H34	H37, R20, L11
	• *how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.*	L9	L12, L13, L14, L16
	• *where and how to report concerns and get support with issues online.*	H34	H42
Physical health and fitness	• *the characteristics and mental and physical benefits of an active lifestyle.*	H1	H7
	• *the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise*	H3	H7
	• *the risks associated with an inactive lifestyle (including obesity).*	H3	H4, H7
	• *how and when to seek support including which adults to speak to in school if they are worried about their health.*	H10	H41
	• *what constitutes a healthy diet (including understanding calories and other nutritional content).*	H2, H3	H1, H6
	• *the principles of planning and preparing a range of healthy meals.*	H2	H6

Healthy eating	• *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).*	H2	H2, H3, H6
Drugs, alcohol and tobacco	• *the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drugtaking.*	H37	H46, H47, H48

Health and prevention	• *how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.*		H5
	• *about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.*	H8	H12
	• *the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.*	H4	H8
	• *about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.*	H7	H11
	• *about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.*	H5	H9, H40
	• *the facts and science relating to allergies, immunisation and vaccination.*	H6	H10
Basic first aid	• *how to make a clear and efficient call to emergency services if necessary.*	H35, H37	H44
	• *concepts of basic first-aid, for example dealing with common injuries, including head injuries.*	H35, H37	H43
Changing adolescent body	• *key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.*	H25, H26	H30, H31, H32, H34
	• *about menstrual wellbeing including the key facts about the menstrual cycle.*		H30, H31