The Sir John Heron Way in R(S)HE

This document sets out the aims, strategies and organisation of the teaching of R(S)HE as well as the assessment of R(S)HE at Sir John Heron Primary School.

This policy has been adapted from the Newham Model Policy for R(S)HE which was created through consulting with:

- *Young people's sexual health services*
- *Parents/carers*
- *Parent Governors*
- *LGBT+Community (individuals, groups and teachers who identify as LGBT+)*
- *Councillors (briefing and consultation with over 30)*
- *Teachers (80+ attended training, 55+attended network meetings)*
- *Other areas (Birmingham, Redbridge and Tower Hamlets R(S)HE leads)*
- *Governors and trustees (130 attended training session)*
- *Faith groups (20 responses to survey and meeting held with 30 Imams)*
- *SACRE (19 different individuals representing; Muslims – Sunni and Shia, Christians – Catholic and Protestant, Hindus, Buddhists, Jews, Sikhs, Humanists)*
- *Pupils (130 pupils from Primary and Secondary)*
- *SEND educational services*
- *DFE and OFSTED*
- *Headteachers including Nursery Headteachers*

Policy Statement - The aims and objectives of R(S)HE.

It is the intention of Sir John Heron Primary School to teach high quality, age appropriate, pupil-sensitive, evidence-based R(S)HE, that demonstrates a respect for the law and all communities that call Newham home. It is expected that R(S)HE in Sir John Heron will help pupils to learn about themselves and the world they live in, giving them the skills, understanding and information they need for life. This will help them to stay safe and to flourish, not just in childhood, but into adulthood and for the rest of their lives. This is why R(S)HE is such an important part of the curriculum.

Statutory content: R(S)HE

By law primary schools are required to teach relationships and health education, alongside National Curriculum science and within the context of safeguarding. Here at Sir John Heron we acknowledge that parents/carers are a child's first and most effective teacher and so will ensure that we have annual meetings with parents or carers to present our R(S)HE curriculum as well as being able to respond to any concerns or questions parents/carers have. We are clear that our aim is to educate pupils about these important subjects alongside parents/carers.

National Curriculum Science

At Key Stages 1 and 2, the National Curriculum for science includes teaching about the main external parts of the body and the changes to the human body as it grows from birth to old age, including puberty, and sexual and asexual reproduction in mammals and plants. As the Science objectives are mandatory, all children must participate in these sessions. Parents/Carers are invited to see the teaching materials used and ask questions relating to the content and delivery of

the sessions prior to them being taught in order that they may support their children's learning at home and discuss associated questions that might be asked by their children.
There continues to be no right to withdraw from National Curriculum Science.

Health Education (Physical Health and Mental Wellbeing)
The aim of Health Education is to give pupils the information that they need to make good decisions about their physical and mental health and wellbeing. Pupils will recognise what is normal and what is an issue in themselves and others, and how to seek support at the earliest stage from appropriate sources.

Puberty, including menstruation, will be covered in Health Education and through the science curriculum in years 5 and 6. The content of the puberty lesson relating to menstruation, and which is currently taught in year 5 and 6, is also taught to girls in year 4.

(See appendices for full list of content)
There is no right to withdraw from Health Education.
There is a right to withdraw from the lesson on menstruation in year 4.

Sex Education (Conception to birth)
The statutory guidance produced by the UK government 2026 lays out that '... we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.'
https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education__RSE__and_health_education__for_intro_1_September_2026_.pdf

A lesson on 'Conception to birth- sex education' will be taught in year 6, following on from the statutory puberty lessons. It will be taught in single sex groups by teachers of the same gender.

The lesson content was agreed following consultation with parents governors and teaching staff over Summer term 2025. The content is a bespoke session written by the Leader of Learning for PSHCE. Parents and carers are invited to view the lesson content with the Leader of Learning for PSHCE prior to the session being taught.

(See appendices for request to withdraw form)
There is a right to withdraw from Sex Education.

Relationships Education
The focus in primary schools should be on teaching the fundamental building blocks and characteristics of positive relationships, with family members, other children and adults. Lessons will be evidenced based, age and culturally appropriate, based in the law and sensitive to the needs of pupils.
(See appendices for full list of content)

There is no right to withdraw from Relationships Education.

Safeguarding

Safeguarding is an important aspect of all of the lessons taught as part of R(S)HE in our school. Our safeguarding policy will be applied to and supported by all aspects of R(S)HE and any disclosures or issues arising as part of R(S)HE, will be dealt with in line with our safeguarding policy.

In response to the introduction of the R(S)HE curriculum, Sir John Heron Primary has already developed bespoke curriculum units on "Keeping Safe" which were consulted on in May 2019 with parents/carers, staff and governors. These units were approved by the Governing Body in October 2019 and are delivered as part of the school's R(S)HE curriculum.

(See appendices for full list of content)

There is no right to withdraw from statutory content in the R(S)HE curriculum.

Equality

- The school will comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equalities Duty (2014); schools must not unlawfully discriminate against pupils or allow pupils to be bullied because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected characteristics).
- The delivery of the content of R(S)HE will be made accessible to all pupils, including those with SEND.
- Our school celebrates difference and diversity. The bullying of anyone for any reason is not acceptable. It is expected that our Relationships Education curriculum will lead to a stronger sense of community, mutual respect and give pupils a sense of responsibility. This will help to keep Sir John Heron Primary School a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

Monitoring, evaluation and assessment

- To ensure that the teaching and learning in R(S)HE in our school is of the highest standard, it will be monitored by our R(S)HE Leader of Learning – Beccy Werrin.
- The school will identify pupils' prior knowledge through discussion and medium term plans from previous years.
- The school will assess pupils' learning and progress through PSHCE over the course of each half term against expected outcomes for the children for each theme. Children are identified as working towards their expected outcomes, having securely demonstrated expected outcomes or having exceeded expected outcomes. This formal summative assessment is accessible by all staff and used to inform the SENCO and pastoral support team of children with SEMH (social, emotional and mental health) vulnerabilities who might need additional support.
- KWL grids are also used at the start of each new topic and then completed at the end of the topic - allowing children to reflect on their own learning journey and allowing teachers to identify common misconceptions or gaps in children's knowledge so that they may adapt lesson content accordingly.

How R(S)HE is taught at Sir John Heron Primary

Curriculum Implementation

The Sir John Heron PSHCE and Health and Relationship Education curriculum is delivered in discrete, weekly lessons of 45 minutes by class teachers based on the learning intentions of Jigsaw scheme of work, with the Keeping Safe module, puberty and Conception to Birth lesson content written by the PSHCE subject lead. Lessons are oracy based and evidenced in floor books.

Additional sessions may also be delivered by external agencies such as the NSPCC, TFL, Gangsline, the Fire Brigade, where deemed appropriate. Their involvement will underpin and deepen the knowledge of the children's Relationships and Health Education.

Accessing the curriculum

All children from Nursery to Year 6 are entitled to access and to participate in the Health and Relationship Education curriculum, whatever their gender, race, class, family circumstances, learning ability and learning need. We may make provision for single sex groupings particularly for older children during work on puberty and menstruation. We recognise that children may feel less inhibited and more able to express themselves more openly in single sex groups. As an inclusive school, we admit a range of pupils with a range of learning needs, including children with Profound and Multiple Learning Difficulties (PMLD). For our PMLD pupils, their Health and Relationship Education curriculum relates to their changing and developing needs. Themes identified in the scheme of work are suitably differentiated and consideration given to groupings and activities. We work with parents/carers to focus on particular themes with their support. Our school community reflects a variety of beliefs and values from a range of religions and cultures. Our teaching of Health and Relationship Education is sensitive to these beliefs and values, as well as to children's maturity and readiness for learning.

Schemes of Work and Curriculum Content

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, made Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. The Health Education and Relationships Education aspects of the curriculum will be compulsory in all primary schools from September 2020. This guidance was updated in July 2025 with implementation required by September 2026. At Sir John Heron, we have developed and adapted our curriculum in consultation with our parents/carers and governors to ensure that the curriculum content that we provide satisfies both the government requirements and the needs of our children. At Sir John Heron we ensure that our curriculum allows our children the opportunity to know, as a minimum, by the end of year 6, these objectives as defined in the government guidance:

Families and people who care for me

- That families are important for children growing up because they can give love, security and stability.
- 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.
- 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.
- 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.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
- Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- 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.
- 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.

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.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- 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.
- 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.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

- That people sometimes behave differently online, including by pretending to be someone they are not.
- 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.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- 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.

- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice, for example family, school or other source.

The teaching themes are the same across all year groups enabling children to develop and deepen their knowledge and understanding year on year. The themes are given to each term are sequenced as follows:

1. Dreams and Goals
2. Keeping Safe
3. Celebrating Difference
4. Relationships
5. Healthy Me
6. Changing Me

The medium plans from which teachers plan weekly PSHCE lessons are based around the Jigsaw scheme of work. However, in some cases, in consultation with parents/carers and governors, changes have been made. In Years 5 and 6, the Jigsaw scheme of work was adapted to deal with the module of 'Changing me' from a more holistic perspective and to combine the objectives from the National Curriculum for Science.

In addition to the teaching of PSHCE objectives, elements of the Science curriculum are also covered in additional lessons in Years 5 and 6 and these deal with issues surrounding puberty, and for year 4 girls, who are taught specifically about menstruation.

They are taught to coincide with the PSHCE modules 'Healthy Me' or 'Changing Me'. As the Science objectives are mandatory, all children must participate in these sessions and parents/carers are invited to see the teaching materials used and to ask questions relating to the content and delivery of the sessions prior to them being taught, in order that they may support their children's learning at home and discuss associated questions that might be asked by their children. The National Curriculum Science outlines:

Key Stage One

- To understand that animals including humans, move, feed, grow, use their senses and reproduce.
- To recognise and compare the main external parts of the bodies of humans.
- To understand that humans and animals can produce offspring and these grow into adults.
- To recognise similarities and differences between themselves and others and treat others with sensitivity.

Key Stage Two

- To understand that the life processes common to humans and other animals include nutrition, growth and reproduction.
- To describe the changes as humans develop to old age (including puberty).

Safeguarding

Additionally, to ensure all aspects of The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017 are addressed in sufficient depth and detail and also to provide children with the opportunity to develop their skills and knowledge relating to safeguarding, schools **"… should ensure that children are taught about safeguarding, including online safety."** (para 93, pg 24, KCSiE (Sept 2020); "**...always act in the best interests of children to protect them online and offline."** (para 259, pg 70, Ofsted school inspection handbook (May 2019); **"Help prevent abuse by raising awareness among children of safeguarding risks and how and where to get help and support if they need it."** (para 15, pg 10, Ofsted Inspecting safeguarding in early years, education and skills settings (May, 2019); ' **... as part of the curriculum, children [should be] supported to understand what constitutes a healthy relationship both online and offline, and to recognise risk, for example risks associated with criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism and aware of the support available to them**" (para 19, page 13, Ofsted Inspecting safeguarding in early years, education and skills settings (May, 2019). As such, the modules (written in the style of Jigsaw but by the Leader of Learning for PSHCE) are as follows:

Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
People who can help me	Being a good friend	Travelling Safely	Understanding emotions	Healthy Body	Healthy Mind	Understanding Boundaries	Positive Social Interactions

(See appendices for full list of content)

Skills and knowledge

Skills and knowledge appropriate to each year group are defined on the medium term plans and built upon, year on year as the children move up the school. Skills developed in R(S)HE include, but are not limited to, debate and discussion, various forms of writing, sewing, film making and mindfulness. Opportunities for vocabulary development are embedded into each lesson and key vocabulary is taught explicitly. Meditation starts off each lesson allowing children to develop their ability to visualise, focus and be mindful of their mental wellbeing.

Appendices:

Appendix 1

Information about how and why R(S)HE will be taught at Sir John Heron Primary School.

- *Why are we teaching R(S)HE?*
  - Because it is the right thing to do. Our children are growing up in an increasingly complex world with new opportunities, but also new challenges. We as a school want our pupils to flourish in the world and to work hard throughout all curriculum areas to gain the skills and knowledge they need to do that. R(S)HE teaching is an important part of equipping our pupils for life in 21st century Britain, enabling them to embrace diversity; make the most of technology; understand the importance of, and develop the skills which lead to them being able to sustain healthy and strong relationships.
  - Relationships and health education is a statutory requirement for all primary schools in England.
  - The teaching of R(S)HE at Sir John Heron Primary School is informed by the law, national R(S)HE guidance and the National Curriculum set out by the DFE, as well as the school ethos

and policies already developed. Below is a list of some of the documents that have been taken into consideration when preparing this policy;

1. Statutory Guidance on RSHE 2025
2. Equality Act 2010 and The Public Sector Equality Duty 2014
3. School ethos and educational aims
4. School's Behaviour Policy, Anti-bullying Policy, Online Safety Policy, Equality Statement/Policy, Safeguarding Policy and Teaching and Learning Policy.

- *How will we ensure lessons are taught sensitively?*
  - Puberty, including menstruation, are seen as sensitive topics to teach and therefore we will put special measures in place to ensure pupils feel at ease when learning about these topics.
  - Parents/carers of Y4 girls, and Y5 and Y6 children will be invited into school to view the resources and materials prior to delivery so they can assist their child with this learning at home.
  - Single sex classes will be arranged for puberty sessions.
  - During puberty sessions there will be anonymised question boxes for pupils to use to ask appropriate questions safely.
  - Same sex teachers will be used to deliver the content in puberty sessions.

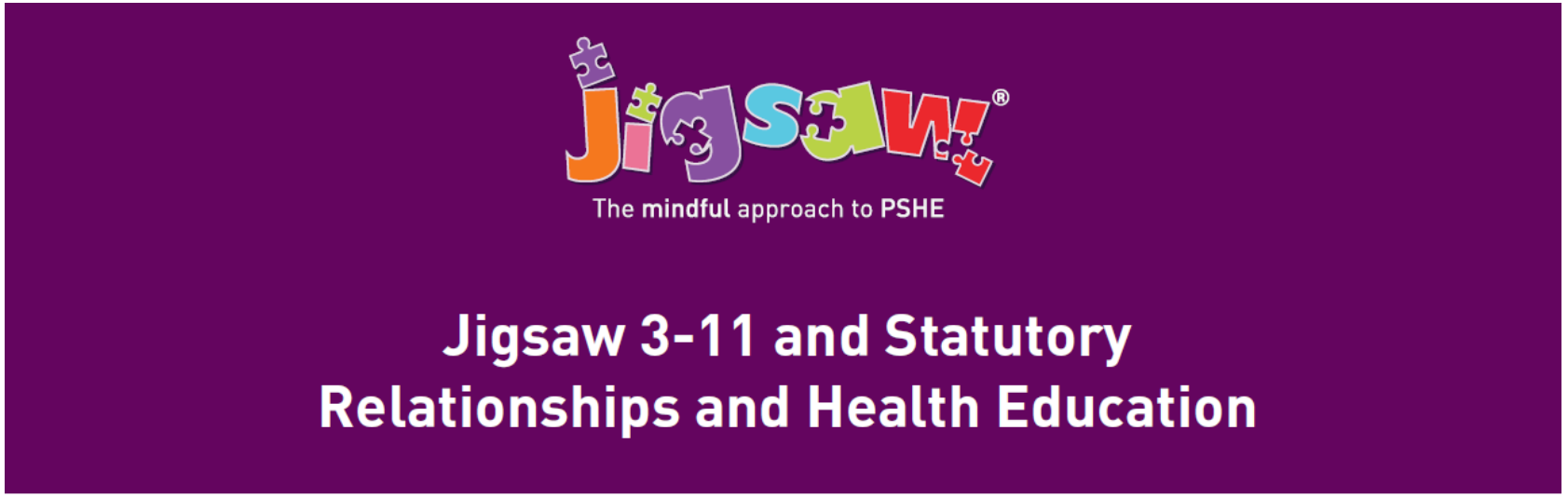
- *How will we ensure communication with parents/carers?*
  - Sir John Heron Primary will work with parents/carers to explain the content of R(S)HE lessons, as with all areas of the curriculum, through initial parent/carer expectation meetings in the Autumn term of each academic year; through curriculum content letters sent termly; and through the website and letters when appropriate.
  - Consultation took place with parents and carers during summer term 2025, prior to the implementation of the puberty lessons being rolled out to Y4 girls and the inclusion of conception to birth sessions in year 6.

- *Who will be teaching R(S)HE?*
  - Teaching staff deliver the content of R(S)HE lessons to pupils. All staff have been given training on this aspect of the curriculum and new staff receive this as part of the school's induction procedures.
  - R(S)HE lead has been part of the Local Authority network of lead teachers for the introduction of the new statutory R(S)HE curriculum. Headteacher and Deputy Headteacher have been to Leadership training led by the Local Authority on the implementation of R(S)HE in Newham Schools.

- *What materials will be used to deliver the R(S)HE curriculum?*
  - In Sir John Heron Primary School we have chosen to deliver the R(S)HE scheme primarily through the Jigsaw scheme of work.
  - The school's bespoke safeguarding units.
  - The school's unit of work in Y5 and Y6 concerning puberty (which is shown to parents prior to teaching).
  - The school's lesson on menstruation for Y4 girls (which is shown to parents prior to teaching).
  - The school's lesson for Y6 on conception to birth in humans (which is shown to parents prior to teaching).

- Appendix 2 of this policy is the medium term plans for each year group in PSCHE which includes Relationships and Health Education (Jigsaw overview).
- Appendix 3 is the bespoke safeguarding units that the school has created and which were approved at the School's Governing Body Meeting in October 2019.
- Appendix 4 is the form parents and carers may use to request the withdrawal of their children from the lessons on menstruation for girls in year 4 and for the lesson on conception to birth in humans in year 6.

Appendix 2 – Jigsaw Overview Medium Term Plans for each year group



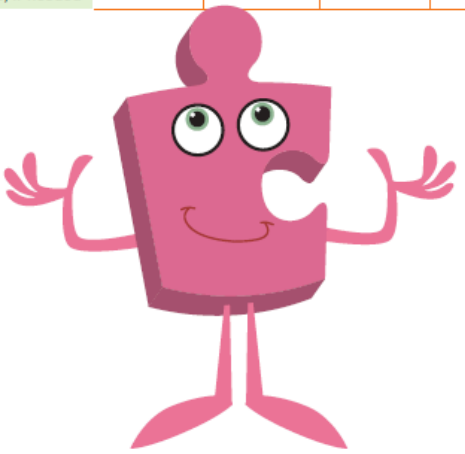
Jigsaw PSHE is fully compliant with the DfE Statutory Relationships & Health Education Guidance. This document maps the guidance to Jigsaw PSHE 3-11 by Year Group and Puzzle (unit of work) showing the depth and breadth of the curriculum coverage.

The numbers in the boxes refer to the lesson plan in that Puzzle (unit) that contributes most to the specific statutory outcome.

Relationships Education By the end of Primary pupils should know:		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Families and the people who care for me	(R1) that families are important for children growing up because they can give love, security and stability					1	1					1	
	(R2) 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					1						1	
	(R3) 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					1						1	
	(R4) 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					1						1	
	(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong											1	
	(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed						6					1,4	

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Relationships Education By the end of Primary pupils should know:		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Caring friendships	(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends	2	5			2			6			3	
	(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties		5			2			6			6	
	(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	3	5			2,5			5			3	
	(R10) 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		5			2,5			6			3	
	(R11) 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		5			2,4,5			4			5	



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Relationships Education By the end of Primary pupils should know:		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Respectful relationships	(R12) 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	3,6	1,2,6	3		2,6		2-6	5,6	3		3,5	
	(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships		5			6		5,6	4,5	3,4		5	
	(R14) the conventions of courtesy and manners	2,3				3		2-6	4,5	3-6			
	(R15) the importance of self-respect and how this links to their own happiness				6	5	5	3,4		2			5
	(R16) 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	3,6	1,2	3		4,6		2-4	4-6	3-6		2-5	
	(R17) 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		3,4						3				
	(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive								1,2				
	(R19) the importance of permission-seeking and giving in relationships with friends, peers and adults		5			3,4	4	2	4,5	4-6		2,4	5

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Relationships Education By the end of Primary pupils should know:		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Online relationships	(R20) that people sometimes behave differently online, including by pretending to be someone they are not					Additional lesson on website			4			4	
	(R21) 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				Additional lesson on website				3				
	(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them				Additional lesson on website				3			4	
	(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met				Additional lesson on website								
	(R24) how information and data is shared and used online												

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Relationships Education By the end of Primary pupils should know:		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Being safe	(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)		5			3,5	4	2	4,5			2	5
	(R26) 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					3	4					4	4,5
	(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact					3	4					2	4
	(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know					3,4						2	
	(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult		3,4				4					2	4,5
	(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard			5		5			4	2		2	5
	(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so		4						4			4,5	5
	(R32) where to get advice e.g. family, school and/or other sources		4			4	6	2	4			2,4	5

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Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Mental wellbeing	(H1) that mental wellbeing is a normal part of daily life, in the same way as physical health				1,2						2		
	(H2) 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	4	6	1	1	6	6	1	1,5,6	1,5	2	4-6	6
	(H3) 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	4	6	6	2	5	6	1	1,5,6	1,5	2	4-6	6
	(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate	5		5			2		4	6			
	(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness				1,2,6						1,2, 4-6		
	(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests				1-6	5,6					1-6		
	(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	1	3,4						5				
	(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing		3,4						3				
	(H9) 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)		4			4			4				
	(H10) 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												

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Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Internet safety and harms	(H11) that for most people the internet is an integral part of life and has many benefits												
	(H12) 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										2		
	(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								3				
	(H14) why social media, some computer games and online gaming, for example, are age restricted												
	(H15) 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								3			3	
	(H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted												
	(H17) where and how to report concerns and get support with issues online								4				

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Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Physical health and fitness	(H18) the characteristics and mental and physical benefits of an active lifestyle				1-6						1-3, 5,6		
	(H19) 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				1,2						1,2		
	(H20) the risks associated with an inactive lifestyle (including obesity)										1,6		
	(H21) how and when to seek support including which adults to speak to in school if they are worried about their health				5						3		

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Healthy eating	(H22) what constitutes a healthy diet (including understanding calories and other nutritional content)				2						4,5		
	(H23) the principles of planning and preparing a range of healthy meals				2						4,5		
	(H24) 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)				6						4,5		

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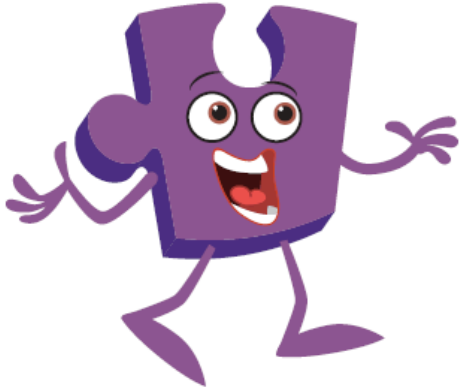
Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Drugs, alcohol and tobacco	(H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking				4						3		

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Health and prevention	(H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body												
	(H27) about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer				Additional lesson on website (suitable for KS1)						Additional lesson on website (suitable for KS1)		
	(H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn				1,2						2		
	(H29) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist												
	(H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing				3,6								
	(H31) the facts and science relating to allergies, immunisation and vaccination												

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Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Basic first aid	(H32) how to make a clear and efficient call to emergency services if necessary												
	(H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries												

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Changing adolescent body	(H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes						4						3,4
	(H35) about menstrual wellbeing including the key facts about the menstrual cycle												



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Relationships Education By the end of Primary pupils should know:		Year 3 - Ages 7-8						Year 4 - Ages 8-9					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Families and the people who care for me	(R1) that families are important for children growing up because they can give love, security and stability		1			1	5						1,2
	(R2) 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		1			1	5					6	1,2
	(R3) 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		1			1	5						1,2
	(R4) 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		1			1	5					6	1,2
	(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong		2										
	(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed		2									1,2	

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Relationships Education By the end of Primary pupils should know:		Year 3 - Ages 7-8						Year 4 - Ages 8-9					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Caring friendships	(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends	1	6			2		1			1	4	
	(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	1				2		1			1,2,5	4,5	
	(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	1	5			2		1			5	4-6	
	(R10) 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		5			2					2,5	4	
	(R11) 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		3,4			3		2	2,3		1,2, 5,6	4	

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Relationships Education By the end of Primary pupils should know:		Year 3 - Ages 7-8						Year 4 - Ages 8-9					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Respectful relationships	(R12) 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	2	5,6	1		2		2,3	2	3	5,6	4-6	
	(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships	3	5	6		6		5	1,2		1,2,5	4,5	
	(R14) the conventions of courtesy and manners	5,6	5	5				2,4		5	6	4,5	
	(R15) the importance of self-respect and how this links to their own happiness		6	5	6				5,6		6		
	(R16) 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	3	5,6			6		3	5,6	6	5,6	4-6	
	(R17) 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		3-5			3			3				
	(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive		5			1	5						
	(R19) the importance of permission-seeking and giving in relationships with friends, peers and adults	5,6				2		4			2,6	4,6	

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Relationships Education By the end of Primary pupils should know:		Year 3 - Ages 7-8						Year 4 - Ages 8-9					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Online relationships	(R20) that people sometimes behave differently online, including by pretending to be someone they are not		5		5	3			2		2,5		
	(R21) 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	4	5		5	3			2		2		
	(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them				4,5	3			2,3		2,6		
	(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met		5		4,5	3							
	(R24) how information and data is shared and used online				4,5	3							



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Relationships Education By the end of Primary pupils should know:		Year 3 - Ages 7-8						Year 4 - Ages 8-9					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Being safe	(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	6	5		4,5	3		5	2		2,5,6	4,5	
	(R26) 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				4,5	3							2,3
	(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact						4						1
	(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know				4,5								
	(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult				4,5						5		
	(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard		4		4,5				4		3,4		
	(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so		3,4		4,5				3		3,4		
	(R32) where to get advice e.g. family, school and/or other sources	2	4		4,5	3			3		3-5	4	

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Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 3 - Ages 7-8						Year 4 - Ages 8-9					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Basic first aid	(H1) that mental wellbeing is a normal part of daily life, in the same way as physical health				6						6		
	(H2) 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	2,3	6	5,6	4	2	1-6	1	6	6	1	2	5
	(H3) 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	2,3	6	5,6	4	2	1-6	1	6	6	1	2	5
	(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate		2	2					5		5	3	4
	(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness				1,2								
	(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests				1,2,6								
	(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support		5						2,3			2,4	
	(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing		3-5						3				
	(H9) 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)		2-4		4,5	3			4			2	
	(H10) 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											3	

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Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 3 - Ages 7-8						Year 4 - Ages 8-9					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Internet safety and harms	(H11) that for most people the internet is an integral part of life and has many benefits				4,5	3							
	(H12) 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					3							
	(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		5			3			3				
	(H14) why social media, some computer games and online gaming, for example, are age restricted					3							
	(H15) 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		5			3							
	(H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted					3							
	(H17) where and how to report concerns and get support with issues online				3,4	3							



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Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 3 - Ages 7-8						Year 4 - Ages 8-9					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Physical health and fitness	(H18) the characteristics and mental and physical benefits of an active lifestyle				1,2,6								
	(H19) 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				1,2,6								
	(H20) the risks associated with an inactive lifestyle (including obesity				1,2								
	(H21) how and when to seek support including which adults to speak to in school if they are worried about their health				3-5						3,4		

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 3 - Ages 7-8						Year 4 - Ages 8-9					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Healthy eating	(H22) what constitutes a healthy diet (including understanding calories and other nutritional content)				1,2								
	(H23) the principles of planning and preparing a range of healthy meals				1,2								
	(H24) 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)				1,2						4		

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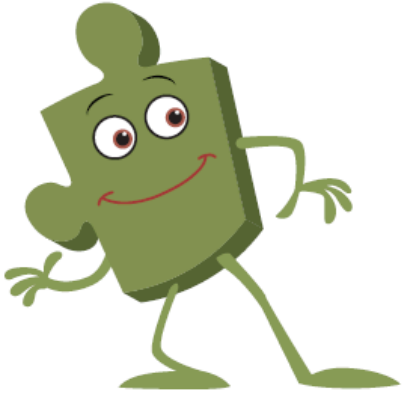
Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 3 - Ages 7-8						Year 4 - Ages 8-9					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Drugs, alcohol and tobacco	(H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking				3						3,4		

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 3 - Ages 7-8						Year 4 - Ages 8-9					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Health and prevention	(H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body										3,4		
	(H27) about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer				Additional lesson on website (KS2)						Additional lesson on website (KS2)		
	(H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn				2								
	(H29) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist												
	(H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing												
	(H31) the facts and science relating to allergies, immunisation and vaccination												

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Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 3 - Ages 7-8						Year 4 - Ages 8-9					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Basic first aid	(H32) how to make a clear and efficient call to emergency services if necessary				4								
	(H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries												

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 3 - Ages 7-8						Year 4 - Ages 8-9					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Changing adolescent body	(H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes						3,4						2,3
	(H35) about menstrual wellbeing including the key facts about the menstrual cycle						3,4						3



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Relationships Education By the end of Primary pupils should know:		Year 5 - Ages 9-10						Year 6 - Ages 10-11					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Families and the people who care for me	(R1) that families are important for children growing up because they can give love, security and stability												3
	(R2) 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												
	(R3) 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								2				
	(R4) 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												3,4
	(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong		3										
	(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed							5			3,4		4

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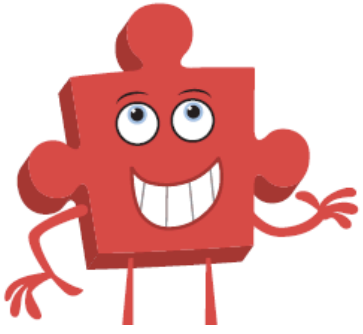
Relationships Education By the end of Primary pupils should know:		Year 5 - Ages 9-10						Year 6 - Ages 10-11					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Caring friendships	(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends							5			3,4		4
	(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties											4	4
	(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded		3,4									4	4
	(R10) 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		3,4									4	
	(R11) 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					2,6			3,4		3,4	5	

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Relationships Education By the end of Primary pupils should know:		Year 5 - Ages 9-10						Year 6 - Ages 10-11					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Respectful relationships	(R12) 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	3,4	1,2	5,6	4	2-6		2-6	2,5	4			
	(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships	4	6			1-6		4-6	5,6	4		4-6	4,5
	(R14) the conventions of courtesy and manners	3-6				2-6		4					
	(R15) the importance of self-respect and how this links to their own happiness	3	6	3	4,5	1	1		1	1	1,6	2	1,5
	(R16) 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	2	1	4	4	2,3			5,6	6	5,6		5
	(R17) 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		4			2			4			4	
	(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive		1		4				2				
	(R19) the importance of permission-seeking and giving in relationships with friends, peers and adults					2,3			3		6	4	4,5

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Relationships Education By the end of Primary pupils should know:		Year 5 - Ages 9-10						Year 6 - Ages 10-11					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Online relationships	(R20) that people sometimes behave differently online, including by pretending to be someone they are not					2-6						5	
	(R21) 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					2-6			3			5,6	
	(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them					2-6						5,6	
	(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met					2-6						5,6	
	(R24) how information and data is shared and used online					2-6						5,6	



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Relationships Education By the end of Primary pupils should know:		Year 5 - Ages 9-10						Year 6 - Ages 10-11					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Being safe	(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)				4	2,3	1	4	3		3,4	4-6	
	(R26) 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					2,3	1				6	4-6	
	(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact				4		1				1,6	1,2	1,5
	(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know											4-6	
	(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult		3			2,3						5	
	(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard		3		3	2			4		5,6	4	2
	(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so		2		3	2			3,4		1-6	4	
	(R32) where to get advice e.g. family, school and/or other sources		3,4		3	2			3		1-6	1-6	2,3

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Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 5 - Ages 9-10						Year 6 - Ages 10-11					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Mental wellbeing	(H1) that mental wellbeing is a normal part of daily life, in the same way as physical health				6	6	6				1,5,6	1,2	1,5
	(H2) 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	2	3	1	6	1	3	2,3	6	3	2	3	6
	(H3) 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	2	3	1	6	1	3	2,3	6	3	2	3	6
	(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate		2		5,6	1	5,6	4	1	5	5,6	1-3	1,5,6
	(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness				6	5	1				1,5,6	1,2	
	(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests				6		1				1,5,6	1,2	1,5,6
	(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	5	3,4			1			1-3	4	1,5,6	1-3	1
	(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing		4			2,3			4		2-4	4	
	(H9) 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)		3,4		3	2,3					1-6	1-4	1-6
	(H10) 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				4-6	2,3	1		1,2		1-6	1-3	1, 5,6

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Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 5 - Ages 9-10						Year 6 - Ages 10-11					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Internet safety and harms	(H11) that for most people the internet is an integral part of life and has many benefits					2-6						5,6	
	(H12) 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.					2-6					5,6	5,6	
	(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					2-6			3,4			5,6	
	(H14) why social media, some computer games and online gaming, for example, are age restricted					2-6						5,6	
	(H15) 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					2-6						5,6	
	(H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted					2-6						5,6	
	(H17) where and how to report concerns and get support with issues online					2-6			3,4		1-6	1-6	

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Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 5 - Ages 9-10						Year 6 - Ages 10-11					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Physical health and fitness	(H18) the characteristics and mental and physical benefits of an active lifestyle				6		1				1,5,6	1,2	
	(H19) 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				6						1,5,6		
	(H20) the risks associated with an inactive lifestyle (including obesity				6						6		
	(H21) how and when to seek support including which adults to speak to in school if they are worried about their health				1-6						1,6	1,2	

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 5 - Ages 9-10						Year 6 - Ages 10-11					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Healthy eating	(H22) what constitutes a healthy diet (including understanding calories and other nutritional content)												
	(H23) the principles of planning and preparing a range of healthy meals												
	(H24) 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)				1,2						1,2		

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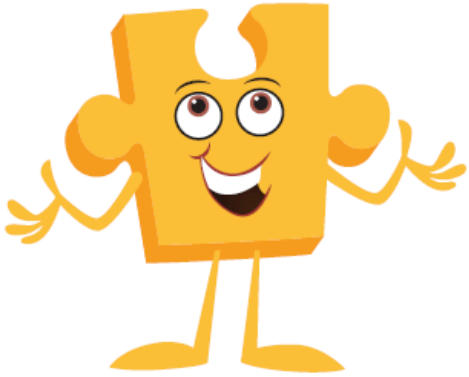
Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 5 - Ages 9-10						Year 6 - Ages 10-11					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Drugs, alcohol and tobacco	(H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking				1,2						2		

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 5 - Ages 9-10						Year 6 - Ages 10-11					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Health and prevention	(H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body												
	(H27) about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer				Additional lesson on website (KS2)						Additional lesson on website (KS2)		
	(H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn					5					5,6		
	(H29) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist				Additional lesson on website (KS2)								
	(H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing												
	(H31) the facts and science relating to allergies, immunisation and vaccination										1		

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Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 5 - Ages 9-10						Year 6 - Ages 10-11					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Basic first aid	(H32) how to make a clear and efficient call to emergency services if necessary				3								
	(H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries				3								

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 5 - Ages 9-10						Year 6 - Ages 10-11					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Changing adolescent body	(H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes						2-4						2
	(H35) about menstrual wellbeing including the key facts about the menstrual cycle						2						2,3



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Appendix 3 – School's Bespoke Safeguarding Units. *(Approved by the Governing Body after parental consultation in October 2019).*

Nursery	
Unit:	People who help me
Topics/themes covered:	Police, Medical professionals, Fire Brigade, Teachers.
Enrichment:	Visits from people in the careers being learned about. Police workshop.
Learning intentions:	● Lesson 1: To be able to explain why I need people to help me. ● Lesson 2: To be able to explain when a doctor or nurse would help me ● Lesson 3: To be able to explain when a dentist would help me ● Lesson 4: To be able to explain when a firefighter would help me ● Lesson 5: to be able to explain when a police officer would help me ● Lesson 6: to be able to explain when a teacher would help me.
Reception	
Unit:	Being a good friend.
Topics/themes covered:	Kind words, kind actions. What do I do if I don't want to play with someone? What to do if someone doesn't want to play with me? Police workshop.
Enrichment:	Creation of Positive Postal Service
Learning intentions:	● Lesson 1: To understand that words are powerful ● Lesson 2: To be able to use my words positively ● Lesson 3: To be able to be a good listener ● Lesson 4: To be able to Include people in my games ● Lessons 5 and 6: To be able to be socially resilient
Year 1	
Unit:	Travelling Safely
Topics/themes covered:	Road safety, getting lost, stranger danger.
Enrichment:	Parents' Day http://www.brake.org.uk/beepbeepday. Police workshop.
Learning intentions:	● Lesson 1: To be able to explain why traffic is dangerous ● Lesson 2: To be able to explain how to walk safely near traffic ● Lesson 3: To be able to show how to walk safely ● Lesson 4: To be able to travel safely on a machine ● Lesson 5: To be able to explain what I should do if am lost ● Lesson 6: To be able to explain what I should do if I am approached by a stranger
Year 2	
Unit:	Understanding Emotions
Topics/themes covered:	Understanding what makes children have certain emotions and what to do when they recognise how they're feeling. Expressing my emotions to others
Enrichment:	Police workshop.
Learning intentions:	● Lesson 1: To be able to explain what makes me feel angry and how I can manage my emotion ● Lesson 2: To be able to explain what makes me scared and how I can manage my emotion ● Lesson 3: To be able to explain what makes me sad and how I can manage my emotion ● Lesson 4: to be able to explain what makes me anxious and how I can manage my emotion ● Lesson 5: To be able to explain what makes me frustrated and how I can manage my emotion ● Lesson 6: To be able to clearly express how I feel to others
Year 3	
Unit:	Healthy Body

Topics/themes covered:	Healthy Diet/3 meals a day. Washing. Teeth. Hospitals. Healthy physical routine.
Enrichment:	Sir John's Ambulance First Aid training. Visit from a dentist and link to science- Fizzy drink cleans a coin investigation. Police workshop.
Learning intentions:	● Lesson 1: To be able to explain why I must eat certain things and avoid others ● Lesson 2: To be able to explain why hygiene is important ● Lesson 3: To be able to explain how and why I should care for my teeth ● Lesson 4: To be able to explain what happens in hospitals and the variety of reasons why people need to go there. To be able to administer first aid. ● Lessons 5 and 6: To be able to develop healthy physical habits

Year 4	
Unit:	Healthy mind
Topics/themes covered:	What mental health is and why it's important to care for. Using techniques to alleviate stress and anxiety.
Enrichment:	Cosmic kids yoga. Police workshop.
Learning intentions:	● Lesson 1: To be able to create an affirmation ● Lesson 2: To be able to use physical exercise to help me have a healthy mind (resilience story through yoga) ● Lesson 3: To be able to use art to help me be mindful ● Lesson 4: To be able to use physical exercise to help me have a healthy mind (growth mindset story through yoga) ● Lesson 5: To be able to use art to help me be mindful ● Lesson 6: To be able to explain why I must take care of my mental health and what I can do if I don't feel mentally healthy

Year 5	
Unit:	Understanding boundaries
Topics/themes covered:	Physical, mental, geographical and material boundaries that should be respected
Enrichment:	NSPCC underwear rule. Amnesty International and the UN convention on the rights of the child. Ivor Goodsite assembly. 'My Bank' workshop. Junior citizenship trip.
Learning intentions:	● Lesson 1: I know what appropriate touching is and what to do if someone behaves in an inappropriate way ● Lesson 2: I know that I have the right to my own opinions and thoughts. ● Lesson 3: I can explain why there are some places that I am not allowed to enter ● Lesson 4: To know that there are somethings that I don't have to share ● Lesson 5 and 6: To be able to manage money healthily

Year 6	
Unit:	Positive social interactions
Topics/themes covered:	Radicalisation. County lines. Peer-on-peer abuse. Peer pressure. Becoming independent within the community. Domestic violence.
Enrichment:	Gangsline assembly. TFL positive travel workshop. Police assembly on Internet safety and gangs. Group visit to a restaurant.
Learning intentions:	● Lesson 1 and 2: To be able to explain what forms of peer on peer abuse are and how to deal with the effects of it ● Lesson 3: To be able to explain what gangs are who might be targeted and why

	• Lesson 4: To be able to explain how social media and the internet can be used to exploit vulnerable people. • Lesson 5: To be able to explain what domestic violence is and support and consequences available • Lesson 6: To be able to explain how to find travelling routes and use transport safely.

Appendix 4

Parent / Carer Form: Request to be Excused from Sex Education (Right to Withdraw)

TO BE COMPLETED BY PARENTS / CARERS			
Name of child		Class	
Name of parent / carer		Date	
Reason for withdrawing from Sex Education within the Relationships, Sex and Health Education provision			
Parent / carer signature			

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