Name of Policy: Personal, Social, Health & Economic (PSHE) education policy including relationships education, sex education and health education (RSHE)	**Version/ Last Review Date:** July 2026 (V13)
Name and contact details of author: Ben Wassall ben@westnewcastleacademy.org **Families Consulted from September 3rd to October 12th 2026.**	**Previous Review Date:** September 2020 (V7) September 2021 (V8) October 2022 (V9) December 2023 (V10) December 2024 (V11) November 2025 (V12)
Statutory Documents linked to Policy: https://www.gov.uk/guidance/equality-act-2010-guidance https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education	**Next Review Date:** July 2028
Other policies linked to this policy: Child Protection & Safeguarding Positive Behaviour	**Governor Committee Responsible:** People's Committee

Rationale

This policy covers West Newcastle Academy Primary school's approach to teaching Personal, Social, Health & Economic (PSHE) education which includes relationships, sex and health education (RSHE). This policy has been updated to reflect the new RSHE Guidance released in July 2025, for implementation in September 2026. This policy has been subject to thorough consultation with the whole-school community including pupils, parents/carers, staff, school governors and where relevant appropriate members of the wider community such as medical professionals and faith leaders. Pupil consultation has ensured that the needs of all pupils can be met through the delivery of an age and stage appropriate curriculum that addresses relevant issues.

Policy availability

Families and other stakeholders will be informed about the policy through the school newsletter / parent email or by accessing a copy from the school website.

The guidance should be read in conjunction with:

- Keeping Children Safe in Education 2026 (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Positive Behaviour Policy
- Equality Act 2010
- SEND code of practice: 0 to 25 years (statutory guidance)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)

West Newcastle Academy Vision and Values

Children are at the heart of all we do. We enable learning in different contexts where children can embrace their individual creativity and enquiry skills, encouraging high aspiration for all. West Newcastle Academy is committed to fostering an inclusive, respectful and equitable environment for all. Our school will not tolerate discrimination, harassment, victimisation or unfair treatment of any kind on the grounds of the protected characteristics defined within the Equality Act 2010, and will take appropriate action to address any breaches of this commitment.

Values

Ready	We are ready for each new challenge, and are resilient in all we do
Respectful	We treat each other and ourselves with kindness and understanding
Safe	We keep ourselves and our environment safe by working together as a team

PSHE Overview

We recognise the importance of PSHE in preparing children and young people to live safe, fulfilled and healthy lives. The overarching objective of PSHE is to support children and young people through a journey of physical, emotional and moral development via the teaching of essential knowledge, skills and values within the framework of the law and relevant acts and guidance.

PSHE will be approached through evidence-based, best practice principles to ensure the highest impact on improving pupil health, wellbeing, safeguarding and lifelong outcomes. The following principles are based on research evidence, supported by a wide range of leading organisations. We follow the PSHE association curriculum model for Years 1-6 and have built a bespoke Early Years PSHE offer.

RSHE Overview

RSHE is an integral component of our PSHE curriculum, which is central to our approach and at the core of our ethos. RSHE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age and stage appropriate manner. RSHE equips children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their sexuality and to take responsibility for their health and wellbeing both now and in the future.

Effective RSHE can make a significant contribution to the development of personal skills needed by pupils to establish and maintain relationships. RSHE will ensure children and young people are encouraged to understand the importance of stable, loving relationships, respect, love, and care. It also enables young people to make responsible and informed decisions about their health and wellbeing.

Our PSHE programme

- Is an identifiable part of our school curriculum, which has planned, timetabled lessons across all the Key Stages.
- Is taught by staff regularly trained in PSHE.
- Uses carefully selected expert visitors invited in to enhance and supplement the programme, where appropriate.
- Works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home.
- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Gives medically accurate information so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
- Gives pupils opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and nurture respect for different views.
- Includes learning about how to get help and treatment from safe sources such as health and advice services including reliable information online.
- Fosters equality linked to protected characteristics and challenges all forms of discrimination in everyday school life.
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities.
- Seeks pupils' views so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

Entitlement & equality of opportunity

All children are entitled to access a broad and balanced curriculum delivered in an age and stage appropriate manner. Teachers will include a range of teaching styles and groupings to allow all children to make progress. Every child will be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self–esteem. We actively celebrate the diversity of our pupils, their families and the wider whole-school community. PSHE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law to ensure all pupils have equal access to the curriculum. We do not use RSHE as a means of promoting any form of sexual orientation over another. Thorough consultation, continual assessment and regular reviews of the curriculum we ensure that we continually recognise and respect pupils' different abilities, levels of maturity, personal circumstances (including faith or culture and that of their family, friends and the wider whole-school community) in accordance with the school's inclusion policy.

Teaching and Learning

As a school we follow the PSHE Association scheme of work, with the addition of school and context specific learning.

The PSHE programme will be led by PSHE Curriculum Lead. Whole staff and individual training needs will be identified through the school's self-evaluation process and staff appraisal. On occasion external visitors, experts and agencies may be invited to contribute to the delivery of PSHE to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with children and young people. When this happens, our school will use the following safeguards:

- Check the visitor or visiting organisation's credentials.
- Ensure the teaching delivered by the visitor fits with our planned programme and our published policy.
- Discuss the detail of how the visitor will deliver their sessions and ensure that the content is age appropriate and accessible for the pupils.
- Ask to see in advance the materials visitors will use as well as a lesson plan so that collectively we can ensure it meets the full range of pupils' needs (e.g. special educational needs) and make sure these are available for parents/carers to view.
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with our school's policy.

The majority of the curriculum is a statutory requirement to teach to meet Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025), whilst ensuring schools fulfil their duties under the Equality Act, 2010. PSHE also contributes towards the learner's citizenship education.

In July 2025 the Department for Education launched the new Relationships Education, Relationships and Sex Education (RSE) and Health Education for implementation by September 2026. Whilst much of the curriculum remains the same as the previous guidance, and was already covered within our existing curriculum, some elements have been given more focus or clarification to reflect the current world that we live in:

- Online safety
- Personal & travel safety
- Grief, loss and bereavement
- Vaping

The curriculum as a whole is organised around three core themes: **health and well-being; relationships; living in the wider world** and ten repeating concepts:

- Taking and managing risks
- Families and friendships
- Safe relationships
- Respecting ourselves and others
- Physical health and Mental well-being
- Growing and changing
- Keeping Safe including online
- Belonging to a community
- Media literacy and digital resilience
- Money and work

The intended outcomes of our programme of study:

- Know and understand what constitutes a healthy family and what that can provide (love, protection security etc).
- Gain awareness that some families may look different and these differences should be respected.
- Understand the importance of friendships and characteristics associated. Learn how to manage friendships and how to seek advice from others if needed.
- Understand they have a responsibility to respect others even if they are different from them. Have awareness of different types of bullying and the importance of permission seeking.
- Recognise that people can behave differently online, the risks associated and develop rules for keeping safe in the online world.
- Understand they have a right to personal space and privacy and how to ask for help. Recognise the feelings associated with feeling unsafe and what sort of boundaries are appropriate

Roles and responsibilities

The governing body will approve the Personal, Social, Health and Economic Policy including the Relationships and Health Education policy and hold the headteacher/senior leadership team to account for its implementation.

It is the responsibility for the Senior Leadership Team to:

- Ensure parents and staff are informed about the policy
- Provide members of staff with sufficient training so that they can teach successfully and handle difficult situations sensitively
- Monitor the policy and ensure it is implemented effectively Teachers are responsible for the delivery of PSHE & RHE (supported by PSHE leader, as necessary), including monitoring progress and responding to the needs of the children when any issues arise.
- If staff have any concerns about a child, they will raise this with the designated safeguarding leads as outlined in the Safeguarding policy. Parents and carers will be informed about the school's policy and practice so they can encourage and support discussions at home. Any issues that parents or carers raise will be taken seriously and the senior leadership team will ensure all queries and questions are be answered

Legislation (statutory regulations and guidance)

Under section 78 of the Education Act 2002 and the Academies Act 2010, schools must provide a 'balanced and broadly-based curriculum' which promotes 'the spiritual, moral, cultural, mental and physical development of children at the school and of society, and prepares children at the school for the opportunities, responsibilities and experiences of later life'.

Our Relationships Education offered enables us to fulfil this duty as these underpinning values are integrated across our school curriculum. As part of our whole school approach, it develops the qualities and attributes pupils need to thrive as individuals so they can leave us confident to participate and take a lead role in society. Our school's Relationships policy on the statutory guidance document "Relationships and Sex Education (RSE) and Health Education" (DfE, 2025) and the PSHE Association's supplementary guidance "Writing and updating your school's relationships and sex education (RSE) policy" (PSHE Association, September 2025).

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, make Relationships Education compulsory for all pupils receiving primary education. This policy outlines how we approach relationships teaching at West Newcastle Academy Primary School.

Safeguarding

Teachers are aware that effective relationship education, which brings an understanding of what is and what is not appropriate in a relationship, may lead to a disclosure of a child protection issue. Therefore, they are to seek advice or support from the designated safeguarding lead outlined in the Safeguarding policy. Teachers are reminded that they cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. Visitors/external will also be required to follow the school's procedures.

Engaging stakeholders

West Newcastle Academy Primary recognise the role of parents and carers in relation to children's relationships, therefore we wish to build positive and supportive relationships through mutual understanding, trust and cooperation. We are committed to working with parents and carers by promoting effective communication and discussion through year groups' welcome meetings, the use of the school website and updates within newsletters and curriculum maps. We also encourage an open-door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner. We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support if required. By informing parents about the best practice in relation to Relationship Education, we will ensure that the key messages that parents and carers give to children at home supports the teaching in school.

Parents' right to withdraw

There is no right to withdraw from Relationships Education at primary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught. Parents can choose to withdraw their children from sex education in Years 5 and 6.

The parental right to withdraw applies to Sex Education only. Though the Department for Education continues to recommend that primary schools teach Sex Education in year 5 and/ or year 6, Sex Education is not compulsory in the primary phase. Consult the DfE's statutory RSHE guidance for further information about Sex Education and parents' right to withdraw. In line with the DfE's recommendations, this Curriculum Model places Sex Education in year 6, Spring 1.

The PSHE Association Programme Overview

Section 1: Relationships (Sex) and Health Education (RSHE)

Families

KS1 | Learning opportunities: Pupils should have the opportunity to learn...	KS2 | Learning opportunities: Pupils should have the opportunity to learn...
1. what a family is and who is in our family F1 F2	5. how and why families differ (e.g. with or without children, single parents, LGBT+ parents, blended families, adoption and fostering), and that all families should be respected F3
2. that there are different types of family, and that everyone's family is unique and special F3	6. that families should provide love, care, protection, and safety for children as they grow up F1 F2 F4
3. how families show love and care, and different ways they can spend time together and share each other's lives F2 F4	7. that there are different types of relationships (e.g. friendships, family and romantic relationships); about committed, stable relationships, including marriage and civil partnerships F4 F5
4. what to do if anything about family life is upsetting or concerning * F6	8. that families can go through changes (e.g. new siblings, moving home) and experience difficult times, and can support each other through these F2
* *see naming and recognising emotions in 'Mental health and wellbeing'*	9. what to do and who to talk to if someone is worried about their family or feels unsafe * F6
	* *see naming and recognising emotions in 'Mental health and wellbeing'*

Friendships

KS1 | Learning opportunities: Pupils should have the opportunity to learn...	KS2 | Learning opportunities: Pupils should have the opportunity to learn...
1. what friendship is and what makes a good friend CF1 CF2 CF4	6. about the importance of friendships; that positive friendships support wellbeing CF1
2. how people make friends and how to be kind and caring in friendships CF1 CF2	7. what constitutes a positive, healthy friendship (e.g. mutual respect, trust, kindness, generosity, sharing interests, enjoying being together, and support with problems and difficulties); that truthfulness and loyalty are also part of this, but when these might be less appropriate CF2 CF4 RKR2
3. that friends can argue, and they can also make up CF5 RKR3	8. how people choose and make friends; skills for building caring, kind friendships (e.g. mutual support, listening, respecting boundaries, celebrating friends' successes) CF1 CF2
4. simple ways to resolve arguments between friends positively; that physically hurting someone is never the right way to solve an argument CF6 RKR3	9. that healthy friendships are not controlling or possessive; that everyone can have more than one friend, and that having different friends can bring different positive experiences CF1 RKR4 RKR2
5. how to ask for help if a friendship is making them feel unhappy CF7	10. that healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the importance of seeking support if feeling lonely or excluded CF1 CF3 CF4 GW6
	11. strategies for recognising and managing peer influence and the desire for peer approval in friendships CF2
	12. about balancing the needs and wishes of different people, e.g. in families or friendships; the importance of balancing their own needs with being kind to others RKR1 RKR4
	13. that friendships have ups and downs and can change over time; that working through differences can sometimes strengthen friendships CF5
	14. how to recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; how to manage this and ask for help if necessary CF7

Section 1: Relationships (Sex) and Health Education (RSHE)

Respecting self and others

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

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

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

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

Section 1: Relationships (Sex) and Health Education (RSHE)

Safe relationships: consent, boundaries and trust

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

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

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

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

** Whilst it is not a statutory requirement to teach about FGM at primary school, we know that FGM is performed on girls from a young age and the guidance states "Primary relationships education... should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This can be delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information. Pupils should be able to recognise emotional, physical and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right."*

19. how to identify trusted adults, and other sources of support and advice, in different contexts; the vocabulary and skills needed to seek help if they are concerned about their own or others' safety or if they feel worried, upset or frightened about something, including violence or harm; how to keep trying until they are heard BS5 BS6 BS7 RKR11

Section 1: Relationships (Sex) and Health Education (RSHE)

Mental health and wellbeing

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

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

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

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

Section 1: Relationships (Sex) and Health Education (RSHE)

Keeping healthy and well

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

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

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

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

Physical activity and nutrition

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

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

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

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

Section 1: Relationships (Sex) and Health Education (RSHE)

Changing and growing up

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

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

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

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

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

Sex education**

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

*** While Sex Education is not statutory in primary schools, the Department for Education recommends "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."*

**** Pupils may know that sexual intercourse does not always result in a baby and they may already 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 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.*

Section 1: Relationships (Sex) and Health Education (RSHE)

Personal safety and first aid

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

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

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

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

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

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

Online life and safety 1 of 3

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

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

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

Understanding the internet

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

Section 1: Relationships (Sex) and Health Education (RSHE)

Online life and safety Continued – 2 of 3

KS1| Learning opportunities: Pupils should have the opportunity to learn...	KS2| Learning opportunities: Pupils should have the opportunity to learn...
7. how rules and age restrictions help protect children's wellbeing online; why it's important to limit time on, and take breaks from, digital devices WO3 WO5 OSA3	14. what AI is (including generative AI) and where it might be encountered in everyday life WO1
8. some benefits and risks of watching videos or playing games online WO6 WO7	**Risks, rules and wellbeing online**
9. how to tell a trusted adult if they have worries about something online WO11	15. reasons for following rules and age restrictions; how rules and age restrictions for some apps, streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing WO5
	16. the minimum age requirement for social media; how this protects children from inappropriate content or unsafe contact with other social media users OSA3 WO5
	17. about the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing WO3
	18. how AI chatbots work; similarities and differences between interacting with an AI chatbot and a human, and the implications for wellbeing WO2
	19. how to assess and manage risks relating to online gaming, including the impact of compulsive gaming on health and wellbeing; the risks relating to video game monetisation and loot boxes, as well as other online financial harms including scams and fraud, and their impact on wellbeing WO3 WO6
	20. why and how to use privacy and location settings to protect information OSA4
	21. where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online OSA6
	Safe and respectful behaviour online
	22. similarities and differences between communicating with someone online and offline; the importance of meaningful in-person relationships; that while online communication might enhance some relationships, purely online relationships may be less fulfilling WO2
	23. that the same principles about how to treat others apply in all contexts, including online OSA1
	24. how someone's online behaviour can affect other people; the importance of, and how to maintain, positive, kind and respectful communication online, including when anonymous WO4
	25. strategies for managing peer influence on their online behaviour; the importance of not pressuring others, and how to resist pressure from others, to share personal information or images online OSA1 WO4

Section 1: Relationships (Sex) and Health Education (RSHE)

Online life and safety Continued – 3 of 3

KS1| Learning opportunities: Pupils should have the opportunity to learn...	KS2| Learning opportunities: Pupils should have the opportunity to learn...
	26. about why someone may behave differently online, including pretending to be someone they are not; strategies for evaluating online relationships, recognising risks, harmful content and contact; how to report concerns to trusted adults and reliable sources of support OSA2
	27. the risks of sharing things online, including images or words; that once these have been circulated online, they might spread quickly and far; that it can be difficult to control who sees them and to remove them from everywhere on the internet OSA5
	28. how to decide what is appropriate to share online and what should not be shared OSA4
	29. the importance of telling a trusted adult and getting support with anything that worries, scares or concerns them online; when, why, and how to report concerns online WO11

Drug education

KS1| Learning opportunities: Pupils should have the opportunity to learn...	KS2| Learning opportunities: Pupils should have the opportunity to learn...
1. that medicines can help people to stay healthy or feel better if they are unwell HPP6	4. the facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines) DATV1
2. that some things that go into or onto bodies can be harmful and how we might know if something is harmful DATV1	5. how medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies and asthma HPP6
3. to recognise risk in relation to medicines, cleaning fluids and other potentially harmful products that might be in the home; what to do and who to tell if they think they are at risk DATV1	6. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others DATV1
	7. what can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break DATV1
	8. that there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know DATV1 GW9

Section 2: Economic Wellbeing and Careers Education

Economic wellbeing

KS1 | Learning opportunities: Pupils should have the opportunity to learn...	KS2 | Learning opportunities: Pupils should have the opportunity to learn...
1. what money is, how people get money, and what it is used for	6. that people have different attitudes towards saving and spending money
2. that money needs to be looked after; different ways of doing this, including keeping money in an account	7. what influences people's decisions about saving and spending, including individual priorities, needs and wants
3. different ways of paying for things	8. how money can affect someone's emotions and wellbeing; how to manage feelings about money, including who to talk to
4. that money can be saved or spent; that people make different choices about saving and spending money	9. that what people do with their money can affect others and the environment (e.g. giving to charity, buying fair trade, buying single-use plastics)
5. the difference between needs and wants; that people may not always be able to have the things they want	10. different ways to keep track of money; how to keep money safe at home, outside the home or in a bank account
	11. advantages and disadvantages of different ways of paying for things

Careers education: aspirations, learning and work

KS1 | Learning opportunities: Pupils should have the opportunity to learn...	KS2 | Learning opportunities: Pupils should have the opportunity to learn...
1. that everyone has different strengths and interests; to identify what they enjoy, are good at or feel proud of	5. to recognise their achievements and personal strengths; how to set targets to help achieve their goals
2. that people can earn money to pay for things by having a job	6. to identify and build skills that might help them in their future careers e.g. teamwork, communication, negotiation, critical thinking and digital literacy
3. different jobs that people do, including roles and responsibilities people have in their community	7. that there is a broad range of different jobs that people can have; that people often have more than one type of job during their career
4. some of the strengths and interests someone might need to do different jobs	8. that a person's career aspirations should not be limited by stereotypes about particular jobs or career pathways
	9. how different factors (e.g. personal interests, values and aspirations, family connections to certain trades or businesses, strengths and qualities, stereotypical assumptions) might influence people's decisions about a job or career
	10. that people doing different jobs are paid different salaries and money is one factor that may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
	11. that there are different routes into careers (e.g. college, apprenticeship, university)
	12. about the kind of job that they might like to do when they are older, whilst recognising that they may do a job that does not yet exist, due to societal, environmental and technological changes

Key Vocabulary	
Nursery **Reception** **Year 1** **Year 2**	Growing, changing. Male, Female, Boy, Girl, Names for animal young. Feet, Fingers, Hands, Vagina, Vulva, Mouth, Thumb, Penis, Testicle, Eyes, Tummy, Legs, Arms, Knees.
Year 3 **Year 4**	Changing as you get older, Ovaries, Womb, Period, Penis, Vagina, Vulva, Testicle, Pubic Hair, Feelings. Reproduction and Life cycle, Breasts, Womb, Foetus, Hospital, Pregnant, Egg, Sperm, Testicle, Scrotum, Puberty, Female Genital Mutilation, menstruation and wet dreams
Year 5 **Year 6**	Puberty, difference in boys & girls, Crush, Sexual Attraction, Girlfriend, Boyfriend, Hormone, Menstruation, Period, Puberty. Emotional changes, Caring, Conception, Egg, Fertilisation, Friend, Honesty, Love, Making love, Sexual Relationship, Sperm, Trust, Womb, Semen. (Boys and girls taught separately).

Personal, Social, Health & Economic (PSHE) education policy – including relationships education, sex education and health education (RSHE)