FARADAY
PREP SCHOOL
TRINITY BUOY WHARF

RELATIONSHIP AND SEX EDUCATION (RSE)

In this policy the following members of staff are referred to:

TITLE	NAME
Head Teacher	Alarie Drummonds
PSHE Coordinator	Ramona Elvin

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1. WHAT IS RSE?

   RSE is lifelong learning about physical, moral and emotional development. It involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It is enabling pupils to understand the features of positive relationships that are likely to lead to happiness and security.

   RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

2. AIMS

   The aims of relationships and Sex Education (RSE) at our school are to:

- To provide a framework in which sensitive discussions can take place
- To prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- To help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and empathy
- To create a positive culture around issues of sexuality and relationships
- To teach pupils the correct vocabulary to describe themselves and their bodies
- To help children to develop a clear understanding of their bodies, including the changes which have taken place since birth and those which will take place in the years ahead.
- To comply with statements relating to sex education in the Science curriculum concerning the reproductive processes in humans and animals.
- To develop skills in personal relationships and encourage pupils to move towards taking responsibility for themselves and their own well-being, physically, emotionally and socially.
- To develop a growing understanding of risk and safety and the motivation and skills to keep themselves safe.
- To prepare pupils for the opportunities, responsibilities and experiences of adult life
- To support the children's understanding of anti-bullying and child protection by using these lessons to reinforce appropriate and inappropriate behaviour in the context of different relationships.

This policy is intended for the whole school, including children within the Early Years Foundation Stage (EYFS) setting. It has been developed in consultation with staff, pupils and parents.

Staff and parents are given the opportunity to look at the policy and make recommendations.

Pupil feedback is gained each year and is used to inform curriculum development.

The policy is reviewed annually and shared with the Board and is found on the School website.

RSE is seen as one aspect of a broad and balanced personal development programme, and as such it is linked to our PSHE policy.

3. STATUTORY REQUIREMENT

We provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017. We teach the elements of sex education contained in the science National Curriculum and when teaching RSE, we have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

4. MORAL AND VALUES FRAMEWORK

Relationship and Sex Education (RSE) will reflect the values of the PSHE programme. RSE will be taught in the context of relationships, as set out in this policy.

In addition, RSE will promote self-esteem and emotional health and wellbeing and help pupils form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

5. EQUAL OPPORTUNITIES

The RSE programme will be delivered in accordance with the School's Policy for Equal Opportunities. Resources and methods of teaching will be in line with the criteria set out in the **Equal Opportunities for Pupils Policy.**

The areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances. Families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures, along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

6. POLICY DEVELOPMENT

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. **Review** – the School's PSHE Coordinator Ramona Elvin, supported by members of the Senior Leadership Team, pulled together all relevant information including updated national and local guidance. This was discussed with the board of advisors and the Head teacher.

2. **Staff consultation** – all school staff were given the opportunity to look at the policy and

make recommendations.

3..**Parent/stakeholder consultation** – Parents, families and other interested parties were invited to attend a meeting about the policy and view sample resources in July 2026. A summary of the statutory changes taking effect in September 2026 was also emailed to all parents. Suggestions arising from the consultation, including further guidance on having difficult conversations at home and a recommended reading list to support these discussions, have been incorporated into the sample resources page available on the school website.

4. **Pupil consultation** – the School's PSHE Coordinator Ramona Elvin held pupil consultations in small groups, determining what is working well and what more pupils want from their RSE lessons.

5. **Ratification** – once amendments were made, the policy was shared with directors, ratified and published on the School's website.

7. ORGANISATION OF THE RSE PROGRAMME

Coordination
RSE will be coordinated by the PSHE Coordinator Ramona Elvin, in consultation with the Head teacher.

Delivery
RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum across the school, with a particular focus in Years 5 and 6.

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful. Kind relationships
- Online safety and awareness
- Being safe

Biological aspects of RSE are taught within the science curriculum and will be taught alongside the rest of the agreed programme:

Key Stage 1:

● 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 ● 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 2:

- that the life processes common to humans and other animals include nutrition, growth and reproduction ● about the main stages of the human life cycle.

Primary sex education is taught to Year 5 and 6 pupils in line with government guidance and focuses on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Throughout each year group we will use age-appropriate material to assist learning, such as:

- ➢ Lesson plans and resources created by Medway and the PSHE Association
- ➢ Diagrams
- ➢ Videos
- ➢ Books
- ➢ Games
- ➢ Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

For more information about our RSE curriculum, see Appendices 1 and 2.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, LGBTQ+ parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:

  - Safe and supported
  - Able to engage with the key messages

We will also make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

And give careful consideration to the level of differentiation needed.

Use of Resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult with parents and carers, we provide examples of the resources that the school plans to use. Sample resources are also available on our School website and available in full upon request.

Difficult questions
Sometimes children may ask explicit or difficult questions in the classroom. Teachers will use their professional skill and discretion before answering and if necessary deal with them later individually. Where appropriate, teachers will discuss the child's concerns with the parents. Any sensitive questions addressed to non-teaching staff (eg. lunchtime supervisors, TAs) should be referred to the class teacher who will be aware of the child's background and level of maturity to allow a more considered answer. Similarly, if a child is using abusive terms or sexual language in the playground, the class teacher needs to be informed and appropriate action taken.

Safeguarding
Safeguarding and child protection are paramount, and teachers are aware that effective Relationships and Sex Education, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a child protection issue. If a teacher becomes concerned that a pupil is at risk, they must follow the School's safeguarding procedures.

The School has used the guidance, 'Sexual Violence and Harassment between children in

Schools and Colleges' (September 2021) to ensure staff have the necessary knowledge and understanding to fulfil their duties effectively. Sexual violence and harassment are addressed as part of our broader, whole school approach; the children are taught about respectful and harmful behaviour in RSE and PSHE lessons. Please refer to our **Child Protection Policy**, **Behaviour Policy** and **Anti-Bullying Policy** for further information about the School's approach.

Parental consultation
At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.
Parents are made aware that the programme of study includes biological aspects of human development and reproduction, and the parents' meeting with class teachers at the beginning of the academic year or term gives an opportunity for staff and parents to discuss this issue.

The School specifically informs parents when aspects of the sex education programme are taught in KS2 and provides opportunities for parents to view the resources being used. Parents have the right to withdraw their children from those aspects of sex education, not included in the Science curriculum and alternative work would be set.

8. USE OF EXTERNAL ORGANISATIONS AND MATERIALS

We will make sure that any agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We will:

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

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
  - This policy
  - The Teachers' Standards
  - The Equality Act 2010
  - The Human Rights Act 1998
  - The Education Act 1996

Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

Review any case-study materials and look for feedback from other people the agency has worked with

Be clear on:

- What they're going to say
- Their position on the issues to be discussed

Ask to see in advance any materials that the agency may use

Know the named individuals who will be there, and follow our usual safeguarding procedures for these people

Conduct a basic online search and address anything that may be of concern to us, or to parents and carers

Check the agency's protocol for taking pictures or using any personal data they might get from a session

Remind teachers that they can say "no" or, in extreme cases, stop a session

Make sure that the teacher is in the room during any sessions with external speakers

Inform all external organisations that the school is legally obliged to share all content with parents and carers

Share all external materials with parents and carers

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

9. ROLES AND RESPONSIBILITIES

The **Board of Directors** will approve the RSE policy, and hold the Head teacher to account for its implementation.

The **Head teacher** is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 10).

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL). Alarie Drummonds

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head teacher.

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat

others with respect and sensitivity.

10. PARENTS' RIGHT TO WITHDRAW

Parents do not have the right to withdraw their child from relationships education.

The School specifically informs parents when aspects of the sex education programme are taught in KS2 and provides opportunities for parents to view the resources being used. Parents have the right to withdraw their children from those aspects of sex education not included in the Science curriculum and alternative work would be set.

Requests for withdrawal should be put in writing and addressed to the Head teacher.

11. MONITORING ARRANGEMENTS

The delivery of RSE is monitored by Ramona Elvin, PSHE Coordinator, through learning walks, planning and work scrutiny and pupil interviews, where appropriate.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. Teachers will also be required to evaluate their teaching programmes and feedback to the coordinator.

The teaching programme will be reviewed on an annual basis in meetings with staff taking in account feedback from parents and pupils. Teachers will be given necessary training and support to help them deliver the curriculum effectively.

The teaching of RSE at the School is under constant review as we incorporate contemporary issues into the programmes of study, alongside regular curriculum modules, such as physical and emotional development.

Alarie Drummonds
Head Teacher
September 2026

Review approved by Deborah Livsey CEO
New Model School Company Limited
September 2026

Next review date: August 2027

APPENDIX 1:
CURRICULUM MAP

Key

There are references at the end of each learning opportunity to show which statutory RSHE guidance content that learning opportunity addresses. For example, the first learning opportunity in key stage 1, '*what a family is and who is in our family* F1 F2 ' addresses bullets 1 and 2 of the 'Families and people who care for me' section of the statutory RSHE guidance. The letters in the icons correspond to the statutory RSHE guidance sections as follows:

Relationships Education

- F Families and people who care for me
- CF Caring friendships
- RKR Respectful, kind relationships
- OSA Online safety and awareness
- BS Being safe

Health Education (Health and wellbeing)

- GW General wellbeing
- WO Wellbeing online
- PHF Physical health and fitness
- HE Healthy eating
- DATV Drugs, alcohol, tobacco and vaping
- HPP Health protection and prevention
- PS Personal safety
- BFA Basic first aid
- DB Developing bodies

Families

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

1. what a family is and who is in our family F1 F2
2. that there are different types of family, and that everyone's family is unique and special F3
3. how families show love and care, and different ways they can spend time together and share each other's lives F2 F4
4. what to do if anything about family life is upsetting or concerning * F6

** see naming and recognising emotions in 'Mental health and wellbeing'*

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

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
6. that families should provide love, care, protection, and safety for children as they grow up F1 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
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
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...

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

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

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

Respecting self and others

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

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

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

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

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**

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

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

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.*

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

KS1 | 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
8. some benefits and risks of watching videos or playing games online WO6 WO7
9. how to tell a trusted adult if they have worries about something online WO11

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

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

Risks, rules and wellbeing online

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

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

APPENDIX 2:
BY THE END OF PRIMARY SCHOOL PUPILS SHOULD KNOW

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	· That families are important for children growing up because they can give love, security and stability · The characteristics of safe and happy family life, such as: commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives · That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care · That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up · That marriage and civil partnerships represent a formal and legally recognised commitment of 2 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
Caring friendships	· How important friendships are in making us feel happy and secure, and how people choose and make friends · The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties · That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships · That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it · That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened · About managing conflict with kindness and respect, and that violence is never right · How to recognise when a friendship is making them feel unhappy or

	uncomfortable, and how to seek help or advice from others, if needed
Respectful, kind relationships	· The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated · The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults · How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration · That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs · The practical steps they can take in a range of different contexts to improve or support their relationships · The conventions of courtesy and manners · The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity · Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. · 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 · How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust

	· What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype
Online Safety and awareness	· That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child · 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 · That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults · That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online · 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, including where pictures or words might be circulated · Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up · That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online

Being safe	· What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example · About the concept of privacy and the implications of it for both children and adults, including that it's 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) including those they do/don't know · How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust · How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so · Where to get advice, for example from their family, school and/or other sources