Primary RSHE POLICY

(Relationships, Sex and Health Education).

Priestley Smith Specialist VI School

September 2026

Policy review date: July 2027

Policy status: Statutory

Responsible member of SLT: Liz Clabon

STATEMENT OF INTENT

Priestley Smith School is a specialist school for pupils with a vision impairment. We are an all-age school, catering for pupils aged 3 to 18 years. Many pupils also have additional needs which include difficulties with learning, communication, physical impairment, hearing impairment, emotional and behavioural difficulties and Autistic Spectrum Disorder.

All members of the school community have rights. Priestly Smith is committed to the rights of the child as outlined in the UN Convention. Priestley Smith is a Gold Rights respecting School. **Our school believes that each child has the right to express their opinion, to participate, to be cared for, to be safe and have access to an appropriate high quality education which develops talent and personality.**

The Rights of the Child can be found at https://www.unicef.org.uk/rights-respecting-schools/ but some are particularly relevant to this policy:

Article 3. The best interests of the child must be a top priority in all things that affect children.

Article 28. Every child has the right to an education and discipline in schools must respect children's dignity.

Our Values

At Priestley Smith School, we are **calm, caring** and **confident**; we **communicate** and **celebrate** one another. We believe that every member of our school community deserves to feel valued, respected and supported to achieve their very best. Through kindness, patience and understanding, we build positive relationships and create a safe environment where everyone can thrive. We encourage our pupils and staff to communicate openly, develop confidence in themselves and others, and recognise the strengths and achievements of those around them. By working together and celebrating success, we foster a culture of belonging, aspiration and mutual respect.

Our approach to RSHE at Priestley Smith Specialist School is underpinned by our school values and TIAAS. TIAAS stands for Trauma Informed Attachment Aware Schools, a whole-school training program designed to help schools become trauma-informed and attachment-aware settings, promoting resilience, recovery, and healing for students. TIAAS equips schools with the knowledge and skills to understand and address the impact of trauma and adverse childhood experiences (ACEs) on students. To support this approach we have also adopted Emotion Coaching as an approach to helps students become more aware of their emotions and learn to manage them effectively; particularly during challenging situations, by validating their feelings, setting limits, and problem-solving together. This approach is utilised to support our delivery of Relationships, Sex and Health Education.

Statutory Requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017. We must also teach health education.

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

This policy has been reviewed under revised statutory guidance from the Department for Education (DfE), issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996, and came into effect on 1 September 2026.

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

We 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
- Keeping Children Safe in Education 2026 DFE

Policy Development

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

1. Review – The Deputy Head and RSHE Lead pulled together all relevant information including relevant national and local guidance.

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

3. Parent/stakeholder consultation – The policy was shared online, and on request, in writing. Parents/carers were invited to attend a meeting about the policy and submit written feedback via online forms.

4. Pupil consultation – we investigated what exactly pupils want from their RSHE by form group conversation, assemblies and Junior Leadership Team.

5. Ratification – once amendments were made, the policy was shared with governors and ratified.

What is Relationships, Sex and Health Education (RHSE)?

At Priestley Smith Specialist School, we teach RSHE as set out in this policy.

RSHE will put in place the key building blocks of healthy, respectful and positive relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy and safe. Mental wellbeing and happiness is central to these subjects and our aim is to also give pupils the knowledge and capability to take care of themselves and to know how to seek and receive support if problems arise.

All pupils at our school have a right to RSHE, regardless of age, ability, gender or religion. It is especially important that children with a visual Impairment are taught these essential building blocks as they will not learn them incidentally from observing real life or seeing them demonstrated visually in pictures, books, DVDs, films or online. Blind and partially sighted children need to be taught these concepts directly to ensure they have full understanding. Because of this, and because the subject is **statutory** for all children, parents/carers do not have the right to withdraw their child from any aspect of RSHE.

Priestley Smith School will ensure that all content of this compulsory subject is appropriate to the age and developmental level of each child, as well as being respectful to the backgrounds and beliefs of pupils and parents, whilst also abiding by British law.

Our PSHE/RSHE Vision

In our teaching of PSHE and RSHE, we aim for our students to learn, practise and develop essential life skills which will equip them to be well-rounded, confident and independent young people during their time at school and beyond. We want to prepare them for the future and ensure that they become fully participating, responsible and caring citizens. We want our students to celebrate the diversity in our world and to become tolerant, respectful young people who value themselves and others. We want children to recognise that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. We want them to understand and respect difference, not to be afraid or threatened by it. We want our children to contribute positively to their local community.

Our RSHE programme plays a vital role in compensating for the lack of incidental learning experienced by children and young people with severe sight impairment. Many social, relationship, and personal safety concepts are learned incidentally through observing others, media, and non-verbal interactions. Pupils with visual impairment may miss these informal learning opportunities, resulting in gaps in their understanding of social cues, personal boundaries, relationships, hygiene, and sexual health .Our RSHE curriculum will provide explicit, structured teaching of these concepts, ensuring that pupils gain the knowledge and understanding needed to make informed and safe decisions.

The Habilitation team can further support this learning by identifying and addressing gaps that arise from reduced access to visual information. Through practical, real-world teaching, habilitation specialists can reinforce RSHE topics, develop social understanding, teach personal safety skills, and support the application of learning in everyday situations. Working alongside school staff and families, the habilitation team will help to ensure that pupils receive age appropriate understanding of the RSHE building blocks.

Our Aims & Expectations

In our teaching of RSHE and PSHE, we intend that our Primary students will:

- understand what is/is not a healthy relationship
- understand how to stay safe, online and offline
- understand how to maintain a healthy body and mind
- understand the relationship between physical health and mental wellbeing
- be able to take part in social relationships
- be able to understand and manage their feelings
- understand the term 'respect' and demonstrate this in their actions and comments towards others
- understand and celebrate diversity
- accept and celebrate difference
- contribute positively to the wider community
- develop self-help skills in order to gain confidence and independence
- understand how to ask for help
- develop confidence in talking, listening and thinking about feelings and relationships
- correctly name and identify private body parts
- understand how bodies change and be prepared for puberty when it happens
- understand the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- understand the stigma attached to health issues and disability, in particular relating to mental health, and discourage the pejorative use of language related to ill health

Our Priestley Smith Specialist Curriculum – VIPS in Primary

This is based on the new **Curriculum Framework for Children and Young People with Vision Impairment** (CFVI) which has been developed to support children and young people with vision impairment access an appropriate and equitable education. There are many elements of this curriculum that dovetails with RSHE. We have called it VIPS as it is 'VI skills at Priestley Smith'. There are 11 areas in the framework, but the areas we will cover in VIPS lessons are:-

· 3 and 4. Communication and Literacy

· 6. Independent Living Skills

· 7 and 8. Accessing Information and Technology

· 9 and 10. Health: Social, Emotional, Mental & Physical Wellbeing (includes sport and leisure)

· 11. Preparing for Adulthood.

A detailed curriculum plan is included in the appendix documents.

Sex Education and the National Curriculum for Science

At our school, we recognise the distinction between statutory science education and sex education provided as part of our Relationships, Sex and Health Education (RSHE) curriculum.
The National Curriculum for science requires pupils in Year 5 and 6 to learn about reproduction in some plants and animals and the changes experienced as humans develop to old age. This includes age-appropriate learning about puberty.

Pupils learn about evolution and inheritance, including the fact that living things produce offspring of the same kind.

Our school also provides age-appropriate teaching about human conception and birth in Years 5 and 6. This teaching complements the National Curriculum for science and supports pupils' understanding of human reproduction.

Parental Right of Withdrawal
Parents and carers cannot withdraw their children from statutory Relationships Education, Health Education or National Curriculum science.

Primary sex education taught in year 5 and/or year 6 will be taught in line with the National Curriculum for science, and focus on:

- The main external body parts
- The human body as it grows from birth to old age (including puberty)
- Reproduction in some plants and animals
- How a baby is conceived (in line with the factual curriculum of conception set out in the science curriculum)

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.

Pupils will be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. 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).

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.

- For more information about our RSHE curriculum, see Appendices.

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is accessible to pupils with SEND
- 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
  - 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 RSHE 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 parents/carers we provide a representative sample of the resources that the school plans to use.

We will ensure that parents/carers are able to view all curriculum materials used to teach RSHE on request.

Parents/carers are not able to veto curriculum content.

We will comply with any applicable copyright laws when sharing resources with parents or carers, and will include a statement that parents agree to as a condition of access that the content should not be copied or shared further except as authorised under copyright law.

Subject Content

Relationship, Sex and Health Education (RSHE) is taught at Priestley Smith School as part of our Personal, Social and Health Education (PSHE) curriculum. and other aspects are included in religious education (RE).

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

- "Over blocking" by the school's filtering and monitoring system doesn't lead to unreasonable restrictions as to what children can be taught

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. Teaching will be developed to ensure the curriculum is accessible for pupils with SEND.

We will share all curriculum materials with parents and carers on request.

RSHE/PSHE is delivered to our Primary students through the following themes as part of the Jigsaw scheme :

- ***Being me in my world,***
- ***Celebrating Difference,***
- ***Dreams and Goals ,***
- ***Healthy Me***
- ***Relationships***
- ***Changing Me.***

  Details of the Jigsaw Scheme are included as an appendix

Relationships education focuses on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe, including:

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

Health education will:

- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasize the relationship between physical health and mental wellbeing

Our PSHE/RSHE curriculum is delivered discretely for a minimum of one hour a week, but also underpins everything that we teach on a daily basis, through cross-curricular links, our school values, visits and assemblies. It is the responsibility of all teachers to plan and deliver RSHE and PSHE, with support and guidance from the Deputy Head and Middle Leader for RSHE. All staff follow the Primary PSHE/RSHE Scheme of work as set out in the Jigsaw Programme, but differentiate it according to the individual learning level of each child. Our underlying driver is full pupil understanding and we therefore follow an approach based on ***Stage not Age.*** This means that children will not learn according to their chronological age but according to their developmental level.

PSHE and RSHE is taught using a broad range of methods, including story telling, role play, practical and meaningful activities, out-of- school visits and written work. We use Jigsaw to deliver the curriculum. Jigsaw PSHE is a comprehensive, mindful scheme of work widely adopted by schools to fulfil statutory Relationships and Sex Education (RSE) and Health Education requirements. It provides a structured, spiral curriculum that revisits themes annually with increasing, age-appropriate depth, helping schools deliver sensitive topics within a safe, trauma-informed framework.

We will also use other materials to support student understanding such as the NSPCC Pants Curriculum, Go Givers, Change for Life etc.

The main aim of our RHE & PSHE curriculum is to foster pupils' wellbeing as well as to develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.

We celebrate diversity through our RSHE and PSHE curriculum and we teach about respect for, and celebration of, differences, including those related to religion, culture, belief, age, gender, sexuality, disability, race or sexual preference, in line with the British Equality Act 2010.

Whilst the school may work with external organisations to deliver the curriculum, it remains responsible for the content and the way in which pupils are taught.

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 RSHE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Are accessible for all pupils, including those with SEND
- Are sensitive to pupils' needs
- 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 and lesson plans that the agency may use

Know the named individuals who will be there, check the credentials of the visitor and/or visiting organisation, and follow our usual safeguarding procedures for these people

Make sure the visitor understands and agrees in advance:

- How confidentiality will work in any lesson
- How safeguarding reports should be dealt with, in line with our school policies
- 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
- Consult parents/carers on the content of external resources on the topic of biological sex and gender reassignment in advance and make all materials available to them on request
- Avoid materials that use cartoons or diagrams that oversimplify the topics of biological sex and gender reassignment, that could be interpreted as being aimed at younger children, or that perpetuate stereotypes or encourage pupils to question their gender

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. The school will communicate to agencies that it is legally obliged to have regard to the expectation that all content can be shared with parents and carers

Roles and responsibilities

The governing board

The governing board will approve the RSHE policy, and hold the headteacher to account for its implementation.

The governing board will ensure that:

- All pupils make progress in achieving the expected educational outcomes
- Teaching is accessible to all pupils with SEND
- Curriculum content and teaching materials are aligned with the guidance
- Clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education

The Headteacher

The headteacher is responsible for making sure that RSHE 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/non-science) components of RSHE.

Staff

Staff are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSHE
- 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/non-science] components of RSHE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny/misandry, homophobia, biphoboia, sexual violence/harassment, derogatory behaviour and stereotypes
- Where misogynistic ideas are expressed at school, challenging the ideas, rather than the person expressing them
- 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) Liz Clabon or Deputy DSLs, Richard Foord and Jo Garvey.

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

Pupils

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

Monitoring arrangements

The delivery of RSHE is monitored by Liz Clabon and Alison Hannington through learning walks, planning scrutinises and assessment.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

APPENDIX 1

Primary Relationships Education Overview

By the end of Primary, most pupils should know…

Families and people who care for me	• That families are important for children growing up because they can give love, security and stability • The characteristics of 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	• How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people in relationships, 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 and manage conflict with kindness and respect: 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 by others and the importance of respecting others, including those who are different (for example: physically or 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 how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests • 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 online bullying), 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	• How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met • That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child, and that this can lead to dangerous situations • That people should be respectful in online interactions, and 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. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • 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 online). This can include learning about boundaries in play and in negotiations about space, toys, books and 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 contact, including physical contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do and 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 abuse, concerns 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 • How to ask for advice or help for themselves or others, and to keep trying until they are heard • Where to get advice, for example from their family, school and/or other sources

General Wellbeing	• The health, wellbeing and happiness benefits of physical activity, time outdoors, and helping others • Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation • The importance of promoting general wellbeing and physical health • The range of scale of emotions that they might experience in different situations (e.g. happiness, sadness, anger, fear, surprise, nervousness) and that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition • How to recognise feelings and use varied vocabulary to talk about their own and others' feelings • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate • That isolation and loneliness can affect children, and the benefits of seeking support • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others • That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently • Where and how to seek support (including recognising the triggers for seeking support), including who to speak to in school if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • That it is common to experience mental health problems, and early support can help
Wellbeing online	• That for almost everyone the internet is an integral part of life • How to think about positive and negative aspects of the internet • How online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection • The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online • Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive • How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them • That abuse, bullying and harassment can take place online and that this can impact wellbeing • How to seek support from trusted adults • How to understand the information they find online, including from search engines, and know how information is selected and targeted

	• That they have rights in relation to sharing personal data, privacy and consent • Where and how to report concerns and get support with issues online
Physical Health & Fitness	• What constitutes a healthy diet (including understanding calories and other nutritional content) • Understanding the importance of a healthy relationship with food • The principles of planning and preparing a range of healthy meals • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
Healthy eating	• What constitutes a healthy diet (including understanding calories and other nutritional content) • Understanding the importance of a healthy relationship with food • The principles of planning and preparing a range of healthy meals • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
Drugs, alcohol, tobacco and vaping	• The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches
Health protection and prevention	• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn • About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils
Personal Safety	• About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code
Basic first aid	• How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them • Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries
Developing bodies	• About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process

	• The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. That all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts • The facts about the menstrual cycle, including physical and emotional changes (while the average age of the onset of menstruation is 12, periods can start at 8, so covering this topic before girls' periods start will help them understand what to expect and avoid distress)