

Relationships and Health Education policy

Audience:	REAch2 Staff Local Governing Bodies Trustees Parents
Ratified:	September 2026
Other related policies:	Anti-bullying policy Behaviour policy Safeguarding and child protection policy SEND/Inclusion policy
Policy owner:	Gill Ellyard
Review:	July 2027, in line with national curriculum review Every three years thereafter



Leadership

Finding the leader in all of us.



Inclusion

Realising the greatness in our difference.



Learning

Creating exceptional opportunities for learning.



Enjoyment

Loving what we do.



Inspiration

Feeling the power of the possible.



Integrity

Being courageously true to our purpose.



Responsibility

Unwavering commitment to seeing things through.

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Overarching principles

Pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this is relationships education, which must be delivered to every primary-aged pupil. Relationships education focusses on the knowledge pupils need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. State-funded primary schools are also required to teach health education. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, how it is informed, organised and delivered.

How this relates to national guidance and statutory requirements

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE)
- Science programmes of study: key stages 1 and 2 (DfE)
- Teaching about relationships, sex and health (DfE)
- Keeping children safe in education (DfE)

Roles and responsibilities

The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes
- Ensuring the curriculum is well led, effectively managed and well planned
- Evaluating the quality of provision through regular and effective self-evaluation
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations

The headteacher is responsible for:

- The overall implementation of this policy
- Ensuring staff are suitably trained to deliver the subjects
- Ensuring that parents are fully informed of this policy
- Reviewing requests from parents to withdraw their children from the subjects
- Discussing requests for withdrawal with parents
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful
- Reporting to the governing board on the effectiveness of this policy
- Reviewing this policy on an annual basis

The relationships and health education subject leader is responsible for:

- Overseeing the delivery of the subjects
- Ensuring the subjects are age-appropriate and high-quality
- Ensuring teachers are provided with adequate resources to support teaching of the subjects
- Ensuring the school meets its statutory requirements in relation to the relationships and health curriculum
- Ensuring the relationships and health curriculum is inclusive and accessible for all pupils
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher

All teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils
- Ensuring they do not promote personal views or beliefs when delivering the programme
- Modelling positive attitudes to relationships and health education
- Responding to any safeguarding concerns in line with the safeguarding and child protection policy
- Acting in accordance with planning, monitoring and assessment requirements for the subjects
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND
- Working with the relationships and health education subject leader to evaluate the quality of provision

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising teaching staff on the use of support staff in order to meet pupils' individual needs.

Organisation of the curriculum

Every primary school is required to deliver statutory relationships education and health education. Relationships education is defined in DfE guidance as ‘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.’ Health education is defined in DfE guidance as ‘the benefits and importance of physical activity, good nutrition and sufficient sleep, and support to develop emotional awareness.’

Our relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE statutory guidance. Please see appendix 1 for the statutory requirements in full.

The content of relationships education and health education strongly link with one another and will be delivered as part of the school’s PSHE curriculum. We have organised our curriculum so that it is appropriate for the age and developmental stages of pupils within each year group, taking into account the backgrounds, needs and experiences of all pupils and their families so that the topics that are covered are taught appropriately. A progressive curriculum has been planned, in which topics build upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to the next stage of education. We are committed to ensuring our curriculum meets the needs of our community; therefore, it is informed by issues in the school and wider community to ensure it is tailored to pupils’ needs. Please see appendix 2 for more information on our school’s curriculum content.

Teaching of the curriculum reflects requirements set out in law so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make. Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate, inclusive and respectful way. We will endeavour to support all pupils to feel that the content is relevant to them and their development. When pupils are being taught about relationships, a full range of family and structures and types of relationship will be reflected in the lesson content. This will be fully integrated into the curriculum, rather than delivered as a standalone unit or lesson.

Any resources or materials used to support learning will be formally assessed by the relationships and health education subject leader before use to ensure they are appropriate for the age, development and needs of pupils. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Pupils will be prevented from accessing inappropriate materials when using the internet to assist with their learning, in line with our safeguarding and child protection policy.

Our curriculum will aim to reduce any stigma and encourage openness through discussion activities and group work. Teachers will ensure a focus on challenging any perceptions of pupils linked to protected characteristics through exploration of, and developing mutual respect for, those different to themselves. We will ensure that pupils’ views are listened to and will encourage them to ask questions and engage in discussion. Questions will be answered sensitively, honestly and in a manner appropriate to the pupil’s age. Pupils will be encouraged to participate respectfully in class discussions of sensitive issues. Teachers will stop class discussions in the event that pupils begin to reveal personal, private information related

to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the safeguarding and child protection policy to respond to this.

We will seek opportunities to draw links between relationships and health education and other curriculum subjects wherever possible to enhance pupils' learning. Relationships and health education will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing and ICT** – pupils learn about online safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

Whilst there are no formal assessments for the relationships and health curriculum, informal assessments will be undertaken to determine pupil progress. These may include tests, quizzes, written tasks, group work, projects and presentations.

Equality and accessibility

We understand our responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics. These include:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

We are committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. We understand that pupils with SEND or other needs, such as those with social, emotional or mental health needs, are entitled to learn about relationships and health education, and the programme will be designed to be inclusive of all pupils. Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

Provisions under the Equality Act 2010 allow us to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment. When

deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

We understand that relationships and health education may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. We encourage staff to approach their line manager or our designated wellbeing lead to discuss this.

Sex education

All pupils must be taught the required content linked to sex education outlined in the national curriculum for primary science. This includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

Sex education, beyond what is required of the national curriculum, is not compulsory for primary age pupils; however, it is recommended by the DfE for pupils in Yr 5 and Yr 6 in line with content about conception and birth.

We do teach non-compulsory sex education in Yr 5 and Yr 6, in line with government recommendations. Please see appendix 3 for more information on our curriculum content.

Consultation with parents

We understand the important role parents play in enhancing their children's understanding of relationships and health. We also understand how important parents' views are in shaping the curriculum. We work closely with parents to ensure their views are fully heard and considered by establishing open communication, and opportunities for consultation and feedback.

We will consult parents upon implementation of this policy and during any period of policy review. Consultation may take the following forms:

- Questionnaire or survey
- Focus group
- Meeting
- Training session
- Newsletter

At appropriate points throughout the school year, parents will be provided with information about the content of the relationships and health curriculum, what is being taught in their child's year group, the r4 that will be used to support the curriculum, and the right to withdraw from certain content. We will be transparent about the content, resources and materials used in the delivery of the relationships and health curriculum. A representative sample of these will be viewable by parents during meetings, and all materials are available to be viewed upon request. We will engage openly with all parents to hear their feedback and take on board any concerns. Parents are not able to determine or dictate what curriculum materials are used, or when content is taught.

Any parent wishing to provide feedback about the curriculum outside of designated meetings can do so at any time during the academic year by requesting a meeting with the class teacher.

The statements above regarding parental consultation also apply to our school's curriculum content for non-compulsory sex education.

Withdrawing from the subjects

The content of relationships and health education are statutory, and parents do not have the right to withdraw their child from delivery of this.

As sex education is not compulsory at primary level, other than what must be taught as part of the science curriculum, parents have the right to request to withdraw their child from all or part of the non-compulsory sex education curriculum. The headteacher will automatically grant a parent's request to withdraw their child from non-compulsory sex education. Prior to doing so, we will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood, to clarify the nature and purpose of the curriculum, and to highlight the benefits of receiving this important education alongside any adverse effects that withdrawal may have on the pupil, for example, social and emotional effects of being excluded. The headteacher will keep a record of the discussion and the parent will receive a written confirmation and response to their request. Where a pupil is withdrawn from non-compulsory sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

Working with external experts

External experts may be invited to assist with the delivery of the programme. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers. They will be expected to comply with the provisions of this policy. Before delivery of any session by an external expert, we will:

- Ensure the lesson the external expert has planned fits with the planned curriculum and this policy
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum to ensure they are a suitable adult to work with children
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils
- Ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND
- Agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the safeguarding and child protection policy

Staff training

Members of staff responsible for teaching the subjects will undergo training on a regular basis to ensure they have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education. Training of staff will also be scheduled around any

updated guidance on the programme and any new developments or concerns that may need to be addressed via the curriculum.

Confidentiality

Confidentiality within the classroom is an important component of relationships and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible. Teachers will, however, share any concerns about pupils in line with the safeguarding and child protection policy. Pupils will be aware of the school's responsibilities in terms of confidentiality and will be sensitively informed of what action may be taken if a concern is shared.

Policy Review

This policy will be reviewed by the REAch2 Trust Board or designated committee no later than Jul 2027, in line with the expected publication of the national curriculum review. Thereafter, it will be reviewed **every 3 years**, or sooner if required to take into account any changes to government guidance. In addition, it will be reviewed at school level on an annual basis to incorporate any feedback from staff, pupils or parents. Any changes made to this policy will be communicated to all relevant stakeholders.

Appendix 1a, statutory curriculum content – relationships education

Families and people who care for me

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. 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.
3. That the families of other children, 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. 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

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy 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.
3. 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.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. 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, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The 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.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.

4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. 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.
6. 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

Curriculum content:

1. 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, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. 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.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Appendix 1b, statutory curriculum content – health education

General wellbeing

Curriculum content:

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. 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.
9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
10. That it is common to experience mental health problems, and early support can help.

Wellbeing online

Curriculum content:

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss 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.
3. 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.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.

6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. 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.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent. 11. Where and how to report concerns and get support with issues online.

Physical health and fitness

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. 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

Curriculum content:

1. 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

Curriculum content:

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. 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.
4. 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.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. 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

Curriculum content:

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid

Curriculum content:

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies

Curriculum content:

1. 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.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Appendix 2a, our curriculum design for relationships education

Year 1

Relationships

Curriculum Content:

1. That there are people who love and care for them, and how these people help them to feel safe, supported and valued.
1. That families are important because they can provide love, care, security and support, helping children to feel happy and safe.
2. What makes a positive friendship, including kindness, honesty and respect, and who they can talk to if a friendship causes them to feel unhappy, worried or upset.
3. How to recognise kind and unkind behaviour and understand that words and actions can affect other people's feelings and wellbeing.
4. That everyone has strengths and talents, and how to recognise and value their own strengths as well as the strengths of others.
5. What it means to be polite, courteous and respectful towards others, including the importance of using good manners in different situations.

Respect Healthiest Me

Curriculum Content:

1. That every person has a right to personal space and body privacy, and how to recognise safe and unsafe physical contact.
2. What privacy means, including the difference between appropriate and inappropriate secrets, and when they should seek help from a trusted adult.
3. The main parts of the body and the correct names for them.
4. That people have similarities and differences, and that everyone should be treated with respect and kindness.
5. How to recognise when they need help or support, including online, and who they can talk to if they are worried, concerned or feel unsafe.

Year 2

Friendships

Curriculum Content:

1. How to build positive friendships through kindness, listening, cooperation, and respecting the ideas and feelings of others.

2. That friendships can change over time, and how to express their feelings, recognise when someone may be lonely, and seek ways to resolve difficulties positively.
3. What healthy boundaries in friendships look like, including the importance of saying no and seeking help when they feel uncomfortable, pressured or unsafe.
4. The importance of treating themselves and others with respect, including demonstrating good manners, courtesy and consideration in different situations.
5. What bullying is, including different forms it can take, the impact it can have on individuals, and how to seek help and support if they are worried or feel unsafe.
6. That everyone has unique strengths, qualities and talents, and how to value and celebrate diversity and individual differences in themselves and others.

Looking After Your Own Wellbeing

Curriculum Content:

1. How to recognise and name a range of feelings in themselves and others, and understand that people can experience different emotions in different situations.
2. That feelings can influence behaviour, and how recognising and managing emotions can help them make positive choices.
3. The importance of showing kindness, good manners and respect towards others, including how to be inclusive and considerate in different situations.
4. How to recognise unkind, unsafe or inappropriate behaviour, and the importance of reporting concerns to a trusted adult.
5. How to stay safe in a range of situations, including both online and offline environments, and how to make safe choices to protect themselves and others.
6. How to ask for help when they need it, identify trusted adults who can support them, and understand the importance of continuing to seek help until they are listened to and supported.

Belonging, feelings and Respect

Curriculum Content:

1. That families can be made up of different people and may look different from one another, but are characterised by love, care, commitment and support.
2. The different roles and responsibilities that people may have in their lives, including within families, friendships, school and the wider community.
3. What consent means, including the importance of asking for, giving and respecting permission in different situations.

Year 3

Friendship and Online

Curriculum Content:

1. What makes a positive and healthy friendship, including trust, kindness, honesty, respect and support for one another.
2. The importance of courtesy, consideration and good manners in building and maintaining positive relationships and friendships.
3. That friendships can change over time and may experience challenges, disagreements and different emotions.
4. A range of safe and respectful strategies for resolving friendship difficulties and managing conflict positively.
5. What privacy means, why it is important, and how to keep themselves safe in different situations.
6. How to stay safe online, including understanding that people online may not always be who they say they are, and what it means to 'know someone' online compared with knowing them in person.

Community

Curriculum Content:

1. The different groups and communities that people belong to, and how communities support, help and connect people.
2. Why rules and laws are important in society, and the consequences that can result when they are not followed.
1. That all people have human rights, and how these rights help to protect individuals and promote fairness, safety and equality.
2. The shared responsibility people have to care for the environment, including how everyday actions and choices can have a positive or negative impact on the world around them.
3. That people have similarities and differences, and the importance of listening to, respecting and valuing those whose beliefs, traditions, cultures and lifestyles may differ from their own.
4. The importance of showing compassion, recognising the contributions of different people and groups, and understanding how individuals can make a positive difference to their communities.

Families and Relationships

Curriculum Content:

1. That families play an important role in supporting children to feel safe, loved, cared for and secure as they grow and develop.
1. That families can be structured in different ways, including people who live together or apart, and that caring, supportive relationships are an important feature of family life.

2. That marriage and civil partnerships are formal commitments between two people who choose to share their lives together.
3. That families may differ from one another, including single-parent, blended, foster, adoptive and same-sex parent families, and that all families should be treated with respect.
4. The characteristics of safe and happy family life, including love, care, commitment, protection, support and spending time together.
5. How to recognise when family relationships are making them feel unhappy, worried or unsafe, and how to seek help and support from trusted adults when needed.

Year 4

Family and Friends

Curriculum Content:

1. That their behaviour can affect other people both online and offline, and the importance of showing respect, responsibility and consideration in all interactions.
2. The different types of physical contact, how to recognise what is acceptable and unacceptable, and strategies for responding to unwanted or unsafe contact.
3. The characteristics of caring family relationships, including the different ways that family members can show love, care, support and commitment to one another.
4. What healthy friendships look like, including kindness, trust, respect, inclusion and making others feel valued.
5. How to recognise when someone may be feeling lonely, isolated or excluded, and ways to help others feel welcomed, included and supported.
6. That loneliness is a normal human emotion that everyone may experience at times, and practical ways to build, maintain and strengthen positive relationships and social connections.
7. The importance of seeking support if they feel lonely, isolated or excluded, and how to access help from trusted adults, friends and support networks.

Internet Safety

Curriculum Content:

1. How to protect personal information online, understand the importance of privacy and security, and recognise the difference between knowing someone online and knowing them in person.

British Values

Curriculum Content:

1. That diversity exists within communities and society, and why it is important to value, respect and celebrate differences between people.

2. That people have both similarities and differences, and how recognising shared experiences and qualities can help build positive relationships and inclusive communities.
3. The importance of self-respect, including how valuing themselves can influence their thoughts, feelings, choices and wellbeing.
4. How identity is shaped by personal qualities, experiences, interests, beliefs and relationships, and how individuals can develop a positive sense of self.
5. The relationship between rights and responsibilities, including how individual actions can affect the rights and wellbeing of others.
6. How to stay safe in and around railways, including understanding railway safety rules and why following them is important for preventing accidents and keeping themselves and others safe.

Year 5

Peer Influence

Curriculum Content:

1. That all people have human rights, why these rights are important, and how to recognise when rights are not being respected or upheld.
2. What discrimination is, the different forms it can take, and the impact it can have on individuals, relationships and communities.
3. How peer influence can affect thoughts, feelings and choices, and the importance of making independent, responsible decisions based on their own values and judgement.
4. The difference between keeping something private and keeping a harmful secret, and when it is necessary to share concerns with a trusted adult to keep themselves or others safe.
5. That friendships can change over time, and how to recognise and respond appropriately when a friendship becomes unhealthy, uncomfortable or unsafe.
6. The importance of recognising, expressing and discussing feelings appropriately to help develop and maintain healthy, positive and respectful relationships.

Internet Safety

Curriculum Content:

1. That people may behave differently online than they do in person, including pretending to be someone they are not, and how to recognise and respond to this safely.
2. How to identify online risks, harmful content and inappropriate contact, and the strategies and reporting tools available to seek help and stay safe.
3. How to respond safely and appropriately when interacting with adults, including those they do not know, both online and offline.
4. The impact that bullying, including online bullying, can have on individuals and communities, and the consequences of hurtful words and actions.

5. The importance of seeking support if they feel lonely, isolated or excluded, and how to access help from trusted adults, friends and support networks.
6. The importance of privacy and personal boundaries in friendships and wider relationships, both online and offline, and how to recognise and communicate these appropriately.

Year 6

Healthy Lifestyle

Curriculum Content:

1. That isolation and loneliness can affect children and young people, and the importance of seeking support and maintaining positive social connections.
2. How to recognise when a relationship is unhealthy, harmful or dangerous, including strategies for identifying trustworthy individuals and seeking help when concerns arise.
3. The different types of bullying, including online bullying, the impact bullying can have on individuals, the responsibility of bystanders to report concerns, and how to access help and support.

Online

Curriculum Content:

1. How to recognise when a friendship is making them feel uncomfortable, unhappy or unsafe, and the importance of seeking support when concerns arise.
2. Strategies for responding safely and appropriately to hurtful, unkind or harmful behaviour online, including how to report concerns and access support.
3. What consent means, why it is important in different situations and relationships, and the importance of respecting other people's choices and boundaries.
4. The risks associated with sharing information and images online, including image circulation, and how to make safe and responsible decisions in digital environments.
5. What inappropriate content is, how to recognise it, and where to go for help, advice and support if they encounter content that makes them feel uncomfortable, worried or unsafe.

Reproduction

Curriculum Content:

1. The difference between gender identity and sexual orientation, and the importance of respecting people's identities and experiences.
2. That people can experience emotional and romantic attraction, and that sexual attraction may develop as part of growing up and adult relationships.

3. That marriage and civil partnerships are choices that individuals may make as part of committed adult relationships, and that these choices should be respected.
4. That female genital mutilation (FGM) is illegal, harmful, and a violation of human rights, and how to seek help if they are worried about themselves or someone else.
5. The process of human reproduction, including how a baby is conceived and develops before birth.
6. The needs of babies and young children, including the care, attention, safety and support

Appendix 2b, our curriculum design for health education

Year 1

Feelings, Likes and Dislikes

Curriculum Content:

1. That every person is unique, with their own likes, dislikes, interests and qualities, and that these contribute to their sense of identity.
2. How to recognise and name a range of feelings, including happiness, sadness, anger, fear and worry.
3. That different situations and experiences can lead to different emotions, and that feelings can change over time.
4. How to recognise when they need support with their feelings and identify trusted adults and friends who can help them.
5. That people experience different emotions at different times, and that it is important to understand and respect the feelings of others.
6. The importance of using kind words, good manners and respectful behaviour when

Physical Health

Curriculum Content:

1. What it means to be healthy, including the habits and choices that support physical health, mental wellbeing and a healthy lifestyle.
2. The mental and physical benefits of regular physical activity, and how being active contributes to overall health and wellbeing.
3. The importance of good dental health, including effective toothbrushing, healthy food and drink choices, and the role of regular dental check-ups in maintaining oral health.
4. What vaccinations are, how they help to protect individuals and communities from illness, and why they are an important part of staying healthy.
5. What the internet is, how it can be used safely and responsibly, including the importance of protecting personal information and balancing time spent online with other activities.

First Aid and Caring for the Wider World

Curriculum Content:

1. That people, animals and the environment all have different needs, and that everyone has a responsibility to care for and protect them.
2. What rules are, why they are important, and how different rules help to keep people safe, healthy and happy in different situations.

3. How to care for the environment at home, at school and in the wider community, and why looking after the environment is important.
4. That medicines and household products can be useful when used correctly, but may be harmful if used improperly, and should only be used with adult guidance where appropriate.
5. How to respond appropriately if someone is hurt or there is an accident, including the importance of seeking help from a trusted adult.
6. How to get help in an emergency, including knowing how and when to contact emergency services and what information to provide when making an emergency call.

Year 2

Physical Health

Curriculum Content:

1. The importance of a balanced diet, including how different foods contribute to health and wellbeing, and how some foods should be eaten more often than others.
2. The effects of sugar on the body and why it is important to make healthy choices about food and drink.
3. The importance of regular physical activity and sufficient rest in maintaining physical health, mental wellbeing and healthy development.
4. The benefits of spending time outdoors for physical health, mental wellbeing and overall happiness.
5. That medicines can help people stay healthy when used appropriately, and the importance of following advice from trusted adults and healthcare professionals.
6. How to stay safe in the sun, including protecting their skin, staying hydrated and reducing the risk of sun damage.

Online Safety

Curriculum Content:

1. Why rules are important for keeping people safe, and how following rules helps to protect themselves and others in different situations.
2. How to stay safe at home, including recognising potential hazards and knowing what to do to reduce risks.
3. How to stay safe around fire, including understanding fire safety rules and knowing what action to take in an emergency.
4. How to stay safe in and around water, including understanding and applying the water safety code.
5. How to use the internet safely and responsibly, including ways to protect themselves online and seek help if needed.

6. That not everything seen online is true or reliable, and how to report concerns and seek support from trusted adults if something online makes them feel unsafe or worried.

Belonging, feelings and Respect

Curriculum Content:

1. That change and loss are a normal part of life, that these experiences can lead to a range of emotions, and how to seek support when needed.
2. A range of strategies for recognising, expressing and managing strong emotions, building resilience, and coping with challenges in a healthy way.
3. How to prepare for and manage transitions, including moving to a new class or setting, and the importance of demonstrating good manners, courtesy and respect towards others.

Year 3

Mental Health

Curriculum Content:

1. The importance of mental health as part of everyday life, and how mental wellbeing contributes to overall health and happiness.
2. A range of strategies and behaviours that can support positive mental health and emotional wellbeing.
3. How to recognise and celebrate their achievements, strengths and positive qualities, and the contribution these make to self-confidence.
4. How personal strengths, skills and achievements can contribute to a positive sense of self-worth and identity.
5. That every individual is unique, and how recognising and valuing their own personal qualities can support wellbeing and resilience.
6. The importance of maintaining positive mental health, including identifying and using strategies that promote emotional wellbeing and help manage challenges.

Physical Health

Curriculum Content:

1. The importance of everyday hygiene practices in maintaining health, cleanliness and safety, including handwashing and personal care routines.
2. How to maintain good oral health, including effective toothbrushing, healthy food and drink choices, and regular dental check-ups.
3. What constitutes a healthy, balanced diet, and the benefits of making nutritious food and drink choices for physical health and wellbeing.

4. The importance of regular physical activity, including the recommended types and amounts of exercise and the need to balance activity with rest and other aspects of life.
5. The physical, emotional and mental benefits of physical activity, including its positive impact on fitness, mood and wellbeing.
6. The importance of sleep for health and wellbeing, and how screen time and digital device use can affect sleep quality, concentration and emotional wellbeing.

First Aid, Vaccines and Immunisation

Curriculum Content:

1. What first aid is, why it is important, and how it can be used to help people safely in school and everyday situations.
2. How to identify hazards in different environments, assess risks, and make informed choices to help keep themselves and others safe.
3. How to respond appropriately to bites, stings and minor injuries, including ways to reduce the risk of accidents and injury.
4. How to respond in emergency situations, including understanding how different actions can affect outcomes and help keep people safe.
5. How to access emergency support, including when and how to make a clear and effective 999 call and what information to provide.
6. How awareness, prevention and protective measures, including vaccination and immunisation, help to reduce risks, prevent illness and promote health and wellbeing.

Year 4

Internet Safety

Curriculum Content:

1. The ways in which the internet and social media can be used positively to communicate, learn and collaborate, as well as the potential risks and negative impacts associated with their use.
2. How to evaluate the reliability and accuracy of information found online, including how to make safe and informed choices when using search engines and digital content.
3. That information, images and videos in the media and on social media can be edited, manipulated or created to present a false impression, and why it is important to think critically about what they see online.
4. What is appropriate to share online, including understanding the potential consequences of sharing personal information, images and opinions.
5. The importance of balancing time spent online with other activities, including physical activity, learning, hobbies, rest and social interaction.

6. How to protect personal information online, understand the importance of privacy and security, and recognise the difference between knowing someone online and knowing them in person.

Feelings

Curriculum Content:

1. How to recognise and explain a range of emotions in themselves and others, including understanding when and why different feelings may occur.
2. How to identify, express and discuss their own feelings and respond appropriately to the feelings of others.
3. That feelings such as worry, sadness and low mood are a normal part of life, and that people experience these emotions at different times and for different reasons.
4. How to assess whether their feelings and behaviours are appropriate and proportionate to different situations, and how to respond positively when emotions are challenging.
5. Strategies for managing setbacks, disappointments and perceived failures, including recognising and challenging unhelpful thinking and developing resilience.
6. That change and loss, including bereavement, can lead to a range of emotions, and that people may experience, express and respond to grief in different ways.

Puberty, Health and Hygiene

Curriculum Content:

1. How to recognise abuse, unsafe situations or concerning behaviour online and offline, and how to seek help and report concerns to trusted adults and appropriate services.
2. The correct names for external body parts, including those that are private, and the importance of respecting personal privacy and boundaries.
3. The key stages of the human life cycle, from infancy through to adulthood and older age.
4. What puberty is, where it occurs within the human life cycle, the physical changes that take place during puberty, and where to access support, information and advice.
5. How emotions, thoughts and feelings may change during puberty, including the role of hormones and the importance of seeking support when needed.
6. How personal hygiene needs can change as bodies grow and develop, why good hygiene is important, and how to maintain healthy personal care routines.

Year 5

Internet Safety

Curriculum Content:

1. That people may behave differently online than they do in person, including pretending to be someone they are not, and how to recognise and respond safely to this behaviour.
2. How to identify online risks, harmful content and inappropriate contact, and the strategies and reporting tools available to help keep themselves safe.
3. How to respond safely and appropriately when interacting with adults, including those they do not know, both online and offline.
4. The impact that bullying, including online bullying, can have on individuals and communities, and the consequences of hurtful words and actions.
5. The importance of seeking support if they feel lonely, isolated or excluded, and how to access help from trusted adults, friends and support networks.
6. The importance of privacy and personal boundaries in friendships and wider relationships, both online and offline, and how to recognise, establish and respect these appropriately.

Mental Health

Curriculum Content:

1. Strategies for recognising, managing and responding appropriately to intense or conflicting emotions, and how to regulate behaviour in different situations.
2. The warning signs that may indicate concerns about mental health and wellbeing, and how and when to seek support for themselves or others.
3. That anyone can experience mental health difficulties, and that talking about feelings and accessing support from trusted adults and professionals can help people manage and overcome challenges.
4. What personal identity is, including the different factors that can contribute to a person's sense of self, individuality and belonging.
5. How to recognise emotions, identify warning signs of poor mental health and wellbeing, and understand the potential impact of different experiences and situations.
6. How to respond safely, appropriately and compassionately in situations involving emotions, mental health and wellbeing, including how to support others and seek help when needed.

Drugs

Curriculum Content:

1. The laws relating to drugs, including legal and illegal substances, and the risks associated with their use, including smoking, vaping and alcohol consumption.
2. Why people may choose to use or not use drugs, including medicines, nicotine and alcohol, and how media messages can influence attitudes and perceptions about substance use.
3. How habits and behaviours can influence health and wellbeing, and how some habits can have positive effects while others may present risks to a healthy lifestyle.

4. That there are laws governing the possession, use and supply of certain substances, and that some drugs are legal while others are illegal.
5. The impact that alcohol, tobacco, nicotine and other drugs can have on physical and mental health, and where individuals can access support and advice if substance use becomes a concern.
6. The role of organisations and support services in helping people affected by alcohol,

About Our Bodies

Curriculum Content:

1. The external genitalia and internal reproductive organs of males and females.
2. The process of menstruation, including why periods happen and how they are a normal part of development during puberty.
3. The process of wet dreams and nocturnal emissions, and how they are a normal part of physical development during puberty.
4. The importance of wellbeing, including how healthy lifestyle choices and a balanced diet contribute to physical and mental health.
5. The different food groups, how they contribute to a balanced diet, and the importance of developing a healthy relationship with food.
6. How unhealthy habits can affect physical and mental health, and how to recognise signs that they or others may be unwell and need support.

Year 6

Healthy Lifestyle

Curriculum Content:

1. The characteristics of an active lifestyle and how regular physical activity supports physical health, mental wellbeing and overall quality of life.
2. The physical and mental benefits of an active lifestyle, including improved fitness, emotional wellbeing, confidence and resilience.
3. The benefits of regular physical activity, spending time outdoors and practising self-care, and how these can be incorporated into daily routines to support health, wellbeing and happiness.

Moving on Up

Curriculum Content:

1. The opportunities to reflect on and celebrate their experiences, achievements and personal growth during their time at primary school.

2. How secondary school may differ from primary school, including changes to routines, expectations, learning environments and relationships.
3. Strategies for managing transition, building confidence, forming new friendships and developing positive relationships in a new setting.
4. How to recognise and manage emotions associated with change, and how to use problem-solving and coping strategies when facing new situations, including the transition to secondary school.
5. How to prepare for the move to secondary school, including researching their new school, organising information and reflecting on their hopes, goals and aspirations for the future.

Reproduction

Curriculum Content:

1. The difference between gender identity and sexual orientation, and the importance of respecting people's identities, experiences and choices.
2. That marriage and civil partnerships are choices that individuals may make as part of committed adult relationships, and that these choices should be respected.
3. That female genital mutilation (FGM) is illegal, harmful and a violation of human rights, and how to seek help if they are worried about themselves or someone else.
4. The needs of babies and young children, including the care, attention, safety and nurturing required to support their healthy growth and development.

Appendix 3, our curriculum design for sex education (non-compulsory content)

Year 5

About Our Bodies

Curriculum Content:

7. The functions of the main parts of the human reproductive system.

Year 6

Reproduction

Curriculum Content:

5. That people can experience emotional, romantic and sexual attraction, and that these feelings may develop at different times and in different ways.
6. The process of human reproduction, including how a baby is conceived and develops before birth.