Relationships and Sex Education (RSE)

Date agreed by Headteacher: June 2026
Review Date: June 2027

Rationale

At Wickham Church of England Primary School, we believe that every child, regardless of race, gender, religion, ability or socio-economic group, has the right to receive Relationships and Sex Education (RSE). We understand the importance of working in partnership with parents and carers when delivering this important part of our curriculum.

Our school's core Christian values of Love, Courage and Respect are at the core of our school's ethos and, it is within this Christian ethos that we offer our pupils the opportunity to learn a full range of personal and social skills, which form the foundation for specific work on RSE. We believe that RSE helps children to develop a secure sense of identity and to function well in the world.

This policy specifies the school's approach to the teaching of relationships and sex. It reflects the advice and guidance of many professional bodies including the Church of England, the Department for Education and the PSHE Association. Parents have had the opportunity offer feedback through the consultation process. The policy will be reviewed and approved annually by governors, the Headteacher and teaching staff.

This policy is distributed to all new staff and is published on the school website. We seek positive relationships with all our parents and carers and wish to develop a shared approach, involving them and the wider community in the implementation of the school's policy.

This policy should be read in conjunction with our policies on Child Protection, Safeguarding, Anti-Buying, E-safety and Equality Policy as well as schemes of work for Science, PSHE and RE.

Aims

The aims of Relationships and Sex Education (RSE) at Wickham Church of England Primary School are to:

- Provide a framework in which sensitive discussions can take place

- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Statutory Requirements

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

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

In teaching RSE, we must have regard to guidance issued by the Secretary of State, as outlined in section 403 of the Education Act 1996.

The school recognises that Relationships and Sex Education is an evolving area of safeguarding and curriculum development. Our curriculum is regularly reviewed to reflect current statutory guidance and emerging issues for children, including:

- Online safety risks, including harmful content and digital influences
- Mental health and wellbeing, including loneliness, grief and emotional resilience
- Personal safety, both online and in the wider environment

The school ensures that all content is age-appropriate and responsive to the needs of pupils and the local context.

At Wickham Church of England Primary School, we teach RSE as set out in this policy.

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

Delivery of RSE

RSE is taught within the personal, social and health education (PSHE) curriculum (see appendix 1). Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education (appendix 2) focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me

- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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

Teaching will be sensitive and respectful to the faith and beliefs of those in the wider community and will seek to explain fairly the principles, beliefs and varying interpretations of religious communities on matters of sex and relationships.

Teaching will always be:
- Age-appropriate and developmentally appropriate
- Delivered with sensitivity to pupils' individual needs and backgrounds
- Based on factual information and presented in a balanced way
- Carefully adapted where necessary in response to the cohort, safeguarding needs or emerging situations

Where circumstances arise (for example changes in family structure or pupil need), the curriculum may be adapted to ensure it remains relevant and supportive.

Roles and Responsibilities

The Governing Body

The governing body will approve the RSE policy, and hold the Headteacher to account for its implementation.

The Governing Body is also responsible for:
- Monitoring the quality and effectiveness of RSE provision
- Ensuring compliance with statutory requirements
- Reviewing the policy annually

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see 'Parents Right to Withdraw).

Staff

Staff are responsible for:
- Delivering RSE in a sensitive way;
- Modelling positive attitudes to RSE;

- Monitoring progress;
- Responding to the needs of individual pupils;
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE.

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

PSHE Leader

The PSHE leader is responsible for:

- Monitoring and evaluating the effectiveness of the RSE curriculum
- Reviewing provision in line with current guidance

Pupils

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

Parental engagement

The school ensures transparency by:

- Providing opportunities for parents to view teaching materials
- Informing parents of curriculum content where appropriate
- Communicating any significant changes to RSE provision

Parents' Right to Withdraw

Parents do not have the right to withdraw their child from Relationships Education or Health Education.

Parents have the right to request withdrawal from the non-statutory components of Sex Education, except for those elements that form part of the National Curriculum for Science.

Requests for withdrawal must be made in writing to the Headteacher. The school will discuss any concerns with parents before a decision is made. Alternative, appropriate education will be provided.

The Curriculum

Our curriculum is set out as per the long-term map in appendix 1. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

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

RSE is taught primarily by class teachers, with whom the children have established a climate of trust. It

may be supplemented to by specialist visitors, for example the school nurse. Teachers will deliver lessons based on the school's PSHE long term map (appendix 1), which ensures full coverage of the curriculum and appropriate progression for each year group.

Children will learn through a variety of activities and will participate in lessons in a variety of ways. At times it may be appropriate for boys and girls to discuss matters separately but all children will be taught the same curriculum and be given equal opportunities.

Handling Questions

Staff recognise that pupils may ask questions beyond the planned curriculum. In these cases:

- Questions will be answered honestly, sensitively and in an age-appropriate way
- Staff may defer questions if necessary, responding at a later time or in a more appropriate setting
- Individual follow-up may occur where appropriate
- If a question raises a safeguarding concern, this will be recorded and passed to the Designated Safeguarding Lead

Structured approaches (e.g. question boxes) may be used to support discussion and ensure appropriateness.

Guidelines

- Teachers may reassure a pupil that their best interests will be maintained, but at no time will a member of staff offer a child advice or confidentiality on sexual matters (see guidance in Child Protection Policy). If teachers have concerns about specific children, they will consult the Designated Safeguarding Lead (DSL) within the school.
- Discussions will be de-personalised to avoid embarrassment and to protect pupil and teacher privacy.
- If a question is deemed inappropriate in any way, the teacher will acknowledge it, and promise to attend to it later on an individual basis.
- All questions will be answered sensitively, honestly and with information suitable for the age of the child.
- Where appropriate, outside agencies and other adults will be used to enhance the RSE curriculum (e.g. expectant mothers, School Nurse).
- Where necessary and in accordance with current guidance, visiting adults will be required to show proof of Disclosure and Barring Service (DBS) clearance.
- The PSHE Leader is responsible for the co-ordination, monitoring and resourcing of the RSE curriculum.
- The PSHE Leader will support staff in the planning and delivery of RSE schemes of work and arrange relevant staff development opportunities as appropriate.
- Special Educational Needs and Disability (SEND) support for individual children will be used as appropriate.
- Emotional Literacy support, when appropriate, will be delivered by a trained Emotional Learning Support Assistant (ELSA).

- Only good quality resources, which take account of religious, cultural and physical diversity and special needs, are chosen to support the curriculum.
- Teaching will be factual and will not promote any particular viewpoint
- Staff will avoid the use of language or materials that reinforce stereotypes
- All staff will follow safeguarding procedures where concerns arise

Prior to the delivery of RSE units of work in Years 4-6 (those year groups studying units about Growing Up, Puberty and Reproduction), parents of children will be invited to view the resources to be used and will be given the opportunity to discuss the concepts to be introduced.

Where parents express concerns about the delivery or content of sex and relationship education, it is hoped that class teachers will be able to allay any expressed anxieties by being open and receptive to parents' views.

Appendix 1 - PSHE Long Term Curriculum Map Appendix 2 - Statutory RSE Requirements

Equality, Inclusion and SEND

The school is committed to ensuring that RSE is accessible to all pupils, including those with Special Educational Needs and Disabilities (SEND).

Teaching will:

- Be adapted to meet individual needs
- Ensure all pupils can access learning in an appropriate way
- Support vulnerable pupils, recognising that some pupils may be at greater risk of harm

The school complies fully with the Equality Act 2010 and ensures that all teaching is inclusive, respectful and free from discrimination.

Staff Training

All staff delivering RSE will receive appropriate training and support to ensure they can:

- Deliver content confidently and sensitively
- Respond to questions appropriately
- Manage complex or unexpected situations
- Understand safeguarding implications

Monitoring and Review

The policy will be reviewed annually to ensure it reflects:

- Updated statutory guidance
- Diocesan expectations
- The needs of the school community

Appendix 1

PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes
(Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

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Appendix 2

Statutory Guidance

Adapted from the Website:
statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education.

Relationships Education

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more

widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

By the End of Primary:

Families and people who Care for Me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability;
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives;
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care;
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up;
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong;
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring Friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends;
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties;
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded;
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right;
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them

feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful Relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs;
- practical steps they can take in a range of different contexts to improve or support respectful relationships;
- the conventions of courtesy and manners;
- the importance of self-respect and how this links to their own happiness;
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority;
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help;
- what a stereotype is, and how stereotypes can be unfair, negative or destructive;
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online Relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not;
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous;
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them;
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met;
- how information and data is shared and used online.

Being Safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context);
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe;
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact;
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know;
- how to recognise and report feelings of being unsafe or feeling bad about any adult;
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so;
- where to get advice, for example family, school or other sources.

Sex Education

Sex education is not compulsory in primary schools. The content set out in this guidance covers

everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Physical Health and Mental Wellbeing

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

It is important for schools to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges.

Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Schools should engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.

Menstruation

The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products.

Physical Health and Mental Wellbeing

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

Pupils should also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including

in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.

Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

By the End of Primary School:

Mental wellbeing

Pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health;
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations;
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings;
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate;
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness;
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests;
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support;
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing;
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online);
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

Pupils should know:

- that for most people the internet is an integral part of life and has many benefits;
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing;
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private;
- why social media, some computer games and online gaming, for example, are age restricted;
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health;
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted;

- where and how to report concerns and get support with issues online.

Physical Health and Fitness

Pupils should know:

- the characteristics and mental and physical benefits of an active lifestyle;
- the importance of building regular exercise into daily and weekly routines and how to achieve this (for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise);
- the risks associated with an inactive lifestyle (including obesity);
- how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy Eating

Pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content);
- 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 and Tobacco

Pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health and Prevention

Pupils should know:

- 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 good health and that a lack of sleep can affect weight, mood and ability to learn;
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check- ups 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 science relating to allergies, immunisation and vaccination.

Basic First Aid

Pupils should know:

- how to make a clear and efficient call to emergency services if necessary;
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing Adolescent Body

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes;
- about menstrual wellbeing including the key facts about the menstrual cycle.