Veritas Multi Academy Trust

Aspire & Achieve

Mundella Primary School

Relationships and Sex Education (RSE) Policy

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Aims

In delivering RSHE, the school will promote positive relationships, kindness, respect, honesty, self-respect, resilience and personal responsibility. The curriculum will equip pupils with the knowledge and skills to form healthy relationships, recognize risks and harms, seek help when needed and make informed and ethical decisions about their wellbeing. Teaching will support the prevention of abuse, bullying, coercion, sexual harassment and online harms.

The aims of relationships and sex education (RSE) at our 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 whilst teaching pupils the correct vocabulary to describe themselves and their bodies

Help pupils develop feelings of self-respect, confidence and empathy

Create a positive culture and promote healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health

Help pupils understand personal boundaries and consent in age-appropriate ways

Equip pupils to identify abuse, bullying and exploitation and know where to seek help

Develop pupils' understanding of online safety and digital citizenship

Promote respect, equality, kindness and tolerance

Statutory Requirements

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

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSHE, we're required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

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

At Mundella, we teach RSE as set out in this policy.

Policy Development

The school will proactively engage and consult with parents whenever the policy is reviewed. The views of pupils will also be sought to ensure that the curriculum remains relevant, age-appropriate

and responsive to pupils' needs. Where significant changes are made to curriculum content, parents will be informed in advance.

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

1. Review –a working group pulled together all relevant information including relevant national and local guidance.

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

3. Parents/carers-were invited to a coffee morning about the policy and sent the policy via e-mail for comments.

4. Pupil consultation – we investigated what pupils want from their RSE.

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

Definition

Relationships and health education will:

- Teach the skills and knowledge that form the building blocks of all positive relationships
- Support children from the start of their education to grow into kind, caring adults who:
    - Have respect for others
    - Know how to keep themselves safe
    - Have emotional awareness
- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health

Curriculum

The curriculum will be carefully sequenced so that pupils develop knowledge and skills before they are likely to encounter particular situations and risks. Teaching will be age-appropriate, evidence-based, responsive to local and emerging issues and delivered in a way that supports rather than alarms pupils.

Pupils will be taught how to:

- Recognize healthy and unhealthy relationships
- Identify signs of emotional, physical and sexual abuse
- Understand privacy, personal boundaries and bodily autonomy
- Seek help and report concerns
- Stay safe online and understand risks associated with online contact and content
- Recognize that bullying, including prejudice-based bullying, is unacceptable

- Understand the abuse is never the fault of the victim

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

Teaching will reflect that families can take many forms, including single-parent families, adoptive families, foster families, families headed by grandparents and families with same-sex parents, while recognising that all children deserve respect and should never feel stigmatised because of their family circumstances.

Parents are entitled to view all curriculum materials used within RSHE. Materials will be made available promptly upon request.

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

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Primary sex education will focus on:

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

For more information about our curriculum, see Appendix 1.

Delivering the Curriculum

We aim to create and maintain a safe environment within which all children feel able to ask questions and discuss issues openly. For any child wishing to discuss something confidential, relating to the lesson content, an opportunity will be provided.

Distancing techniques will be employed in our Relationships Education, as with other areas of the PSHE curriculum, meaning that children are able to discuss fictional characters and scenarios, rather than discuss their own lives and experiences.

In order to meet the needs of all children and to make our lessons engaging, we aim to deliver our Relationships Education curriculum through a variety of teaching methods and interactive activities. Our lessons will be differentiated where appropriate, ensuring all children are able to participate fully. Children will be given the opportunity throughout the units of work to reflect on and evaluate their learning.

The Relationships Education curriculum we follow at Mundella is adapted from Twinkl Life and can be viewed in Appendix 1. As a school, we have decided to adapt the Twinkl Life scheme so that it correlates with the science curriculum. The Year 4 unit 'Growing Up' has been swapped to correlate with the teaching of puberty in science in Year 5. As a school, we have decided to remove FGM content for Year 3 and Year 5, reserving the teaching of this until Year 6.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and 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).

In addition, we use the No Outsiders program which uses picture books to teach about the protected characteristics defined in the Equality Act 2010 and covers relationships education by promoting inclusivity and teaching about different types of families and respectful relationships. See Appendix 1 for the books being taught in each year group.

Staff delivering RSHE will receive appropriate training in safeguarding, handling disclosures and facilitating respectful discussions. Staff will recognise that RSHE may increase the likelihood of disclosures and will follow safeguarding procedures where concerns arise.

The school adopts a whole-school approach to relationships, sex and health education. The curriculum is supported by safeguarding, behaviour, anti-bullying and online safety policies.

Resources

Resources used in RSHE will be factual, age-appropriate, evidence-based, legally accurate and suitable for the developmental stage of pupils. Resources will be reviewed regularly to ensure accuracy and compliance with statutory guidance. We will consider whether any resources we plan to use:

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

Inclusivity

The school will ensure that RSHE is accessible to all pupils, including those with special educational needs and disabilities (SEND). Content and teaching approaches will be adapted appropriately while maintaining high expectations and ensuring all pupils can access the core curriculum.

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats
- Adapted texts
- Pre-teaching
- Post-teaching
- Use of visuals
- Social stories

Roles and Responsibilities

Local Academy Trust (LAC)

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

Headteacher

The Headteacher will ensure that curriculum materials can be viewed by parents upon request and that parents are informed of any significant changes to RSHE provision. They are also responsible for managing requests to withdraw pupils from components of RSE.

Staff

Staff will answer pupils' questions honestly and appropriately within the scope of the curriculum. Where questions relate to content that is not taught in primary school, staff will provide age-appropriate responses and signpost pupils to trusted adults and appropriate sources of support.

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/carers 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.

Mrs Stockley is leading on PSHE and RSE. She will provide staff with support and training including training from other professionals when needed.

Pupils

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

Parents' right to withdraw

Parents have the right to request the withdrawal of their child from some or all of the non-statutory sex education. Before granting a request, the Headteacher will discuss the request with parents and, where appropriate, the child, to identify the nature and purpose of the curriculum and to discuss the potential educational, social and emotional impacts of withdrawal. A record of this discussion will be kept.

Parents cannot withdraw their child from:

- Relationships Education
- Health Education
- content taught through the National Curriculum for Science.

Appropriate and purposeful alternative education will be provided for pupils who are withdrawn from sex education lessons.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

Monitoring Arrangements

The effectiveness of RSHE will be evaluated through lesson observations, curriculum reviews, pupil voice activities, staff feedback and parental feedback. Reviews will consider compliance with statutory guidance and emerging local or national safeguarding concerns.

The delivery of RSE is monitored by Mrs Stockley.

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

Openness with parents

Mundella Primary School values positive relationships with parents and carers. Parents are the primary educators of their children in matters of relationships and health. The school will:

- consult with parents when reviewing the policy
- publish the RSHE policy on the school website
- make curriculum plans and teaching resources available on request
- notify parents of significant changes to curriculum content
- work collaboratively with parents to support children's education and wellbeing.

Appendix 1

Relationships Education Overview

The overviews in this appendix shows the objectives that are covered in our Relationships Education curriculum. The majority of this content is statutory, in line with the Science National Curriculum and the Relationships Education Curriculum. Elements highlighted in yellow are the strands of Sex Education which are non-statutory. Parents and carers may wish to withdraw their child from the highlighted lessons using the form in Appendix 3.

KS1 - It's My Body (Taught in Year 2)

Lesson Title	Lesson Objectives
My Body, My Business	I know I can choose what happens to my body
Active and Sleep	I can make healthy choices about sleep and exercise
Happy Healthy Food	I can make healthy choices about food and drink.
Clean as a Whistle	I know how to keep my body clean
Can I Eat It?	I know what is safe to eat or drink.
I Can Choose	I can choose to keep my mind and body healthy and safe.

LKS2 - It's My Body (Taught in Year 3)

Lesson Title	Lesson Objectives
My Body, My Choice	I can choose what happens to my body and I can get help with any concerns
Fit as a Fiddle	I know how to keep my body healthy.
Good Night, Good Day	I know why it is important to get enough sleep.
Cough, Splutter, Sneeze!	I understand the importance of hygiene and what to do if I feel unwell.
Drugs: Healing or Harmful?	I know how to take medicine safely and keep safe around drugs.
Choices Everywhere	I know how to make better choices and choose healthy habits.

UKS2 - It's My Body (Taught in Year 5)

Lesson Title	Lesson Objectives
Your Body is Your Own	I know that my body belongs to me and that I have control over what happens to it.
Exercise Right, Sleep Tight	I understand why getting enough exercise and enough sleep is important.
Taking Care of our Bodies	I understand how to take care of my body
Harmful Substances	I understand the harmful effects of using drugs, including alcohol and tobacco.
How we think and feel about our Bodies	I understand what a positive body image is.
Healthy Choices	I can make informed choices in order to look after my physical and mental health.

KS1 – Growing Up (Taught in Year 2)

Lesson Title	Lesson Objectives
Our Bodies	I can name the main parts of boys' and girls' bodies. *(including external genitalia, e.g. vulva, vagina, penis, testicles)*
Is it Ok?	I understand how to respect my own and other people's bodies.
Pink and Blue	I understand that we are all different and different people like different things.
My Family, Your Family	I can talk about my family and others' families.
Getting Older	I can describe how I will change as I get older.
Changes	I can describe things that might change in a person's life and how it might make them feel.

LKS2 – Growing Up (Taught in Year 5)

Lesson Title	Lesson Objectives
Human Reproduction	I can describe male and female body parts and explain what these are for. *(including learning about sperm and egg)*
Changes in Boys	I can describe how boys' bodies will change as they go through puberty.
Changes in Girls	I can describe how girls' bodies will change as they go through puberty.
Changing Emotions	I can describe the feelings that some people experience as they grow up.
Relationships and Families	I understand that there are many different types of relationships and families.
Where do I come from?	I can describe how babies are made and how they are born. *(including learning about sperm and egg)*

UKS2 – Growing Up (Taught in Year 6)

Lesson Title	Lesson Objectives
Changing Bodies	I can describe the changes that people's bodies go through during puberty and how we can look after our changing bodies.
Changing Emotions	I can describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings.
Just the way you are	I recognise that many things affect the way we feel about ourselves and I understand that there is no such thing as an ideal kind of body.
Relationships	I understand what a loving relationship is and that there are many types of relationships.
Let's Talk about Sex	I understand what a sexual relationship is and who can have a sexual relationship. *(including sexual relationships, sexual intercourse, rape, contraception, STIs/STDs)*
Human Reproduction	I can describe the process of human reproduction, from conception to birth. *(including learning about sexual intercourse, conception, sperm and egg, birth process)*

No Outsiders Class Texts:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R	You Choose	Red rockets and rainbow jelly	Hello hello	Blue Chameleon	The family book	Super duper you
Year 1	Elmer Going to the Volcano		I Love Me	Errol's Garden Someone Just Like You		Bathe The Cat
Year 2	Can I join your club Splash		Amazing How to be a lion			The perfect fit Is that your mama?
Year 3	This is our house We're all wonders		The truth about old people	Nefertiti Shu Lin's Grandpa	Aalfred and Aalbert	
Year 4	Red: A crayon's story When sadness comes to call		My beautiful voice Julian is a mermaid	Milo imagines the world		My brother George
Year 5	The girls The boys		And Tango makes three Mixed	My shadow is pink Remixed		
Year 6	The Island Introducing Teddy		You're so amazing You need to chill	The proudest blue	Saving a butterfly	A day in the life of Marlon Bundo

Appendix 2 – Letter to Parents/Carers

Relationships Education

Dear Parents and Carers,

Relationships Education is statutory in all primary schools. It gives children the opportunity to learn about different relationships, different families, growing up, puberty and their changing bodies.
Our Relationships Education is fully inclusive to meet the needs of all our pupils and is taught through our PSHE Curriculum.

Being a good friend.	Kind and unkind behaviours, including bullying.	Teamwork and resolving disputes.
Discussing feelings we experience.	What we cover in PSHE lessons:	Important people in our lives.
Consent and autonomy.	Secrets and surprises.	Self-worth and self-respect.

As a part of the scheme children begin to learn about their bodies, puberty and the changes humans go through, in line with the statutory Science curriculum. Children also engage in 'Sex and Relationships Education' (SRE) lessons. Parents and carers do not have the right to withdraw their children from Science or Relationships Education lessons. However, parents can withdraw their children from Sex and Relationships Education lessons.

In Year 2, the children also learn the following concepts which are non-statutory:

- naming the external genitalia
  (e.g. vulva, vagina, penis, testicles)

In Year 5, the children also learn the following concepts which are non-statutory:

- about the processes of reproduction and how babies are conceived

In Year 6, the children also learn the following concepts which are non-statutory:

- about the processes of reproduction and how babies are conceived
- about contraception and sexual health, including STDs

We fully believe that all children should learn about these important life lessons in an open, honest and safe environment. We also believe that they should be taught in an age-appropriate and engaging way. We encourage parents and carers to view our Relationships Education Policy and scheme of work which can be viewed on our website.
We would urge any parents and carers considering withdrawing their child from these lessons to consider what is being taught, how it is being taught and how important this education is for all children.
Any children who are withdrawn from the Sex and Relationships Education lessons will have to be provided with alternative learning in another learning space.
If there is any part of the curriculum that you have concerns or queries about, please do come in and speak with your child's teacher.

Yours faithfully,

Appendix 3 – Parent/Carer Form: Withdrawal from Sex Education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education:			
Any other information you would like the school to consider:			
Parent signature			

Appendix 4

By the end of Primary School, pupils should know:

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

Topic	Pupils should know
Respectful, kind relationships	How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people in relationships, and why this can be complicated The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults How to communicate effectively and manage conflict with kindness and respect: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration That they can expect to be treated with respect by others and the importance of respecting others, including those who are different (for example: physically or in character, personality or background), or make different choices, or have different preferences or beliefs The practical steps they can take in a range of different contexts to improve or support their relationships The conventions of courtesy and manners The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs About different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

Topic	Pupils should know
Online safety and awareness	How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child, and that this can lead to dangerous situations That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online, including when we are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met How information and data is shared and used online, including where pictures or words might be circulated Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online
Being safe	What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books and resources, for example About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do and don't know How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so How to ask for advice or help for themselves or others, and to keep trying until they are heard Where to get advice, for example from their family, school and/or other sources

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

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

Topic	Pupils should know
Developing bodies	About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. That all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts The facts about the menstrual cycle, including physical and emotional changes (while the average age of the onset of menstruation is 12, periods can start at 8, so covering this topic before girls' periods start will help them understand what to expect and avoid distress)