

Reviewed May 2026

Related Documents:

PSHE Policy

Safeguarding & Child Protection Policy

Equality Policy

Anti-Bullying Policy

E-Safety Policy

British Values Policy

1. RATIONALE AND SCOPE

At Sele First we aim to provide children with the knowledge and skills to allow them to develop positive relationships, instill the confidence and knowledge of how and when to seek support if needed and develop positive, personal attributes to become active members of a diverse society.

Relationships and Sex Education (RSE) prepares pupils for life beyond school by teaching the importance and characteristics of positive, caring relationships including friendships, family relationships and relationships with other children and adults. It underpins the importance of positive friendships in all contexts within society including online friendships.

In an ever changing, complex and diverse society, pupils will encounter families and relationships of many forms (LGBT families, adoptive families, grandparents heading the family, foster families and single parent families). RSE allows pupils to understand that families will look very different but they are all underpinned by the same qualities and characteristics.

Living in a world which relies heavily on technology, RSE allows pupils to develop their knowledge of how to stay safe online through the critical evaluation of online relationships and interactions, understanding the importance of keeping personal information private and understanding the risks of sharing and searching for information online.

The fundamentals of RSE are teaching children to be safe in the wider world. Through establishing and exercising boundaries within relationships, understanding the concept of privacy and appropriate/inappropriate contact and identifying and reporting concerns and abuse either online or experienced in real life, pupils will leave Sele First with the ability to safely navigate through new experiences as they move to middle school.

RSE extends beyond the teaching of relationships to develop positive, personal attributes and emotional and mental wellbeing which will prepare pupils for future personal, educational and career opportunities.

In bringing together the teaching of positive relationships and personal attributes, pupils should be aware of when to and how to seek support and advice about something which makes them uncomfortable or that they suspect or know is wrong.

In July 2025, 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' was released by the government, indicating the statutory curriculum coverage for children of all ages. 'What's included?' document (Appendix 1) shows the topics covered within Relationships Education and what children should know by the end of primary school.

2. DEFINITION OF RELATIONSHIP AND SEX EDUCATION

RSE falls into the teaching of PSHE which teaches pupils the skills and attributes to keep themselves safe, healthy and prepared for life in a diverse school and society.

Our PSHE Programme of Study develops skills and attributes around two core themes:

- Relationships (Sex) and Health Education (RSHE)
- Economic Wellbeing and Careers Education

These two themes delve deeply into the RSE curriculum objectives as well as developing financial literacy preparing pupils for later life. At first school level, sex education is not a stand-alone aspect of the curriculum. Areas of sex education appropriate to primary school pupils are taught through the National Curriculum for Science including naming external body parts and identifying how the human body changes and grows from birth to old age.

3. PARENTAL RIGHT OF WITHDRAWAL

Within RSE, parents have a right to request to withdraw their child from Sex Education, excluding aspects that are covered in the National Curriculum for Science. Parents cannot request to withdraw their children from Relationships Education or Health Education.

4. INTENT

At Sele First, it is our intent that children will adhere to our school rules – Ready, Respectful and Safe. In exemplifying these behaviours children will:

- Have the knowledge to develop positive, caring and healthy relationships, understanding and applying the characteristics to maintain these relationships in a healthy capacity.
- Establish and implement appropriate boundaries in relationships, showing respect for themselves, their body, others and others' boundaries.

- Foster children into well rounded individuals who understand the dynamics of current society.
- Use the internet safely; displaying the appropriate, respectful behaviours which are also expected offline, critically evaluating online relationships and sources of information and only sharing appropriate information.
- Show acceptance and understanding to different types of families, understanding the key traits which underpin a family.
- Develop positive, personal attributes including respect, responsibility, reliability and resilience; demonstrating these traits in school and in a wider context.
- Understand what mental health and physical health are, and know and implement strategies to maintain positive mental and physical health
- Recognise a range of emotions that they may encounter and have a range of strategies to help them navigate through these feelings.
- Recognise and report abuse including emotional, physical and sexual abuse through understanding of personal boundaries and privacy within friendships, online and family settings.

5. IMPLEMENTATION

At Sele First, we ensure that RSE will be taught through:

- Weekly PSHE lessons, taught by the class teacher or part of the year groups 'rotations'.
- Discussions and lessons taking place in a safe, inclusive learning environment where pupils feel their thoughts, ideas and opinions are respected, understood yet challenged appropriately and where necessary.
- A broad, balanced Programme of Study being followed consistently across year groups and key phases (See Appendix 2.)
- Cross-curricular links, where appropriate, with lessons encouraging critical thinking and the application of relationship skills.
- The opportunity to investigate types of families through Stonewall books including 'King and King', 'Dad David, Baba Chris and Me', 'Worm loves Worm', 'The Family Book' and 'And Tango Makes Three'.
- Themed events such as Pantosaurus day, Human Rights Week, Anti-Bullying Week, School Games, Healthy Schools and World Mental Health Day.
- Zones of Regulation being used consistently and regularly across school to promote a positive mental health and to develop strategies to self-regulate emotions.
- External agency involvement in the delivery of sessions which are rolled out across school and inform the planning of the next lessons. For example, , 'Speak Out, Stay Safe' by NSPCC and 'PANTS' by NSPCC, Resus Ranger First Aid and Show Racism the Red Card.

- Resources from external agencies will be used to support teaching including PolEd (developed by Northumbria Police), NSPCC, CEOP and St John's Ambulance.

Teachers ensure that:

- A safe learning environment which is inclusive and encourages participation is created where children feel comfortable and confident to share ideas, thoughts and opinions without prejudice. This safe environment is created through mutual respect and the children's involvement in establishing the class contract rules which are followed in all lessons.
- Children's ideas, thoughts and opinions are challenged appropriately, where necessary.
- Children have the opportunity to ask questions anonymously by writing on post it notes and these are always answered factually, within a reasonable timeframe.
- The range of opportunities, as stated in this policy, are available to all children.
- Age appropriate resources are readily available and accessible to all children.
- Planning reflects the objectives within our Programme of Study and the Curriculum Model (Appendix 3).
- They work in partnership with parents and carers, informing them about what they will be learning about.
- Children are given information from reliable sources of information and facts and opinions are distinguished between.
- Gender equality and LGBT equality is fostered, challenging all forms of discrimination in RSE lessons and every-day school life.

6. RSE IN EYFS

EYFS will access RSE through the early learning goals of Physical Development, Personal, Social and Emotional Development and Understanding the World.

Within EYFS pupils will:

- Explore the qualities of a good friend
- Be aware of boundaries
- Play co-operatively by sharing respectfully and taking turns
- Consider other people's feelings and how their actions affect the feelings of others
- Form positive relationships with children and other adults
- Identify similarities and differences in communities and families
- Make healthy choices in relation to healthy eating and exercise

7. RSE IN KS1 AND KS2

In KS1 and KS2, pupils will access RSE through our PSHE Programme of Study developed by the PSHE Association. Teaching will follow the Curriculum Model to ensure that when children leave Sele First they have covered a large breadth of the Programme of Study objectives.

The Curriculum Model (Appendix 3) outlines the objectives to be met within each half term for each year group, allowing knowledge, skills and attributes to be built upon as pupils progress through school. PSHE and RSE could be taught as a PSHE lesson or by making cross-curricular links for example with PE, Computing, Science, RE and Guided Reading.

8. IMPACT

As a result of implementing this policy, Sele First would expect pupils to:

- Understand, respect, accept and welcome others with different backgrounds, families and beliefs.
- Form and maintain positive, healthy relationships with other children and adults.
- Demonstrate respect for themselves and others including understanding boundaries in relationships.
- Have the skills and knowledge to keep themselves safe on and offline.
- Recognise their importance beyond school, in a wider, diverse society, demonstrating key attributes (including being responsible, resilient, reliable and respectful) conducive to a positive, inclusive culture.
- Make healthy choices allowing them to maintain a positive mental and physical health.
- Know what to do and who to speak to if they have concerns about a friendship or relationship.
- Take responsibility for their actions and words.

9. OPENNESS AND ENGAGEMENT WITH PARENTS

At Sele First we understand the importance of families being able to support their children across the curriculum. Curriculum documents, including policies and the curriculum coverage can be accessed on the PSHE page of the school website. Half termly curriculum maps are shared by each year group on the website, highlighting in more detail the curriculum objectives which will be taught. Additionally, where more sensitive topics are covered, year groups will send information to parents the half term prior to commencing this work to allow for additional discussions between families and teachers to take place, where necessary.

10. MONITORING AND REPORTING

The work of pupils is assessed informally each lesson through observation as many aspects of the Programme of Study can be addressed as discussion-based lessons or cross-curricular learning. Observations as assessments can be used to guide the progress and planning for groups and classes across PSHE and RSE.

Pupil voice is used to review and tailor our RSE programme to ensure we are meeting the different needs of all pupils.

Recording of RSE work could include written work, verbal debates, discussions and questioning, role play, pictorial representations, video footage or photographs. Any evidence of lessons can be recorded in the class PSHE book or through cross-curricular links to lessons in other subject areas.

Reporting of children's personal, social and emotional progress occurs twice a year, verbally, at parent consultations and annually in a written end of year report.

Reviewed and approved Governors	May 2021
Reviewed Staff	May 2021
Reviewed Subject Lead	May 2026

Relationship Education What's included?

By the end of primary school pupils should know:

Respectful, kind relationships

- Balancing needs and wishes of different people
- Setting, implementing and respecting healthy boundaries
- Manage conflict and feelings including frustration and disappointment
- Assertive vs controlling behaviour and being kind vs neglecting your own needs
- Importance of respect despite differences
- Skills to improve and support relationships
- Courtesy and manners
- Importance of self-respect
- Different types of bullying
- Stereotypes
- Seeking help

Online safety and awareness:

- Respectful online interactions
- Critical evaluation
- Minimum ages for social media
- Importance of privacy
- Online risks
- Seeking help and support

Caring friendships:

- Importance of friendships
- Benefits of healthy friendships
- Sometimes feeling lonely is normal
- Characteristics of happy and secure friendships
- Managing conflict in friendships
- Recognise unhappy or uncomfortable friendships

Families and people who care for me:

- Importance of family
- Characteristics of a safe and happy family life
- Families are diverse
- Marriage and civil partnerships are a formal and legal commitment
- Recognising unhappy or unsafe family relationships

Being safe:

- Appropriate boundaries
- Importance of privacy
- Each person's body belongs to them
- Appropriate/inappropriate contact
- How to respond safely and appropriately to adults
- Recognise harmful or dangerous relationships
- How to report abuse or concerns
- Asking for advice

Health Education What's included?

By the end of primary school pupils should know:

Wellbeing

- Benefits of physical activity
- Importance of promoting wellbeing and physical health
- Range and scale of emotions
- Recognising feelings
- Seeking support for isolation and loneliness
- Impact of bullying
- How change and loss impacts feelings
- Seeking support with emotions and mental health

Physical health and fitness:

- Characteristics and benefits of an active lifestyle
- Importance of regular physical activity
- Risks with inactivity and obesity
- Seeking support about health

Online wellbeing:

- Positives and negatives of the internet and online relationships
- Benefits of limiting time online
- Impact of online behaviour
- Age restrictions
- Online risks
- Critical evaluation for online content
- Seeking support for online abuse, bullying and harassment
- Understanding information they find online
- Rights related to personal data, privacy and consent
- Reporting concerns

Healthy Eating:

- What is a healthy diet
- Importance of a healthy relationship with food
- Planning and preparing healthy meals
- Characteristics and risks of a poor diet

Drugs, alcohol, tobacco and vaping:

- Legal and illegal harmful substances and risks

Appendix 2 Programme of Study – PSHE Association

Section 1: Relationships (Sex) and Health Education (RSHE)

Families	
KS1 Learning opportunities: Pupils should have the opportunity to learn...	KS2 Learning opportunities: Pupils should have the opportunity to learn...
1. what a family is and who is in our family F1 F2 2. that there are different types of family, and that everyone's family is unique and special F3 3. how families show love and care, and different ways they can spend time together and share each other's lives F2 F4 4. what to do if anything about family life is upsetting or concerning * F6 <i>* see naming and recognising emotions in 'Mental health and wellbeing'</i>	5. how and why families differ (e.g. with or without children, single parents, LGBT+ parents, blended families, adoption and fostering), and that all families should be respected F3 6. that families should provide love, care, protection, and safety for children as they grow up F1 F2 F4 7. that there are different types of relationships (e.g. friendships, family and romantic relationships); about committed, stable relationships, including marriage and civil partnerships F4 F5 8. that families can go through changes (e.g. new siblings, moving home) and experience difficult times, and can support each other through these F2 9. what to do and who to talk to if someone is worried about their family or feels unsafe * F6 <i>* see naming and recognising emotions in 'Mental health and wellbeing'</i>

Friendships

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

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

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

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

Respecting self and others

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

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

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

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

Safe relationships: consent, boundaries and trust

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

1. when to ask for permission and when others should ask for theirs, e.g. during play or when negotiating shared space, toys and resources; how to give or not give permission clearly and respectfully **BS1**
2. that everyone's body belongs to them; simple rules to protect privacy, recognise safe and unsafe touch, assert boundaries, and who to tell if concerned e.g. Talk PANTS rule from NSPCC **DB2 BS2 BS3**
3. that some parts of the body are private; to be able to name these private parts of the body (e.g. penis, testicles, scrotum, nipples, vulva, vagina) **DB2**
4. basic strategies for resisting pressure to do something they don't want to do, that makes them uncomfortable, or that might be unsafe **BS4 BS5 BS6**
5. what is meant by a 'trusted adult' (i.e., someone they know who makes them feel safe, listened to and cared for); how to ask for help from a trusted adult **BS5 RKR11**
6. to distinguish between trusted adults who are familiar to them, adults they recognise in the community, and adults they don't know **RKR11 BS4 BS5**
7. about the importance of not keeping adults' secrets (only happy surprises), and of telling a trusted adult about any secrets that make them feel uncomfortable, worried, embarrassed, or unsafe **BS2 BS6**
8. what to do if they feel unsafe or worried for themselves or others; who and how to ask for help; the importance of keeping trying until they are heard (RKR11, BS6, BS7) **RKR11 BS6 BS7**

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

9. the difference between public and private; why something might be private, and when children and adults have a right to privacy **BS2**
10. about seeking and giving/not giving permission (consent) in different situations with friends, peers and adults **BS1 BS3**
11. what is meant by boundaries; how to set and communicate appropriate boundaries in friendships and other relationships; the importance of respecting others' boundaries **BS1 RKR2**
12. about parts of the body that are private; that other people's bodies belong to them and should be respected; how to express boundaries about these body parts **DB2**
13. how to identify acceptable/appropriate physical contact, and how to tell if physical contact is inappropriate (e.g. contact or touch that makes them feel uncomfortable, worried, confused, embarrassed, hurt or unsafe); how to respond to inappropriate or unwanted physical contact, including who to tell **BS3**
14. how to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing that **BS5 CF7**
15. about keeping something confidential or secret, when this should not be agreed to, and when it is right to break a confidence or share a secret; who and how to tell about secrets that make them feel uncomfortable, worried or unsafe **BS2**
16. different ways to respond safely and appropriately to adults who are known or unknown to them, in a range of contexts; who to talk to if feeling uneasy about, or unsafe around, any adult **BS4 BS6 OSA2**
17. that some relationships can be harmful, dangerous or abusive; how to recognise signs that a relationship may be harmful, dangerous or abusive, and how to report abuse **BS5 BS6**
18. that female genital mutilation (FGM) is against British law; what to do and who to tell if they think they or someone they know might be at risk * **BS2 BS3 BS6 F6 DB2**

* Whilst it is not a statutory requirement to teach about FGM at primary school, we know that FGM is performed on girls from a young age and the guidance states "Primary relationships education... should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This can be delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information. Pupils should be able to recognise emotional, physical and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right."

19. how to identify trusted adults, and other sources of support and advice, in different contexts; the vocabulary and skills needed to seek help if they are concerned about their own or others' safety or if they feel worried, upset or frightened about something, including violence or harm; how to keep trying until they are heard **BS5 BS6 BS7 RKR11**

Mental health and wellbeing

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

1. how to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly **GW3 GW4 GW5**
2. that being aware of their thoughts and feelings can help someone to manage them and is an important part of keeping healthy and well **GW2 GW4**
3. that someone's feelings can affect how they behave; ways to manage strong feelings, reactions and responses **GW5 RKR3**
4. about things that can help people feel good (e.g. playing outside, being in nature, physical activity, doing things they enjoy, spending time with family and friends, getting enough sleep) **GW1**
5. simple strategies to manage distraction, unhelpful thoughts and strong, unpleasant or uncomfortable feelings; that the brain can get better at remembering how to use these strategies **GW1 GW5**
6. about different kinds of change and loss (including death); how change and loss can affect people and who can help **GW8**
7. about preparing to move to a new class or year group and how to manage feelings during times of change **GW3 GW8**
8. who they can talk to if finding things difficult, or needing help with feelings (including adults in school) and how to ask for help **GW9**

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

9. the importance of taking care of mental health and wellbeing, as well as physical health **GW2**
10. how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time **GW3 GW4 GW5**
11. about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends) **GW1**
12. how feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses **GW5**
13. how to direct attention and manage distractions to support mental health and wellbeing **GW1**
14. self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations **GW1**
15. that when someone practises self-regulation strategies, over time their brain will help them to use these strategies automatically and effectively **GW1**
16. how to manage emotional responses to events outside of their control (e.g. climate change or distressing events) **GW5**
17. that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad **GW3 GW6 CF3**
18. if unpleasant thoughts and feelings are strong, last a long time, or cause problems that affect daily wellbeing (e.g. by making it difficult to do important things, such as learning or playing), this can be a sign of a mental health difficulty, and there is support available to help people manage this **GW10**
19. about change, loss and grief, including bereavement; that people feel, express, and manage grief in different ways; strategies that can help with change, loss and grief **GW8**
20. about preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition **GW8**
21. when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school **GW9 GW10**

Keeping healthy and well

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

1. people who help us stay healthy and who can help if feeling unwell or hurt **HPP1** **PHF4**
2. how to brush teeth correctly; about visiting the dentist and how food and drink choices affect dental health **HPP4**
3. how to keep safe and well in the sun and protect skin from sun damage **HPP2**
4. why sleep is important; bedtime routines and ways to rest and relax **HPP3**
5. simple hygiene routines that can stop germs from spreading **HPP5**
6. who to talk to if they are worried about their health **PHF4**

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

7. how to maintain good oral hygiene (including correct brushing and cleaning between teeth); why regular visits to the dentist are essential; the impact of lifestyle choices on dental health **HPP4**
8. about the benefits and risks of sun exposure (including sun damage, heat stroke and skin cancer); how to keep safe and well in the sun and cool during heatwaves **HPP2**
9. how sleep quality and quantity support a healthy lifestyle; the effects of lack of sleep on the body, feelings, behaviour, and ability to learn, and routines for good quality sleep **HPP3**
10. why and how to maintain personal hygiene; about bacteria and viruses and ways to limit the spread of infection (e.g. hygiene routines, vaccination, immunisation) **HPP5** **HPP6**
11. the role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health **HPP1**

Physical activity and nutrition

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

1. what being healthy means and how physical activity helps people to stay healthy **PHF1**
2. ways to be physically active every day **PHF2**
3. that there are different types of food and drink, with different tastes and textures, and people enjoy different foods **HE2**
4. that people often share food together, e.g. during mealtimes or special occasions **HE2** **HE3**
5. that food and drink come from different sources (e.g. eggs from chickens, fruit from trees/plants) and how some foods can be changed (e.g. grains into bread) before they are eaten or drunk **HE1** **HE4**
6. that what someone eats and drinks can affect their health; about food and drink that support good health, the importance of eating a range of foods, the effects of consuming too much sugar; who to talk to if worried about what they eat and drink **HE1** **HE4**
7. when and how children can make choices about what they eat and drink and who can help them make healthier choices **HE2**

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

8. what good physical health means; the characteristics of a balanced, healthy lifestyle **PHF1**
9. the benefits of regular physical activity for mental and physical health; how to build moderate and vigorous exercise into daily/weekly routines **PHF1** **PHF2**
10. about choices that support a healthy lifestyle and what might influence these; risks associated with an inactive lifestyle, such as unhealthy weight gain **PHF3**
11. the elements of a healthy, balanced diet; foods that should be eaten often or less often, and the benefits of eating a variety of nutritionally rich foods for health and wellbeing **HE1**
12. about the effects of different food and drink on the body and the effects of eating a less healthy diet, including ultra-processed foods **HE4**
13. how to develop healthier eating and drinking habits and how to manage influences on their choices **HE1** **HE2** **HE4**
14. some benefits of preparing meals at home; how to plan and prepare healthy meals **HE3**
15. how and when to speak to adults (including in school) if they are worried about their health **PHF4**

Changing and growing up

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

1. about growing and changing from young to old and how people's needs change **DB1**

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

2. the external genitalia and internal reproductive organs in males and females **DB1 DB2 DB3**
3. the emotional and physical changes that occur during puberty in both males and females (e.g. mood swings, wet dreams, periods, body hair); strategies to prepare for and manage these changes **DB1**
4. that people can develop crushes and be attracted to others romantically; that people may be attracted to someone of the same sex or different sex to them **DB1 DB3**
5. the facts about the menstrual cycle and menstrual wellbeing, including what period products are available; where to get help and advice for menstrual wellbeing* **DB3**

* Whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before that age will help pupils understand what to expect, before it happens to them or their peers.

Sex education **

6. about the processes of reproduction and birth as part of the human lifecycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for ***

** While Sex Education is not statutory in primary schools, the Department for Education recommends "that primaries teach Sex Education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science."

*** Pupils may know that sexual intercourse does not always result in a baby and they may already have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education.

Personal safety and first aid

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

1. what rules are, some basic safety rules and how different rules can help to keep people safe in different situations **PS1**
2. how to recognise potentially harmful or hazardous situations in everyday life, including at home **PS1**
3. ways to keep safe when out and about, e.g. near railways, on the street and in busy places **PS2**
4. how to cross the road safely with adult support **PS2**
5. how to keep safe around water, using the water safety code **PS2**
6. about the people whose job it is to help keep children safe and how to get help from an adult if there is an accident or emergency **BS4 BS7**
7. how to dial 999 in an emergency (including from a locked mobile phone), and what to say **BFA1**

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

8. about the role of rules and laws in keeping people safe **PS1 PS2**
9. about hazards that may cause harm or injury in the home e.g. fire risks; how to help keep themselves safe, including around electrical appliances **PS1**
10. how to predict, assess and manage risk in different situations **PS1**
11. strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (e.g. rail, water, road, cycle and firework safety) **PS2**
12. what is meant by first aid; basic techniques for dealing with common injuries (e.g. bruises, scalds, burns, bleeds) * **BFA2**

* schools might also choose to teach about how to manage asthma attacks, allergic reactions, a person who is choking or unresponsive. For head injuries, pupils should be taught to seek adult help immediately but not to attempt to move the person

13. when and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them **BFA1**

Online life and safety 1 of 3

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

1. different ways people use the internet in everyday life **WO1**
2. that not everything on the internet is true or real **WO7**
3. how the internet and digital devices can be used to safely and respectfully communicate with others **WO2 WO4 OSA1**
4. that it is important to be kind online; that people's feelings can be hurt by unkindness online **OSA1**
5. that sometimes people may behave differently online, including by pretending to be someone they're not or saying things that aren't true **OSA2**
6. basic rules to keep safe online, including which personal details should be kept private online; that anything shared online can be used or shared by other people **WO10 OSA4 OSA5**

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

Understanding the internet

10. about ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online **WO1 WO2**
11. about rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent **WO4 WO10**
12. how content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see **WO7 WO9 WO10**
13. how text and images in the media and online can be manipulated or fabricated; strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation **WO7 WO9**

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

- 7. how rules and age restrictions help protect children's wellbeing online; why it's important to limit time on, and take breaks from, digital devices WO3 WO5 OSA3
- 8. some benefits and risks of watching videos or playing games online WO6 WO7
- 9. how to tell a trusted adult if they have worries about something online WO11

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

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

Risks, rules and wellbeing online

- 15. reasons for following rules and age restrictions; how rules and age restrictions for some apps, streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing WO5
- 16. the minimum age requirement for social media; how this protects children from inappropriate content or unsafe contact with other social media users OSA3 WO5
- 17. about the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing WO3
- 18. how AI chatbots work; similarities and differences between interacting with an AI chatbot and a human, and the implications for wellbeing WO2
- 19. how to assess and manage risks relating to online gaming, including the impact of compulsive gaming on health and wellbeing; the risks relating to video game monetisation and loot boxes, as well as other online financial harms including scams and fraud, and their impact on wellbeing WO3 WO6
- 20. why and how to use privacy and location settings to protect information OSA4
- 21. where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online OSA6

Safe and respectful behaviour online

- 22. similarities and differences between communicating with someone online and offline; the importance of meaningful in-person relationships; that while online communication might enhance some relationships, purely online relationships may be less fulfilling WO2
- 23. that the same principles about how to treat others apply in all contexts, including online OSA1
- 24. how someone's online behaviour can affect other people; the importance of, and how to maintain, positive, kind and respectful communication online, including when anonymous WO4
- 25. strategies for managing peer influence on their online behaviour; the importance of not pressuring others, and how to resist pressure from others, to share personal information or images online OSA1 WO4

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

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

- 26. about why someone may behave differently online, including pretending to be someone they are not; strategies for evaluating online relationships, recognising risks, harmful content and contact; how to report concerns to trusted adults and reliable sources of support **OSA2**
- 27. the risks of sharing things online, including images or words; that once these have been circulated online, they might spread quickly and far; that it can be difficult to control who sees them and to remove them from everywhere on the internet **OSA5**
- 28. how to decide what is appropriate to share online and what should not be shared **OSA4**
- 29. the importance of telling a trusted adult and getting support with anything that worries, scares or concerns them online; when, why, and how to report concerns online **WO11**

Drug education

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

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

- 1. that medicines can help people to stay healthy or feel better if they are unwell **HPP6**
- 2. that some things that go into or onto bodies can be harmful and how we might know if something is harmful **DATV1**
- 3. to recognise risk in relation to medicines, cleaning fluids and other potentially harmful products that might be in the home; what to do and who to tell if they think they are at risk **DATV1**

- 4. the facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines) **DATV1**
- 5. how medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies and asthma **HPP6**
- 6. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others **DATV1**
- 7. what can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break **DATV1**
- 8. that there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know **DATV1** **GW9**

Economic wellbeing

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

1. what money is, how people get money, and what it is used for
2. that money needs to be looked after; different ways of doing this, including keeping money in an account
3. different ways of paying for things
4. that money can be saved or spent; that people make different choices about saving and spending money
5. the difference between needs and wants; that people may not always be able to have the things they want

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

6. that people have different attitudes towards saving and spending money
7. what influences people's decisions about saving and spending, including individual priorities, needs and wants
8. how money can affect someone's emotions and wellbeing; how to manage feelings about money, including who to talk to
9. that what people do with their money can affect others and the environment (e.g. giving to charity, buying fair trade, buying single-use plastics)
10. different ways to keep track of money; how to keep money safe at home, outside the home or in a bank account
11. advantages and disadvantages of different ways of paying for things

Careers education: aspirations, learning and work

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

1. that everyone has different strengths and interests; to identify what they enjoy, are good at or feel proud of
2. that people can earn money to pay for things by having a job
3. different jobs that people do, including roles and responsibilities people have in their community
4. some of the strengths and interests someone might need to do different jobs

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

5. to recognise their achievements and personal strengths; how to set targets to help achieve their goals
6. to identify and build skills that might help them in their future careers e.g. teamwork, communication, negotiation, critical thinking and digital literacy
7. that there is a broad range of different jobs that people can have; that people often have more than one type of job during their career
8. that a person's career aspirations should not be limited by stereotypes about particular jobs or career pathways
9. how different factors (e.g. personal interests, values and aspirations, family connections to certain trades or businesses, strengths and qualities, stereotypical assumptions) might influence people's decisions about a job or career
10. that people doing different jobs are paid different salaries and money is one factor that may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
11. that there are different routes into careers (e.g. college, apprenticeship, university)
12. about the kind of job that they might like to do when they are older, whilst recognising that they may do a job that does not yet exist, due to societal, environmental and technological changes

Appendix 3. Curriculum Model – PSHE Association

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Making friends: playing and learning together	Mental health and wellbeing	Celebrating me, you and our families	Safety at home	Being healthy	Showing kindness to ourselves and others
Year 2	Mental health and wellbeing	Keeping safe online	Me, my body and staying safe	Money and work	Safety outside the home	Looking back and moving on
Year 3	Me, my friends and belonging	Mental health and wellbeing	Building healthy habits	Making choices online	Keeping safe out and about	Looking out for each other
Year 4	Mental health and wellbeing	Exploring ways to manage risk	Forming respectful relationships	Money matters and news literacy	Me, my body and growing up	Families and growing together