



Relationship, Sex and Health Education Policy

GEORGE STREET PRIMARY SCHOOL
"Where Learning Comes Alive"

Approved by

Head Teacher: Angela Hughes

Governing Body: George Street Governing Body

Last reviewed on: Jan 2025

Next review due by: Jan 2026



Relationships, Sex Education (RSE) and Health Education Policy

Definition

Relationships and Sex Education (RSE) and Health Education is about the emotional, social and cultural development of pupils and involves learning about positive relationships, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values.

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

Statutory (primary age children) aspects of sex education are covered in the science curriculum.

Purpose

A key aim of George Street Primary School is that each pupil will develop the skills and knowledge to make informed decisions and keep themselves safe. Decisions about how they relate to others can only be made if they have adequate knowledge and understanding of their own physical and emotional development. This is not a task for the school in isolation, and we seek to work with parents to ensure that the teaching of relationships, sex and health education reflects their expectations and complements teaching at home but also allows us to comply with the statutory guidelines.

Aims

At George Street Primary School, we teach Relationships Education following statutory guidance from the DfE and the PHSE Association. This ensures that age appropriate learning is mapped into our programmes of study. Key Elements are provided in Appendix 1 and 2 for information.

Biological aspects of sex education are taught within the statutory Science Curriculum and they are again designed to be age appropriate. Our aims for RSE 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 (as per science curriculum)
- 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

Our School values are **Ready, Respect and Safe**. The aims RSE and Health Education enable pupils to be ready for changes and the next phase of school and life. They ensure that pupils know how to show respect for others and what is expected from a respectful relationship as well as encouraging pupils to be safe in all aspects of the world around them.

What parts of RSE and Health Education are compulsory?

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We 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](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (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

Policy Development

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

1. Review – a staff working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents were invited to complete a survey offering their feedback
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified and is reviewed annually.

Curriculum

Our curriculum is set out as per Appendix 1 and 2 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with 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.

For more information about our curriculum, see our curriculum map in Appendix 1.

Defining Sex Education at George Street Primary School

Although The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made Relationship Education compulsory in all primary schools, Sex education is

currently not compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils.

As set out in the guidance it is up to individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. We, like many other schools already choose to teach some aspects of sex education and will continue to do so.

We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology we believe it is better that children receive age appropriate answers from us than it being left to their peers or the internet.

In our school sex education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in human life cycle set out in the national curriculum for science.

Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both girls and boys bodies function and change as they grow into adults. We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgement.

Evidence states that a graduated age-appropriate curriculum is the best way of preventing the topic of sex, reproduction and private body parts becoming taboo and children from becoming embarrassed by the topic. We believe it is the duty of our school to give our young people from Early Years right through to Year 6 the learning that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation pressure or abuse.

At George Street Primary School, Primary Sex Education will focus on:

- Sexual difference and naming body parts
- Preparing boys and girls for the changes that adolescence brings
- Exploring the impact of puberty on the body and the importance of physical hygiene
- Understanding that menstruation and wet dreams are a normal part of growing up
- How a baby is conceived and born, considered in the context of relationships
- Answering each other's questions about sex and relationships with confidence and knowing where to find support and advice

In Year 5 & 6, the children watch a series of DVDs on personal hygiene, the human reproductive system and puberty, including relationships and responsibilities. Parents are invited to watch the content to be used prior to delivery (see below in "Partnership with Parents" section for more information).

Organisation of R[S]E and Health Education

R[S]E is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE) as well as aligning aspects of health education through our PE curriculum.

Through planned lessons in the curriculum, as well as through wider school activities, such as assemblies, children are able to develop their ideas, knowledge and skills gradually and appropriately. Teachers have the main responsibility for teaching about RSE in the classroom and they plan and liaise with other specialists, to ensure our pupils receive an up to date and balanced programme.

R[S]E and Health 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

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).

For more information about our PSHE, RSE and Health Education curriculum, see Appendices 1 & 2.

Teaching Strategies

At George Street Primary School we focus on teaching RSE and Health Education in Science and PSHE lessons, and in the context of relationships using a variety of informal and formal opportunities and strategies. This helps children to develop their self-esteem and emotional wellbeing and to form and maintain worthwhile and fulfilled relationships which are based on respect for themselves and each other.

As much as possible we provide an interactive learning environment which is motivating and allows pupils to practise skills as well as to gain information and knowledge. We also allow time for reflection. Sessions on RSE and Health Education always include a climate setting technique to establish a safe environment in which effective learning can take place. All sessions will have clear aims and learning outcomes.

Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain the desired social and emotional understanding.

Partnership with Parents

Parents do not have the right to withdraw their children from Relationships Education and Health Education.

We recognise under the new guidance for Relationship Education, Relationship & Sex education and Health Education (DfE 2021), parents retain the right to request their child is removed from some or all of the elements of sex education **which go beyond the national curriculum for science and the statutory RSE and Health Education**. Maintained schools are required to teach about the main external body parts and changes to the human body as it grows from birth to old age, including puberty within the Science curriculum and Health Education statutory guidance; **there is no right to withdraw from this**. We also highlight that whilst parents have the right to withdraw their child from these lessons, they do not have the right to withdraw other children from receiving these lessons. We believe it is better for children to hear from safe adults than to hear second hand, possibly inaccurately from peers or less reliable sources. It is our hope that the school's programme for RSE and Health Education will complement and build in co-operation with parents.

Parents have the right to withdraw from the further sex education programme that takes place in year 5 and year 6. Letters are sent out in advance to notify parents and carers in Y5 & 6 when this further Sex Education is scheduled to take place. Parents and carers are given the opportunity to preview any DVD/materials that will be shown to children. Any requests to withdraw a child from the additional non-statutory content should be made in writing to the Headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

A hard copy of this policy is available for those parents who request it.

Confidentiality and Child Protection

How does RSE and Health Education relate to other statutory duties that schools must fulfil?

Safeguarding RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE and Health Education helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38). All staff members and external visitors, who work with our pupils on or around this subject will be given a copy of this policy. The Headteacher / PSHE lead will have a discussion with any health professional or adult before they start work with children. This is to ensure that they are familiar with our policy and expectations regarding correct practice and how to respond to issues, including those that relate to child protection matters.

We make it clear to pupils what our procedures are with regard to confidentiality when RSE is being delivered. In each classroom we provide pupils with the opportunity to have their questions answered

in a safe, secure environment, for example asking question or using worry/ask boxes so that pupils can place questions regarding any issue they are raised through these discussions. The staff member will respond to these questions in a way that is age and stage appropriate and will always consult with the Headteacher if guidance is required on how to respond to particular queries/requests. Teachers operate a 'Park it' approach, where they leave tricky questions and seek advice before returning to them. Similarly with questions that are asked in class or in assembly, adults will follow agreed practice.

Staff training

All teachers and other staff members who are required to teach/support RSE and Health Education will have access to relevant training and resources.

Monitoring arrangements

The delivery of RSE and Health Education is monitored by the Headteacher and PSHE lead through planning scrutinies, learning walks, lesson observations, books looks and pupil voice etc.

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

This policy will be reviewed by the Headteacher and PSHE lead every year. At every review, the policy will be approved by the Headteacher and Governing body.

Evaluation, assessment and reporting to parents

Evaluation and assessment including self-assessment are an integral part of RSE. Assessment of pupils' personal development will be incorporated into PSHE assessment in line with the school policy.

Roles and responsibilities

The **Governing body** will:

- approve the RSE policy, and hold the Headteacher to account for its implementation;
- seek the advice of the Headteacher on this policy, keep it up to date, and make it available to parents;
- ensure that RSE and Health Education is provided in a way that encourages pupils to consider morals and the value of family life.

The **Headteacher** will ensure that:

- the governing body is advised about the nature and organisation of RSE and Health Education and how it reflects the aims and values of the school;
- sex and relationship education is provided in a way that encourages pupils to consider morals, and the value of family life;
- pupils are protected from inappropriate teaching materials;
- a scheme of work is agreed and implemented;
- staff receive appropriate training;

- parents are informed about the programme for RSE and Health Education during the year

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 and Health Education.

The **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.

Headteacher: Mrs A Hughes

PSHE, RSE and Health Education Subject Leader: Mrs E Achilleos-Irvine (care of Mrs A Hughes)

Wellbeing lead: Miss E Gabriel

Who was consulted?

At the onset staff, governors, pupils and parents were consulted about this policy and the outline of the curriculum.

Relationship to other policies

RSE and Health Education forms an integral part of the curriculum policy, and the schemes of work for science, personal, social, health and economic education (PSHCE), and relates to child protection. It also form parts of our Healthy Schools provision.

This policy should be read in conjunction with other safeguarding policies: Child Protection, KCSiE, Anti-Bullying & Behaviour.

In line with our inclusion policy, reasonable adjustments will be made for children with special educational needs or disabilities and due regard will be given to religious and cultural requirements.

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APPENDIX 1 –Curriculum map with key areas (PSHE Association)

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – QUESTION-BASED MODEL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	
Relationships			Health and Wellbeing		Living in the wider world	

APPENDIX 2 - Class overviews for Key Stage 1 and Key Stage 2

Year 1

What is the same and different about us?

- What they like/dislike and are good at
- What makes them special and how everyone has different strengths
- How their personal features or qualities are unique to them
- How they are similar or different to others, and what they have in common
- To use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private

Who is special to us?

- That family is one of the groups they belong to, as well as, for example, school, friends, clubs
- About the different people in their family / those that love and care for them
- What their family members, or people that are special to them, do to make them feel loved and cared for
- How families are all different but share common features – what is the same and different about them
- About different features of family life, including what families do / enjoy together
- That it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried

What helps us stay healthy?

- What being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)
- That things people put into or onto their bodies can affect how they feel
- How medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy
- Why hygiene is important and how simple hygiene routines can stop germs from being passed on
- What they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing

What can we do with money?

- What money is - that money comes in different forms
- How money is obtained (e.g. earned, won, borrowed, presents)
- How people make choices about what to do with money, including spending and saving
- The difference between needs and wants - that people may not always be able to have the things they want
- How to keep money safe and the different ways of doing this

Who helps to keep us safe?

- That people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people
- Who can help them in different places and situations; how to attract someone's attention or ask for help; what to say
- How to respond safely to adults they don't know
- What to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard
- How to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say

How can we look after each other and the world?

- How kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively
- The responsibilities they have in and out of the classroom
- How people and animals need to be looked after and cared for
- What can harm the local and global environment; how they and others can help care for it
- How people grow and change and how people's needs changed as they grow from young to old
- How to manage change when moving to a new class/year group

What makes a good friend?

- How to make friends with others
- How to recognise when they feel lonely and what they could do about it
- How people behave when they are being friendly and what makes a good friend
- How to resolve arguments that can occur in friendships
- How to ask for help if a friendship is making them unhappy

What is bullying?

- How words and actions can affect how people feel
- How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe
- Why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable
- How to respond if this happens in different situations
- How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so

What jobs do people do?

- How jobs help people earn money to pay for things they need and want
- About a range of different jobs, including those done by people they know or people who work in their community
- How people have different strengths and interests that enable them to do different jobs
- How people use the internet and digital devices in their jobs and everyday life

What helps us to stay safe?

- How rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/household products and online)
- How to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them
- How to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets
- How not everything they see online is true or trustworthy and that people can pretend to be someone they are not
- How to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them

What can help us grow and stay healthy?

- That different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest
- That eating and drinking too much sugar can affect their health, including dental health
- How to be physically active and how much rest and sleep they should have everyday
- That there are different ways to learn and play; how to know when to take a break from screen-time
- How sunshine helps bodies to grow and how to keep safe and well in the sun

How do we recognise our feelings?

- How to recognise, name and describe a range of feelings
- What helps them to feel good, or better if not feeling good
- How different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)
- How feelings can affect people in their bodies and their behaviour
- Ways to manage big feelings and the importance of sharing their feelings with someone they trust
- How to recognise when they might need help with feelings and how to ask for help when they need it

How can we be a good friend?

- How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded
- How to recognise if others are feeling lonely and excluded and strategies to include them
- How to build good friendships, including identifying qualities that contribute to positive friendships
- That friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences
- How to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support

What keeps us safe?

- How to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe
- How to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers
- That their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable
- How to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)
- How everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)
- How to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns
- What to do in an emergency, including calling for help and speaking to the emergency services

What are families like?

- How families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)
- How common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays
- How people within families should care for each other and the different ways they demonstrate this
- How to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe

What makes a community?

- How they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups
- What is meant by a diverse community; how different groups make up the wider/local community around the school
- How the community helps everyone to feel included and values the different contributions that people make
- How to be respectful towards people who may live differently to them

Why should we eat well and look after our teeth?

- How to eat a healthy diet and the benefits of nutritionally rich foods
- How to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist
- How not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health
- How people make choices about what to eat and drink, including who or what influences these
- How, when and where to ask for advice and help about healthy eating and dental care

Why should we keep active and sleep well?

- How regular physical activity benefits bodies and feelings
- How to be active on a daily and weekly basis - how to balance time online with other activities
- How to make choices about physical activity, including what and who influences decisions
- How the lack of physical activity can affect health and wellbeing
- How lack of sleep can affect the body and mood and simple routines that support good quality sleep
- How to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried

What strengths, skills and interests do we have?

- How to recognise personal qualities and individuality
- To develop self-worth by identifying positive things about themselves and their achievements
- How their personal attributes, strengths, skills and interests contribute to their self-esteem
- How to set goals for themselves
- How to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking

How do we treat each other with respect?

- How people's behaviour affects themselves and others, including online
- How to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return
- About the relationship between rights and responsibilities
- About the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)
- The rights that children have and why it is important to protect these
- That everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination
- How to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns

How can we manage our feelings?

- How everyday things can affect feelings
- How feelings change over time and can be experienced at different levels of intensity
- The importance of expressing feelings and how they can be expressed in different ways
- How to respond proportionately to, and manage, feelings in different circumstances
- Ways of managing feelings at times of loss, grief and change
- How to access advice and support to help manage their own or others' feelings

How will we grow and change?

- About puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams
- How puberty can affect emotions and feelings
- How personal hygiene routines change during puberty
- How to ask for advice and support about growing and changing and puberty

How can our choices make a difference to others and the environment?

- How people have a shared responsibility to help protect the world around them
- How everyday choices can affect the environment
- How what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)
- The skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues
- How to show care and concern for others (people and animals)
- How to carry out personal responsibilities in a caring and compassionate way

How can we manage risk in different places?

- How to recognise, predict, assess and manage risk in different situations
- How to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)
- How people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence
- How people's online actions can impact on other people
- How to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online
- How to report concerns, including about inappropriate online content and contact
- That rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law

What makes up our identity?

- How to recognise and respect similarities and differences between people and what they have in common with others
- That there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)
- How individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)
- About stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others
- How to challenge stereotypes and assumptions about others

What decisions can people make with money?

- How people make decisions about spending and saving money and what influences them
- How to keep track of money so people know how much they have to spend or save
- How people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)
- How to recognise what makes something 'value for money' and what this means to them
- That there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions

How can we help in an accident or emergency?

- How to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions
- That if someone has experienced a head injury, they should not be moved
- When it is appropriate to use first aid and the importance of seeking adult help
- The importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services

How can friends communicate safely?

- About the different types of relationships people have in their lives
- How friends and family communicate together; how the internet and social media can be used positively
- How knowing someone online differs from knowing someone face-to-face
- How to recognise risk in relation to friendships and keeping safe
- About the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family
- How to respond if a friendship is making them feel worried, unsafe or uncomfortable
- How to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety

How can drugs common to everyday life affect health?

- How drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing
- That some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal
- How laws surrounding the use of drugs exist to protect them and others
- Why people choose to use or not use different drugs
- How people can prevent or reduce the risks associated with them
- That for some people, drug use can become a habit which is difficult to break
- How organisations help people to stop smoking and the support available to help people if they have concerns about any drug use
- How to ask for help from a trusted adult if they have any worries or concerns about drugs

What jobs would we like?

- That there is a broad range of different jobs and people often have more than one during their careers and over their lifetime
- That some jobs are paid more than others and some may be voluntary (unpaid)
- About the skills, attributes, qualifications and training needed for different jobs
- That there are different ways into jobs and careers, including college, apprenticeships and university
- How people choose a career/job and what influences their decision, including skills, interests and pay
- How to question and challenge stereotypes about the types of jobs people can do
- How they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions

How can we keep healthy as we grow?

- How mental and physical health are linked
- How positive friendships and being involved in activities such as clubs and community groups support wellbeing
- How to make choices that support a healthy, balanced lifestyle including:
 - how to plan a healthy meal
 - how to stay physically active
 - how to maintain good dental health, including oral hygiene, food and drink choices
 - how to benefit from and stay safe in the sun
 - how and why to balance time spent online with other activities
 - how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep
 - how to manage the influence of friends and family on health choices
- That habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one
- How legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them
- How to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school
- That health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on
- That anyone can experience mental ill-health and to discuss concerns with a trusted adult
- That mental health difficulties can usually be resolved or managed with the right strategies and support
- That FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else

How can the media influence people?

- How the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions
- That not everything should be shared online or social media and that there are rules about this, including the distribution of images
- That mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions
- How text and images can be manipulated or invented; strategies to recognise this
- To evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts
- To recognise unsafe or suspicious content online and what to do about it
- How information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them
- How to make decisions about the content they view online or in the media and know if it is appropriate for their age range
- How to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue
- To recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have
- To discuss and debate what influences people's decisions, taking into consideration different viewpoints

What will change as we become more independent?**How do friendships change as we grow?**

- That people have different kinds of relationships in their lives, including romantic or intimate relationships
- That people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another
- That adults can choose to be part of a committed relationship or not, including marriage or civil partnership
- That marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime
- How puberty relates to growing from childhood to adulthood
- About the reproductive organs and process - how babies are conceived and born and how they need to be cared for
- That there are ways to prevent a baby being made
- How growing up and becoming more independent comes with increased opportunities and responsibilities
- How friendships may change as they grow and how to manage this
- How to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing.