



Friday Bridge Primary School

Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy (From September 2020)

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FRIDAY BRIDGE PRIMARY SCHOOL

Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy

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1. Aims

The aims of Relationships Education, Relationships and Sex Education (RSE) and Health Education 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
- 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

2. Statutory requirements

As a maintained primary school we must provide relationships education and Health Education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, 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](#).

At Friday Bridge Primary School we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or 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 and any interested parties were invited to attend a meeting about the policy
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

4. Definition

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

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our 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, 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.

6. Delivery of Curriculum

Relationships Education, Relationships and Sex Education (RSE) and Health Education is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and some aspects are included in religious education (RE).

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

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).

Health education focuses on teaching about physical health and mental wellbeing to give pupils the information that they need to make good decisions about their own health and wellbeing including:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the Relationships Education, Relationships and Sex Education (RSE) and Health Education policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that Relationships Education, Relationships and Sex Education (RSE) and Health Education is taught consistently across the school.

7.3 Staff

Staff are responsible for:

- › Delivering Relationships Education, Relationships and Sex Education (RSE) and Health Education in a sensitive way
- › Modelling positive attitudes to Relationships Education, Relationships and Sex Education (RSE) and Health Education
- › Monitoring progress
- › Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education. Staff who have concerns about teaching content are encouraged to discuss this with the headteacher.

7.4 Pupils

Pupils are expected to engage fully in Relationships Education, Relationships and Sex Education (RSE) and Health Education and, when discussing issues related to content, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from Relationships Education, Relationships and Sex Education (RSE) and Health Education since Relationships Education and Health Education are compulsory. Similarly, we will be only covering the compulsory elements of RSE through our science curriculum. We will not be providing sex education which is not covered in the science curriculum.

9. Training

Staff are trained on the delivery of Relationships Education, Relationships and Sex Education (RSE) and Health Education as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education where appropriate.

10. Monitoring arrangements

The delivery of Relationships Education, Relationships and Sex Education (RSE) and Health Education is monitored by Naomi Fitzpatrick through:

- Planning scrutinise
- Lesson drop ins
- Learning walks
- Gathering pupil voice.

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

This policy will be reviewed by Naomi Fitzpatrick biannually. At every review, the policy will be approved by the governing board and Sophie Foston.

Appendix 1: Curriculum map

Relationships Education, Relationships and Sex Education (RSE) and Health Education curriculum map

Topic (DfE statutory wording)	When Covered							Resources
	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Relationships education								
Families and people who care for me								
That families are important for children growing up because they can give love, security and stability	All about me							Cambridgeshire 2017 Syllabus-Identities and Diversity - shared drive (FS) https://www.bbc.co.uk/bitesize/subjects/zmpfb9q
The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives		RE Spring B					RE Summer B	Cambridgeshire 2017 Syllabus-Me and My world - shared drive (FS)
That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care							RE Summer B	Cambridgeshire 2017 Syllabus-Rights Diverse Communities (CIT DC) - shared drive
That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up							RE Summer B	Cambridgeshire 2017 Syllabus-Rights Diverse Communities (CIT DC) - shared drive
That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong		RE Autumn 1 YA						
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	Progressively taught throughout the year							Cambridgeshire 2017 Syllabus- Myself and My Relationships (MMR)- shared drive Cambridgeshire 2017 Syllabus-Healthier and Safer Lifestyles (HSL)- shared drive https://www.eqfl.org.uk/sites/default/files/School_of_fectiveness/Health-improvement/MHWB/NOrth%20Somerset%20Council%20document.pdf
Caring friendships								
How important friendships are in making us feel happy and secure, and how people choose and make friends	PSHE Autumn Term							SEAL- Getting on and Falling out Y1-6 See National Archives and Folder on Shared Drive Cambridgeshire 2017 Syllabus- Myself and My Relationships (MMR)- shared drive
The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties								https://learning.nspcc.org.uk/safeguarding-child-protection-schools/promoting-healthy-relationships/
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.								https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-friendship-struggles/zbpvcqt
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right								https://www.justonenorfolk.nhs.uk/media/3020/ks2-friendships.pdf
How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed							PSHE Autumn Term	Cambridgeshire 2017 Syllabus- Myself and My Relationships (MMR)- shared drive https://www.childline.org.uk/info-advice/friends-relationships-sex/friends

Respectful Relationships							
The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	RE Curriculum and Assemblies and Awareness events				https://kidshelpline.com.au/young-adults/issues/respect-relationships https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-healthy-vs-unhealthy-relationships/z6s7ri6 https://learning.nspcc.org.uk/media/1411/making-sense-of-relationships-teaching-resource-guidance.pdf		
Practical steps they can take in a range of different contexts to improve or support respectful relationships				PSHE Autumn Term			Cambridgeshire 2017 Syllabus- Myself and My Relationships (MMR)- shared drive
The conventions of courtesy and manners	Autumn Term	Modelled throughout				https://www.teacherplanet.com/content/manners	
The importance of self-respect and how this links to their own happiness	Assemblies- core values				SEAL- National Archives- Good to be me		
That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority	Class Charters- to be developed Autumn term and signed by all- rights and responsibilities				Cambridgeshire 2017 Syllabus-Rights Rules and Responsibilities (CIT RR) - shared drive https://www.zerotolerance.org.uk/resources/RESPECT-Primary-Lessons.pdf		
About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help	Anti-bullying week Autumn Term and ICT curriculum				Cambridgeshire 2017 Syllabus- Anti bullying (MMR)- shared drive https://www.anti-bullyingalliance.org.uk/anti-bullying-week/school-tools/primary-school-pack SEAL- National Archives- Say no to bullying		
What a stereotype is, and how stereotypes can be unfair, negative or destructive				Anti-bullying week Autumn Term			Cambridgeshire 2017 Syllabus- Anti bullying (MMR)- shared drive SEAL- National Archives- Say no to bullying https://www.anti-bullyingalliance.org.uk/anti-bullying-week/school-tools/primary-school-pack
The importance of permission-seeking and giving in relationships with friends, peers and adults					PSHE - Summer term transition		Cambridgeshire 2017 Syllabus- Myself and My relationships (MMR)- shared drive
Online relationships							
That people sometimes behave differently online, including by pretending to be someone they are not				ICT and e-safety assemblies			https://www.net-aware.org.uk http://www.safetynetkids.org.uk/personal-safety/staying-safe-online/ https://www.bbc.com/ownit https://www.assemblies.org.uk/sec/2771/safer-internet-day
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				ICT and e-safety assemblies			https://csa-training.co.uk/wp-content/uploads/sites/27/2018/10/ks2-lesson-plan-3-healthy-online-friendships.pdf https://ico.org.uk/for-organisations/in-your-sector/education/resources-for-schools/primary-school-lesson-plans/
The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	ICT and e-safety assemblies						
How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met				ICT and e-safety assemblies			
How information and data is shared and used online				ICT and e-safety assemblies			

Being Safe				
What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)				ICT and PSHE Autumn Term Cambridgeshire 2017 Syllabus-Healthier and Safer Lifestyles (HSL)- shared drive https://irp-cdn.multiscreensite.com/e283d752/files/uploaded/uk.year4.driiio.les5.i5.pdf
About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe			PSHE Autumn Term	Cambridgeshire 2017 Syllabus-Healthier and Safer Lifestyles (HSL)- shared drive https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-safety-keeping-myself-safe/znnjbdm https://www.hft.org.uk/wp-content/uploads/2017/08/Good-Secrets-and-Bad-Secrets-Activity.pdf
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact			PSHE Autumn Term	Cambridgeshire 2017 Syllabus-Healthier and Safer Lifestyles (HSL)- shared drive https://www.eqfl.org.uk/sites/default/files/School_effectiveness/Health-improvement/MHWB/NOrth%20Somerset%20Council%20document.pdf
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know			PSHE Autumn Term and ICT	Cambridgeshire 2017 Syllabus-Healthier and Safer Lifestyles (HSL)- shared drive
How to recognise and report feelings of being unsafe or feeling bad about any adult			PSHE Autumn Term	Cambridgeshire 2017 Syllabus-Healthier and Safer Lifestyles (HSL)- shared drive http://www.solgrid.org.uk/wellbeing/wp-content/uploads/sites/23/2016/05/Happy-and-Safe-Relationships-May-2016.pdf
How to ask for advice or help for themselves or others, and to keep trying until they are heard			PSHE Autumn Term	Cambridgeshire 2017 Syllabus-Healthier and Safer Lifestyles (HSL)- shared drive https://research.reading.ac.uk/wp-content/uploads/sites/3/2017/04/Primary-PSHE-Lesson-Plans.pdf
How to report concerns or abuse, and the vocabulary and confidence needed to do so			PSHE Autumn Term	Cambridgeshire 2017 Syllabus-Healthier and Safer Lifestyles (HSL)- shared drive
Where to get advice from e.g. family, school and/or other sources			PSHE Autumn Term	Cambridgeshire 2017 Syllabus-Healthier and Safer Lifestyles (HSL)- shared drive
Physical health and mental wellbeing				
Mental wellbeing				
That mental wellbeing is a normal part of daily life, in the same way as physical health			PSHE Spring Term	Mental Health and Wellbeing toolkit- shared drive SEAL- National Archives- Good to be me
That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations			PSHE Spring Term	Mental Health and Wellbeing toolkit- shared drive SEAL- National Archives- Good to be me
How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings			PSHE Spring Term	Mental Health and Wellbeing toolkit- shared drive SEAL- National Archives- Good to be me https://research.reading.ac.uk/wp-content/uploads/sites/3/2017/04/Primary-PSHE-Lesson-Plans.pdf
How to judge whether what they are feeling and how they are			PSHE Spring Term	Mental Health and Wellbeing toolkit- shared drive SEAL- National Archives- Good to be me https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans
The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness			PE and Forest Schools	Cambridgeshire 2017 Syllabus-Healthier and Safer Lifestyles (HSL)- shared drive Mental Health and Wellbeing toolkit- shared drive
Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	All about me- and PD		PSHE Spring Term	Mental Health and Wellbeing toolkit- shared drive

Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	PSHE Spring Term			Mental Health and Wellbeing toolkit- shared drive
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	PSHE Spring Term and Anti Bullying week			Cambridgeshire 2017 Syllabus- Anti bullying (MMR)- shared drive Mental Health and Wellbeing toolkit- shared drive
Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)	PSHE Spring Term			Mental Health and Wellbeing toolkit- shared drive
It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough			PSHE Spring Term	Mental Health and Wellbeing toolkit- shared drive
Internet Safety and Harms				
That for most people the internet is an integral part of life and has many benefits*				http://www.ccc-esafety.org.uk/website/resources_for_ks2/50625 http://www.ccc-esafety.org.uk/website/resources_for_evfs_ks1/50624 http://www.ccc-esafety.org.uk/website/resources_for_send/50627
About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing				http://www.ccc-esafety.org.uk/website/resources_for_ks2/50625 http://www.ccc-esafety.org.uk/website/resources_for_evfs_ks1/50624 http://www.ccc-esafety.org.uk/website/resources_for_send/50627
How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private				http://www.ccc-esafety.org.uk/website/resources_for_ks2/50625 http://www.ccc-esafety.org.uk/website/resources_for_evfs_ks1/50624 http://www.ccc-esafety.org.uk/website/resources_for_send/50627
Why social media, some computer games and online gaming, for example, are age restricted			ICT	http://www.ccc-esafety.org.uk/website/resources_for_ks2/50625 http://www.ccc-esafety.org.uk/website/resources_for_evfs_ks1/50624 http://www.ccc-esafety.org.uk/website/resources_for_send/50627
That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health			ICT	http://www.ccc-esafety.org.uk/website/resources_for_ks2/50625 http://www.ccc-esafety.org.uk/website/resources_for_evfs_ks1/50624 http://www.ccc-esafety.org.uk/website/resources_for_send/50627
How to be a discerning consumer of information, including that from search engines is ranked, selected and targeted				http://www.ccc-esafety.org.uk/website/resources_for_ks2/50625 http://www.ccc-esafety.org.uk/website/resources_for_evfs_ks1/50624 http://www.ccc-esafety.org.uk/website/resources_for_send/50627
Where and how to report concerns and get support with issues online				
Physical health and fitness				
The characteristics and mental and physical benefits of an active lifestyle	PE curriculum			Cambridgeshire 2017 Syllabus-Healthier and Safer Lifestyles (HSL)- shared drive
The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise				Cambridgeshire 2017 Syllabus-Healthier and Safer Lifestyles (HSL)- shared drive https://www.bbc.co.uk/bitesize/topics/z2x3c3dm https://www.nhs.uk/change4life
The risks associated with an inactive lifestyle (including obesity)	Fantastic Fridays and Y5/6 Science Summer Year B			Cambridgeshire 2017 Syllabus-Healthier and Safer Lifestyles (HSL)- shared drive
How and when to seek support including which adults to speak to in school if they are worried about their health	Fantastic Fridays and Y5/6 Science Summer Year B			Cambridgeshire 2017 Syllabus-Healthier and Safer Lifestyles (HSL)- shared drive

Healthy Eating							
What constitutes a healthy diet (including understanding calories, and other nutritional content)							Cambridgeshire 2017 Syllabus-Healthier and Safer Lifestyles (HSL)- shared drive https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/ https://www.gov.uk/government/publications/the-eatwell-guide
The principles of planning and preparing a range of healthy meals							Cambridgeshire 2017 Syllabus-Healthier and Safer Lifestyles (HSL)- shared drive https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/ https://www.gov.uk/government/publications/the-eatwell-guide
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)			Food glorious Food Autumn A	Science Spring Year B			Cambridgeshire 2017 Syllabus-Healthier and Safer Lifestyles (HSL)- shared drive https://www.eatright.org/health/weight-loss/your-health-and-your-weight/helping-kids-maintain-a-healthy-body-weight-a-cheat-sheet-for-success
Drugs, alcohol and tobacco							
The facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug-taking						Science Summer - Year B	https://healthyschools.info/kick-ash/ Cambridgeshire 2017 Syllabus-Healthier and Safer Lifestyles (HSL)- shared drive
Health and Prevention							
How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body						Science Spring Year A	Cambridgeshire 2017 Syllabus-Healthier and Safer Lifestyles (HSL)- shared drive
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	PD						Cambridgeshire 2017 Syllabus-Healthier and Safer Lifestyles (HSL)- shared drive https://www.bbc.co.uk/cbeebies/watch/sun-safety-for-kids Summer Term science lesson
The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	PD		1/2 Food Glorious Food			PSHE Spring Term	Cambridgeshire 2017 Syllabus-Healthier and Safer Lifestyles (HSL)- shared drive https://www.parents.com/health/healthy-kids/the-7-reasons-your-kid-needs-sleep/
About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	PD			Science Spring B			Cambridgeshire 2017 Syllabus-Healthier and Safer Lifestyles (HSL)- shared drive http://www.dentalbuddy.org/ https://teethteam.org.uk/teachers.php https://e-bug.eu
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing	PD					Science Spring Year A	Cambridgeshire 2017 Syllabus-Healthier and Safer Lifestyles (HSL)- shared drive
The facts and science relating to allergies, immunisation and vaccination							
Basic first aid							
Know how to make a clear and efficient call to emergency services if necessary			Role Play- specific lesson				https://lifeliveit.redcross.org.uk/ Cambridgeshire 2017 Syllabus-Healthier and Safer Lifestyles (HSL)- shared drive
Concepts of basic first-aid, for example dealing with common injuries, including head injuries							Cambridgeshire 2017 Syllabus-Healthier and Safer Lifestyles (HSL)- shared drive Role Play- specific lessons
Changing adolescent body							
Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes							Cambridgeshire 2017 Syllabus-Healthier and Safer Lifestyles - shared drive
About menstrual wellbeing including the key facts about the menstrual cycle						Summer Year A and B	Cambridgeshire 2017 Syllabus-Healthier and Safer Lifestyles (HSL)- shared drive

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources
Mental wellbeing	<ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.

TOPIC	PUPILS SHOULD KNOW
Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.