

Hillside Primary and Nursery School

Relationships, Sex and Health Education (RSHE) policy



September 2026

To be reviewed: September 2027

Approved by:

Date: September 2026

Last reviewed on:

September 2026

Next review due by:

September 2027

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1. Aims

The aims of Relationships, Sex and Health Education (RSHE) is to offer pupils a planned programme of education which provides pupils the knowledge, skills and understanding they need to develop positive and healthy relationships, keep themselves safe, and support their physical and mental wellbeing. Through an age-appropriate curriculum, pupils are encouraged to value themselves and others, show respect and kindness, make informed choices, and become confident, responsible and active members of society.

Relationship education

- To encourage respect for difference and diversity and model positive, respectful relationships in school.
- To create a positive culture and promote healthy norms about relationships and about health, including mental health.
- To encourage pupils to develop a positive view of themselves, to develop caring friendships and respect others.
- To help pupils recognise pressure in all its forms and have strategies to resist this
- To give pupils the knowledge and skills to recognise and manage risks and keep themselves safe, in real life and online (including virtual worlds and social media)
- To actively challenge stereotypes, gender roles and prejudice and give children the skills to critically analyse media messages.
- To ensure that all young people know who can support them and how to access this support
- To give opportunities for pupils to develop and practice decision making skills.
- To explore aspects of living in the wider world such as race, religion and topical issues.

Sex education

- To help pupils understand that they have rights over their bodies
- To provide factual information on human reproduction and birth (at the appropriate age)
- To prepare young people for the physical and emotional changes associated with puberty (at the appropriate age)
- To provide a positive and open view of sex and sexuality and support sexual self-acceptance (at the appropriate age).
- To use agreed terminology (biological names) to discuss body parts including genitalia

Health education

- To support pupils to understand what helps to keep their bodies and minds healthy and things they can do to improve their health and wellbeing

2. Statutory requirements

This policy has been written with regard to the Department for Education's statutory guidance, Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019, updated 2025), issued under section 403 of the Education Act 1996. As a maintained primary school, we are required under the Children and Social Work Act 2017 to provide Relationships Education and Health Education to all pupils. While primary schools are not required to teach sex education, they must teach the elements of sex education contained within the national science curriculum. This policy has also been developed with regard to relevant

legislation and guidance, including sections 404 to 407 of the Education Act 1996, the Equality Act 2010, the Public Sector Equality Duty, and Keeping Children Safe in Education, ensuring that RSHE is delivered in a way that promotes equality, inclusion, respect and safeguarding for all pupils.

At Hillside Primary and Nursery School, we teach RSHE as set out in this policy.

3. Policy development

This policy has been developed through consultation with staff, pupils, parents and carers to ensure it reflects the needs and views of our school community. The policy development process included the following stages:

1. Review

A designated member of staff reviewed all relevant information and guidance, including current national and local requirements and best practice recommendations.

2. Staff consultation

All school staff were given the opportunity to contribute their views and feedback on the RSHE curriculum. Their responses were carefully considered and used to inform the development of this policy.

3. Parent and carer consultation

Parents and carers were invited to complete an online questionnaire and share their views on the RSHE curriculum. Their feedback played an important role in shaping the content of this policy.

4. Pupil consultation

Pupils were given age-appropriate opportunities to share their views and experiences of the RSHE curriculum. Their feedback was considered throughout the policy development process to ensure the curriculum meets the needs of our children.

The policy will be reviewed annually. This review will be informed by pupil, staff and parent feedback. Assessment data and evidence of delivery will be used to evaluate if the curriculum is meeting the intended outcomes. The review process will also take into account emerging legislation and national and local good practice.

4. Definition

Relationships, Sex and Health Education (RSHE) is a lifelong learning process that supports pupils' physical, moral and emotional development. It helps children understand the characteristics of safe, positive and healthy relationships with friends, family members and other adults, while developing the knowledge and skills needed to make informed, healthy choices. Through RSHE, pupils learn how to assess risks, keep themselves and others safe from harm, and build the confidence to navigate the challenges and opportunities they may encounter as they grow. It also prepares pupils for the changes associated with adolescence and equips them with the understanding and skills necessary for a happy, healthy and safe transition into adulthood

Hillside Primary and Nursery School is a 3 to 11 school serving Hucknall and surrounding areas. There are currently over 450 children on roll. We have a range of abilities within the school, including pupils with SEND, and some children with an EHCP. We are committed to providing all children with a high-quality level of provision to support, develop and maintain their health and their well-being including promoting the building of good relationships. We believe this will prepare them for whatever their future may hold.

5. Curriculum

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

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. Teaching will be developed to ensure the curriculum is accessible for pupils with SEND.

We will share all curriculum materials with parents and carers on request.

6. Delivery of RSHE

RSHE is taught primarily through the Personal, Social, Health and Economic (PSHE) curriculum using the SCARF programme, which provides a comprehensive framework for both PSHE and Relationships and Sex Education. Biological aspects of RSHE are taught through the Science curriculum, while related themes are explored through Religious Education (RE). In addition, pupils benefit from informal opportunities to develop their understanding of relationships, health and wellbeing through assemblies, storytelling, role play and school council activities.

The SCARF curriculum is organised into six units across the academic year:

- Me and My Relationships
- Valuing Differences (including anti-bullying)
- Keeping Safe
- Rights and Respect
- Being My Best
- Growing and Changing.

Within the Growing and Changing unit, pupils are taught age-appropriate content relating to physical and emotional development, reproduction and birth, personal hygiene, healthy relationships, friendships, families, body image, stereotypes, choices and consequences, staying safe, puberty, gender and sexuality, and respect and consent.

RSHE is delivered by class teachers in most cases, supported by other teaching staff where appropriate. We recognise that effective RSHE teaching requires a variety of engaging and interactive approaches that enable pupils to develop knowledge, skills, attitudes and values. Teaching strategies may include discussion, role play, drama, videos, quizzes, case studies, problem-solving activities, matching exercises, drawing and debates. Lessons are planned to ensure that all pupils, including those with SEND, can access the curriculum and make progress, with additional support or challenge provided where necessary. Pupils are made aware of the intended learning outcomes of each lesson and are encouraged to reflect on their learning and personal development. Teachers create a safe, respectful and inclusive environment where pupils feel confident to ask questions, express their views and participate in discussions. Questions are answered sensitively, honestly and in an age-appropriate manner. Where possible, pupils in Years 5 and 6 will have access to appropriate

male and female staff during puberty education sessions. Throughout the curriculum, content is taught carefully and sensitively, ensuring that pupils gain the knowledge and skills they need to stay safe, healthy and prepared for the opportunities, responsibilities and experiences of later life.

Assessment

As with all curriculum areas, there will be assessment in RSHE to ensure that pupils are achieving the intended learning outcomes. This assessment will be in different forms and may involve quizzes, work samples, observation of role-play, pictures, and so on. Assessment is done prior to a unit being taught and post being taught.

For more information about our RSHE curriculum, see Appendices 1 and 2.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

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

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6.1 Inclusivity

Our RSHE curriculum is inclusive and made accessible to all pupils. As a school, we promote inclusion, celebrate diversity, and value the unique experiences of every child and family, ensuring that all members of our school community feel respected, included and supported. In accordance with the Equality Act 2010, we do not discriminate against individuals with protected characteristics, including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

We recognise that some pupils may require additional support to access learning effectively and, where appropriate, will provide adapted teaching approaches and additional learning opportunities, particularly for pupils with SEND. Our RSHE curriculum is designed and delivered in a way that considers the diverse backgrounds, experiences and needs of our pupils, ensuring learning is accessible, sensitive and relevant to all. Lessons are taught in a safe and supportive environment where pupils feel confident to engage with key messages and learning. To meet individual needs, learning may take place through whole-class teaching, small-group work, targeted interventions, one-to-one discussions or digital formats, and careful consideration is given to the level of scaffold required to enable all pupils to participate and achieve.

6.2 Use of resources

All resources used within our RSHE curriculum are carefully selected and reviewed to ensure they are appropriate, relevant and effective for our pupils. Teachers evaluate resources to ensure they meet the statutory requirements for RSHE, align with our curriculum plan, and support pupils in applying their knowledge and understanding in a range of contexts and settings. Resources are age-appropriate and reflect the maturity and developmental stage of the children, while being evidence-based, factually accurate and free from bias. We use materials from credible and trusted sources that promote inclusive and effective teaching approaches and are sensitive to pupils' individual experiences and backgrounds. Careful consideration is given to ensuring that resources do not cause unnecessary distress and are accessible to all learners. In the interest of transparency, parents/carers are welcome to view the resources used to deliver RSHE upon request.

We will comply with any applicable copyright laws when sharing resources with parents or carers and will include a statement that parents agree to as a condition of access that the content should not be copied or shared further except as authorised under copyright law.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSHE policy, and hold the headteacher to account for its implementation.

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board will ensure that:

- All pupils make progress in achieving the expected educational outcomes
- Teaching is accessible to all pupils with SEND
- Curriculum content and teaching materials are aligned with the guidance
- Clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education

7.2 The headteacher

The headteacher (R Richardson) is responsible for:

- Consulting with key stakeholders about the RSHE policy
- Implementing the RSHE policy
- Monitoring compliance to policy
- Providing leadership and vision in respect of equality
- Organising quality training and/or resources for the teaching staff so that they feel skilled and equipped to deliver effective RSHE
- Monitoring the effectiveness of this policy and report annually to governors

7.3 Subject leader

The subject leader (L Dawes) is responsible for:

- Leading the development of this policy throughout the school;
- Providing guidance and support to all staff
- Providing support for all staff on induction and/or when the need arises;
- Keeping up to date with new developments and resources
- Undertaking risk assessments when required
- Reviewing and monitoring the RSHE curriculum
- Monitoring the effectiveness of this policy
- Ensuring teachers provide information to parents on what will be covered and when.

7.4 Staff

Staff are responsible for:

- › Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group
- › Modelling positive attitudes to RSHE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour and stereotypes
- › Where misogynistic ideas are expressed at school, challenging the ideas, rather than the person expressing them
- › Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL)

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

7.5 Pupils

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

8. Parents' right to withdraw

We recognise that parents are key partners in our delivery of a comprehensive RSHE programme for pupils at the school. The RSHE we deliver is designed to support the important role of parents in this area.

Parents and carers will be informed in advance of the RSHE curriculum through lesson overviews shared on ClassDojo. These overviews will include the dates on which specific lessons will be taught, allowing parents/carers to understand what their child will be learning and when. This enables families to continue discussions at home, reinforce key learning, and, where appropriate, prepare their child for upcoming lessons. Staff will monitor engagement to identify which families have viewed the information and will follow up with any parents/carers who have not accessed it, either in person or through direct communication, to ensure all families are aware of the content being taught. Parents will also be offered the opportunity to view any resources that will be used within the RSHE lessons by asking their child's class teacher. In addition, information about the delivery of RSHE lessons will be included in the school newsletter, with parents/carers notified that RSE lessons will be explicitly taught during the Summer 2 term.

If parents have concerns about any aspect of the programme we suggest speaking to the class teacher in the first instance. If there are still concerns about the content to be covered, we ask that these are addressed to the Head Teacher. Legally, parents have the right to withdraw their children from any Sex and relationships education that takes place outside of National Curriculum Science. Any parent wishing to take this course of action should send a letter to the Head Teacher outlining their concerns. The parent will be asked if they would like to meet to discuss this further. We will do our best to address any worries that the parent may have. In the event of a parent still choosing to withdraw their child we will provide alternative work on a different topic. Parents will be offered the chance to view RSHE materials prior to the unit of work commencing. Parents/carers do not have the right to withdraw their child from relationships and health education.

9. Training

Staff are provided with appropriate training to support the effective delivery of RSHE. Training needs are identified through ongoing monitoring and staff feedback. Where appropriate, staff receive updates on statutory guidance, safeguarding requirements and best practice in RSHE education. Subject leaders keep staff informed of developments within RSHE and provide guidance on the use of resources and teaching approaches. Staff have access to training and guidance provided through the SCARF scheme of work and accompanying resources, which support the delivery of high-quality, age-appropriate RSHE lessons across the school

10. Monitoring arrangements

The delivery of RSHE is monitored by the PSHE/RSHE lead and members of the leadership team through:

- Learning walks
- Book looks
- Staff feedback
- Pupil voice

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

This policy will be reviewed by L Dawes – RSHE/PSHE lead – annually. At every review, the policy will be approved by governors and the headteacher.

Appendix 1: Curriculum map

Relationships, sex and health education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES FOR TEACHING
Nursery	Autumn 1	Me and My Relationships - children learn that everyone is unique and has different feelings, families, and experiences. They develop self-awareness, empathy, respect for others, and positive relationship skills.	Books and stories – 'Things I like' by Anthony Browne, 'Ten Little Fingers' and 'Ten Little Toes' by Mem Fox and Helen Oxenbury, 'In My Heart: a book of feelings' by Jo Wite, 'The Family Book' by Todd Parr Physical objects eg food items Games
Nursery	Autumn 2	Valuing difference - In this unit, children learn that everyone is unique and that differences should be respected and valued. They develop kindness, inclusion, and respect for people from different backgrounds, cultures, and religions.	Books – The Rainbow Fish by Marcus Pfister, Monkey Puzzle By Julia Donaldson and Elmer by David McKee Videos (provided by SCARF) Puppets
Nursery	Spring 1	Keeping Safe - children learn to recognise dangers, stay safe in different situations, and know how to seek help from a trusted adult if they feel unsafe.	Books - In My Heart - A book of feelings by Jo Witek, Rosie's Walk by Pat Hutchins Puppets
Nursery	Spring 2	Rights and Respect - children learn how to keep themselves healthy, help others, and take responsibility for caring for their home, learning environment, and the world around them.	Food (play, real or photos) Photos Books – Naughty Bus by Jan Okey
Nursery	Summer 1	Being my best - children learn to stay healthy, help others, and care for their environment.	Food (play, real or photos) Books – 'Giraffes can't dance by Giles Andrea, Whistle for Willie by Ezra Jack Keats, The colour Monster Goes to School Photos Music

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES FOR TEACHING
Nursery	Summer 2	Growing and Changing - children learn about changes in the environment and how living things grow and develop over time. They also learn to challenge stereotypes and respect that everyone is unique, with their own interests, strengths, and choices.	Growth charts and weighing scales Dolls Resources and equipment needed for a season walk Weather bags Website giving guidance for milestones of babies: Milestones of babies Videos of 1 st year of baby development - First 12 months of development
Reception	Autumn 1	Me and My Relationships - Children learn to recognise similarities and differences, understand and manage feelings, and identify trusted people who can help them build positive relationships and emotional wellbeing.	Food picture cards Books: All About Me (SCARF), different emotion books 'Feel Good' bag Games 'I'm sad sometimes' teaching resource
Reception	Autumn 2	Valuing Difference - Children learn to celebrate similarities and differences, show kindness and respect towards others, and develop friendships through sharing, taking turns, listening, and working cooperatively with others.	Mirrors Songs Books – 'The Great Book of Families' By Mary Hoffman, 'Come Over to my House' By Dr Seuss
Reception	Spring 1	Keeping Safe - Children learn how to keep themselves healthy and safe, including making healthy choices, practicing good hygiene, recognising trusted adults who can help them, and staying safe at home, school, outdoors, and online.	Books – 'Hold On Harold' (SCARF), 'Harold the Safety Detective' (SCARF), Jesse and Friends PDF download of the Jessie and Friends , People Who Help to Keep Me Safe (SCARF) Story sacks Emoji faces
Reception	Spring 2	Rights and Respect - Children learn how they can make a positive difference by caring for themselves, others, and the environment, while building respectful relationships and appreciating similarities and differences between people.	Real money/bank cards Selection of objects or places to keep money (safe/unsafe)

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES FOR TEACHING
Reception	Summer 1	Being my best - Children learn to build confidence and resilience, understand and manage their feelings, develop strategies for overcoming challenges, and make healthy choices that support their wellbeing.	Books – ‘Rosie Revere, Engineer’ by Andrea Beaty, ‘The Dot’ by Peter H Reynolds, ‘Harolds Healthy Breakfast’ (SCARF) Eat Well Plate The Wellbeing Wheel (SCARF) Music Wash bag HYPERLINK " http://www.nhs.uk/Livewell/Childrenssleep/Pages/howmuchsleep.aspx " \t "_blank" <u>NHS information on children's sleep requirements - click here</u>
Reception	Summer 2	Growing and Changing - Children learn about changes in people and the natural world as they grow and develop, while understanding how to keep themselves safe and make responsible choices	Lifecycle of a butterfly video Books – books about seasons, ‘Once there were giants’ by Martin Waddell, ‘Theres a house inside my mummy’ ‘You’ll grow into them, Titch’ Learning line Photos NSPCC Pantosaurus Pants film
Year 1	Autumn 1	Me and My Relationships - Children learn to understand and manage their feelings, build positive friendships, follow shared rules, resolve disagreements respectfully, and recognise how their actions can affect themselves and others.	A copy of classroom rules and playground rules Books – ‘Looking After Your Planet’ by Lauren Child, ‘Miss Nelson is Missing’ by Harry Allard and James Marshall Hurt feelings and bodies cards (provided by SCARF)
Year 1	Autumn 2	Valuing Difference - Children learn to value similarities and differences between people, understand the importance of kindness and fairness, recognise the difference between teasing and bullying, and appreciate the special people, groups, and communities that support them.	Videos – special talents (provided by SCARF) Same or different pictures (provided by SCARF) Unkind, tease or bully? Activity sheet (provided by SCARF) Harold’s school rules (provided by SCARF) Stories – Its Not Fair (SCARF), ‘The Great Big Book of Families’ by Mary Hoffman

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES FOR TEACHING
Year 1	Spring 1	Keeping Safe - Children learn about the importance of sleep, personal safety, consent, and staying safe online, including understanding the PANTS rules, recognising trusted adults who can help, using medicines safely, and managing feelings associated with loss and change.	Audios – sleep and stars (provided by SCARF) Pictures – Harolds bedtime routine (provided by SCARF) Powerpoint provided by NSPCC https://learning.nspcc.org.uk/safeguarding-child-protection-schools/pants# Books – ‘Sharing Pictures’ CEOP https://www.ceopeducation.co.uk/globalassets/thinkuknow/documents/thinkuknow/parents/pdf/thinkuknow-jessie--friends_sharing-pictures_the-storybook.pdf Animations – ‘sharing pictures’ https://www.ceopeducation.co.uk/parents/jessie-and-friends-videos/ Power point slides (provided by SCARF) – ‘What could Harold do?’
Year 1	Spring 2	Rights and Respect - Children learn how their actions affect others, develop respect and responsibility for caring for their environment and belongings, and begin to understand money, including spending, saving, and keeping it safe.	Stories – ‘Harold has a bad day’ (provided by SCARF) Class plant Books – ‘The Pigeon Wants a Puppy’ by Mo Willems, ‘I Completely Know About Guinea Pigs’ by Lauren Child, ‘Harold’s Money’ (provided by SCARF) Power point slides (provided by SCARF)– ‘Where do they get their money from?’ Pretend money First aid champion resources – basic first aid https://firstaidchampions.redcross.org.uk/en/primary/first-aid-skills/
Year 1	Summer 1	Being My Best - Children learn how their actions affect others, develop respect and responsibility for caring for their environment and belongings, and begin to understand money, including spending, saving, and keeping it safe.	Songs – ‘different foods’ (provided by SCARF), ‘hand washing’ https://www.youtube.com/watch?v=zxIQn7KaCNU Food items Films – hand washing https://www.nhs.uk/live-well/best-way-to-wash-your-hands/ Pictures – hand washing https://www.nhs.uk/live-well/best-way-to-wash-your-hands/, teamwork images (provided by SCARF) Power point slides (provided by SCARF) – ‘Catch it! Bin it! Kill it!’ Books and stories – ‘Harold Learns To Ride His Bike’ (provided by SCARF)

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES FOR TEACHING
Year 1	Summer 2	Growing and Changing - Children learn how food, water, air, exercise, and sleep help keep their bodies healthy, understand how people grow and change over time, develop knowledge of caring relationships and personal safety, including privacy and trusted adults, and learn how to recognise and respond to teasing, bullying, secrets, and situations that make them feel uncomfortable.	Audio – different foods (provided by SCARF) Videos – Harolds Photo Album (provided by SCARF) Pictures – what do babies need (provided by SCARF) Books and stories – 'Sleepy Sophie' (provided by SCARF), Surprises and Secrets' (provided by SCARF)
Year 2	Autumn 1	Me and My Relationships - Children learn how to stay safe and seek help if they experience teasing or bullying, understand the importance of rules, develop the skills needed to build positive friendships, and learn to express and manage their feelings in a respectful and healthy way.	Music – calming music, friends are special (provided by SCARF) Feelings cards Power point slides (provided by SCARF)– 'What are they feeling?' Friendship certificates Copy of school rules that relate to bullying
Year 2	Autumn 2	Valuing Difference - Children learn how to include themselves and others, develop good listening skills, and understand the importance of considering other people's feelings and viewpoints to build positive relationships.	Play scripts – 'How do wee make each other feel?' Books and stories – 'An Act of Kindness' (provided by SCARF) A copy of the classroom/school/playground rules
Year 2	Spring 1	Keeping Safe - Children learn to recognise the difference between safe and unsafe secrets, identify trusted adults they can talk to, understand appropriate and inappropriate touch, and know how to seek help if something does not feel right. They also learn that some actions and objects can be helpful or harmful and explore how to use them safely and responsibly.	Power point slides (provided by SCARF) – 'Harold's Picnic', 'I don't like that' 'Phrases we can use when touch hurts us' How safe would you feel? scenario cards Stories and books – 'What should Harold Say?' (provided by SCARF) '
Year 2	Spring 2	Rights and Respect - Children learn strategies to manage their feelings and behaviour, build positive relationships with others, identify trusted people who can help keep them safe, understand how to stay safe online, and develop an awareness of money, saving, spending, and the choices people make with it.	Books and stories - Derek's Art Project' (provided by SCARF), 'My Mouth is a Volcano' by Julia Cook, 'Playing Games' https://www.ceopeducation.co.uk/parents/jessie-and-friends-videos/ , 'Harold Saves for Something Special' (provided by SCARF) Animations – 'Playing Games' https://www.ceopeducation.co.uk/parents/jessie-and-friends-videos/ , Images - £5 note

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES FOR TEACHING
Year 2	Summer 1	Being My Best - Children learn strategies to manage their feelings and behaviour, build positive relationships with others, identify trusted people who can help keep them safe, understand how to stay safe online, and develop an awareness of money, saving, spending, and the choices people make with it.	Power point slides (provided by SCARF) – ‘Learning Line’ ‘What My Body Does’ Information sheets – Harolds fantastic facts (provided by SCARF) Videos – ‘Edward Jenner’ https://www.bbc.co.uk/teach/class-clips-video/articles/zm8fcqt Images – postcards Audio ‘Harold’s Body Shake’ (provided by SCARF) Basic first aid resources https://firstaidchampions.redcross.org.uk/en/primary/first-aid-skills/
Year 2	Summer 2	Growing and Changing - Children learn about growing up, privacy, and keeping themselves safe, while developing positive relationships, understanding their feelings, and knowing how to seek help if something makes them uncomfortable.	Books and stories – ‘Sam Moves Away’ (provided by SCARF), ‘Some Secrets Should Never Be Kept’ by Jayneen Sander Power point slides (provided by SCARF) – ‘Haven’t You Grown’ Your body my body activity sheet (naming body parts inc genitalia)
Year 3	Autumn 1	Me and My Relationships - Children learn about rules, friendships, and staying safe, including online, while developing communication skills, resolving conflicts respectfully, considering different viewpoints, and understanding how to respond to peer pressure	Scenarios – how can we solve the problem scenarios Videos and animations – ‘Profile’ (provided by SCARF) Books and stories – ‘Dans Dare’ (provided by SCARF)
Year 3	Autumn 2	Valuing Difference - Children learn to respect and value diversity, understand different family structures and communities, recognise and respond to bullying, and develop the skills needed to communicate respectfully and build positive relationships with others.	Photos – different types of families Power point slides (provided by SCARF) – ‘Different types of relationship’, ‘Different types of families’ ‘Friends and neighbours’ Books and stories – ‘The Ugly Duckling’ by Hans Christian Andersen, ‘Zeb’ (provided by SCARF)
Year 3	Spring 1	Keeping Safe - Children learn how to assess and manage risks, stay safe online and in everyday situations, identify trusted people who can help them, and understand the effects of medicines, smoking, and alcohol on their health and wellbeing.	Risk taking scenarios for role play (provided by SCARF) Books and stories – ‘Do we take the risk’ (provided by SCARF) Power point slides (provided by SCARF) – ‘The Risk Taking Robot’ Super searcher statement cards

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES FOR TEACHING
Year 3	Spring 2	Rights and Respect - Children learn about the people who help keep them safe and healthy, understand the importance of volunteering and caring for the environment, develop critical thinking and communication skills, and begin to understand money, work, and the difference between wants and needs	Power point slides (provided by SCARF) – 'Places Where We Need Help Keeping Safe', 'Harolds Environment Project' Fact or opinion chat messages (provided by SCARF) Earning money job cards (provided by SCARF)
Year 3	Summer 1	Being My Best - Children learn how food, water, and air help keep their bodies healthy, understand the importance of a balanced diet, hygiene, and treating illness safely, identify key body parts and their functions, and develop skills in discussion, empathy, critical thinking, and appreciating their own and others' strengths and viewpoints.	Eat Well Plate Images – Email from Derek, Reply email from Derek, poorly Harold (provided by SCARF) Finger puppets Hand hygiene resources https://www.washyourhandsofthem.com/ Statements for children to argue for or against – these will be based on a current school, local or national issue Books and stories – 'Zane's story' (provided by SCARF) Power point slides (provided by SCARF) – 'The Learning Line' Animations and Videos – 'Special talents' 'Profile' (provided by SCARF)
Year 3	Summer 2	Growing and Changing - Children learn about healthy relationships, personal safety, and growing up, including understanding personal boundaries, keeping information private, recognising safe and unsafe situations, and knowing how to seek help and support when needed.	NSPCC Underwear rule poster https://www.nspcc.org.uk/media/3ytcjzmv/pants_makaton_guide_children.pdf Books and stories – 'Harold's Day of Secrets and Surprises' (provided by SCARF) Feeling chart Images and diagrams – Mensuration cycle, basic female reproductive organs labelled diagram Power point slides (provided by SCARF) – 'Labelling Female and Male Internal Organs'
Year 4	Autumn 1	Me and My Relationships - Children learn to work cooperatively with others, build positive relationships, communicate assertively, understand and manage their emotions, recognise that people may feel differently in the same situation, and develop strategies for responding to bullying and peer pressure.	Bike ride story cards (provided by SCARF) Bike story reply cards (provided by SCARF) Images – bike story (provided by SCARF) Books and stories – 'Ok or not Ok?' (provided by SCARF) iPad for recording freeze frame Power point slides (provided by SCARF) – 'How might you feel in this place?' A copy of schools policy on bullying

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES FOR TEACHING
Year 4	Autumn 2	Valuing Difference - children learn how to build positive relationships by using negotiation and compromise to resolve conflicts, respecting differences and challenging stereotypes, understanding personal boundaries and body space, and knowing where to seek support if they feel uncomfortable or unsafe.	Books and stories – 'Kiki Sorts It Out' (provided by SCARF), 'Umar Helps Henry' (provided by SCARF) Can you sort it? Scenario cards Apology cards Power point slides (provided by SCARF) – 'Body Space' NSPCC underwear rule https://www.nspcc.org.uk/media/3ytcjzmv/pants_makaton_guide_children.pdf
Year 4	Spring 1	Keeping Safe - Children learn to recognise and manage risks, understand the difference between danger, risk, and hazard, make safe choices in challenging situations, and know how to seek help when needed. They also explore positive and negative influences, safe online behaviour, responsible medicine use, and ways to prevent the spread of infectious diseases.	Power point slides (provided by SCARF) – 'Danger, Risk or Hazard?' Diagrams – 'Keeping Ourselves Safe' (provided by SCARF) Keeping ourselves safe scenario cards (provided by SCARF)
Year 4	Spring 2	Rights and Respect - Children learn about their rights and responsibilities, how people and services help keep them safe and healthy, the importance of rules and democracy, how influence can affect decisions, and the basics of money, taxes, and how public services are funded.	Images – people who help us (provided by SCARF) A right or not scenarios (provided by SCARF) Books and stories – 'In the News' (provided by SCARF) Music – calming music PowerPoint slides (provided by SCARF) – example pay slip
Year 4	Summer 1	Being My Best - Children learn about their rights and responsibilities, how people and services help keep them safe and healthy, the importance of rules and democracy, how influence can affect decisions, and the basics of money, taxes, and how public services are funded.	Animations and videos – 'Special Talents' (provided by SCARF) PowerPoint slides (provided by SCARF) – 'Ed6 Learns To Be Human' 'Harold's Seven R's' Five Ways to Wellbeing https://neweconomics.org/2008/10/five-ways-to-wellbeing-the-postcards/ Eatwell plate British Red Cross Basic First Aid – broken bones https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/broken-bone/ British Red Cross Basic First Aid – burns https://firstaidchampions.redcross.org.uk/en/primary/first-aid-skills/burns/

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES FOR TEACHING
Year 4	Summer 2	Growing and Changing - Children learn about growing up and puberty, including physical and emotional changes, understand body differences and the menstrual cycle, know how to stay safe and seek help when needed, and recognise marriage as a legal commitment freely chosen by two people	Books and stories – ‘Sam Moves House’ https://firstaidchampions.redcross.org.uk/en/primary/first-aid-skills/burns/, ‘Harold’s Day or Secrets and Surprises (provided by SCARF) Power point slides (provided by SCARF) – ‘Learning Line Y4’, ‘Compromise’, ‘Female and Male Outlines’ ‘Labelling Female and Male Internal Organs’ Videos – ‘Puberty for Girls’ https://amaze.org/video/top-signs-girls-are-in-puberty/ ‘All about getting your period’ https://amaze.org/video/all-about-getting-your-period/ ‘Puberty for boys’ https://amaze.org/video/top-signs-boys-are-in-puberty/, Wet Dreams’ https://amaze.org/video/puberty-wet-dreams/ Items of feminine period protection (pictures or real life) Images and diagrams (provided by SCARF) – menstruation cycle, basic female reproductive organs, different kinds of weddings/civil partnership ceremonies Feelings chart
Year 5	Autumn 1	Me and My Relationships - Children learn to work collaboratively through negotiation and compromise, recognise and manage a range of emotions, build and maintain healthy friendships, identify unhealthy relationships and sources of support, assess risks and the consequences of their choices, and develop assertive communication skills to express themselves confidently and respectfully.	Feelings role play scenario sheet (provided by SCARF) How good of a friend are you? Quiz sheet (provided by SCARF) Videos – Friendship Soup Recipe https://www.youtube.com/watch?v=H7w7yXkJTu0 PowerPoint slides (provided by SCARF) – ‘Being Assertive’
Year 5	Autumn 2	Valuing Difference - Children learn about the qualities of positive friendships, respectful communication, and empathy, while valuing diversity, respecting different beliefs, and recognising and challenging discrimination and bullying.	The Rosa Parks story Books and stories – ‘The Land of the Red People’ (provided by SCARF) Photos – Equality vs equity (provided by SCARF) Songs – ‘With a little help from my friends’ by The Beatles Videos - Be the One – Beyond Difference’ https://www.youtube.com/watch?v=CTnmqliE408&feature=youtu.be PowerPoint slides (Provided by SCARF) – ‘Fakebook’ True/not true statements

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES FOR TEACHING
Year 5	Spring 1	Keeping Safe - Children learn how to stay safe and make informed choices by recognising and responding to bullying, protecting their personal information online, assessing and managing risks, understanding the dangers of vaping and smoking, and developing critical thinking skills when evaluating information and media.	Videos – 'My Name is George' https://www.youtube.com/watch?v=xfamVyerFWs , Child Net films: 1. What should you accept? https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter1/ 2. What is reliable? https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter2/ 3. What should you keep safe? https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter3/ 4. Who should you tell? https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter4/ 5. Be careful when meeting up https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter5/ Images – 'The Daily Wall' (provided by SCARF)
Year 5	Spring 2	Rights and Respect - Children learn to think critically about health and wellbeing information in the media, distinguish between fact, opinion, and bias, understand the roles of community and pressure groups, explore rights and responsibilities and their impact on society, and develop the knowledge and skills needed to make informed financial decisions and manage money responsibly.	Safe sources of information – CBBC Newsround site, First News Books and stories – 'Mo Makes a Difference' (provided by SCARF) Images - £5 note PowerPoint slides (provided by SCARF) – 'Borrowing Money'
Year 5	Summer 1	Being My Best - Children learn to stay safe, respond to bullying, make healthy choices, manage risks, and develop a sense of belonging within their communities.	Research materials on the human body – books, websites, etc CBBC Newsround First News – Children's Newspaper Magazines and newspapers which show celebrities Basic First Aid: choking https://firstaidchampions.redcross.org.uk/en/primary/first-aid-skills/choking/

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES FOR TEACHING
Year 5	Summer 2	Growing and Changing - Children learn to understand and manage their feelings, build resilience, develop a sense of belonging, stay safe, and understand the changes that happen as they grow and develop (inc puberty).	Emotions bingo cards (provided by SCARF) NSPCC Underwear rule Books and stories – ‘Chris’s Secret’ (provided by SCARF) Bag containing hygiene items Bag containing menstruation pads, pants and disposal bag Images (provided by SCARF) – ‘Growing up and changing’, ‘Menstruation cycle’, ‘How does the body change during male puberty?’ ‘How does the body change during female puberty?’ ‘Female Reproductive organs’ Labelling body parts circumcised penis version activity sheet (provided by SCARF) Labelling external body parts male and female activity sheet (provided by SCARF) Labelling female and male external body parts activity sheet (provided by SCARF) Help! I’m a teenager scenarios (provided by SCARF)
Year 6	Autumn 1	Me and My Relationships - Children learn to build positive relationships, work collaboratively with others, manage peer pressure, understand personal safety and boundaries, and recognise commitment, choice, and respect in relationships.	"Ask it basket" - a basket or box into which children can put questions PowerPoint slides – ‘Solve the friendship problem’ Scripts for role play (provided by SCARF) including character roles Images (provided by SCARF) - different kinds of weddings/civil partnership ceremonies
Year 6	Autumn 2	Valuing Difference - Children learn to work well with others, build positive relationships, manage peer pressure, understand personal boundaries, and make safe, respectful choices.	PowerPoint slides (provided by SCARF) – ‘Positive attributes’, ‘Definitions about gender’, ‘Respecting Differences’, ‘Challenging Stereotypes’ Equipment to record and then view children's advertisements - e.g. tablet, smartphone etc. Selection of online news articles, magazines and/or newspapers for children to find examples of gender stereotyping
Year 6	Spring 1	Keeping Safe - Children learn to behave responsibly and respectfully online and offline, understand the risks of sharing information, explore healthy ways to meet emotional needs, and learn about drugs, alcohol, and making safe choices.	Books and Stories – ‘Billy and Joe’s story’ (provided by SCARF), ‘Rat Park’ (provided by SCARF) To share or not to share scenarios provided by SCARF Diagrams (provided by SCARF) – venn diagram – drugs Drug facts sheet Images (provided by SCARF) – odd one out, alcohol: what is normal?

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES FOR TEACHING
Year 6	Spring 2	Rights and Respect – Children learn to think critically about information they see online and in the media, stay safe online, understand money and saving, and explore how to live sustainably and care for the environment.	Reports from different news sources of the same story. Newspaper articles, screenshots of news on social media, film clips of reporting from TV or online news sites. PowerPoint slides (provided by SCARF) – ‘How Most Laws Are Made’ Images (provided by SCARF) – ‘Fakebook’, £5 note Resources and equipment for the mock election Ballot slips for mock election Election campaign planning sheet Democracy in Britain true or false quiz
Year 6	Summer 1	Being My Best - Children learn to set goals, make healthy choices, understand and manage risks, and develop the skills and confidence needed to support their wellbeing and future aspirations.	Research source materials - newspaper articles, news websites British Red Cross – basic first aid: Unresponsive and breathing https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/unresponsive-and-breathing/ Unresponsive and not breathing: https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/unresponsive-and-not-breathing/ Equipment for making short, documentary-style film (e.g. tablet, smart phone or similar) Images (provided by SCARF) – 5 ways to wellbeing
Year 6	Summer 2	Growing and Changing - Children learn to challenge stereotypes, understand the changes of puberty and growing up, recognise peer pressure and online risks, and know where to seek support to stay safe and healthy.	Videos – ‘What are deepfakes and how to they work?’ (BBC bitesize) https://www.bbc.co.uk/bitesize/articles/zkrmmfr ‘Dove Evolution’ (Youtube) https://www.youtube.com/watch?v=iYhCn0jf46U ‘Human Reproduction’ (provided by SCARF) Books and stories – ‘What Happened to Cinderella Next?’ https://www.youtube.com/watch?v=iYhCn0jf46U ‘Sophie’s story’ (provided by SCARF) Puberty statements: true or false (provided by SCARF) Copy of schools policy on bullying Images (provided by SCARF) – ‘different people’, ‘Internal organs for Conception and Pregnancy’, ‘Conception and pregnancy timeline’, ‘How does the body change during female puberty?’ ‘Laminated copies of the Conception and Pregnancy Timeline chart’ ‘Body outlines activity sheets’, ‘Female Reproductive Organs’

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

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

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	• How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people in relationships, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively and manage conflict with kindness and respect: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect by others and the importance of respecting others, including those who are different (for example: physically or in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs • About different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype
Online safety and awareness	• How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met • That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child, and that this can lead to dangerous situations • That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online, including when we are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met • How information and data is shared and used online, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online

TOPIC	PUPILS SHOULD KNOW
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books and resources, for example • About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do and don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so • How to ask for advice or help for themselves or others, and to keep trying until they are heard • Where to get advice, for example from their family, school and/or other sources
General wellbeing	• The health, wellbeing and happiness benefits of physical activity, time outdoors, and helping others • Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation • The importance of promoting general wellbeing and physical health • The range of scale of emotions that they might experience in different situations (e.g. happiness, sadness, anger, fear, surprise, nervousness) and that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition • How to recognise feelings and use varied vocabulary to talk about their own and others' feelings • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate • That isolation and loneliness can affect children, and the benefits of seeking support • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others • That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently • Where and how to seek support (including recognising the triggers for seeking support), including who to speak to in school if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • That it is common to experience mental health problems, and early support can help

TOPIC	PUPILS SHOULD KNOW
Wellbeing online	• That for almost everyone the internet is an integral part of life • How to think about positive and negative aspects of the internet • How online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection • The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online • Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive • How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them • That abuse, bullying and harassment can take place online and that this can impact wellbeing • How to seek support from trusted adults • How to understand the information they find online, including from search engines, and know how information is selected and targeted • That they have rights in relation to sharing personal data, privacy and consent • Where and how to report concerns and get support with issues online
Physical health and fitness	• The characteristics and mental and physical benefits of an active lifestyle • The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity • The risks associated with an inactive lifestyle, including obesity • How and when to seek support including which adults to speak to in school if they are worried about their health

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

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

