

Relationships and Health and Sex Education

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1. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work Act 2017. We must also teach Health Education, which includes Physical Health and Mental Wellbeing. This expectation was strengthened from September 2020 and reinforced in 2025 when the Department of Education (DfE) revised the statutory guidance for Relationships Education, Relationships and Sex Education and Health Education. The DfE encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born.

2. 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 collated all relevant information, including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents were asked for their comments on the policy.
4. Pupil consultation – we investigated pupil expectations of RHSE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

3. Definition

RHSE (Life Skills) concerns the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, physical health, changes to bodies in puberty, mental wellbeing, diversity and personal identity. RHSE involves a combination of sharing information, and exploring issues and values. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

4. Curriculum

The school's Life Skills curriculum includes all elements of Relationship, Health and Sex Education, which includes Physical Health and Mental Wellbeing.

The school's RHSE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful planned thematic RHSE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

At St James C of E Primary School we follow the Coram SCARF Units of work, which are planned around the following themes: Me and My Relationships; Valuing Difference; Keeping Myself Safe; Rights and Responsibilities; Being My Best and Growing and Changing. These topics are covered annually through a developmentally progressive, spiralling curriculum. See Appendix 3 for an overview of SCARF.

The main topics in Relationships education are:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Within Health Education, the children will participate in learning activities linked to these specialist areas:

- General wellbeing
- Wellbeing online
- Physical Health and Fitness
- Healthy Eating
- Drugs, alcohol, tobacco and vaping
- Health protection and Prevention
- Personal Safety
- Basic First Aid
- Developing bodies

In the Early Years Foundation Stage, RHSE education is about making connections; it's strongly linked to child-led activities, including play. RHSE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

We have chosen SCARF as our RHSE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is

planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the SCARF Pre and Post Unit Assessment pages, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.

The scheme has been updated to reflect the changes in the July 2025 statutory guidance published by the DfE and to reflect a greater emphasis on online safety and general wellbeing including specific instruction on managing loneliness, grief, and loss at an age-appropriate level to be implemented from September 2026.

In line with statutory requirements, the school ensures that no commercial provider contracts restrict parents' right to view any curriculum materials. All resources can be inspected on-premises, and copyright clauses will not be used to prevent transparency.

5. Delivery of Relationships and Health Education

RHSE will be taught within the Life Skills programme in Key Stage 1 and 2 and within the Physical Development element of the EYFS curriculum. Life Skills takes a whole school approach and is proactively led to prioritise and address mental health and wellbeing. As a subject, it helps to embed the school aims, our four school values of Love, Respect, Unity and Courage, the SMSC (Social, Moral, Spiritual and Cultural curriculum), Behaviour policy and Safeguarding principles.

Life Skills is timetabled and discretely taught by the class teacher on a weekly basis. It is also supported by circle time; pastoral care and guidance; specialised assemblies; visiting speakers and whole school events. It is also taught through cross-curricular opportunities, for example biological aspects of RHSE are also taught within the science curriculum; online safety within Computing; Physical Health within PE and Healthy Eating within Design Technology. English texts may also be used to develop discussion on a particular objective and some moral aspects are taught within RE.

A range of teaching methods, which involve pupils' full participation, are used to teach RHSE. These include use of small group work, discussion, case studies, drama and roleplay. Ground rules and distancing techniques are used to establish a safe environment to facilitate discussion and pupils are encouraged to reflect on their learning.

RHSE is usually delivered in mixed gender groups. However, there may be occasions, in Years 4-6, during the Growing and Changing unit, when single gender groups are more appropriate and relevant.

Within lessons, questions asked by pupils will be answered in a way that is appropriate to their age, maturity, understanding and need. Correct biological vocabulary for body parts, including external genitalia (such as penis and vulva), will be taught explicitly to support safeguarding and child protection during Life Skills and Science lessons in Reception to Year 6.

In addition to the taught Life Skills curriculum, we provide enrichment activities to support the curriculum such as a Mental Health week, Anti-Bullying Week, Black History Month and Safer Internet Day.

RHSE will be delivered by the class teacher. Where appropriate, we may involve other visitors and professionals in the delivery of RHSE, such as the NSPCC and the School Nurse. When this happens, all visitors will be given a copy of this policy and will be expected to work within the values framework described within. The Life Skills coordinator will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's RHSE programme and a teacher will be present during the lesson.

Parents will be informed when the Sex Education element of RHSE will be taught to Year 6 so they can prepare for any questions their child may have. They will also be invited to view any resources that the children are to be shown before the sessions.

It is not our school's policy to withdraw pupils with special educational needs from RHSE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the RHSE education programme. Work in RHSE takes into account the targets set for individual children in their Individual Education Plans (IEPs).

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the RHSE education programme are relevant to all pupils; affirming compliance with the Equality Act 2010 regarding protected characteristics, emphasizing that the school teaches the biological facts of sex and puberty objectively, neutrally, and sensitively to all pupils.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 4% of pupils will go on to define themselves as lesbian, gay, bisexual, trans or queer (LGBTQ+). It is possible that some pupils will also have LGBTQ+ parents/carers, brothers or sisters, other family members and/or friends. Our RHSE education acknowledges this through scenarios, in a sensitive, honest and balanced way and, at St James, we talk about 'different families, same love'. This helps create a safe environment for all pupils and staff. The Public Sector Equality Duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

6. Sex Education

There is a particular focus on Relationships and Sex Education in Years 5 and 6 in the Summer Term, when the School Nurse visits in the topic Growing and Changing.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. Through our progressive science curriculum from Year R to Year 6, pupils learn the scientific names and then functions of parts of the body, that animals including humans reproduce and the process of change as we grow from babies to adults, including the changes of puberty.

The DfE recommends that all primary schools should have a Sex Education programme, tailored to the age and the physical and emotional maturity of the pupils. We therefore provide supplementary lessons in Years 4,5 and 6 drawing on knowledge of the human life cycle set out in the National Curriculum for Science. This can also be viewed on the Science Curriculum Overview on our school website.

This information builds on content they have previously learnt in the curriculum about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase. For more information about our curriculum, see our curriculum map in Appendix 3.

If a child asks a question outside the scope of the planned curriculum or a question related to a topic from which they have been withdrawn, the teacher will acknowledge the question and, where appropriate, advise the child to discuss it with their parents/carers. Teachers will use their professional judgement to ensure responses to all questions are age-appropriate and do not stray into prohibited content.

7. Roles and responsibilities

7.1 The Governing Board

The Governing Board will approve the RHSE policy, and hold the Headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RHSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of Sex Education (see section 8).

7.3 Staff

Staff are responsible for:

Delivering RHSE (Life Skills) in a sensitive way

Modelling positive attitudes to RHSE

Monitoring progress

Responding to the needs of individual pupils

Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RHSE

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

7.4 Pupils

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

8. Parents' right to withdraw

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches (how babies are conceived) but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, the Headteacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

All lesson resources are available for parental inspection on school premises. We will provide opportunities for parents to view some of these through class/year group meetings and upon request. Ongoing communication with parents about what is planned to be taught and when, will be provided through termly letters home. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RHSE at home. It is valuable for a child's development to learn about their own family's values in regards to relationships and sex alongside the information they receive at school.

9. Training

Staff are trained on the delivery of RHSE 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, to provide support and training to staff teaching RHSE.

10. Monitoring arrangements

The RHSE programme will be monitored by the Life Skills coordinator through the use of observation, planning, work sampling, learning walks, and discussions with teaching staff and pupils to ensure consistent and coherent provision. Children's progress and attainment will **also** be monitored through formative and summative ongoing assessment in science units. Achievement in other aspects of RHSE will be monitored through other methods such as self-assessment, observation in class, class discussions, drawing and writing activities.

This policy will be reviewed by the Governing Body every 2 years, or when government policy changes arise.

Appendix 1: Statutory Relationships Education content for Primary age children

TOPIC	CURRICULUM CONTENT
Families and people who care about me	1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. 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. 3. That the families of other children, 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. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. 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	1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy 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. 3. 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. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

TOPIC	CURRICULUM CONTENT
Respectful, kind relationships	1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. 5. 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, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners. 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. 9. The 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. 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

TOPIC	CURRICULUM CONTENT
Online safety and awareness	1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. 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. 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being safe	1. 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, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. 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. 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Appendix 2: Statutory Health Education content for Primary age children

TOPIC	CURRICULUM CONTENT
General Wellbeing	1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2. The importance of promoting general wellbeing and physical health. 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6. That isolation and loneliness can affect children, and the benefits of seeking support. 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 8. 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. 9. Where and how to seek support (including recognising the triggers for seeking support), including who 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). 10. That it is common to experience mental health problems, and early support can help.
Wellbeing online	1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 2. Pupils should be supported to discuss 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. 3. 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. 4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. 6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 7. 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. 8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 9. How to understand the information they find online, including from search engines, and know how information is selected and targeted. 10. That they have rights in relation to sharing personal data, privacy and consent. 11. Where and how to report concerns and get support with issues online.

TOPIC	CURRICULUM CONTENT
Physical Health and Fitness	1. The characteristics and mental and physical benefits of an active lifestyle. 2. 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. 3. The risks associated with an inactive lifestyle, including obesity. 4. How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy Eating	1. What constitutes a healthy diet (including understanding calories and other nutritional content). 2. Understanding the importance of a healthy relationship with food. 3. The principles of planning and preparing a range of healthy meals. 4. 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	1. 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	1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. 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. 4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check ups at the dentist. 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6. 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	1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. 2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic First Aid	1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. 2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing bodies	1. 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. 2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. 3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Appendix 3: Long Term Plan for RHSE

RHSE and wellbeing long-term plan based on SCARF half-termly units and related key themes

(Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body <u>healthy</u> – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Cooperation Online rules & restrictions Online behaviours Friendship (respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community Bullying inc. online	Managing risk Decision-making skills Drugs and their risks Staying safe online Digital literacy	Helping and being helped Looking after the environment Managing money Developing critical thinking	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Changing bodies and puberty Keeping safe Safe and unsafe secrets Relationships <u>inc. online</u>
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk inc. online Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety & behaviours	Making a difference (different ways of helping others or the environment) Media influence & digital literacy Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Critical digital awareness Online bullying & self esteem	Online safety Bullying inc. online Norms around use of legal drugs (tobacco, nicotine, alcohol) Decision-making skills	My health rights, respect and duties Making a difference Decisions about lending, borrowing and spending Media manipulation Artificial intelligence	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Digital footprint Drugs: norms and risks (including the law)	Understanding media bias Digital critical thinking Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations Managing risk Looking after wellbeing Digital literacy and critical thinking skills	Coping with changes Keeping safe inc. online AI/deep fakes Body Image Sex education Self-esteem

