



HAGBOURNE CE PRIMARY SCHOOL

'Be the best you can be'

Relationships, Health and Sex Education (RSHE) Policy

Reviewed and Approved by Governors: July 2026

Vision

In the parable of the Good Samaritan Jesus teaches us to 'Love your neighbour as you love yourself'. It is from this that we get our key Christian values of Respect, Responsibility, Care and Courage. These provide a nurturing environment where we encourage the children to *'be the best they can be'*.

Following the example of the Good Samaritan we are an inclusive school, serving equally those of all faiths or none through the provision of an education of the highest quality within the context of Christian belief and practice.

This policy has been written with a consultation from staff, parents, children and Governors. We have listened to and responded to all views to help strengthen the policy, ensuring that it meets the needs of all our pupils.

Legal requirements of schools

Since September 2020 it has been statutory for schools to deliver Relationships Education in primary schools, and they are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings and – in line with the National Curriculum for science - how a baby is conceived and born. Health Education is also statutory and covers the key facts about puberty, menstrual wellbeing and from September 2026, the correct names of body parts.

The Education and Inspections Act 2006 places schools under a duty to promote the well-being of their pupils.

The Education Act 1996, as amended by the Learning and Skills Act 2000, requires head teachers and governing bodies to have regard to the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, make a statement of policy on their provision and set out the circumstances in which a pupil is to be excused.

[Flourishing for all](#)

Our school's RSHE curriculum aligns with and is supported by *Flourishing for All: Anti-Bullying Guidance for Church of England Schools*, produced by the Church of England. This guidance replaces *Valuing All God's Children* and underpins our commitment to safeguarding, inclusion and Christian distinctiveness.

Rooted in the belief that every person is made in the image of God, we are committed to ensuring that all members of our school community are treated with dignity, respect and compassion. We recognise that bullying — including bullying related to protected characteristics such as race, disability, religion or belief, sex, sexual orientation or gender reassignment — is incompatible with our Christian vision and will not be tolerated.

Through our RSHE curriculum we:

- Promote respect, kindness and empathy.
- Teach pupils about healthy relationships and positive behaviour.
- Help children understand and celebrate difference.
- Equip pupils with the skills to recognise, report and challenge bullying.
- Foster a culture of belonging where all can flourish.

Our approach reflects both our Christian foundation and our statutory responsibilities under the Equality Act 2010 and Department for Education guidance. We aim to create a safe and nurturing environment in which every child is supported to flourish academically, socially, emotionally and spiritually.

What is RSHE?

RSHE stands for Relationships, Sex and Health Education. This combines PSHE (Personal, Social, Health and Economic Education) and RSE (Relationships and Sex Education).

RSHE, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. 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. It is a combination of sharing information and exploring issues and values. It does not promote sexual activity, but may address sensitive topics such as recognising harmful behaviour, including sexual violence, to help children stay safe.

The school's provision supports the school's aims of developing confident citizens and successful learners who are creative, resilient, able to identify and solve problems and are prepared for the next step in their future. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture and is taught through our school values of care, courage, respect and responsibility. This is woven into school assemblies, the behaviour policy and is embedded across the curriculum and into daily life.

We have a planned thematic RSHE 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 and Health education are critical to ensuring children are effective learners.

Sex Education

The DfE guidance 2019 recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'.

However, sex education is not compulsory at primary schools.

Schools are to determine the content of sex education at primary schools. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the national curriculum in science - how a baby is conceived and born'.

At Hagbourne primary school we define sex education as the teaching of physical and biological aspects of reproduction and growing up, delivered in an age-appropriate manner,

In primary schools, this teaching is limited, and parents have the right to request that their child is withdrawn from the non-statutory elements.

How RSHE education is provided and who is responsible for this

At Hagbourne school, CORAM SCARF is one of the programmes we use to support our delivery of RSHE. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the RSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum. We also use a resource called KiVa which is an anti-bullying program that is taught to all classes in KS2 as part of our RSHE curriculum.

Class teachers follow the suggested six half termly units provided by SCARF for each year (see below). Lessons may be a weekly standalone RSHE lesson or be cross curricular e.g. taught through computing, science or PE lessons. RSHE objectives are also taught in school assemblies and through our school values throughout daily school life. These are enriched through school trips, particularly residential in years 4, 5 and 6.

SCARF is a useful 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 scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. It also builds a consistent vocabulary.

KiVa is an anti-bullying program that has been developed at the University of Turku, Finland, with funding from the Ministry of Education and Culture. The program is research-based which means that the effectiveness of KiVa has been proven scientifically. The KiVa program:

- Decreases the amount of bullying cases
- Intervenes in on-going bullying
- Promotes students' well-being, their liking for school and academic motivation
- Reduces anxiety and depression and improves students' perception of the school climate
- Makes the school a safer place for all students

Many of the themes in the RSHE curriculum are interwoven into the fabric of the school through the teaching of our school values of care, courage, respect and responsibility. These values are part of our behaviour policy and are often taught in collective worship and are modelled in daily school life.

What is being taught

The Early Years (Reception)

In Reception, RSHE education is about making connections; it's strongly linked to child-led activities, including play. RSHE 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.

KS1 and KS2

The SCARF programme divides the year into 6 half-termly units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe

4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

The KiVa program contains 10 lessons across the year as follows:

The topics of Unit 1 student lessons	The topics of Unit 2 student lessons
1. Let's get to know each other!	1. Respect is for everyone
2. Emotions	2. In a group
3. Our class – everyone is included!	3. Recognize bullying!
4. Difference is richness	4. Hidden forms of bullying
5. We say NO to bullying	5. Responsible online
6. We will not join in on bullying!	6. Consequences of bullying
7. The bullied child needs your support	7. The group and bullying
8. I will not be bullied!	8. Communicating support
9. Literature lesson	9. Stick up for yourself
10. The KiVa contract	10. KiVa school - let's do it together!

Unit 1 is taught in years 3 and 4. Unit 2 is taught in years 5 and 6 and builds upon the learning from unit 1. The lessons consist of discussions, group work, short films about bullying, and learning-by-doing exercises.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty. These lessons are all compulsory and parents cannot opt to withdraw children from them.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. 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.

Our non-statutory sex education includes naming body parts correctly, understanding how puberty changes the body and menstruation. In Y6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase. Please see appendix 1 for more information about Sex Education and what is taught when.

1. How RSHE education, including Relationships Education, is taught

RSHE lessons are taught by their class teacher once a week in their timetabled RSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment. The teachers will use a range of skills, including distancing techniques (role play, stories, scenarios of real situations but fictional characters) and an anonymous question box. Teachers will answer children's questions factually and honestly in an age-appropriate way that is consistent with the school's curriculum. Teachers may give a brief, general response but will avoid unnecessary detail. Where appropriate, pupils may be encouraged to discuss questions further with a parent or carer.

Teachers will respond to any disclosures following the schools safeguarding procedures/child protection policy which can be found on the school website. Where a pupil has been withdrawn from Sex Education, staff will not teach the withdrawn content but will respond to incidental questions in a limited, age-appropriate way, ensuring that safeguarding remains paramount.

Support is provided to children experiencing difficulties on a one-to-one basis or in small groups with TAs if appropriate. Relevant posters can be found on display referring pupils to sources of help and advice, alongside suitable books which can be found in the library.

Support and training is also provided for teachers so that they can teach effectively and handle any difficult questions with sensitivity. It is the responsibility of the teacher to request support from a member of SLT if they have any concerns about teaching the content of any of the lessons.

2. How RSHE education is monitored, evaluated and assessed

For each of the six units we carry out a specially designed pre- and post-unit assessment activity. Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development.

This approach encourages children to reflect personally on their learning. They can record what they found helpful, thought-provoking, challenging and where their learning might take them to next.

The monitoring of the standards of children's work and of the quality of RSHE education is the responsibility of the RSHE subject lead and the headteacher/SLT. The work of the subject lead also involves supporting colleagues in the teaching of RSHE education and being informed about current developments in the subject.

3. How the delivery of the content will be made accessible to all pupils

It is not our school's policy to withdraw pupils with special educational needs from RSHE 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 RSHE education programme.

SCARF and KiVa 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 PSHE education programme are relevant to all pupils. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender or is gender questioning, will have access to RSE that is relevant to the puberty they are likely to experience.

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 10% of pupils will go on to define themselves as gay, lesbian, or bisexual. It is possible that some pupils will also have LGB parents / carers, brothers or sisters, other family members and / or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. 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

4. Parental concerns and withdrawal of students

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches 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.

Requests need to be in writing to the headteacher (through the school office email: office@hagbourne.school). Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead).

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.

It is statutory for our school to show parents examples of the resources we plan to use. We have created parent slides so you have an opportunity to see the content of what we are teaching. 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 RSE at home. It is valuable for a child's development to learn about its own families values in regards to relationships and sex alongside the information they receive at school.

5. Confidentiality

Teachers conduct sex and relationships education lessons in a sensitive manner. However, if a child makes reference to being involved, or likely to be involved in something that will cause them harm, then the teacher will take matters seriously and deal with it as outlined in the school's safeguarding policy. If a teacher has concerns, they will report these to the Designated Safeguarding Lead as a matter of urgency.

Legally, the school cannot offer or guarantee complete confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken then the pupil will be informed and offered support.

6. Complaints Procedure

Any complaints or concerns about the Relationships and Sex Education programme should be made to the class teacher in the first instance. If they feel things have not been resolved, parents may wish to speak to a senior leader or follow the Hagbourne School complaints procedure (found on the website).

7. Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website.

Should further information about RSHE education be required, please contact the RSHE education lead, Mrs Dobson.

This policy should be read in conjunction with the following:

- Safeguarding/Child Protection policy (inc. responding to disclosures)
- Anti-bullying policy
- DfE 'Keeping children safe in education'
- KiVa program
- RSHE presentation for parents

Useful resources/Appendix

Appendix 1 - Sex education - what is taught when?

Year group	Unit	Learning outcome
Reception	Where do babies come from?	Understand that babies are made by a man and a woman (a sperm and an egg) Name the different stages in childhood and growing up
Year 1	Keeping privates private	Identify parts of the body that are private and know what their real names are (external body parts) PANTS rule
Year 2	My body your body Respecting privacy Keeping privates, private	Label body parts including genitals with correct names Explaining that our genitals help us make babies when we are older Understanding that there are safe and unsafe secrets
Year 3	Body space	Reminder of correct names of body parts Not strictly a Sex Ed lesson, but this lesson contains revision of correct names for body parts PANTS rule
Year 4	My changing body	Understand and explain why puberty happens Know the key facts about menstruation Recognise that babies come from the joining of an egg and a sperm
Year 5	Growing up and changing bodies Changing bodies and feelings	Know the correct words for the external sex organs Know what menstruation is and why it happens Identify some products they may need during puberty and why
Year 6	Making babies Is this normal?	Identify the changes that happen through puberty to allow sexual reproduction to occur Know a variety of ways in which the sperm can fertilise an egg (e.g. intercourse, IVF, surrogacy) Know the legal age of consent and what this means

Appendix 2 - Dfe statements for what children need to know by the end of primary school

DfE Statutory Guidance Categories: Relationships Education

By the end of primary school pupils should know:

Families and people who care for me	• That families are important for children growing up safe and happy because they can provide 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 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. • 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 two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends. • 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. • 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. • 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. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • How to manage conflict, and that resorting to violence is never right. • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
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 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 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; how to manage feelings, including disappointment and frustration. • 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. • 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. • Practical steps they can take and skills they can develop 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. 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. • 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. • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online safety and awareness	• 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. • 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. • 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. • The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • 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.
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, resources etc. • 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. • 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 do not 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 e.g. family, school and/or other sources.

DfE Statutory Guidance Categories: Physical Health and Mental Wellbeing

By the end of primary school pupils should know:

General Wellbeing	• 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. • The importance of promoting general wellbeing and physical health. • 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. • 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 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). • That it is common to experience mental health problems, and early support can help.
Wellbeing online	• 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. • 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. • 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.

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 and tobacco	• 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 check ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and 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.
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.
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.
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. 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. • 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.