Great Waltham C of E Primary School
RSE Policy

Approved by:	FGB
Last reviewed on:	November 2026
Next review due by:	November 2027

1. Aims

As a Church of England School, we are committed to the spiritual, moral, social and cultural development of all children, as well as having a robust approach to safeguarding. High-quality RSE is crucial to both of these. Through RSE, children will learn a moral code which they can use as they grow and develop through puberty, and they will also be able to think critically about safe and unsafe relationships and experiences, empowering them to take action when needed.

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory Requirements

As a maintained primary school, we are required to provide Relationships Education to all pupils of compulsory school age, in accordance with Section 34 of the Children and Social Work Act 2017 and the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019. We are also required to provide Health Education and deliver the statutory National Curriculum for Science.

In planning and delivering our Relationships, Sex and Health Education (RSHE) curriculum, the school has regard to the Department for Education's statutory guidance, *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (2025), which came into effect on 1 September 2026. Great Waltham Primary School also ensures that its RSHE provision is consistent with current safeguarding requirements, including *Keeping Children Safe in Education 2026*.

Our curriculum is planned to be age-appropriate, inclusive and accessible to all pupils, taking account of their developmental needs and individual circumstances. We work in partnership with parents and carers and ensure that our RSHE provision reflects statutory requirements and supports pupils' physical, emotional and social development.

Should you like to see this guidance please visit: https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

3. Policy Development

This policy has been developed in consultation with staff, pupils and parents. The policy was shared with governors and ratified.

4. Definition

Mandatory Subjects - Our definitions of Relationship Education (RE) is as follows:

Relationships Education is learning about the emotional, social and physical aspects of growing up. It is inclusive of all types of families, to help children understand about loving and caring relationships of all types. It should equip children with the information, skills and positive values to have safe relationships, to understand their bodies and to empower them to know they have choice. This subject can support children to develop resilience and to know how and when to ask for help.

Non-Mandatory Subjects - Our definitions of Sex Education (SE) is as follows:

Sex Education (SE) provides a safe environment for children to have a factual, age appropriate introduction to human reproduction and to ask questions related to this topic. It should enable children to access a safe source of information. Sex Education in this school will always form part of a broader scheme of work presented in conjunction with RE above, therefore will be referred to as Relationship and Sex Education (RSE). RSE is not about the promotion of sexual activity.

5. Curriculum

All content in the RSE curriculum supports the wider work of school in helping to foster pupil wellbeing and develop resilience and values that we know are fundamental to pupils being happy, successful and productive members of society. It is embedded within our PSHE curriculum and is set out as per Appendix 1, however, this will be adapted when necessary. We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so they are fully informed and do not seek answers online.

Outcomes for pupils include:

- Pupils should be able to form a strong early understanding of the features of relationships that are likely to lead to happiness and security.
- Pupils should be able to recognise any less positive relationships when they encounter them.
- RSE should create the opportunity to teach pupils about positive emotional and mental wellbeing, including how friendships can support our mental wellbeing.
- RSE should contribute to the prevention of abuse and protection of children, by teaching the knowledge they need to be safe and to report abuse, including emotional, physical and sexual abuse.
- Children should be prepared for the physiological and emotional changes they will go through during puberty, where possible before these occur, understanding that these are natural and normal changes.

Primary sex education will focus on:

- Sexual difference and naming body parts using scientific terminology.
- Preparing boys and girls for the changes that adolescence brings
- Exploring the impact of puberty on the body and the importance of physical hygiene
- Understanding that menstruation and wet dreams are a normal part of growing up
- How a baby is conceived and born, considered in the context of relationships
- Knowing where to find support and advice

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

Special note: Within our school we use the scientific language for the genitals from the outset. The school teaches pupils the correct scientific terminology for body parts from the outset, including penis, vulva, vagina, testicles and

anus. Teaching is age-appropriate and recognises that bodies can vary. Children are encouraged to use correct anatomical vocabulary when discussing their bodies and seeking help.

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

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

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQIA+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Health Education (Health and wellbeing) focuses on the teaching of:

- 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

6. Delivery of RSE

We carry out the main RSE curriculum in PSHE lessons (see appendix A for further details). However, we also teach RSE through other subject areas e.g., Science, PE and RE, where we feel that they contribute significantly to a child's knowledge and understanding of their own bodies, and how it is changing and developing. Linked with RE, children reflect on family relationships, different family groups and friendships. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Linked with PE, children learn about healthy lifestyles and the importance of exercise.

7. Roles and responsibilities

7.1 The Governing Board

The governing board will approve the RSE policy, and hold the head teacher to account for its implementation.

7.2 The Head Teacher

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/nonscience components of RSE

- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher.

7.4 Pupils

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

8. Parents' right to withdraw

Parents and carers do not have the right to withdraw their children from statutory Relationships Education or Health Education. They also cannot withdraw their children from content taught as part of the statutory National Curriculum for Science, including relevant content relating to puberty and human reproduction.

Parents and carers have the right to request that their child is withdrawn from some or all additional sex education delivered by the school, which falls outside the statutory Science curriculum.

Requests for withdrawal should be made in writing and addressed to the headteacher. Where a pupil is withdrawn from sex education, appropriate and purposeful alternative education is provided during this time.

9. Confidentiality

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will follow the school safeguarding and child protection procedures.

Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has a concern, the teacher will follow the school safeguarding and child protection procedures. Teachers have a personal legal duty to report known cases of female genital mutilation (FGM) in girls under the age of 18 directly to the police. This duty applies where a girl discloses that FGM has been carried out on her, or where a teacher identifies physical signs indicating that FGM may have taken place. Teachers must also follow the school's safeguarding procedures and inform the DSL as appropriate. 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, pupils are informed first and then supported by the designated teacher throughout the whole process.

10. Special Educational Needs

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

11. Equal Opportunities

RSE will be delivered to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination. The school complies with the Equality Act 2010 and ensures that RSHE is delivered in a way that is inclusive, respectful and accessible to all pupils.

12. Complaints Procedure

Any complaints or concerns about the Relationships and Sex Education programme should be made to the class teacher in the first instance. Parents can choose to follow the school's complaints procedure if they feel things are not resolved.

13. Monitoring Arrangements

The delivery of RSE is monitored by the PSHE Leader through planning scrutinies, learning walks, book scrutinies and pupil voice feedback.

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

This policy will be reviewed by the PSHE leader at least annually. At every review, the policy will be approved by the governing board.

14. Further Policies

In conjunction with this policy, please also see:

- Behaviour policy and procedures
- Safeguarding and Child Protection policy
- Anti-bullying policy and procedures
- Online safety policy
- PSHE policy

Appendix 1

Key

There are references at the end of each learning opportunity to show which statutory RSHE guidance content that learning opportunity addresses. For example, the first learning opportunity in key stage 1, '*what a family is and who is in our family* F1 F2 ' addresses bullets 1 and 2 of the 'Families and people who care for me' section of the statutory RSHE guidance. The letters in the icons correspond to the statutory RSHE guidance sections as follows:

Relationships Education

- F — Families and people who care for me
- CF — Caring friendships
- RKR — Respectful, kind relationships
- OSA — Online safety and awareness
- BS — Being safe

Health Education (Health and wellbeing)

- GW — General wellbeing
- WO — Wellbeing online
- PHF — Physical health and fitness
- HE — Healthy eating
- DATV — Drugs, alcohol, tobacco and vaping
- HPP — Health protection and prevention
- PS — Personal safety
- BFA — Basic first aid
- DB — Developing bodies

Families

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

1. what a family is and who is in our family F1 F2
2. that there are different types of family, and that everyone's family is unique and special F3
3. how families show love and care, and different ways they can spend time together and share each other's lives F2 F4
4. what to do if anything about family life is upsetting or concerning * F6

* *see naming and recognising emotions in 'Mental health and wellbeing'*

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

5. how and why families differ (e.g. with or without children, single parents, LGBT+ parents, blended families, adoption and fostering), and that all families should be respected F3
6. that families should provide love, care, protection, and safety for children as they grow up F1 F2 F4
7. that there are different types of relationships (e.g. friendships, family and romantic relationships); about committed, stable relationships, including marriage and civil partnerships F4 F5
8. that families can go through changes (e.g. new siblings, moving home) and experience difficult times, and can support each other through these F2
9. what to do and who to talk to if someone is worried about their family or feels unsafe * F6

* *see naming and recognising emotions in 'Mental health and wellbeing'*

Section 1: Relationships (Sex) and Health Education (RSHE)

Friendships

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

1. what friendship is and what makes a good friend CF1 CF2 CF4
2. how people make friends and how to be kind and caring in friendships CF1 CF2
3. that friends can argue, and they can also make up CF5 RKR3
4. simple ways to resolve arguments between friends positively; that physically hurting someone is never the right way to solve an argument CF6 RKR3
5. how to ask for help if a friendship is making them feel unhappy CF7

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

6. about the importance of friendships; that positive friendships support wellbeing CF1
7. what constitutes a positive, healthy friendship (e.g. mutual respect, trust, kindness, generosity, sharing interests, enjoying being together, and support with problems and difficulties); that truthfulness and loyalty are also part of this, but when these might be less appropriate CF2 CF4 RKR2
8. how people choose and make friends; skills for building caring, kind friendships (e.g. mutual support, listening, respecting boundaries, celebrating friends' successes) CF1 CF2
9. that healthy friendships are not controlling or possessive; that everyone can have more than one friend, and that having different friends can bring different positive experiences CF1 RKR4 RKR2
10. that healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the importance of seeking support if feeling lonely or excluded CF1 CF3 CF4 GW6
11. strategies for recognising and managing peer influence and the desire for peer approval in friendships CF2
12. about balancing the needs and wishes of different people, e.g. in families or friendships; the importance of balancing their own needs with being kind to others RKR1 RKR4
13. that friendships have ups and downs and can change over time; that working through differences can sometimes strengthen friendships CF5
14. how to recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; how to manage this and ask for help if necessary CF7

Respecting self and others

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

1. what makes them unique and special; how they are the same as, and different to, others; about the different groups they are part of, and how this can contribute to a sense of belonging RKR8 RKR10
2. that they have likes, dislikes and needs; why it is important to understand that not everyone likes, dislikes and needs the same things RKR1
3. how to respectfully express their likes, dislikes and needs, and listen to other people RKR3 RKR5
4. ways to show politeness and respect RKR7
5. how to play cooperatively; what they can do if they feel upset or angry with someone RKR3 RKR6
6. how to share, take turns and include others CF2
7. about kind and unkind behaviour; that someone's actions and words can be hurtful RKR3 RKR9
8. how to recognise bullying; how people may feel if they experience hurtful behaviour or bullying; the importance of telling an adult if they experience or witness bullying RKR9 GW7
9. how to identify people they can tell, and get help from, if they are worried, upset, uncomfortable or unsure about relationships or someone's behaviour, and why it is important to do so RKR11

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

10. the shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others RKR1 RKR6 GW1
11. about diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect RKR5 RKR8
12. how courtesy and manners can be used to show respect; that different cultures can use different customs and behaviours to show courtesy; to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own RKR5 RKR7
13. how to communicate effectively and assertively, including expressing needs and boundaries; how being assertive differs from being controlling RKR3 RKR4
14. ways to reconcile differences and conflict positively and safely, including avoiding physical aggression and finding a compromise CF6 RKR3
15. how to respond to situations where they experience disappointment or frustration with others RKR3
16. about different types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all involved (including on wellbeing) and how to report and seek help for themselves or others GW7 RKR9 WO8
17. what stereotypes are and how they can be unfair; how stereotypes can negatively influence behaviours and attitudes towards others, including leading to bullying; strategies for challenging stereotypes RKR10
18. about prejudice and discrimination; to recognise behaviours that discriminate against others; ways of responding to discrimination, including when and how to seek help RKR5 RKR6 RKR10

Safe relationships: consent, boundaries and trust

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

1. when to ask for permission and when others should ask for theirs, e.g. during play or when negotiating shared space, toys and resources; how to give or not give permission clearly and respectfully BS1
2. that everyone's body belongs to them; simple rules to protect privacy, recognise safe and unsafe touch, assert boundaries, and who to tell if concerned e.g. Talk PANTS rule from NSPCC DB2 BS2 BS3
3. that some parts of the body are private; to be able to name these private parts of the body (e.g. penis, testicles, scrotum, nipples, vulva, vagina) DB2
4. basic strategies for resisting pressure to do something they don't want to do, that makes them uncomfortable, or that might be unsafe BS4 BS5 BS6
5. what is meant by a 'trusted adult' (i.e., someone they know who makes them feel safe, listened to and cared for); how to ask for help from a trusted adult BS5 RKR11
6. to distinguish between trusted adults who are familiar to them, adults they recognise in the community, and adults they don't know RKR11 BS4 BS5
7. about the importance of not keeping adults' secrets (only happy surprises), and of telling a trusted adult about any secrets that make them feel uncomfortable, worried, embarrassed, or unsafe BS2 BS6
8. what to do if they feel unsafe or worried for themselves or others; who and how to ask for help; the importance of keeping trying until they are heard (RKR11, BS6, BS7) RKR11 BS6 BS7

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

9. the difference between public and private; why something might be private, and when children and adults have a right to privacy BS2
10. about seeking and giving/not giving permission (consent) in different situations with friends, peers and adults BS1 BS3
11. what is meant by boundaries; how to set and communicate appropriate boundaries in friendships and other relationships; the importance of respecting others' boundaries BS1 RKR2
12. about parts of the body that are private; that other people's bodies belong to them and should be respected; how to express boundaries about these body parts DB2
13. how to identify acceptable/appropriate physical contact, and how to tell if physical contact is inappropriate (e.g. contact or touch that makes them feel uncomfortable, worried, confused, embarrassed, hurt or unsafe); how to respond to inappropriate or unwanted physical contact, including who to tell BS3
14. how to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing that BS5 CF7
15. about keeping something confidential or secret, when this should not be agreed to, and when it is right to break a confidence or share a secret; who and how to tell about secrets that make them feel uncomfortable, worried or unsafe BS2
16. different ways to respond safely and appropriately to adults who are known or unknown to them, in a range of contexts; who to talk to if feeling uneasy about, or unsafe around, any adult BS4 BS6 OSA2
17. that some relationships can be harmful, dangerous or abusive; how to recognise signs that a relationship may be harmful, dangerous or abusive, and how to report abuse BS5 BS6
18. that female genital mutilation (FGM) is against British law; what to do and who to tell if they think they or someone they know might be at risk * BS2 BS3 BS6 F6 DB2

** Whilst it is not a statutory requirement to teach about FGM at primary school, we know that FGM is performed on girls from a young age and the guidance states "Primary relationships education... should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This can be delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information. Pupils should be able to recognise emotional, physical and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right."*

19. how to identify trusted adults, and other sources of support and advice, in different contexts; the vocabulary and skills needed to seek help if they are concerned about their own or others' safety or if they feel worried, upset or frightened about something, including violence or harm; how to keep trying until they are heard BS5 BS6 BS7 RKR11

Mental health and wellbeing

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

1. how to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly GW3 GW4 GW5
2. that being aware of their thoughts and feelings can help someone to manage them and is an important part of keeping healthy and well GW2 GW4
3. that someone's feelings can affect how they behave; ways to manage strong feelings, reactions and responses GW5 RKR3
4. about things that can help people feel good (e.g. playing outside, being in nature, physical activity, doing things they enjoy, spending time with family and friends, getting enough sleep) GW1
5. simple strategies to manage distraction, unhelpful thoughts and strong, unpleasant or uncomfortable feelings; that the brain can get better at remembering how to use these strategies GW1 GW5
6. about different kinds of change and loss (including death); how change and loss can affect people and who can help GW8
7. about preparing to move to a new class or year group and how to manage feelings during times of change GW3 GW8
8. who they can talk to if finding things difficult, or needing help with feelings (including adults in school) and how to ask for help GW9

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

9. the importance of taking care of mental health and wellbeing, as well as physical health GW2
10. how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time GW3 GW4 GW5
11. about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends) GW1
12. how feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses GW5
13. how to direct attention and manage distractions to support mental health and wellbeing GW1
14. self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations GW1
15. that when someone practises self-regulation strategies, over time their brain will help them to use these strategies automatically and effectively GW1
16. how to manage emotional responses to events outside of their control (e.g. climate change or distressing events) GW5
17. that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad GW3 GW6 CF3
18. if unpleasant thoughts and feelings are strong, last a long time, or cause problems that affect daily wellbeing (e.g. by making it difficult to do important things, such as learning or playing), this can be a sign of a mental health difficulty, and there is support available to help people manage this GW10
19. about change, loss and grief, including bereavement; that people feel, express, and manage grief in different ways; strategies that can help with change, loss and grief GW8
20. about preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition GW8
21. when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school GW9 GW10

Keeping healthy and well

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

1. people who help us stay healthy and who can help if feeling unwell or hurt HPP1 PHF4
2. how to brush teeth correctly; about visiting the dentist and how food and drink choices affect dental health HPP4
3. how to keep safe and well in the sun and protect skin from sun damage HPP2
4. why sleep is important; bedtime routines and ways to rest and relax HPP3
5. simple hygiene routines that can stop germs from spreading HPP5
6. who to talk to if they are worried about their health PHF4

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

7. how to maintain good oral hygiene (including correct brushing and cleaning between teeth); why regular visits to the dentist are essential; the impact of lifestyle choices on dental health HPP4
8. about the benefits and risks of sun exposure (including sun damage, heat stroke and skin cancer); how to keep safe and well in the sun and cool during heatwaves HPP2
9. how sleep quality and quantity support a healthy lifestyle; the effects of lack of sleep on the body, feelings, behaviour, and ability to learn, and routines for good quality sleep HPP3
10. why and how to maintain personal hygiene; about bacteria and viruses and ways to limit the spread of infection (e.g. hygiene routines, vaccination, immunisation) HPP5 HPP6
11. the role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health HPP1

Physical activity and nutrition

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

1. what being healthy means and how physical activity helps people to stay healthy PHF1
2. ways to be physically active every day PHF2
3. that there are different types of food and drink, with different tastes and textures, and people enjoy different foods HE2
4. that people often share food together, e.g. during mealtimes or special occasions HE2 HE3
5. that food and drink come from different sources (e.g. eggs from chickens, fruit from trees/plants) and how some foods can be changed (e.g. grains into bread) before they are eaten or drunk HE1 HE4
6. that what someone eats and drinks can affect their health; about food and drink that support good health, the importance of eating a range of foods, the effects of consuming too much sugar; who to talk to if worried about what they eat and drink HE1 HE4
7. when and how children can make choices about what they eat and drink and who can help them make healthier choices HE2

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

8. what good physical health means; the characteristics of a balanced, healthy lifestyle PHF1
9. the benefits of regular physical activity for mental and physical health; how to build moderate and vigorous exercise into daily/weekly routines PHF1 PHF2
10. about choices that support a healthy lifestyle and what might influence these; risks associated with an inactive lifestyle, such as unhealthy weight gain PHF3
11. the elements of a healthy, balanced diet; foods that should be eaten often or less often, and the benefits of eating a variety of nutritionally rich foods for health and wellbeing HE1
12. about the effects of different food and drink on the body and the effects of eating a less healthy diet, including ultra-processed foods HE4
13. how to develop healthier eating and drinking habits and how to manage influences on their choices HE1 HE2 HE4
14. some benefits of preparing meals at home; how to plan and prepare healthy meals HE3
15. how and when to speak to adults (including in school) if they are worried about their health PHF4

Changing and growing up

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

1. about growing and changing from young to old and how people's needs change DB1

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

2. the external genitalia and internal reproductive organs in males and females DB1 DB2 DB3
3. the emotional and physical changes that occur during puberty in both males and females (e.g. mood swings, wet dreams, periods, body hair); strategies to prepare for and manage these changes DB1
4. that people can develop crushes and be attracted to others romantically; that people may be attracted to someone of the same sex or different sex to them DB1 DB3
5. the facts about the menstrual cycle and menstrual wellbeing, including what period products are available; where to get help and advice for menstrual wellbeing* DB3

** Whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before that age will help pupils understand what to expect, before it happens to them or their peers.*

Sex education **

6. about the processes of reproduction and birth as part of the human lifecycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for ***

*** While Sex Education is not statutory in primary schools, the Department for Education recommends "that primaries teach Sex Education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science."*

**** Pupils may know that sexual intercourse does not always result in a baby and they may already have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education.*

Personal safety and first aid

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

1. what rules are, some basic safety rules and how different rules can help to keep people safe in different situations PS1
2. how to recognise potentially harmful or hazardous situations in everyday life, including at home PS1
3. ways to keep safe when out and about, e.g. near railways, on the street and in busy places PS2
4. how to cross the road safely with adult support PS2
5. how to keep safe around water, using the water safety code PS2
6. about the people whose job it is to help keep children safe and how to get help from an adult if there is an accident or emergency BS4 BS7
7. how to dial 999 in an emergency (including from a locked mobile phone), and what to say BFA1

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

8. about the role of rules and laws in keeping people safe PS1 PS2
9. about hazards that may cause harm or injury in the home e.g. fire risks; how to help keep themselves safe, including around electrical appliances PS1
10. how to predict, assess and manage risk in different situations PS1
11. strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (e.g. rail, water, road, cycle and firework safety) PS2
12. what is meant by first aid; basic techniques for dealing with common injuries (e.g. bruises, scalds, burns, bleeds) * BFA2

** schools might also choose to teach about how to manage asthma attacks, allergic reactions, a person who is choking or unresponsive. For head injuries, pupils should be taught to seek adult help immediately but not to attempt to move the person*

13. when and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them BFA1

Online life and safety 1 of 3

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

1. different ways people use the internet in everyday life WO1
2. that not everything on the internet is true or real WO7
3. how the internet and digital devices can be used to safely and respectfully communicate with others WO2 WO4 OSA1
4. that it is important to be kind online; that people's feelings can be hurt by unkindness online OSA1
5. that sometimes people may behave differently online, including by pretending to be someone they're not or saying things that aren't true OSA2
6. basic rules to keep safe online, including which personal details should be kept private online; that anything shared online can be used or shared by other people WO10 OSA4 OSA5

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

Understanding the internet

10. about ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online WO1 WO2
11. about rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent WO4 WO10
12. how content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see WO7 WO9 WO10
13. how text and images in the media and online can be manipulated or fabricated; strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation WO7 WO9

Online life and safety (KS2) continues on the next page

Online life and safety Continued – 2 of 3

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

7. how rules and age restrictions help protect children's wellbeing online; why it's important to limit time on, and take breaks from, digital devices WO3 WO5 OSA3
8. some benefits and risks of watching videos or playing games online WO6 WO7
9. how to tell a trusted adult if they have worries about something online WO11

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

14. what AI is (including generative AI) and where it might be encountered in everyday life WO1

Risks, rules and wellbeing online

15. reasons for following rules and age restrictions; how rules and age restrictions for some apps, streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing WO5
16. the minimum age requirement for social media; how this protects children from inappropriate content or unsafe contact with other social media users OSA3 WO5
17. about the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing WO3
18. how AI chatbots work; similarities and differences between interacting with an AI chatbot and a human, and the implications for wellbeing WO2
19. how to assess and manage risks relating to online gaming, including the impact of compulsive gaming on health and wellbeing; the risks relating to video game monetisation and loot boxes, as well as other online financial harms including scams and fraud, and their impact on wellbeing WO3 WO6
20. why and how to use privacy and location settings to protect information OSA4
21. where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online OSA6

Safe and respectful behaviour online

22. similarities and differences between communicating with someone online and offline; the importance of meaningful in-person relationships; that while online communication might enhance some relationships, purely online relationships may be less fulfilling WO2
23. that the same principles about how to treat others apply in all contexts, including online OSA1
24. how someone's online behaviour can affect other people; the importance of, and how to maintain, positive, kind and respectful communication online, including when anonymous WO4
25. strategies for managing peer influence on their online behaviour; the importance of not pressuring others, and how to resist pressure from others, to share personal information or images online OSA1 WO4

Online life and safety (KS2) continues on the next page

Online life and safety Continued – 3 of 3

KS1 | Learning opportunities: Pupils should have the opportunity to learn...	KS2 | Learning opportunities: Pupils should have the opportunity to learn...
	26. about why someone may behave differently online, including pretending to be someone they are not; strategies for evaluating online relationships, recognising risks, harmful content and contact; how to report concerns to trusted adults and reliable sources of support OSA2
	27. the risks of sharing things online, including images or words; that once these have been circulated online, they might spread quickly and far; that it can be difficult to control who sees them and to remove them from everywhere on the internet OSA5
	28. how to decide what is appropriate to share online and what should not be shared OSA4
	29. the importance of telling a trusted adult and getting support with anything that worries, scares or concerns them online; when, why, and how to report concerns online WO11

Drug education

KS1 | Learning opportunities: Pupils should have the opportunity to learn...	KS2 | Learning opportunities: Pupils should have the opportunity to learn...
1. that medicines can help people to stay healthy or feel better if they are unwell HPP6	4. the facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines) DATV1
2. that some things that go into or onto bodies can be harmful and how we might know if something is harmful DATV1	5. how medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies and asthma HPP6
3. to recognise risk in relation to medicines, cleaning fluids and other potentially harmful products that might be in the home; what to do and who to tell if they think they are at risk DATV1	6. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others DATV1
	7. what can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break DATV1
	8. that there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know DATV1 GW9