



Trinity and St. Michael's

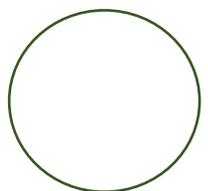
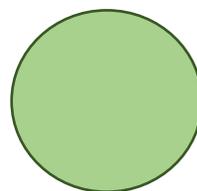
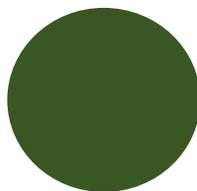
PSRHE and SE Policy

"Don't withhold good from someone who deserves it, when it is in your power to do so."
Proverbs 3 Verse 27

Do everything in



1 Corinthians 16:13-14





PSRHE and SE Policy

This policy includes the statutory Relationships and Health Education curriculum for primary schools and a specified Sex Education element in Y6.

Abbreviations:

PSRHE- Personal, Social, Relationships, Health and Economic education

RHE- the new statutory Relationships and Health Education for primary schools

RSE- the new statutory Relationships and Sex Education at secondary level. The DfE recommends that primary schools cover age appropriate aspects of *Sex Education, but this is not statutory. (**see sections below concerning the parents right to remove their children from this aspect of work in primary school- section 4*)

POS- Programme of Study

TSM- Trinity & St Michael's C of E & Methodist Voluntary Aided Primary School

1.Introduction

This PSRHE policy has been written after consultation with children, parents, governors and staff.

Through our PSRHE programme, we aim to provide the children at TSM, with the knowledge, skills and understanding that they will need to lead healthy, content and safe independent lives.

In providing children with an understanding of healthy, respectful relationships and appropriate boundaries, we consider effective PSRHE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

At TSM, RHE (statutory) will be taught as part of the Personal, Social, Relationships, Health and Economic education curriculum (PSRHE). In addition, some aspects of *Sex Education (non-statutory) will be covered in Y6.

The PSRHE curriculum is at the centre of lifelong learning. It concerns personal, physical, moral and emotional development. It will teach our children to develop positive values and attitudes, as well as developing personal and social skills. It will increase our children's knowledge and understanding of how to make informed decisions and beneficial life choices.

There are aspects of the Programme of Study (POS) which will complement and build on work from other curriculum areas such as science, RE and computing. Our work will be planned so that repetition does not occur, but our spiral curriculum will enable the knowledge gained in other subjects to be built on during PSRHE sessions.

The aims of PSRHE (and SE Y6) at TSM are to:

- provide a cohesive framework in which learning can take place
- provide a consistent standard of relationships and health education across the school
- help pupils develop feelings of self-respect, confidence and empathy
- promote responsible behaviour
- create a positive culture of communication when discussing issues concerning relationships, safety, physical health and mental well-being

- teach pupils the correct vocabulary to describe their feelings and their bodies
- prepare pupils for puberty
- give pupils an understanding of sexual development and *human reproduction (*Y6)
- ensure that all pupils, by the time they reach secondary school age, are well equipped and on an equal footing, to deal with the secondary RSE curriculum
- provide all pupils with knowledge, skills and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up
- give the children the opportunities to appreciate the need to deal with risks and know what steps need taking should risks present themselves
- combat exploitation and understand what constitutes sexual harassment
- enable children to appreciate the benefit of working constructively within communities
- fully appreciate the meaning behind the following quotations and encourage everyone to live life true to these values and aspirations:

“You shall love your neighbour as yourself.” (Matthew 22v39)

When outlining the characteristics of positive relationships in 2019, Blackburn Diocesan Board of Education noted that some qualities that aid good relationships are listed as the fruits of the Spirit in Paul’s letter to the Galatians. Paul’s letter to the Corinthians gives more indication of how we should all relate to one another.

“But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, ²³ gentleness and self-control.” (Galatians 5v22-23)

“Love is patient, love is kind. It does not envy, it does not boast, it is not proud. ⁵ It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. ⁶ Love does not delight in evil but rejoices with the truth. ⁷ It always protects, always trusts, always hopes and always perseveres.” (1 Corinthian 13v4-7)

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils as outlined in section 34 of the Children and Social work act 2017.

This policy has been written in accordance with the statutory guidance document “Relationships and Sex Education (RSE) and Health Education” (DfE, 2019).

The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum including:

- knowledge of the main external body parts
- the changes as humans develop to old age and
- reproduction in some plants and animals.

Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSRHE education lessons.

Within the statutory guidance document for Relationships & Sex Education and Health Education (2019), the DfE also encourages schools to deliver age-appropriate sex education in primary schools:

“It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement...”

“It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It 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 for science – how a baby is conceived and born.”

Should you like to see the guidance from the government please visit:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf

3. Definition

Within this PSRHE (including SE in Y6) policy, as in the DfE guidance, **Relationships Education** is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships and relationships with other children and adults. This includes examining safe online relationships.

For the purpose of this policy, **Health Education** is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of the statutory science national curriculum. We also identify when any related elements are taught, ie the physical changes associated with puberty, which are now part of the statutory Health Education element of the new RHE curriculum. It should be noted that the sex education lessons which are taught, do not promote early sexual activity or exploration.

4. Curriculum

Statutory RHE Curriculum Content for Primary Schools

Our RHE curriculum (with additional SE in Y6) is embedded within our PSRHE curriculum and is set out in Appendix 1 (page 9) We have adapted the PSHE Association's Thematic Programme of Study in line with our school's specific situation (including taking account of the local ChiMat data.) Our POS will be adapted further, if necessary, so that it fulfils the needs of particular cohorts or situations.

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. It is our wish that the children receive appropriate information in a safe environment and do not seek such information online.

The DfE guidance for this statutory curriculum subject states that by the end of primary school pupils should learn about:

Relationships Education

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

(See appendix 2 for more details concerning each aspect above- pages 10-15)

Physical Health and Mental wellbeing

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

(See appendix 2 for more details concerning each aspect above- pages 10-15)

Related Statutory Science Curriculum Content

This will run alongside and complement the PSRHE Curriculum (including SE Y6)

Early Years Foundation Stage children learn about life cycles. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (years 1 – 2) children learn to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene

In Key Stage 2 (years 3 – 6) children learn to:

- identify that animals, including humans, need the right types and amounts of nutrition- they cannot make their own food- they get nutrition from whatever they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement
- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- describe the life process of reproduction in some plants and animals
- describe the changes, as humans develop to old age
- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the way nutrients and water are transported within animals, including humans
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Non-Statutory Sex Education *Y6

The government states that parents have a right to ask for their children not to take part in the Sex Education at primary school where it goes beyond the Science National Curriculum. If parents choose to withdraw their children from these Y6 lessons, the children should still come into school and school will provide alternative work for them. (Any parental request to withdraw children from such lessons in Y6 will be granted. Such requests should be made to the headteacher.)

Our reasons for including Sex Education which goes beyond the statutory Relationships and Health Education in primary schools are as follows:

- we believe that we have a duty to prepare the children for their time in secondary school where such aspects of learning will be discussed as part of the more detailed secondary RSE curriculum
- we believe that if children are not given accurate facts in a safe and well informed way, they will perhaps be tempted to find the information from less reliable and safe sources through internet searches
- the DfE recommend that Sex Education, although not statutory, should be taught at an appropriate time in primary schools
- the children know us and trust us to deliver the information in a sensitive way

We will therefore provide some non-statutory Sex Education, covering how human reproduction and conception occurs. This will be taught in Year 6.

Children will be taught:

- for a baby to begin to grow, part comes from a mother and part comes from a father
- in most animals including humans the baby grows inside the mother
- when a sperm and egg meet, this is called conception
- conception usually occurs as a result of sexual intercourse
- how a baby develops in the womb and how babies are born

We do not intend discussing contraception with the children. This will be covered in KS3.

The resources we use when teaching the non-statutory sex education units will be available for parents/carers to view on request to the class teacher, PSRHE curriculum leader or headteacher.

If there are any questions that the children have that go beyond our remit, teachers will respond by saying so. Staff may then decide to speak to parents so that they are informed of their child's thoughts. Any further input will be considered after such conversations have taken place. (See section 5- Dealing with sensitive issues and difficult questions.)

Work concerning the changes that occur in puberty will still continue to take place in Y5 as they have done in previous years. This work now forms part of the statutory Health Education section of the statutory Relationships and Health Education curriculum for Primary Schools and is not classed as Sex Education. As such, pupils cannot be withdrawn from these lessons unless there is a Special Education or Disability need to do so. We will, of course, continue to inform parents concerning timings for these sessions and will be more than happy to discuss the content of such lessons with parents.

For more information about our curriculum, see our curriculum map – Appendix 1 (page 9)

5. Delivery of PSRHE (and SE Y6)

Our **Personal, Social, Relationships, Health, Economic and Y6 Sex Education** programme will be delivered in an age appropriate and sensitive manner by class teachers. Teaching will normally be carried out in mixed sex groups, though some content will be covered in single sex groups where teachers feel that this might be more supportive e.g. single sex question and additional information sessions relating to puberty etc.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules are essential when discussing sensitive subject matter and when teaching PSRHE and Y6 SE. Clear ground rules will always be established in partnership with the children. They will be reinforced at the start of each relevant lesson.

As a minimum, ground rules are likely to include the following basic guidelines:

- listen politely to each other
- everyone gets the opportunity to speak at some point in a unit of work if they wish to do so
- everyone has a right not to speak
- everyone's contribution is respected
- we don't ask or have to answer any personal questions
- we use anatomically correct language when we have learnt it

Delivery methods will be adjusted should the need for remote learning continue or extend.

Dealing with sensitive issues and difficult questions

Pupil's questions will be dealt with honestly and sensitively and in an age appropriate way. A questions box will be available for pupils to ask anonymous questions.

If staff are faced with a question they do not feel comfortable answering within the classroom, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

Since PSRHE (with SE Y6) incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum, but through all aspects of school life. It is important that all staff understand they have a responsibility to implement this policy and promote the aims of the school at all times.

6. Roles and responsibilities

Governing Body

The governing body (or its PSRHE representative) has approved this policy in conjunction with the headteacher.

Headteacher

The PSRHE curriculum leader and the headteacher will be responsible for ensuring that PSRHE (and SE in Y6) is taught consistently across the school. The headteacher will be the point of contact for parents requesting to withdraw pupils from non-statutory components of Sex Education (*Y6).

The headteacher also:

- ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- ensures that the PSRHE curriculum leader monitors this policy on a regular basis and presents a regular report to governors on the effectiveness of this policy

Staff

All staff are responsible for:

- delivering PSRHE (and SE in Y6) in a sensitive way
- modelling positive attitudes
- responding to the needs of individual pupils
- responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of Sex Education in Y6
- monitoring progress by use of appropriate ongoing assessment

Class teachers are responsible for teaching the PSRHE (and SE at Y6) at TSM.

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the views of different faiths, as well as the school's distinct nature as a C of E and Methodist school. All negative stereotypes will be avoided. Teachers will need to answer questions that may arise through the direct teaching of Sex Education in Y6, as well as those that may be asked at other times. All questions will be handled sensitively.

Staff do not have the right to opt out of teaching PSRHE (and SE in Y6). Staff who have concerns about teaching this curriculum are encouraged to discuss this with the headteacher. Questions which teachers feel uncertain about answering, should not be answered immediately. They should be discussed with the curriculum leader for PSRHE or a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before 'sensitive' questions are answered.

Pupils

Pupils are expected to engage fully in these sessions and always treat others with respect and sensitivity.

Parents

We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective we:

- have carried out our statutory duty to consult with parents and governors on the contents of this policy
- will continue to inform parents about the school's policy and practice; this includes informing parents by letter or email before beginning to teach a unit of Sex Education (Y6) or the sessions on puberty as part of the statutory Health Education in Y5
- will answer any questions that parents may have about the curriculum; this includes providing opportunities for parents to view the resources that are used in lessons
- will take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for PSRHE (and SE in Y6)
- will acknowledge that parents have the right to withdraw their children from the non-statutory components of Sex Education within *Y6 SE programme of study
- keep a register of any pupils who are removed from lessons

7. Parents' right to withdraw

As previously stated the PSRHE and SE in Y6) curriculum consists of both statutory and non-statutory elements:

- parents **do have the right to withdraw** their children from the non-statutory/non-science components of Sex Education within the *Y6 planned SE curriculum.
- parents **do not have the right to withdraw** their children from statutory RHE or from the science curriculum (sessions relating to puberty)

Parents wanting to withdraw their children from SE in Y6 are invited to speak to the class teacher. The class teacher will explore the concern of the parents and the possibility of adjusting the programme or approach. The class teacher will also discuss any impact that withdrawal may have on the child. If parents still wish to withdraw their child/children from the SE sessions, requests for withdrawal should be put in writing and addressed to the headteacher (**This request to withdraw from this aspect of the curriculum will be granted.**)

Once a child has been withdrawn they cannot take part in Sex Education sessions until the request for withdrawal has been removed. Alternative work will be given to pupils who are withdrawn from Sex Education and that child will go to another class for the duration of the lessons.

8. 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 take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If a teacher has concerns, they will draw these concerns to the attention of the DSL or one of the DDSLs as a matter of urgency. Disclosure of female genital mutilation will be reported to the police (either by the teacher to whom it is disclosed or by the DSL).

Legally, the school cannot offer or guarantee absolute 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, pupils are informed first and then supported by the designated teacher throughout the whole process.

9. Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in PSRHE (and SE in Y6) lessons. A differentiated program will be provided where necessary, to ensure that all pupils gain full understanding of the matters covered.

10. Equalities and Diversity

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure that they comply with equalities legislation and the school's equal opportunities policy. All PSRHE (and SE in Y6) is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have different opinions. The personal beliefs and attitudes of staff delivering PSRHE (and SE in Y6) will not influence the teaching of the subject in school.

At TSM, we seek to recognise and embrace the diverse nature of our community, whilst also recognising and celebrating our church school status.

We also aim to:

- explore different cultural beliefs and values
- encourage activities that challenge stereotypes and discrimination
- present children with accurate information based on the law
- use a range of teaching materials and resources that reflect the diversity of our community
- encourage a sense of inclusiveness for all
- value and celebrate the cultural and religious diversity of modern Britain

11. Complaints Procedure

Any complaints or concerns about the PSRHE (and SE in Y6) programme should be made to the class teacher in the first instance. Parents can choose to follow the TSM complaints procedure if they feel issues are not resolved.

12. Monitoring Arrangements

The delivery of PSRHE (and SE in Y6) is monitored by the curriculum leader for PSRHE and also the Senior Leadership Team.

Pupils' progress is monitored by class teachers as part of the internal assessment systems.

13. The School Environment

Showing respect for individuals is at the heart of our curriculum

We will:

- ensure that posters and displays use positive images and celebrate difference and diversity
- use anonymous question boxes or similar items enabling children to have questions and concerns answered privately where needed
- ensure that communication between staff and pupils is welcomed and encouraged
- provide provisions for pubertal girls ie. free sanitary towels if needed in school
- ensure that discriminatory behaviour is always challenged in any context

14. Equal Opportunities

At TSM we are committed to equality of opportunity in all aspects of school life.

We will continue:

- examining and challenging gender stereotyping,
- celebrating difference and diversity
- ensuring that we provide a programme of PSRHE (and SE in Y6) which is relevant to all pupils

15. Further policies

In conjunction with this policy, please also see:

- behaviour policy and procedures- including sexual harassment
- safeguarding and child protection policy
- anti-bullying policy and procedures
- online safety policy
- equalities policy
- RE policy

Please see below a useful document produced by the government, which provides answers to frequently asked questions: <https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

Claire Procter

September 2025

APPENDIX 1

PRIMARY PSRHE EDUCATION: LONG-TERM OVERVIEW — THEMATIC MODEL

PRIMARY PSRHE EDUCATION: LONG-TERM OVERVIEW — THEMATIC MODEL									
Relationships Education (covers statutory RHE)			Living in the wider world (there is some overlap with the statutory RHE especially, but not exclusively (*))			Health and Wellbeing Education (covers statutory RHE)			
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a Community	(* Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission; naming body parts	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help; Solving friendship issues	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and re-framing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality recognising risks online	Respecting differences & similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Personal identity; individuality; different qualities; mental wellbeing	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Physical & emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Keeping safe in different situations, including responding in emergencies, first aid
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

APPENDIX 2

By the end of Primary School children will know the following:

Relationships Education

By the end of primary school:

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability.• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.• that marriage¹³ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
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<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.

¹³ Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

Physical Health and Mental Wellbeing

By the end of primary school:

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none">• that mental wellbeing is a normal part of daily life, in the same way as physical health.• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
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<p>Internet safety and harms</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
<p>Physical health and fitness</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.

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

