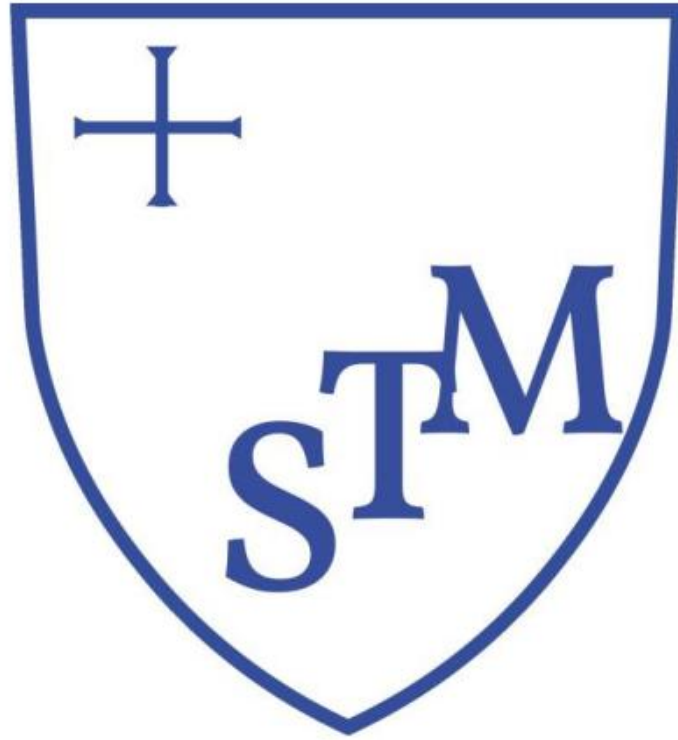


St Martin's C of E Primary School



RSE and PSHE Policy

Reviewed: July 2026

Next review: July 2027

Context

What is PSHE & RSE?

PSHE stands for Personal, Social, Health and Economic Education. RSE stands for Relationships and Sex Education. Schools may use different names for these subjects: RSE may be referred to as RSHE when health education is included; similarly, PSHE may be referred to as PSHCE when citizenship is included. Here at St Martin's we use the Kapow Primary RSE & PSHE scheme which covers the full breadth of learning pupils need to stay healthy, safe and prepared for life. This includes:

- Personal.
- Social.
- Health.
- Economic.
- Relationships.
- Citizenship.
- Sex education (optional).

RSE & PSHE education helps pupils maintain their mental and physical health and understand the various factors that influence their wellbeing. They learn how to build strong and supportive relationships, how to keep themselves safe in various situations and how to make thoughtful decisions about money, health and the online world.

Pupils may receive mixed messages about these topics from friends, siblings, social media and the wider world. High-quality RSE & PSHE ensures every child receives clear, accurate and age-appropriate teaching so they can make safe and informed choices as they grow.

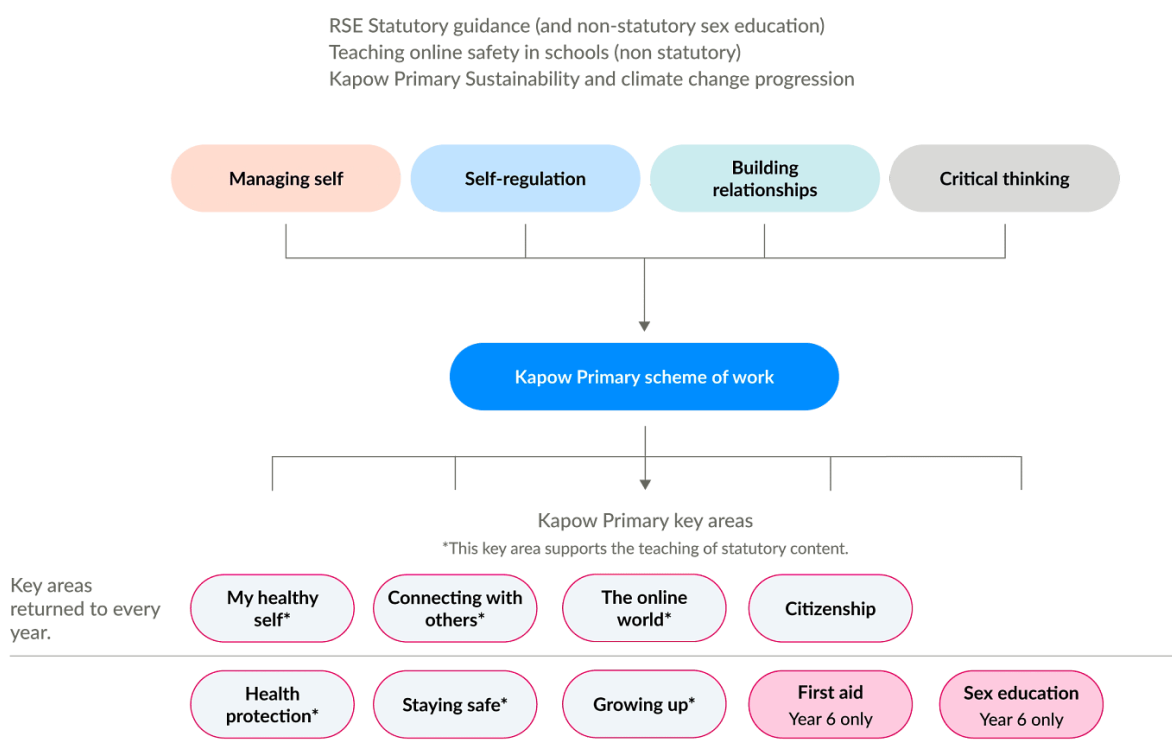
Our PSHE policy has been informed by existing DfE Guidance:

- Keeping Children Safe in Education (statutory guidance) Keeping children safe in education - GOV.UK (www.gov.uk)
- Equality Act 2010 and schools Equality Act 2010: advice for schools - GOV.UK (www.gov.uk)
- SEND code of practice: 0 to 25 years (statutory guidance) SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)
- Mental Health and Behaviour in Schools (advice for schools) Mental health and behaviour in schools - GOV.UK (www.gov.uk)
- Social, emotional and mental wellbeing in primary and secondary education. (NICE guidance) Overview | Social, emotional and mental wellbeing in primary and secondary education | Guidance | NICE
- Promoting and supporting mental health and wellbeing in schools and colleges (guidance for schools and colleges) Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) Preventing bullying - GOV.UK (www.gov.uk)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts) Advice and guidance | Equality and Human Rights Commission (equalityhumanrights.com)

- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) Promoting fundamental British values through SMSC - GOV.UK (www.gov.uk)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development). Regulating independent schools - GOV.UK (www.gov.uk)

What do we teach and who teaches it?

Kapow scheme is organised into strands and key areas to ensure a broad and balanced curriculum. Key areas group Year 1-6 learning into meaningful themes and ensure that all statutory content is covered. The strands run from Reception to Year 6, demonstrating how pupils develop lifelong skills in managing themselves, regulating their emotions, building positive relationships and thinking critically. Together, the strands and key areas help pupils revisit important ideas over time, building their confidence and understanding in a structured way. At St Martin's, we allocate one lesson to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. These explicit lessons are reinforced and enhanced in many ways: Well-being days, Collective Worship, St Martin's Super 7, Inspirational Individuals, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community. Class teachers deliver the weekly lessons to their own classes.



The table below shows the long-term plan for each year group for every half term (also see appendix 1-8 for curriculum content for each area of learning from KAPOW)

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS	Self regulation- my feelings	Building relationships- special relationships	Managing self- taking on challenges	Self regulation- listening and following instruction	Building relationships- my family and friends	Managing self- my wellbeing
YEAR 1	My healthy self- how can we look after our emotions	Connecting with others- How can I help myself and others feel safe and happy?	The online world- how do we spend time online?	Citizenship- how can I help others and the environment?	Health Protection- how can I protect myself and others in daily life?	Staying safe- how can I stay safe?
YEAR 2	My healthy self- How can we look after our bodies?	Connecting with others- How can I build safe kind and caring relationships with others?	The online world- how can we stay safe online?	Citizenship- How do people belong to a community and earn money?	Growing up- how can we look after and respect our bodies as we grow?	Staying Safe: How can I make safe choices in different places?
YEAR 3	My healthy self- How can I take care of my mind and body?	Connecting with others- What helps us feel safe and included?	The online world- how should we communicate online?	Citizenship- What rights and responsibility do we have?	Health Protection- how can we prevent injury and illness and respond if they happen?	Citizenship- what careers do people choose and why?
YEAR 4	My healthy self- How can I make healthy choices?	Connecting with others- How can we respect each other?	The online world- how can we decide who to trust online?	Citizenship- How can I spend my money wisely?	Growing up- how will my body and emotions change as I grow up?	Staying Safe- what signs help me recognise what is safe or unsafe?
YEAR 5	My healthy self- How can I support my mind and body as I grow?	Connecting with others- Why are healthy relationships important?	The online world- how am I influenced by what I see online?	Citizenship- How can we make a difference in our communities and beyond?	Growing up- how can I manage the changes to my body and emotions as I grow up?	Citizenship: How can we be in control of our money?
YEAR 6	My healthy self- How do my choices today shape my future health?	Connecting with others- What does it mean to stand up for myself and others?	The online world- how do I feel about the things I see online?	Citizenship- How can we protect everyone's rights?	Staying Safe: How can I stay safe as I grow?	Sex education: How do people become parents and carers? First Aid

Spiral curriculum

Kapow Primary's RSE & PSHE curriculum has been designed as a spiral curriculum with the following key principles in mind:

- **Cyclical** – pupils revisit RSE & PSHE knowledge and skills across the key areas throughout their time in primary school.

- **Increasing depth** – each time a theme within a key area is revisited, it is explored with greater maturity and complexity.
- **Prior knowledge** – pupils build on what they have already learned, making connections rather than starting again.

Learning builds progressively across the key areas of **My Healthy Self, Connecting with Others, The Online World, Staying Safe, Health Protection, Citizenship and Growing Up**, with optional units on **Sex Education** and **First Aid** in Year 6. Within these key areas, pupils revisit important knowledge and concepts with increasing depth and maturity.

Alongside this, the strands of **self-regulation, managing self, building relationships and critical thinking** show how pupils' personal and social skills develop from Reception to Year 6, supporting them to make thoughtful, informed choices and to thrive in school and beyond.

Frequency

Classes in EYFS and KS1 spend 30 minutes per week looking at PSHE and in KS2 this is 45 minutes. This allows sufficient time to meet the DfE's Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance.

In addition to discrete lessons, RSE & PSHE learning is reinforced through day-to-day school life. Teachers will naturally revisit and apply their learning in response to real-life situations that arise, such as issues on the playground, in the classroom or during discussions, helping pupils to make meaningful links between taught content and real experiences. In addition to PSHE & RSE lessons, we also have half termly mental health days, weekly Picture News in class worship and half termly personal development afternoon's to further support the children's learning in this subject.

Assessment

Assessment in PSHE is formative and based upon class discussion, pupil reflection, teacher observation, retrieval activities and application of learning. Teachers identify misconceptions and adapt future teaching accordingly.

Personal Development

British values and Christian Distinctiveness

As a Church of England school, PSHE and RSE are underpinned by our Christian vision and values. We teach pupils that every person is valued and loved, encouraging dignity, respect and compassion in all relationships.

The Kapow scheme promotes and explicitly teaches the British values of: Individual liberty, Mutual respect, Democracy, The rule of law and Tolerance (and acceptance) of those with different faiths or beliefs.

Pupils learn to listen to and respect differing opinions, understand why rules and laws keep people safe, recognise their rights and responsibilities and value the beliefs and lifestyles of others. Lessons encourage debate, fairness and an understanding of how communities function, helping pupils develop into thoughtful, respectful and active citizens.

Here at St Martin's, we embed these values throughout the entire curriculum, and they are reflected in our school's ethos, culture and behaviour and relationships policy.

SMSC

RSE & PSHE gives pupils regular opportunities to explore different perspectives, reflect on ethical and emotional issues and think about what is right and fair. Pupils collaborate with others, build positive relationships and learn to value and respect people from different backgrounds, families and cultures. It is important to note that SMSC development does not occur solely through our RSE & PSHE but is woven throughout the entire curriculum and the wider life of the school.

Cultural Capital

Schools build cultural capital by giving pupils experiences and knowledge they may not otherwise encounter, helping to prepare them for life beyond school. RSE & PSHE contributes to pupils' cultural capital by giving them the essential knowledge and skills they need to participate confidently in society. Here at St Martin's, pupils learn about different families and communities, how democratic and social structures function and how to communicate and interact respectfully with others. They develop the vocabulary and social understanding needed to navigate relationships, make informed choices and engage with the wider world. We also offer a diverse reading spine that also promotes and engages the children in a range of experiences that they may not have seen outside of school. We also enrich the children's experiences through carefully planned school trips, visits and residential, ensuring everyone in school has a way to participate.

Inclusion, Diversity and SEND

At St Martin's, inclusion is the heart of everything we do. Kapow Primary's RSE & PSHE scheme has been designed to reflect the diversity of modern society, ensuring all pupils feel respected and represented. Lessons include scenarios featuring a wide range of characters and perspectives, allowing pupils to encounter different cultures, family structures, household situations, neurotypes and economic backgrounds.

This approach helps pupils recognise that everyone's circumstances are different and encourages them to treat others with understanding and respect. Across the scheme, care has been taken to avoid stereotypes and ensure that resources portray people and communities in a respectful and accurate manner. When distancing techniques are used, pupils follow a consistent set of diverse characters who grow older alongside them, helping pupils develop familiarity and empathy as they explore situations together.

The Kapow Primary RSE & PSHE scheme of work is designed to be fully adaptable for pupils with SEND. Every lesson includes an adaptive teaching section, providing clear guidance on how activities can be modified to meet the needs of all learners.

Children learn in a variety of ways. As such, teachers will modify, change and adapt the Kapow Primary RSE & PSHE lessons to include a range of strategies to support and challenge every pupil, including:

Scaffolding – activities are designed with flexibility in mind, allowing for additional support or challenge where needed.

Multi-sensory approaches – lessons incorporate different elements to engage all learners.

Clear instructions and structured tasks – ensuring clarity and reducing cognitive load for pupils who benefit from additional support.

Opportunities for collaborative and independent learning – allowing pupils to work at their own pace while building confidence and independence.

Use of concrete examples and real-life scenarios – Abstract ideas such as consent, relationships or emotions can be difficult for many pupils to grasp. Using clear, concrete scenarios and examples helps pupils understand what concepts look like in real situations.

Visual supports and symbol-based resources – Dual-coding on our resources helps to support understanding, especially for pupils with communication or processing differences.

Repetition – Revisiting key messages, vocabulary and expectations in different lessons and contexts supports retention and helps pupils feel secure with sensitive content.

Explicit teaching of social and emotional skills – Skills such as recognising emotions, setting boundaries, asking for help or resolving conflict often need to be taught directly rather than assumed.

By embedding adaptive teaching throughout, the scheme ensures that all pupils, regardless of their starting points, can access and succeed in their learning. The step-by-step curriculum design also supports all pupils, particularly those with SEND, by avoiding sudden jumps in complexity at transition points and allowing for steady, manageable progression.

Additionally, the Kapow characters used throughout the scheme represent a diverse range of experiences and needs. Some characters are depicted with different ways of thinking, feeling, coping or responding, without these differences being explicitly labelled. This helps pupils recognise that people experience the world in different ways, supporting inclusion and understanding.

Parental Support and Guidance

Parents have the right to request to withdraw their child from Sex Education lessons. This must be submitted in writing to Mrs Rought, Headteacher, Mrs Lees, Deputy Headteacher or Miss Hunt, Assistant Headteacher. Overviews of subjects are available on our school website so parents can prepare for the upcoming topics. At St Martin's we believe that every child has the right to learn all areas of the curriculum, and provide staff with the training, materials and confidence to deliver this in an informative, factual and safe manner. Parents do not have the right to withdraw from any other part of the PSHE curriculum as it is a legal requirement for schools to teach and children to learn. What your child is learning and when is included in this policy, *What do we teach and who teaches it?*.

Delivery, training and teacher confidence

Staff are trained by the PSHE lead (Miss K.Hunt) in yearly PSHE/RSE updates during staff CPD meetings. Staff members also receive yearly safeguarding level 1 training, FGM training and Prevent training, as well as termly safeguarding updates. The PSHE lead receives regular training delivered by Sandwell and attends termly network meetings to ensure good practice as well as receiving updates. Staff have opportunities to access specific training to areas of interest or those that feel they need further support in via request to the PSHE lead and through the appraisal process. St Martin's use a national recognised scheme, (KAPOW) that further supports the planning and delivery of the PSHE and RSE curriculum. St Martin's also utilise the school nurse teams to further enhance the delivery of more complex topics, such as personal hygiene, sex education, puberty and drug, alcohol and nicotine misuse.

Puberty and Menstruation and Birth

Pupils learn how bodies change as they grow in the Growing up units in Years 2, 4 and 5. This understanding is revisited and built on through a spiral curriculum. In Year 4, teaching explicitly covers the changes during adolescence, including menstruation, and introduces the term 'puberty'.

The content, language and sequencing of Kapow Primary's RSE & PSHE curriculum were carefully chosen to be age-appropriate and inclusive. A key principle is the deliberate use of neutral, factual language to prevent stigma and avoid outdated or potentially judgmental terms. Examples of this approach include:

- **Menstrual products** or **period products** instead of 'sanitary products'.
- **Correct scientific names** are used for body parts, avoiding slang or euphemisms.
- **Neutral language** is used when discussing birth, such as avoiding the term 'natural birth', to respectfully acknowledge the diversity of birthing methods.

These choices promote respectful, inclusive teaching and help to eliminate value judgments.

Same Gender Lessons

The statutory guidance does not differentiate learning by gender and there is no requirement to teach boys and girls separately. Here at St Martin's we will continue to teach pupils together to ensure that everyone understands the changes that both boys and girls experience during puberty. This can help reduce stigma, embarrassment and teasing by normalising these changes and promoting empathy and respect. We recognise some children may have questions that they feel too shy or self-conscious to ask in front of others. Staff will strive to make the classrooms as open and comfortable as possible to prevent this, and also allow children to ask questions in smaller groups or individually to support their understanding.

Naming Body Parts

Kapow Primary RSE & PSHE introduces the correct names for external private body parts in **Years 1 and 2**.

This helps pupils understand that these are ordinary body parts, recognise that they are private and feel confident using accurate language if they need to talk to a trusted adult. Teaching correct anatomical terms is also an important safeguarding measure, as it enables and empowers children to clearly report concerns.

Is Sex Education Compulsory?

No. While primary schools are not mandated to teach sex education, the statutory guidance suggests its inclusion in Year 5 and/or Year 6. This aligns with the Science National curriculum content on conception and birth.

To support schools that choose to teach sex education, Kapow Primary offers an optional Year 6 unit. Schools should consult parents before deciding to implement this unit.

Growing Up Units

Parents do not have the right to withdraw their child from the Growing up units. These lessons form part of statutory Relationships Education and Health Education, which all pupils are required to receive.

If parents have concerns about the content or timing of lessons, they should contact either Mrs Rought, Mrs Lees or Miss Hunt who can explain what is being taught and why.

Sexual Orientation

Sexual orientation is not taught as a discrete concept. However, same-sex relationships are represented naturally within lessons about family life and relationships. When pupils learn about different types of families, the statutory guidance recommends that schools include same-sex parents alongside other family arrangements and this is reflected in the scheme. This is in line with the statutory requirement to teach about different types of families, including same-sex parents, and this is not optional.

The curriculum addresses marriage and civil partnership in line with statutory guidelines, teaching pupils that they are formal, legally recognised commitments between two people.

Gender Identity

Gender identity or gender reassignment is not explicitly taught in the Kapow Primary RSE & PSHE scheme. This approach reflects current statutory guidance for primary schools.

Pupils are taught to respect differences and treat others with kindness and dignity across the curriculum. This includes learning to challenge gender stereotypes, recognise unfair assumptions and understand that people may express themselves in different ways.

Protected Characteristics

At St Martin's we will develop pupils' understanding of fairness, respect and inclusion in ways appropriate to primary-aged children. This approach aligns with statutory RSE guidance, which requires schools to promote respect and prevent discrimination without introducing complex or contested concepts in ways that are not developmentally appropriate.

In Upper key stage 2, protected characteristics are referred to in context to support pupils' understanding of discrimination. They are not explored in detail, taught as a list or assessed. The emphasis remains on respectful behaviour, challenging prejudice and understanding that people should be treated fairly, regardless of difference.

Child on Child Abuse

Kapow Primary supports schools' preventative work around child-on-child abuse through curriculum teaching that focuses on respect, boundaries, inclusion and help-seeking. This approach aligns with the statutory Relationships and Health Education guidance and Keeping Children Safe in Education.

Across the curriculum, pupils develop the knowledge, skills and attitudes that help prevent a wide range of child-on-child abuse, including bullying, discrimination, coercive behaviour, boundary-crossing and other early harmful behaviours.

Sexual Harassment and Harmful Behaviours in Relationships

At St Martin's, through use of the Kapow scheme we will not explicitly teach about sexual harassment at primary level. However, the scheme does build the knowledge, skills and attitudes pupils need to recognise and respond to inappropriate or harmful behaviour in an age-appropriate way.

Pupils develop this understanding through learning about: personal boundaries and consent; respectful relationships; recognising unsafe or inappropriate behaviour; speaking up and seeking help. In Key stage 2, this develops further as pupils learn to recognise harmful behaviours in relationships, understand when behaviour is unacceptable and know how to report concerns.

This approach reflects statutory guidance, which focuses on helping pupils understand healthy, respectful relationships so they can recognise when something is wrong and seek support.

Finances

We will teach specific skills linking to finances in the Citizenship topics spread out across the year. Children will revisit these areas throughout their time at Primary school, further developing their skills and understanding over the years.

Governance, Monitoring and Review

Teaching and learning within PSHE will be monitored through a range of learning walks, lesson pop ins, staff feedback, book looks and pupil voice. Pupils contribute to the development and evaluation of PSHE through surveys, School Council, pupil interviews and curriculum reviews. Monitoring takes place on a termly basis by the PSHE lead alongside other members of staff, including but not limited to the Deputy Head teacher, Head teacher, governors and members of the well-being team.

Whilst not all monitoring tools will be used every term, a range of monitoring will take place to ensure the teaching and learning of PSHE is effective and any feedback is taken into consideration.

The PSHE policy will be reviewed annually by governors.

Queries or Concerns

If you are concerned about the content of your child's PSHE & RSE lesson, please speak to your child's class teacher in the first instance who can explain what it is your child will be learning and why. If you still have queries or questions, or would like to withdraw your child from Sex Education elements of the curriculum, please contact Mrs Rought, Mrs Lees or Miss Hunt. We may ask questions as to why you would like to withdraw your child to better understand the elements you are concerned about, and to see if there are any adaptations we can make to ensure your child is missing the least amount of education possible.

Appendix 1

Curriculum content relating to Connecting with others

	Families and people who care for me	Caring friendships	Respectful, kind relationships
KS1	- 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.	- 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.	- 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. - 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.

KS2	• 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.	• 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.	• 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. • 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.
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Appendix 2

Curriculum content relating to My Healthy Self

	General wellbeing	Physical health and fitness	Healthy eating
KS1	- 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.	- 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.	- 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).

KS2	• 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.	• 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	• 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).
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Appendix 3

Curriculum content relating to The Online World

	Online Safety and Awareness	Wellbeing Online
KS1	- 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.	- 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. - 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.
KS2	- 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	- 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.

	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.	• 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. • 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.
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Appendix 4

Curriculum Content relating to Citizenship

	Developing confidence and responsibility and making the most of their abilities	Preparing to play an active role as citizens
KS1	To know it is important to listen carefully to others' ideas.	- To know that babies and young children need help to eat, sleep, get dressed and stay clean. - To know that different pets need looking after in different ways. - To know that voting allows everyone to have a say, even though some people may not get the outcome they want. - To know that different coins and notes are worth different amounts. - To know that everybody has a responsibility to care for the school and local environment. - To know that many people earn money by having a job but income can also come from other sources.
KS2	- To know that sometimes people assume something about someone because they are a boy or a girl and that this is called stereotyping. - To know that stereotypes can restrict people's sense of what they can do or become. - To know that getting value for money involves considering the cost, usefulness and quality of items. - To know that budgeting involves planning how to spend and save available money - To understand that borrowing money may require paying more than the original amount due to interest. - To understand that gambling involves risking money with a significant chance of losing it.	- To know that rights are basic freedoms that belong to every person in the world. - To know that 'reduce' means using less, 'reuse' means using things again and 'recycle' means turning old materials into new ones. - To know that reducing waste is better than reusing and reusing is better than recycling. To know that different people (e.g. adults, police, politicians) work to protect people's rights. - To know that responsibilities are things people need to do to look after themselves, other people and places. - To know that the local council is responsible for deciding how money is best spent in the local community. - To know that prejudice is making unfair assumptions about someone based on certain information. - To know that discrimination is treating someone differently or unfairly because of certain characteristics, such as age, gender or religion. - To know that there are laws to protect people's rights and ensure they are treated fairly and kept safe. - To know that there are consequences if laws are broken. - To know that setting up community groups is one way people can contribute to their community. - To know that pressure groups work together to try to persuade the Government or public to listen to their ideas and make changes. - To know that local councillors speak with residents to help decide how money should be spent in the best interests of the community. - To know that elections allow people to vote for a Member of Parliament to represent them in Parliament. - To know that people pay taxes to fund Government and local spending.

Appendix 5

Curriculum content relating to staying safe

	Being Safe	Personal Safety
KS1	- 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. Drugs, alcohol, tobacco and vaping: The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.	- 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.
KS2	- 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.	- 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.

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| | <ul style="list-style-type: none">• 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.• Drugs, alcohol, tobacco and vaping: The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches. | |
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Appendix 6

Curriculum content relating to Growing up

	Developing Bodies
KS1	• 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.
KS2	• 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.

Appendix 7

Contents for Sex Education (non statutory) for end of year 6.

	Sex Education
KS2 (This is taught in Year 6 only)	• To know that to reproduce a sperm and egg join together to make a baby, usually through sexual intercourse (sex). • To know that the legal age for sexual intercourse is 16 years old, although many people wait until they are older. • To know that pregnancy begins when a fertilised egg grows in the uterus. • To know that a baby develops in the uterus for approximately nine months. • To know that birth is the process by which a baby is delivered from the uterus, usually through the vagina or sometimes by caesarean section. • To know that there are different ways people can become parents, including through IVF and adoption. • To know that babies need constant care and attention and that becoming a parent involves a lot of responsibility, time and support.

Appendix 8

Curriculum content relating to Health protection

	Health Protection and Prevention	Basic First Aid
KS1	• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.	• 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
KS2	• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.	• 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.