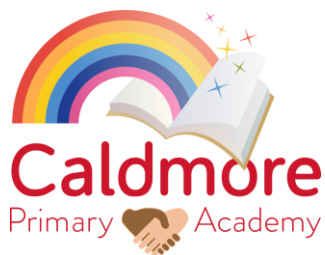


Relationships Education, Relationships & Sex Education, and Physical Health & Mental Wellbeing Policy



Review Date

March 2023

Ratified

29 March 2022

Next Review

March 2024

Responsible Directorate

Education

Our Vision



Transforming Lives of our learners

We seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. Our learners have safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them.



Transforming Lives of our colleagues

Our colleagues are supported with the very best professional development through our innovative ATT institute, allowing them to stay focused on learning and developing as practitioners whilst they progress in their careers. We share the very best practice across our community of academies to help build systems and processes that really work.



Transforming Lives in the communities we serve

We are committed to actively engaging with and addressing inequality in our local areas. We understand that every one of our academies and their diverse communities are different, so we aim to build a supportive, collaborative, and nurturing relationship with each whilst sharing our key values across our Trust.

Commitment to Education

Transparency and Integrity

Innovation and Improvement

Dedication to Inclusivity

Our Values

Commitment to Education

Our core purpose is to positively impact the lives of all our learners. Education will always be at the heart of everything we do.

Transparency and Integrity

We are proud of our success whilst being open and honest about our areas for improvement. Our actions are always ethical and in the best interests of all our stakeholders.

Innovation and Improvement

We are committed to innovative education- always moving forward and never standing still. Our learners are ambitious and prepared for a future that is constantly changing and developing.

Dedication to Inclusivity

Our learners are all different and all important to us. We aspire to support, challenge, and help each one of them reach their full potential, regardless of their background or level of ability.

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1 | Introduction

- 1.1 Our Trust believes that in order to create a happy and successful adult life, children and young people need to have the self-confidence to make informed decisions about their wellbeing, health and relationships. Relationships Education and Relationships and Sex Education (RSE) is about giving children and young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Health Education is giving pupils information to make well-informed, positive choices about their own health and wellbeing. Our Trust recognises that physical health and mental wellbeing are interlinked, so it is important that pupils understand that good physical health contributes to good mental wellbeing and vice versa.
- 1.2 Our Trust has a responsibility under the Equality Act (2010) to ensure the best for all pupils at our academies, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation. As a result, Relationships Education, RSE and Health Education will be sensitive to the different needs of individual pupils and may need to adapt and change over time to reflect the needs of the particular cohort. The Trust may also take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic.
- 1.3 Our Trust is aware of the need to be mindful of and respectful to a wide variety of faith and cultural beliefs across its academies, and will make every attempt to be appropriately sensitive. Equally, it is essential that children and young people have access to the learning they need to stay safe, healthy and understand their rights as individuals. Our Trust believes that our pupils deserve the right to honest, clear, impartial scientific and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.
- 1.4 All teaching will be sensitive and age appropriate in approach and content. At the point at which the Trust considers it appropriate to teach pupils about lesbian, gay, bisexual, and transgender (LGBT) issues, the Trust will ensure that this content is fully integrated into programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. The Trust will encourage wider pupil awareness of LGBT.
- 1.5 This policy has been developed in consultation with parents, pupils, and staff from all academies within the Trust to ensure that it meets the needs of the whole Trust community. The review of the policy will include:
 - Annual parent consultation to inform them of any changes. Parents are asked for their feedback
 - Staff, pupil, and Local Governing Boards will be asked to provide feedback through stakeholder voice opportunities such as Junior Leadership Team, Staff Insets and Questionnaires.
 - Ratification- once any required amendments are made the policy is shared with the Trust Board to be ratified.

- 1.6 The policy will be reviewed annually and parents will be consulted in advance about significant changes.

2 | Aims and Objectives

- 2.1 Through the delivery of high-quality, evidence-based, and age-appropriate Relationships Education, RSE and Health Education, the Trust aims to help prepare pupils for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships, and to ensure pupils know how and when to ask for help and where to access support. By the end of their education, the Trust hopes pupils will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life.
- 2.2 Relationships Education, RSE and Health Education are intended to help pupils to:
- Build healthy, respectful relationships focusing on family and friends
 - Understand how to be healthy and be aware of potential risk areas (such as drugs and alcohol)
 - Learn about intimate relationships and sex
 - Learn about mental wellbeing
 - Develop key personal attributes, such as kindness, integrity, generosity, and honesty.

3 | Definitions

- 3.1 Relationships Education at the primary phase is about teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, relationships with other children and with adults, and who can support them. It includes how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy, establishing personal space and boundaries.
- 3.2 RSE is lifelong learning about physical, sexual, moral, and emotional development. It is about teaching sex, sexuality and sexual health in a way that gives pupils the confidence to make sound

decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable and mutually supportive relationships with other people, and how to control and understand feelings that come with being in a relationship.

- 3.3 **RSE does not encourage early sexual experimentation.** It teaches children and young people to understand human sexuality and to respect themselves and others, to build self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling, and healthy sexual relationships, at the appropriate time.
- 3.4 RSE will outline that there are different types of committed, stable relationships, the characteristics and legal status of other types of long-term relationships, the importance of marriage as a relationship choice and why it must be freely entered into, how relationships might contribute to human happiness and their importance for raising children, as well as highlighting the roles and responsibilities of parents with respect to raising children, characteristics of successful parenting and how to judge when relationships have become unsafe as well as how to seek help or advice and report concerns about others.

4 | Roles and Responsibilities

- 4.1 All members of the Trust community are expected to follow this policy. Roles, responsibilities, and expectations of each section of the Trust and academy community are set out in detail below.
- 4.2 **Board of Trustees:** Trustees will monitor and evaluate the impact of the policy by reviewing pupils' progress in achieving the expected educational outcomes. They will hold the Chief Executive Officer and Principals to account for the implementation of the policy.
- 4.3 **The Chief Executive Officer (CEO):** The CEO will ensure that Relationships Education, RSE and Health Education is taught consistently across the academies within the Trust and will report back to the Board of Trustees on educational outcomes. They will ensure that senior staff receive regular professional development training in how to deliver Relationships Education, RSE and Health Education.
- 4.4 **Local Governing Boards:** Local governors in each academy will review and monitor the application and implementation of this policy by receiving regular feedback from the academy Principal on educational outcomes. Local governors will scrutinise relevant data, review any issues that might arise, and act as a point of challenge for decisions taken by the Principal. The Local Governing Board will annually feedback its findings to the Board of Trustees.
- 4.5 **Principals:** Each academy Principal, with support from their respective Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that Relationships Education, RSE and Health Education is well led, effectively managed, and well

planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The Principal will ensure that teaching is age-appropriate, delivered in ways that are accessible to all pupils with SEND and that the subjects are resourced, staffed and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for pupils and will liaise with parents regarding any concerns or opinions regarding Relationships Education, RSE and Health Education provision and will manage parental requests for withdrawal of pupils from non-statutory, non-science components of Relationships Education, RSE and Health Education.

- 4.6 **Staff:** Teachers of Relationships Education, RSE and Health Education will ensure that they are up to date with school policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they will take this concern to their line-manager.
- 4.7 **Parents:** The Trust hopes to build a positive and supporting relationship with parents through mutual understanding, cooperation and trust. Parents are expected to share the responsibility of sex education and support their children's personal, social and emotional development. The Trust hopes parents will create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school. Parents are also encouraged to seek additional support in this from the academy their child attends where they feel it is needed.
- 4.8 **Pupils:** Pupils are expected to take Relationships Education, RSE and Health Education seriously. Pupils are expected to listen, be considerate of other pupils' feelings and beliefs, comply with class-set confidentiality rules and support one another with issues that arise during class. Pupils who fail to follow these standards of behaviour will be dealt with under the Trust's Behaviour Policy.

5 | Delivery

- 5.1 Relationships Education, RSE and Health Education will be delivered in a non-judgmental, factual way allowing scope for children and young people to ask questions in a safe environment. Teachers will tailor the delivery of Relationships Education, RSE and Health Education to meet the specific needs of the pupils in that class, and to be responsive to their behaviour and development. Classes will explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships as well as being able to differentiate between fact, opinion and belief and an understanding of the law on various topics. Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

- 5.2 Staff will ensure that all resources used in the delivery of Relationships Education, RSE and Health Education are appropriate for the age and needs of their pupils. Examples of these resources are included in the Annexes of this policy.
- 5.3 **Primary Academies:** In our primary academies Relationships Education will be delivered in science, computing and Personal, Social, Health and Economic Education (PSHEE). Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Staff will use teaching methods that take account of these differences and the potential for discussion on a one-to-one basis or in small groups.
- 5.4 **Secondary Academies:** In our secondary academies RSE will be delivered in science, religious education, computing and Personal, Social, Health and Economic Education (PSHEE) and will build on the foundation of Relationships Education delivered in primary school.

6 | Relationships Education and RSE: Curriculum and Outcomes

- 6.1 By the end of their primary education the Trust expects pupils to know the information set out at Appendix 1. The Trust recognises that primary-age pupils may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond the designed curriculum for Relationships Education. Teaching methods will take account of the potential different types of questions and behaviours likely to arise and staff will assess which types of teaching methods would be most appropriate (for example, a full class setting, one-to-one discussions or in small groups).
- 6.2 By the end of their secondary education, the Trust expects pupils to know the information set out at Appendix 2.

7 | Health Education: Physical Health and Mental Wellbeing

- 7.1 The Trust wishes to promote pupils' health and well-being by encouraging self-control, their ability to self-regulate and strategies for doing so. This will enable pupils to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. The Trust believes that an integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment. Health Education will be delivered in science, computing, Physical Education (PE) and Personal, Social, Health and Economic Education (PSHEE).
- 7.2 By the end of their primary education, the Trust expects pupils to know the information set out at Appendix 3.
- 7.3 By the end of their secondary education, the Trust expects pupils to know the information set out at Appendix 4.

8 | Pupils with Special Educational Needs and/or Disabilities

- 8.1 The Trust will endeavour to ensure that Relationships Education, RSE, and Health Education is accessible for all pupils. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education, RSE and Health Education may be particularly important for such pupils, for example those with Social, Emotional and Mental Health needs or learning disabilities. Teaching will be sensitive, age-appropriate, developmentally appropriate, differentiated and personalised to meet the specific needs of pupils at different developmental stages.
- 8.2 Staff will make reasonable adjustments to alleviate disadvantage faced by pupils with disabilities and will be mindful of the SEND Code of Practice and the Trust's SEND Policy when planning for these subjects. Staff will use a variety of different strategies to ensure that all pupils have access to the same information, which include, for example, interactive teaching methods like use of expert guest speakers, practical activities, using DVDs or video, group and paired activities, drama and role play.

9 | Right to Request Withdrawal from Sex Education

- 9.1 The Trust hopes that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy.
- 9.2 Parents of children in primary academies have the right to withdraw their child from sex education and should state this in writing and send it to Mrs Mitchell. Parents of children in secondary academies have the right to request that their child be withdrawn from some or all of the sex education aspects of RSE.
- 9.3 Before withdrawing or making a request, the Trust strongly urges parents to carefully consider their decision as sex education is a vital part of the school curriculum and supports child development. Parents cannot withdraw their child from Relationships Education or Health Education or the elements on human growth and reproduction which fall under the National Curriculum science.
- 9.4 Any parent wishing to withdraw their child from sex education in a secondary academy should put their request in writing and send it to their child's class teacher who will arrange a meeting to discuss their concerns. Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.
- 9.5 If a pupil is excused from sex education the respective academy will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

10 | Confidentiality and Child Protection

- 10.1 The Trust hopes to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. All teachers will receive training around confidentiality and should ensure that pupils understand that they cannot offer unconditional confidentiality. If a child protection issue is disclosed to a member of staff, that member of staff should follow the Trust's Child Protection and Safeguarding procedures.
- 10.2 If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should:
- Ensure that the pupil is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active

- Encourage the pupil to talk to their parent or carer. Pupils may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents have open and trusting relationships when it comes to sexual health and the academy will encourage this as much as possible
- Decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a pupil is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.

10.3 Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Designated Safeguarding Lead to decide what is in the best interest of the child.

11 | Equal Opportunities

11.1 Relationships Education, RSE, and Health Education will be delivered equally to both genders, normally in mixed classes. There are, however, certain topics that may be delivered in single sex groupings e.g. menstruation and personal hygiene.

11.2 The Trust has a commitment to ensure that Relationships Education, RSE and Health Education is relevant to all pupils and is taught in a way that is age and stage appropriate. Pupils are encouraged to openly and freely discuss diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously in accordance with the Trust's behaviour policy.

12 | Complaints



12.1 If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Principal in accordance with the Trust's Complaints Policy.


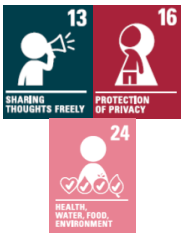
Appendix 1- Relationships Education Primary Stage Curriculum and Outcomes

Emotional literacy/social skills = how the lessons are contributing to the personal development of our children


NON-STATUTORY = You are able to withdraw your child from this lesson/s




SCIENCE = statutory science lessons – you are not able to withdraw your child from this lesson/s

Nursery			
Term	DfE Theme & Focus / CRC	Topic/Objective Details <i>(including lesson and topic in Jigsaw scheme)</i>	Resources <i>(available upon request)</i>
Autumn 2	<p>Relationships</p> <p>Focus: Celebrating difference</p> 	<ul style="list-style-type: none"> • Celebrating what we are good at and feeling proud (L1 - celebrating difference) • Understanding why we are special/unique (L2 - celebrating difference) • Knowing that all families are different (L3 - celebrating difference) • Exploring different houses and homes (L4 - celebrating difference) • Making friends (L5 - celebrating difference) • Using my words to stand up for myself (L6 - celebrating difference) 	<ul style="list-style-type: none"> • Book: “Naked Trevor” by Rebecca Elliot • Book: “Barry the Fish with Fingers” by Sue Henra • Book: “It’s OK to be different” by Todd Parr • Book: “The Family Book” by Todd Parr • Photos of different houses • Book: “Forget me not, beautiful buttercup” by Michael Broad • Book: “The Dog and the Dolphin” by Jams Dworkin
Spring 2	<p>Physical health and mental wellbeing</p> <p>Focus: keeping healthy</p> 	<ul style="list-style-type: none"> • Naming our body parts (L1 – healthy me) • Understanding the importance of being active (L1 – healthy me) • Exploring ways to keep healthy (L2 – healthy me) • Knowing that some foods are healthier than others (L3 – healthy me) • Understanding the importance of sleep (L4 – healthy me) • Exploring ways to keep clean (L5 – healthy me) • Stranger danger (L6 – healthy me) 	<ul style="list-style-type: none"> • Assortment of healthy foods (making a sandwich) • In the Night Garden clip • Cleaning equipment (e.g. soap, towel etc...) • CBeebies: Red Riding Hood Clip • Book: “Never talk to strangers” by Irma Joyce
Summer 1	<p>Relationships</p> <p>Focus: Families and friendships</p>	<ul style="list-style-type: none"> • Describing families (L1 – relationships) • Making friends (L2 – relationships) • Being positive about each other (L3 – relationships) • Knowing how to deal with unkindness (L4 – relationships) • Managing feelings through ‘Calm me’ time (L5 – relationships) 	<ul style="list-style-type: none"> • Book: ‘Frank and Teddy Make Friends’ by Louise Yates • Photos of families • Angry photos




		<ul style="list-style-type: none"> Working together and enjoying being with others (L6 – relationships) 	
Summer 2	<p>Physical health and mental well-being</p> <p>Focus: Changing bodies (including adolescent)</p> 	<ul style="list-style-type: none"> Naming parts of our bodies (L1 – changing me) Exploring ways to be healthy (L2 – changing me) Growing from babies to adults (L3 – changing me) Knowing that we grow and change (L4 – changing me) Expressing feelings about moving to School from nursery (L5 – changing me) Reflecting on our time in Nursery (L6 – changing me) 	<ul style="list-style-type: none"> Pictures of body parts Pictures of food items Book: “I wonder why kangaroos have pouches” by Jenny Wood Book: The Very Hungry Caterpillar” by Eric Carle Pictures ranging from baby to toddler










Reception







Term	DfE Theme & Focus / CRC	Topic/Objective Details (including lesson and topic in Jigsaw scheme)	Resources (available upon request)
Autumn 2	<p>Relationships</p> <p>Focus: celebrating difference</p> 	<ul style="list-style-type: none"> Celebrating what we are good at and understanding that everyone is good at different things (L1 – celebrating difference) Understanding why we are special/unique (L2 – celebrating difference) Exploring similarities and differences (L3 – celebrating difference) Considering why our home is special to us (L4 – celebrating difference) Explaining how to be a kind friend (L5 – celebrating difference) Using my words to stand up for myself (L6 – celebrating difference) 	<ul style="list-style-type: none"> Book: “Naked Trevor” by Rebecca Elliot Book: “Barry the Fish with Fingers” by Sue Henra Book: “The Hueys in the New Jumper” by Oliver Jeffers Book: “Forget me not, beautiful buttercup” by Michael Broad Book: “The Dog and the Dolphin” by Jams Dworkin
Spring 2	<p>Physical health and mental wellbeing</p> <p>Focus: keeping healthy</p>	<ul style="list-style-type: none"> Understanding the importance of exercise (L1 – healthy me) Understanding why moving and resting are both good (L2 – healthy me) Making healthy eating choices (L3 – healthy me) 	<ul style="list-style-type: none"> Pictures of active play/sports Assortment of healthy/less healthy foods Cleaning equipment (e.g. soap, towel etc...)

		<ul style="list-style-type: none"> Understanding the importance of sleep (L4 – healthy me) Exploring ways to keep clean (L5- healthy me) Stranger danger (L6 – healthy me) 	<ul style="list-style-type: none"> Book: “Not everyone is nice” by Ann Tedesco Little Red Riding Hood Story
Summer 1	<p>Relationships</p> <p>Focus: Families and friendships</p> 	<ul style="list-style-type: none"> Identifying different jobs within families (L1 – relationships) Making friends (L2 - relationships) Knowing how to solve problems (L3 - relationships) Understanding the impact of unkind words (L4 - relationships) Managing feelings through ‘Calm me’ time (L5 - relationships) Understanding how to be a good friend (L6 - relationships) 	<ul style="list-style-type: none"> Photos of families Lonely child photo Book: ‘George and Martha: The Complete Stories of Two Best Friends’ by James Marshall Positive/negative phrases Video clips of tantrums You’ve Got A Friend In Me’ by Randy Newman (Toy Story song) ‘True Friends’ song by Miley Cyrus ‘That’s what friends are for’ (Fox and Hounds song) Pictures of friends from TV/movies
Summer 2	<p>Physical health and mental well-being</p> <p>Focus: Changing bodies (including adolescent)</p> 	<ul style="list-style-type: none"> Naming parts of our bodies (L1 – changing me) Exploring ways to be healthy (L2 - changing me) Growing from babies to adults (L3 - changing me) Sharing feelings about moving to year 1 (L4 - changing me) Sharing worries and/or things we are looking forward to about year 1 (L5 - changing me) Reflecting on our time in Reception (L6 - changing me) 	<ul style="list-style-type: none"> Book: “Look inside your body” by Louie Stowell Labels of body parts Pictures of food items Book: “Tell me what it’s like to be big” by Joyce Dunbar Picture cards – stages of development Book: “The huge bag of worries” by Virginia Ironside






Year 1




Term	DfE Theme & Focus / CRC	Topic/Objective Details (including lesson in Jigsaw scheme)	Jigsaw topic	Resources (available upon request)
Autumn – HBHM Day	Physical health and mental wellbeing Focus: keeping healthy 	<ul style="list-style-type: none"> Understanding the difference between being healthy and unhealthy (lesson 1) Making healthy lifestyle choices (lesson 2) Keeping myself clean and healthy (lesson 3*) <ul style="list-style-type: none"> Understanding how germs can cause disease/illness (lesson 3*) Understanding how to keep our bodies safe and healthy at different times of the day (lesson 6) <p style="color: red; text-align: center;"><i>*excluding household items part</i></p> <p>Emotional literacy/social skills- This topic will allow children to:</p> <ul style="list-style-type: none"> Make healthier choices independently Explore the emotions associated to making healthy choices 	Healthy me	<ul style="list-style-type: none"> Powerpoint slides (inc. Eatwell plate) Healthy balance sum sheet Toiletry items (inc. shampoo, soap etc..) Keeping clean and healthy timeline template
Spring – HBHM Day	Physical health and mental wellbeing Focus: Alcohol and Dangerous Substances  	<ul style="list-style-type: none"> Identifying potentially harmful household products (lesson 3) Understanding the safe use of medicines (lesson 4) <p>Emotional literacy/social skills- This topic will allow children to:</p> <ul style="list-style-type: none"> Know how to help themselves when poorly Know how to keep themselves safe 	Healthy me	<ul style="list-style-type: none"> Variety of bathroom and kitchen cleaning products <ul style="list-style-type: none"> Pictures of household products Healthy or unhealthy picture cards
Summer – HBHM Day	Physical health and mental well-being Focus: Changing bodies (including adolescents)	<ul style="list-style-type: none"> Describing how our bodies have changes since a baby (lesson 3) NON-STATUTORY - Identifying the parts of the body using scientific names: penis, testicles, vagina (lesson 4) Discussing changes and the emotions associated with them (lesson 6) <p>Emotional literacy/social skills- This topic will allow children to:</p> <ul style="list-style-type: none"> Understand that growing up is natural and everyone grows at different rates <ul style="list-style-type: none"> Respect their bodies Understand that some body parts are private 	Changing me	<ul style="list-style-type: none"> Baby photos (bought in from home) Body parts cards <ul style="list-style-type: none"> Body parts powerpoint Book: 'Moving Molly' by Shirley Hughes <ul style="list-style-type: none">





	 	<ul style="list-style-type: none"> Learn ways to cope with changes 		
<p>Summer 1 (PSHE Topic)</p>	<p>Relationships</p> <p>Focus: Families and friendships</p>     	<ul style="list-style-type: none"> Identifying different types of families (lesson 1) <ul style="list-style-type: none"> Considering what makes a good friend (lesson 2) Learning how to greet others (lesson 3) Support within school – ensuring children know who can help them (lesson 4) Describing qualities of individuals (lesson 5) Appreciating people who are special to them (lesson 6) <p><i>Emotional literacy/social skills- This topic will allow children to:</i></p> <ul style="list-style-type: none"> Consider how it feels to belong to a family <ul style="list-style-type: none"> Learn how to make new friends Discuss which forms of physical contact are appropriate and acceptable <ul style="list-style-type: none"> Learn to ask for help when needed Explore ways to praise themselves Express feelings towards others 	Relationships	<ul style="list-style-type: none"> Book: ‘The Family Book’ by Todd Parr Book: ‘For Every Child - the rights of the child in words and pictures’, UNICEF (ISBN 0-8037-2650-3) YouTube clip from Toy Story - ‘You’ve got a friend’ (https://www.youtube.com/watch?v=gwV512u4jcU) “A good friend should be...” cards Book: “Hug” by Jez Alborough
Anti-bullying week	<p>Relationships</p> <p>Focus: Bullying</p>  	<ul style="list-style-type: none"> Understanding and explaining what bullying is (lesson 3) Understanding what to do about bullying (lesson 4) <p><i>Emotional literacy/social skills- This topic will allow children to:</i></p> <ul style="list-style-type: none"> Understand how being bullied may feel know how to support those being bullied 	Celebrating Differences	<ul style="list-style-type: none"> Bully pictures Bullying pictures
	<p>Physical health and mental wellbeing</p> <p>Focus: Lifecycles</p>	<ul style="list-style-type: none"> NON-STATUTORY - Understand the lifecycles of animals/humans (lesson 1) 	Changing me	<ul style="list-style-type: none"> Life cycle cards

	<p>Physical health and mental wellbeing</p> <p>Focus: Changes</p> 	<ul style="list-style-type: none"> Understand that some things change and some stay the same (lesson 2) <p><i>Emotional literacy/social skills- This topic will allow children to:</i></p> <ul style="list-style-type: none"> Understand, accept and normalise changes that happen as we grow. 	Changing me	
	<p>Road Safety</p> 	<ul style="list-style-type: none"> Learn how to keep safe when crossing the road (Lesson 5) Understand who can help us stay safe (Lesson 5) <p><i>Emotional literacy/social skills- This topic will allow children to:</i></p> <ul style="list-style-type: none"> Recognise when they feel frightened Know who to ask for help when needed 	Healthy Me	<ul style="list-style-type: none"> Powerpoint: learn the green cross code
	<p>Relationships</p> <p>Focus: Similarities and Differences</p>  	<ul style="list-style-type: none"> Identifying similarities between people (Lesson 1) Identifying differences between people (Lesson 2) Celebrating differences and celebrating ourselves (Lesson 6) <p><i>Emotional literacy/social skills- This topic will allow children to:</i></p> <ul style="list-style-type: none"> Recognise similarities and differences between themselves and others Understand that differences make us special and unique Understand how it feels to make a new friend 	Celebrating Differences	<ul style="list-style-type: none"> Spot the similarities pictures <ul style="list-style-type: none"> Picture cards Spot the differences pictures Book: 'Frog and Toad are Friends' by Arnold Lobel
	<p>Relationships</p> <p>Focus: Making Friends</p>  	<ul style="list-style-type: none"> Exploring ways to make new friends (lesson 5) <p><i>Emotional literacy/social skills- This topic will allow children to:</i></p> <ul style="list-style-type: none"> Understand how it feels to make a new friend 	Celebrating Differences	<ul style="list-style-type: none"> Friendship tokens
	<p>COMPULSORY SCIENCE TOPIC</p> <p>Focus: Body parts</p>	<p>This is covered as part of Year 1's Creative Curriculum Topic " [REDACTED]" (TBC).</p> <ul style="list-style-type: none"> Identify, name, draw and label basic parts of the human body Understand which part of the body is associated with each sense 	•	•






Year 2



Term	DfE Theme & Focus / CRC	Topic/Objective Details (including lesson number in Jigsaw scheme)	Jigsaw topic	Resources (available upon request)
Autumn – HBHM Day	Physical health and mental wellbeing Focus: keeping healthy 	<ul style="list-style-type: none"> Understanding how to keep our bodies healthy (L1) <ul style="list-style-type: none"> Sorting foods into food groups (L4) Understanding which foods keep us healthy (L4) Understanding which foods give us energy (L5) <ul style="list-style-type: none"> Becoming aware of healthy snacks (L6) <p><i>Emotional literacy/social skills- This topic will allow children to:</i></p> <ul style="list-style-type: none"> Make healthy lifestyle choices Recognise weak and strong feelings <ul style="list-style-type: none"> Identify foods they enjoy Choose foods which are nutritious and healthy for their body 	Healthy me	<ul style="list-style-type: none"> Help jigsaw Jo sheet Powerpoint slides: Relaxing <ul style="list-style-type: none"> Eatwell plate powerpoint Blank eatwell plate Eatwell food cards Composite food pictures Foods from food groups powerpoint Healthy snack recipe cards
Spring – HBHM Day	Physical health and mental wellbeing Focus: Alcohol and Dangerous Substances  	<ul style="list-style-type: none"> Understanding how medicines work in our bodies (L3) Knowing how to use medicines safely (L3) <p><i>Emotional literacy/social skills- This topic will allow children to:</i></p> <ul style="list-style-type: none"> Feel positive about caring for their body and keeping it healthy 	Healthy me	<ul style="list-style-type: none"> Book: 'Poor Monty' by Anne Fine Template of the body
Summer – HBHM Day	Physical health and mental well-being Focus: Changing bodies (including adolescent)  	<p style="text-align: center;">ALL LESSONS NON-STATUTORY</p> <ul style="list-style-type: none"> Recognising the physical differences between boys and girls (L4) Name parts of the body using scientific names: penis, testicles, vagina (L4) Appreciate that some parts of our bodies are private (L4) Discuss and understand different types of touch (L5) <p><i>Emotional literacy/social skills- This topic will allow children to:</i></p> <ul style="list-style-type: none"> Be aware of the private parts of the body Be confident to say what they do and don't like Know when they need to ask for help/speak to an adult 	Changing me	<ul style="list-style-type: none"> Body parts cards <ul style="list-style-type: none"> Body parts powerpoint Laundry-type basket with girls' and boys' clothes including underwear and swimsuits Book: 'Hug' by Jez Alborough






<p>Summer 1 (PSHE Topic)</p>	<p>Relationships</p> <p>Focus: Families and friendships</p> 	<ul style="list-style-type: none"> Understanding relationships within families (L1) Exploring physical contact and ways to stay safe (L2) Identifying issues which can cause conflict (L3) Understanding when it is good to keep secrets (L4) Recognising people who are helpful in our lives (L5) <ul style="list-style-type: none"> Celebrating special relationships (L6) <p><i>Emotional literacy/social skills- This topic will allow children to:</i></p> <ul style="list-style-type: none"> Explore different types of families Learn which types of physical contact are appropriate for individuals Explore the best ways to resolve conflict Discuss what to do when told secrets they want to talk about Understand how it feels to trust someone Learn to accept appreciation from others 	<p>Relationships</p>	<ul style="list-style-type: none"> Book: 'Who's in a family?' by Robert Skutch, Book: 'The Great Big Book of Families' by Mary Hoffman and Ros Asquith Book: 'Hugless Douglas' by David Melling 'I thought you were my friend' resource sheet <ul style="list-style-type: none"> 'Mending Friendships' chart 'Mending Friendships' resource sheet Poem: 'I Have a Secret' by E J Thornton Book: 'Don't Tell Lies, Lucy!' by Phil Roxbee Cox
<p>Anti-bullying week</p>	<p>Relationships</p> <p>Focus: Bullying</p> 	<ul style="list-style-type: none"> Understanding that bullying is sometimes about difference (L3) Recognising right from wrong (L4) Learning how to look after ourselves (L4) <p><i>Emotional literacy/social skills- This topic will allow children to:</i></p> <ul style="list-style-type: none"> Understand how being bullied may feel know how to support those being bullied know how to get help if they're being bullied 	<p>Celebrating differences</p>	<ul style="list-style-type: none"> Scenario cards Facts about bullying powerpoint
	<p>Physical health and mental wellbeing</p> <p>Focus: Lifecycles</p>	<ul style="list-style-type: none"> Recognising life cycles in nature (L1) 	<p>Changing me</p>	<ul style="list-style-type: none"> BBC learning clip: 2250 (An introduction to life cycles)
	<p>Physical health and mental wellbeing</p> <p>Focus: Growing up</p> 	<ul style="list-style-type: none"> Exploring the natural process of growing from young to old (L2) Recognising how our bodies have changed since being a baby (L3) <p><i>Emotional literacy/social skills- This topic will allow children to:</i></p> <ul style="list-style-type: none"> Explore feelings associated with changes out of our control Respect those who are older than them Feel proud about becoming more independent 	<p>Changing me</p>	<ul style="list-style-type: none"> Powerpoint: young to old Book: 'My Grandpa is Amazing' by Nick Butterworth Book: 'Titch' by Pat Hutchins




<p>Relationships</p> <p>Focus: Stereotypes</p>  	<ul style="list-style-type: none"> Exploring the idea of stereotypes (L1 & 2) <p><i>Emotional literacy/social skills- This topic will allow children to:</i></p> <ul style="list-style-type: none"> Spot similarities between boys and girls Understand that it is okay that, in some ways, boys and girls are different 	<p>Celebrating differences</p>	<ul style="list-style-type: none"> Book: 'Dulcie Dando' by Sue Stop and Debi Gliori Photo cards of children Description cards Book: 'Bill's New Frock' by Anne Fine
<p>Relationships</p> <p>Focus: Making Friends</p>  	<ul style="list-style-type: none"> Exploring ways to make new friends (L5) Celebrating differences, ourselves and friendships (L6) <p><i>Emotional literacy/social skills- This topic will allow children to:</i></p> <ul style="list-style-type: none"> Recognise similarities and differences between themselves and others Understand how it feels to make a new friend 	<p>Celebrating differences</p>	<ul style="list-style-type: none"> Picture book: 'Willy and Hugh' by Anthony Browne
<p>COMPULSORY SCIENCE TOPIC</p> <p>Focus: Reproduction & Growth</p>	<p>This is covered as part of Year 2's creative curriculum topic "Wriggle and Crawl"</p> <ul style="list-style-type: none"> Understand that all animals, including humans, have offspring (reproduction) which grows into adults. Recognise growth and reproduction in animals (including humans) – <i>please note: children will not be taught how reproduction occurs</i> 	<p>N/A</p>	




Year 3




Term	DfE Theme & Focus / CRC	Topic/Objective Details (including lesson number in Jigsaw scheme)	Jigsaw topic	Resources (available upon request)
Autumn – HBHM Day	Physical health and mental wellbeing Focus: keeping healthy 	<ul style="list-style-type: none"> Understanding how exercise affects our bodies (L1 & 2) Knowing why the heart and lungs are so important (L1 & 2) Knowing why it is important to take care of our bodies (L6) <p><i>Emotional literacy/social skills- This topic will allow children to:</i></p> <ul style="list-style-type: none"> Explore emotions associated with exercising <ul style="list-style-type: none"> Set themselves a fitness challenge Respect their bodies and appreciate what it does for them 	Healthy me	<ul style="list-style-type: none"> www.youtube.com/watch?v=gxUNxvsG7lc www.youtube.com/watch?v=SejXhR6kEvg <ul style="list-style-type: none"> Powerpoint: Children’s activity Youtube: clips of the Olympic and Paralympic games Powerpoint: My amazing body
Spring – HBHM Day	Physical health and mental wellbeing Focus: Alcohol and Dangerous Substances  	<ul style="list-style-type: none"> Becoming aware of different types of drugs (L3) Identifying potentially harmful household products (L5) <p><i>Emotional literacy/social skills- This topic will allow children to:</i></p> <ul style="list-style-type: none"> Explore feelings surrounding the use of drugs Take responsibility for keeping themselves and others safe at home 	Healthy me	<ul style="list-style-type: none"> Powerpoint: Are these drugs or not? Empty bottles of substances Powerpoint: Hazard symbols Pictures of home items
Summer – HBHM Day	Physical health and mental well-being Focus: Changing bodies (including adolescent)  	<p style="text-align: center;">NON-STATUTORY</p> <ul style="list-style-type: none"> Understanding why boys’ and girls’ bodies need to change when they grow up (L3) Identifying how boys’ and girls’ bodies change on the outside during puberty (L3) Identifying how boys’ and girls’ bodies change on the inside during puberty, and why these changes are necessary (L4) <p><i>Emotional literacy/social skills- This topic will allow children to:</i></p> <ul style="list-style-type: none"> Explore feelings associated with body changes Cope with any negative feelings 	Changing me	<ul style="list-style-type: none"> Set of body change cards Powerpoint: body changes Powerpoint: changes on the inside Animations: male and female reproductive systems ‘The Great Growing Up Adventure’ sheet
Summer 1	Relationships	<ul style="list-style-type: none"> Understanding relationships within families (L1) <ul style="list-style-type: none"> Identifying skills of friendship (L2) 		<ul style="list-style-type: none"> Male /female Jobs PowerPoint

<p>(PSHE Topic)</p>	<p>Focus: Families and friendships</p> 	<ul style="list-style-type: none"> Learning and using strategies needed for safety (L3) Exploring the actions of Citizens around the globe (L4) Recognising that everyone's lives are different (comparing rights around the world) (L5) <ul style="list-style-type: none"> Expressing appreciation (L6) <p>Emotional literacy/social skills- This topic will allow children to:</p> <ul style="list-style-type: none"> Learn how to take responsibility within families <ul style="list-style-type: none"> Explore the best ways to resolve conflict <ul style="list-style-type: none"> Learn to seek help when worried Show awareness of global citizens Learn to show empathy towards others Enjoy being part of family and friendship groups 	<p>Relationships</p>	<ul style="list-style-type: none"> Sets of the 'Whose Responsibility?' cards 'Solve it together' technique Mending friendships resource sheet Friendship conflict scenarios http://www.homesafetygame.com/pdf/KA_S1.pdf http://www.homesafetygame.com/pdf/BA_S1.pdf Fairtrade items (e.g. chocolate, coffee...) Book: 'The World Came to My Place Today' by Readman and Roberts Powerpoint: Work in other countries 'Wants and needs' cards PowerPoint: Children around the world <ul style="list-style-type: none"> Oxfam materials 'Change the World in Eight Steps' <ul style="list-style-type: none"> Millenium Development goals http://www.oxfam.org.uk/education/resources/change-the-world-in-eightsteps Unicef website: http://www.unicef.org/crc/, PowerPoint slide 'Articles from UNCRC'
<p>Anti-bullying week</p>	<p>Relationships</p> <p>Focus: Bullying</p> 	<ul style="list-style-type: none"> Understanding what it means to be a witness bullying (L3) Exploring the role of a witness within a bullying incident (L4) Recognising that some words are used in hurtful ways (L5) <p>Emotional literacy/social skills- This topic will allow children to:</p> <ul style="list-style-type: none"> Support and help those who are bullied <ul style="list-style-type: none"> Problem-solve in a bullying situation Explore emotions associated with hurtful words and therefore, not use them 	<p>Celebrating differences</p>	<ul style="list-style-type: none"> BBC Learning clip: 10416 (From bully to best friend) Bullying story resource Playground pictures Solve it together poster Scenario cards




<p>Physical health and mental wellbeing</p> <p>Focus: Babies &</p>  <p>Growing up</p>	<ul style="list-style-type: none"> Understanding the changes which happen between conception and growing up (L1) Understanding how babies grow and develop in the mothers' uterus – <i>not including conception/reproduction</i> (L2) Understanding what a baby needs to live and grow (L2) <p>Emotional literacy/social skills- <i>This topic will allow children to:</i></p> <ul style="list-style-type: none"> Express their feelings when they see babies/baby animals Express how they may feel if they had a new baby in their family 	<p>Changing me</p>	<ul style="list-style-type: none"> Powerpoint: babies Book: "My new baby" by Annie Kubler Book: "My baby sister" by Emma Chichester
<p>Physical health and mental wellbeing</p> <p>Focus: Keeping safe</p>  	<ul style="list-style-type: none"> Identifying things, people and places that I need to keep safe from (L4) Exploring strategies to keep ourselves safe, including seeking help (L4) <p>Emotional literacy/social skills- <i>This topic will allow children to:</i></p> <ul style="list-style-type: none"> Express feelings of being scared or anxious 	<p>Healthy me</p>	<p>N/A</p>
<p>Relationships</p> <p>Focus: Stereotypes</p>  	<ul style="list-style-type: none"> Recognising stereotypes within families – (L5) <p>Emotional literacy/social skills- <i>This topic will allow children to:</i></p> <ul style="list-style-type: none"> Express their feelings when their ideas are challenges Be flexible/aware when sharing their ideas 	<p>Changing me</p>	<ul style="list-style-type: none"> Task card
<p>Relationships</p> <p>Focus: Differences & Conflicts</p>	<ul style="list-style-type: none"> Understanding that everybody's families are different (L1) Understanding that differences and conflicts can sometimes happen amongst family members (L2) <p>Emotional literacy/social skills- <i>This topic will allow children to:</i></p> <ul style="list-style-type: none"> Appreciate their families Explore 'calming/mindfulness' techniques 	<p>Celebrating differences</p>	<ul style="list-style-type: none"> Book: "The family book" by Todd Parr Powerpoint: family conflict Book: "And Tango Makes Three" by Justin Richardson and Peter Parnell Solve it together resource Family conflict scenario cards










				
Year 4				
Term	DfE Theme & Focus / CRC	Topic/Objective Details (including lesson number in Jigsaw scheme)	Jigsaw topic	Resources (available upon request)
Spring – HBHM Day	Physical health and mental wellbeing Focus: Alcohol and Dangerous Substances 	<ul style="list-style-type: none"> Understand the facts about smoking and its effects on health (L3) Understand the facts about alcohol and its effects on health (L4) <p>Emotional literacy/social skills- This topic will allow children to:</p> <ul style="list-style-type: none"> Act assertively to resist self/peer-pressure Relate to feelings of shame and guilt 	Healthy me	<ul style="list-style-type: none"> Smoking facts grids Smoking scenarios Alcohol quiz Powerpoint: facts about the liver
Summer – HBHM Day	Physical health and mental well-being Focus: Changing bodies (including adolescent) 	<p style="text-align: center;">NON-STATUTORY</p> <ul style="list-style-type: none"> Describe how a girl’s body changes in order to have a baby (L3) Understand that menstruation is a natural part of growing up (L3) <p>Emotional literacy/social skills- This topic will allow children to:</p> <ul style="list-style-type: none"> Cope with the physical and emotional changes which they will experience during puberty 	Changing me	<ul style="list-style-type: none"> “How do I feel about puberty” cards “Items in a bag” for boys and girls (e.g. deodorant, soap, sanitary towels etc..) Female reproductive system Powerpoint: internal female organs Menstruation cards




<p>Summer 1 (PSHE Topic)</p>	<p>Relationships</p> <p>Focus: Families and friendships</p> 	<ul style="list-style-type: none"> Identifying webs of relationships (L1) Exploring feelings surrounding love and loss (L2) Discussing the importance of memories (L3) Exploring different viewpoints surrounding animal rights (L4) Understanding how it feels to lose a pet (L5) Celebrating relationships with people and animals (L6) <p>Emotional literacy/social skills- This topic will allow children to:</p> <ul style="list-style-type: none"> Explore feelings linked to relationships Learn to empathise and sympathise Understand how it feels to have memories of someone we can no longer see Understand the importance of sharing opinions and feelings Explore feelings associated with losing a pet Understand how to love and be loved 	<p>Relationships</p>	<ul style="list-style-type: none"> Book: 'Goodbye Mousie' by Robie H. Harris Book: 'Badger's Parting Gifts' by Susan Varley Book: 'I'll Always Love You' by Hans Wilhelm or 'Goodbye Mousie' by Robie H Harris
<p>Anti-bullying week</p>	<p>Relationships</p> <p>Focus: Bullying</p> 	<ul style="list-style-type: none"> Understand what bullying is and how to spot it (L3) Explore the role of a witness in a bullying situation (L4) <p>Emotional literacy/social skills- This topic will allow children to:</p> <ul style="list-style-type: none"> Explore emotions associated with bullying Problem-solve in a bullying situation 	<p>Celebrating difference</p>	<ul style="list-style-type: none"> BBC Learning clip 6578 (Why it is important to have good friends) CBBC Newsround film: Whose side are you on? Pictures of glasses CBBC Newsround: Tips on beating cyberbullying Websites: Kidscape, childline, Beatbullying, CBBC
	<p>Physical health and mental wellbeing</p> <p>Focus: Personal characteristics</p> 	<ul style="list-style-type: none"> Understand where we get our personal characteristics from (L1) <p>Emotional literacy/social skills- This topic will allow children to:</p> <ul style="list-style-type: none"> Appreciate and be proud that they are unique 	<p>Changing me</p>	<p>N/A</p>

<p>Physical health and mental wellbeing</p> <p>Focus: Changes</p> 	<ul style="list-style-type: none"> • Become familiar with the circle of change and how to use it (L4 – changing me) • Identify changes which are out of our control (L5 – changing me) <p>Emotional literacy/social skills- <i>This topic will allow children to:</i></p> <ul style="list-style-type: none"> • <i>Be confident enough to make changes to benefit them</i> • <i>Express their fears and concerns about changes out of their control</i> 	<p>Changing me</p>	<ul style="list-style-type: none"> • Book: “Moving house” by Anna Civardi and Stephen Cartwright • Powerpoint: Circle of change • Circle of change diagram • Change scenario cards
<p>Relationships</p> <p>Focus: Friendship group/peer-pressure</p> 	<ul style="list-style-type: none"> • Recognise how different friendship groups are formed (L1 – healthy me) • Recognise the changing dynamics between people in groups (L2 – healthy me) • Recognise peer-pressure and learn how to resist it (L5 – healthy me) <p>Emotional literacy/social skills- <i>This topic will allow children to:</i></p> <ul style="list-style-type: none"> • <i>Recognise when other people’s actions cause them to feel embarrassed, hurt or inadequate</i> • <i>Manage negative emotions associated with peer-pressure</i> • <i>Make sensible choices in regards to friendship groups</i> 	<p>Healthy me</p>	<ul style="list-style-type: none"> • Aiden’s story
<p>Relationships</p> <p>Focus: Making assumptions</p> 	<ul style="list-style-type: none"> • Understand that, sometimes, we make assumptions based on what people look like (L1) • Understand what influences people to make assumptions (L2) <ul style="list-style-type: none"> • Identify what makes us unique (L5) <p>Emotional literacy/social skills- <i>This topic will allow children to:</i></p> <ul style="list-style-type: none"> • <i>Identify feelings of anxiety and fear associated with peer pressure</i> <ul style="list-style-type: none"> • <i>Accept others for who they are</i> • <i>Like and respect their unique features</i> 	<p>Celebrating differences</p>	<ul style="list-style-type: none"> • Character cards and answers • Book: “Ruby” by Maggie Glen




Year 5




Term	DfE Theme & Focus / CRC	Topic/Objective Details (including lesson number in Jigsaw scheme)	Jigsaw topic	Resources (available upon request)
Autumn – HBHM Day	Physical health and mental wellbeing Focus: Keeping healthy 	<ul style="list-style-type: none"> Understand how the media promotes certain body types (L4) Describe the different roles food can play in people's lives (L5) Explain how people can develop eating disorders (L6) <p>Emotional literacy/social skills- This topic will allow children to:</p> <ul style="list-style-type: none"> Reflect on their own body image Accept and respect themselves for who they are <ul style="list-style-type: none"> Respect and value their bodies Keep themselves healthy and happy 	Healthy me	<ul style="list-style-type: none"> Powerpoint: body image Altered images <ul style="list-style-type: none"> www.youtube.com/watch?v=S_vVUIYOmJM "Food is..." sorting cards
Spring – HBHM Day	Physical health and mental wellbeing Focus: Alcohol and Dangerous Substances  	<ul style="list-style-type: none"> Understand the health risks of smoking (L1) Understand some of the risks with misusing alcohol (L2) <p>Emotional literacy/social skills- This topic will allow children to:</p> <ul style="list-style-type: none"> Informed decisions about smoking and alcohol <ul style="list-style-type: none"> Resist peer-pressure 	Healthy me	<ul style="list-style-type: none"> Smoking quiz Tabacco Industry's Poster BBC Learning Clip 10188 (Alcohol – Ben's Story) Powerpoint: Anti-social behaviour
Summer – HBHM Day	Physical health and mental well-being Focus: Changing bodies (including adolescent)	<p style="text-align: center;">ALL LESSON ARE NON-STATUTORY</p> <ul style="list-style-type: none"> Explain how a girl's and boy's bodies change during puberty (L2/3) Understand the importance of self-care, physically and emotionally (L2) Understand that sexual intercourse can lead to conception and this is how babies are made (L4) <p>Emotional literacy/social skills- This topic will allow children to:</p> <ul style="list-style-type: none"> Explore and express emotions associated with puberty Understand that puberty is a natural process which happens to everyone <ul style="list-style-type: none"> Appreciate the human body 	Changing me	<ul style="list-style-type: none"> Animations: Female & Male reproductive system Menstruation card match Range of sanitary products Powerpoint: Male organs Boys 'n' puberty quiz Great Growing up sheet Powerpoint: A Baby in the Womb The Truth about Pregnancy and Conception sort cards True/false cards









	  			
<p>Summer 1 (PSHE Topic)</p>	<p>Relationships</p> <p>Focus: Friendships & Attraction</p>    	<ul style="list-style-type: none"> Recognising their own characteristics and qualities (L1) Understanding how friendships can change (L2) Understanding what it means to have a boyfriend/girlfriend (L3) Understanding how it feels to be attracted to someone (L4) Recognising the importance of staying safe when using technology to communicate (L5/6) <p>Emotional literacy/social skills- <i>This topic will allow children to:</i></p> <ul style="list-style-type: none"> Build their own self-esteem Explore ways to negotiate and compromise Understand the pressures relationships can have Understand the feeling of jealousy and how to manage it Explore strategies to avoid pressures and dangers associated with technology 	<p>Relationships</p>	<ul style="list-style-type: none"> 'Make Friends, Break Friends?' scenario cards Mending Friendships poster Solve it together technique PowerPoint slides of boy-friend/girlfriend couples Diamond 9 cards 'You might go out with someone because...' 'The Way I Feel' printout http://www.kidsmart.org.uk/downloads/cn_A2posterPRIMARY.pdf https://www.youtube.com/watch?v=OgOzSPCaHnU (Jigsaw assembly for 8 10 year olds)
<p>Anti-bullying week</p>	<p>Relationships</p> <p>Focus: Bullying</p>  	<ul style="list-style-type: none"> Understand what racism is (L2) understand how rumour-spreading and name-calling can be bullying behaviours (L3) explain the difference between direct and indirect bullying (L4) <p>Emotional literacy/social skills- <i>This topic will allow children to:</i></p> <ul style="list-style-type: none"> respect people from difference races use a range of strategies to manage feelings in bullying situations apply problem-solving techniques in bullying situations encourage other people to make better choices rather than bullying 	<p>Celebrating difference</p>	<ul style="list-style-type: none"> BBC Learning clip: 5597 (experiencing racism) Book: "Taller than Before" by Bernard Ashley gargaro.com/ribbonstxt.html Scenario picture: Carol

<p>Summer 2</p>	<p>Physical health and mental wellbeing</p> <p>Focus: Becoming a teenager</p> 	<ul style="list-style-type: none"> Exploring the responsibilities and feelings associated with becoming a teenager (L5) <p>Emotional literacy/social skills- <i>This topic will allow children to:</i></p> <ul style="list-style-type: none"> Cope with changes that growing up will bring 	<p>Changing me</p>	<p>N/A</p>
<p>Each year when CYM visits.</p>	<p>EMERGENCY AID</p> <p>Focus: First aid</p> 	<ul style="list-style-type: none"> Learn and practice basic emergency aid procedures, including recovery position (L3) Know how to get help in emergency situations (L3) <p>Emotional literacy/social skills- <i>This topic will allow children to:</i></p> <ul style="list-style-type: none"> Keep themselves calm in emergencies 	<p>Healthy me</p>	<ul style="list-style-type: none"> Recovery position clip: www.sja.org.uk Emergency situation cards
<p>Autumn 1</p>	<p>Relationships</p> <p>Focus: Cultures and conflict</p> 	<ul style="list-style-type: none"> Understand that cultural differences may cause conflict (L1) <p>Emotional literacy/social skills- <i>This topic will allow children to:</i></p> <ul style="list-style-type: none"> Be aware of their own culture and those of others 	<p>Celebrating difference</p>	<ul style="list-style-type: none"> Culture pictures
<p>Autumn 1</p>	<p>COMPULSORY SCIENCE TOPIC</p> <p>Focus: Life cycles of mammals</p>	<ul style="list-style-type: none"> Understand the life cycles of mammals Understand that mammals use sexual reproduction to produce offspring (<i>terminology includes: sperm, ovum, fertilise, pregnancy, gestation</i>) Be able to order and describe the stages of reproduction of babies (and another mammals) 	<p>N/A</p>	<ul style="list-style-type: none"> Reproduction slides (includes links to videos used) Describing reproduction worksheet

Year 6

Term	DfE Theme & Focus / CRC	Topic/Objective Details (including lesson number in Jigsaw scheme)	Jigsaw topic	Resources (available upon request)
Autumn – HBH M Day	<p>Physical health and mental wellbeing</p> <p>Focus: Keeping healthy</p> 	<ul style="list-style-type: none"> Understand the impact of food on the body (L1) Understand what it means to be emotionally well (L5) Explore people’s attitudes towards mental health/illness (L5) Recognise stress and what can trigger it (L6) <p>Emotional literacy/social skills- This topic will allow children to:</p> <ul style="list-style-type: none"> Eat nutritious foods and understand how they impact their physical and emotional health Recognise when they do not feel emotionally healthy Apply strategies to help themselves feel emotionally healthy Use different strategies to manage stress and pressure 	Healthy me	<ul style="list-style-type: none"> Powerpoint – effects of food and drink True or false game Rhiannon’s story video (Young Minds) Youtube: “Queen – under pressure”
Spring – HBH M Day	<p>Physical health and mental wellbeing</p> <p>Focus: Alcohol and Dangerous Substances</p>  	<ul style="list-style-type: none"> Learn about the different types of drugs, their uses and effects on the body (L2) Evaluate when alcohol is being used responsibly, anti-socially or being misused (L3) <p>Emotional literacy/social skills- This topic will allow children to:</p> <ul style="list-style-type: none"> Explore ways to cope with life’s situations without using drugs Express personal feelings about using alcohol 	Healthy me	<ul style="list-style-type: none"> Powerpoint slides Drug groups and effects sheet BBC Learning clip 10187 (Liam’s story) Powerpoint: mindmaps
Summer – HBH M Day	<p>Physical health and mental well-being</p> <p>Focus: Changing bodies (including adolescent)</p>	<ul style="list-style-type: none"> Being aware of self-image (L1) NON-STATUTORY - Explain how a girl’s and boy’s bodies change during puberty (L2) NON-STATUTORY - Understand the importance of self-care, physically and emotionally (L2) NON-STATUTORY - Explore questions surrounding puberty (L3) <p>Emotional literacy/social skills- This topic will allow children to:</p> <ul style="list-style-type: none"> Develop their own self-esteem Express their feelings associated with puberty 	Changing me	<ul style="list-style-type: none"> Powerpoint: celebrity images Growing up bingo cards Puberty flashcards Powerpoint: male and female organs Powerpoint: girl to woman, boy to man Puberty – truth or myth cards

		<ul style="list-style-type: none"> • <i>Reflect on answers given to questions about puberty and their feelings towards them</i> 		
<p>Summer 1 (PSHE Topic)</p>	<p>Relationships</p> <p>Focus: Grief, power and e-safety</p> 	<ul style="list-style-type: none"> • Identifying the most significant people in their lives (L1) • Exploring the feelings associated with losing someone (L2) • Understanding the stages of grief (L3) • Learning to recognise when people want power and/or control (L4) • Exploring ways to stay safe when using technology to communicate (L5) • Learning to use technology safely and positively (L6) <p><i>Emotional literacy/social skills- This topic will allow children to:</i></p> <ul style="list-style-type: none"> • <i>Discuss how it feels to have special people in life</i> • <i>Explore strategies needed to manage feelings associated with loss</i> • <i>Learn to recognise and manage negative emotions</i> • <i>Explore ways to protect themselves in situations where others are trying to gain power/control</i> • <i>Learn to take responsibility for own safety and well-being</i> 	<p>Relationships</p>	<ul style="list-style-type: none"> • 'The Sad Book' by Michael Rosen, • Coping with loss scenario cards • Loss or change cards • PowerPoint - stages of grief • PowerPoint slide 'Power and Control' • Power and Control scenario cards • Chat Room Abbreviations' - a checklist • Cyberbullying film 'Let's Fight It Together' www.childnet.com/resources/lets-fight-it-together • http://www.kidsmart.org.uk/downloads/cn_A2posterPRIMARY.pdf • Online scenario cards • 'Keeping Myself Safe Online' quiz
<p>Anti-bullying week</p>	<p>Relationships</p> <p>Focus: Bullying</p> 	<ul style="list-style-type: none"> • Explain some of the ways in which one person or a group can have power over another (L3) • Explore some of the reasons why people bully (L4) <p><i>Emotional literacy/social skills- This topic will allow children to:</i></p> <ul style="list-style-type: none"> • <i>Understand how it can feel to be excluded or treated badly by being different in some way</i> • <i>Know and use a range of strategies in managing feelings in bullying situations</i> • <i>Use problem-solving techniques in bullying situations</i> 	<p>Celebrating difference</p>	<ul style="list-style-type: none"> • Power scenario sheet • Poem: killing ground by Adrian Mitchell • Scenario cards (bullying)

<p>Summer 2</p>	<p>Physical health and mental wellbeing</p> <p>Focus: Transition to secondary school</p> 	<ul style="list-style-type: none"> Explore the transition to secondary school (L6) <p>Emotional literacy/social skills- This topic will allow children to:</p> <ul style="list-style-type: none"> Prepare emotionally for secondary school 	<p>Changing me</p>	<ul style="list-style-type: none"> Powerpoint: bungee run
<p>Each year when CYM visits.</p>	<p>EMERGENCY AID</p> <p>Focus: First aid</p> 	<ul style="list-style-type: none"> Learn and practice basic emergency aid procedures, including recovery position (L4) Know how to get help in emergency situations (L4) <p>Emotional literacy/social skills- This topic will allow children to:</p> <ul style="list-style-type: none"> Deal with emergencies if they happen Keep themselves safe and avoid emergencies 	<p>Healthy me</p>	<ul style="list-style-type: none"> Recovery position clip: www.sja.org.uk CPR Clip from NHS website: https://youtu.be/Q5bOZf4GfQI
<p>Summer 2 (close to RHE HBHM day)</p>	<p>Relationships</p> <p>Focus: Attraction</p>   	<p>NON-STATUTORY</p> <ul style="list-style-type: none"> Understand how being physically attracted to someone changes the nature of the relationship (L5) <p>Emotional literacy/social skills- This topic will allow children to:</p> <ul style="list-style-type: none"> Express feelings associated with growing up Cope with changes which happen as they become a teenager 	<p>Changing me</p>	<ul style="list-style-type: none"> Photo cards: holding hands
<p>Autumn 2 – disability month</p>	<p>Relationships</p> <p>Focus: Disabilities</p>   	<ul style="list-style-type: none"> Understand that there are different perceptions about what normal means (L1) Understand how having a disability can affect lives (L2) Learn about people with disabilities who lead amazing lives (L5) <p>Emotional literacy/social skills- This topic will allow children to:</p> <ul style="list-style-type: none"> Empathise with people who are living with disabilities 	<p>Celebrating difference</p>	<ul style="list-style-type: none"> BBC Learning Clip 13706 (Visual impairment – Theo’s story) BBC Learning clip 13703 (Archie’s story) Powerpoint slide: Paralympians Youtube clip – paralympians

Relationships Education

Families and people who care for me	<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 marriage 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.
Caring friendships	<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.
Respectful relationships	<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.

	<ul style="list-style-type: none"> • 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.
<p>Online relationships</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.

Sex Education

The National Curriculum for Science covers:

- Naming the main external parts of the human body
- The human body as it grows from birth to old age (including puberty)
- Processes of reproduction and growth in animals
- Reproduction in some plants

Resources- Please see year group overviews above.

Appendix 2- RSE Secondary Stage Curriculum and Outcomes

Year Group	Term	Topic/Theme	Resources
Year 7		<p>[Insert topic / themes details]</p> <p>Be clear about any form of sex education undertaken at Primary</p>	[Insert resources / websites that are used]
Year 8			
Year 9			
Year 10			
Year 11			
Further Education			

Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships. • How these relationships might contribute to human happiness and their importance for bringing up children. • What marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • Why marriage is an important relationship choice for many couples and why it must be freely entered into. • The characteristics and legal status of other types of long-term relationships. • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • How to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships,	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships, in all contexts including online, such as:

including friendships

- Trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict
- Reconciliation and ending relationships, this includes different (non-sexual) types of relationship.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice).
- 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 people in positions of authority and due tolerance of other people's beliefs.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.
- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Online and media

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- About online risks, including that any material someone provides to another has the potential to be shared online, "sexting", and the difficulty of removing potentially compromising material placed online.
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.
- That specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.

	<ul style="list-style-type: none"> • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • How information and data is generated, collected, shared and used online.
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online.
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing. • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause. • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • That they have a choice to delay sex or to enjoy intimacy without sex. • The facts about the full range of contraceptive choices, efficacy and options available. • The facts around pregnancy including miscarriage. • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • How the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • How the use of alcohol and drugs can lead to risky sexual behaviour.

- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

The National Curriculum for Science covers:

Key Stage 3:

- Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta
- Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.

Key stage 4:

- Hormones in human reproduction, hormonal and non-hormonal methods of contraception
- Communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)
- Genes and sex determination in humans.

Resources

[List teaching resources, including those published by Public Health England, to help parents understand what is being taught]

Appendix 3- Health Education Primary Stage Curriculum and Outcomes

Mental wellbeing	<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.
Internet safety and harms	<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.

	<ul style="list-style-type: none"> • 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.
Physical health and fitness	<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 e.g., 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.
Healthy eating	<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).
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<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.

	<ul style="list-style-type: none"> • 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.
Basic first aid	<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.
Changing adolescent body	<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. • About menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 4- Health Education Secondary Stage Curriculum and outcomes

Mental wellbeing	<ul style="list-style-type: none">• How to talk about their emotions accurately and sensitively, using appropriate vocabulary.• That happiness is linked to being connected to others.• How to recognise the early signs of mental wellbeing concerns.• Common types of mental ill health (e.g., anxiety and depression).• How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.• The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet safety and harms	<ul style="list-style-type: none">• The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.• How to identify harmful behaviours online (including bullying, abuse, or harassment) and how to report, or find support, if they have been affected by those behaviours.
Physical health and fitness	<ul style="list-style-type: none">• The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.• The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.• About the science relating to blood, organ and stem cell donation.
Healthy eating	<ul style="list-style-type: none">• How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • The law relating to the supply and possession of illegal substances. • The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • The physical and psychological consequences of addiction, including alcohol dependency. • Awareness of the dangers of drugs which are prescribed but still present serious health risks. • The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health and prevention	<ul style="list-style-type: none"> • About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (Late secondary) the benefits of regular self-examination and screening • The facts and science relating to immunisation and vaccination. • The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	<ul style="list-style-type: none"> • Basic treatment for common injuries. • Life-saving skills, including how to administer CPR. • The purpose of defibrillators and when one might be needed.
Changing adolescent body	<ul style="list-style-type: none"> • Key facts about puberty, the changing adolescent body and menstrual wellbeing. • The main changes which take place in males and females, and the implications for emotional and physical health.