KEW COLLEGE PREP

Relationships and Sex Education Policy

This policy applies to the whole school including the EYFS

In line with DfE statutory requirements, Kew College Prep will follow a Relationships and Sex Education (RSE), and Heath Education curriculum.

The policy is written with due regard to the following:

Keeping Children Safe in Education (KCSIE 2026), Section 80A of the Education Act 2002 and section 403 of the Education Act 1996, Sexual Violence and sexual harassment between children in schools and colleges (DfE, 2021) Alternative Provision (Gov.UK Jan 2013 June 2016), Behaviour and Discipline in Schools (DfE, February 2024), Equality Act 2010, Mental Health and Behaviour in Schools (DfE November, 2018), National Curriculum for Primary School 2013, SEND code of practice: 0 to 25 years (DfE 2015), Preventing and Tackling Bullying (DfE July 2017) Promoting Fundamental British Values through SMSC (DfE Nov 2014), The Human Rights Act 1998

In addition to these, the RSE policy is informed by existing DfE guidance:
Relationships and Sex Education (September 2026) Working Together to Safeguard Children 2026 and **equality** (Equality Act June 2014).

See also the School's policies as follows:
Anti-Bullying Policy, Anti-Cyber Bullying Policy, Curriculum Policy, Equal Opportunities Policy, Implementing Prevent Policy, Pastoral Care Policy, Safeguarding and Child Protection Policy, PSHE and Citizenship Policy.

Definitions or abbreviations used in this policy
EYFS: Early Years Foundation Stage
ICT: Information and Communications Technology
KS1 and KS2: Key Stage 1 and Key Stage 2
PSHE: Personal, Social, Health and Economic Education
RSE: Relationship and Sex Education

1. Statement of Intent

Through our RSE curriculum, we help to prepare students to be respectful and caring citizens who can make informed decisions and keep themselves safe in an ever-changing and complex world.

This policy covers our school's approach to Relationships and Sex Education (RSE). It has been developed in consultation with staff, pupils, parents and school governors. We define relationships and sex education as teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults in all contexts, including online (RSE, DfE, 2025). We believe relationships and sex education is vital in helping our students to treat others with consideration, respect and kindness, and to fully understand the concept of personal privacy. Through knowing how to establish boundaries, having a clear understanding of how to stay safe and keep each other safe, our pupils will be better prepared to have safe and healthy relationships throughout their lives.

At Kew College Prep, the partnership between home and school is emphasised to ensure that core learning in the Relationship and Sex Education curriculum are supported at home.

2. Requirements

PSHE is compulsory in independent schools and we have a requirement to teach Relationships Education as part of our PSHE curriculum in line with DfE guidance. Health Education is taught through our PSHE program and supported by DfE guidance. We must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017We are not required to provide sex education, but we do need to teach the elements of plant and animal reproduction contained in the science curriculum. Our school also delivers sex education as part of Relationships Education. Parents have the right to withdraw their child from the non-statutory components of education within RSE. Requests for withdrawal should be put in writing and addressed to the headteacher.

In teaching RSE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Kew College Prep, we teach Relationships Education as set out in this policy.

3. Policy Development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review –members of the Relationships Education working party looked through our existing provision as well as national and local guidance. The working party then reviewed the policy to reflect any changes

2. Staff consultation – all school staff were given the opportunity to view and comment on the policy, making recommendations for changes. Staff voice was also gathered to inform future RSE CPD sessions.

3. Parent consultation – parents andcarers were consulted via an online parental survey. This informed policy development and identified additional support parents needed. A parent working party then reviewed the policy in the Summer Term.

4. Pupil consultation – we consulted with our pupils through informal discussions and pupil focus groups from Infant House and Junior House.

5. Governor consultation – Governors were consulted via a governor meeting with the RSE working party. All governors were sent the draft policy and invited to share amendments

5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Aims and Outcomes

Through our RSE and PSHEcurriculum, our pupils learn how to keep themselves and others safe, to respect our differences and how to build happy, fulfilling relationships which are an essential part of life and learning.

We teach children:

- the knowledge and skills to look after their mental health, wellbeing and physical health;
- where to go for help and support
- to value and respect themselves and others;
- the correct vocabulary to describe themselves and their bodies;
- how to be prepared for puberty and understand the basic changes that happen during puberty;
- to develop awareness and skills to form healthy and respectful relationships;
- body confidence and self-esteem;
- relationship issues, including issues of peer pressure, the right to say 'No' and building the confidence to do so;
- the biological differences between boys and girls;
- to understand that inappropriate contact or touch is unacceptable;
- to respect diversity within their communities;
- the importance of family life and the many different types of families this encompasses.

5. Policy Availability

The RSE policy is posted on the Kew College Prep website. All parents, guardians, and carers of our pupils will be encouraged to read the policy. In addition, parents are informed via letters and curriculum overviews of the content of our PSHE curriculum. Parents will be informed when workshops and talks related to sex education are presented at school.

6. Curriculum

Relationships Education is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects (such as respect towards the views of others) are included in Religious Education (RE). Aspects of the online safety curriculum are supported by the ICT curriculum.

Our RSE and Health curriculum is set out as per Appendix A, but we may need to adapt it as and when necessary. The curriculum is delivered through a planned and progressive scheme of work which is age-appropriate, evidence-based and carefully sequenced so that pupils build knowledge, understanding and skills over time. Content is revisited and developed as pupils mature and is adapted where appropriate to meet the needs of individual cohorts.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. This supports an active approach to online safety.

Representative samples of curriculum materials are available for parents to view and all curriculum resources used to teach RSE may be viewed on request in accordance with statutory guidance.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix A.Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships. Core themes of the curriculum are in alignment with DfE statutory requirements for primary aged children and include:

- Families and people who care for me
- Caring and respectful relationships
- Online relationships

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

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

The PSHE curriculum objectives and content are delivered by teachers using a variety of sources such as Kapow Primary, Ealing Grid for Learning and the PSHE Association. Learning is supported with comprehensive lessons and by a range of activities; the objectives fulfil statutory requirements stated by the DfE. For every lesson, a detailed lesson plan is provided with resources to support teaching and learning. Differentiated resources and teaching methodologies are provided to support SEND so that all pupils have equal access to the teaching and learning presented.

The changing adolescent body (puberty) is covered in Years 4, 5 and 6. It is covered at this age to ensure children are prepared for the emotional and physical changes that will happen during puberty and to help keep them safe. Puberty is part of the Health Education curriculum.

7. Delivery

RSE within the Early Years Foundation Stage is not taught as a discrete subject, but is embedded into the daily play-based curriculum. Following the EYFS Framework, this is primarily delivered through the Personal, Social and Emotional Development (PSED) and Communication and Language prime areas of learning. Through structured continuous provision and targeted adult-led activities through PSHE circle times, the curriculum focuses on developing children's self-regulation, emotional resilience, and constructive peer relationships, establishing the essential social and behavioural foundations required to transition to the next stage in their school journey.

Key Stage 1 (Infant House) and Key Stage 2 (Junior House) have a minimum of 40 minutes of PSHE lessons weekly. In Reception and KS1, Collective Reflection and Circle Time also forms a valuable part of the PSHE curriculum and teachers will address issues when they arise. In Key Stage 2, Collective Reflection and Form Time provides valuable opportunity to discuss current and relevant issues. All pupils at Kew College Prep are engaged in these lessons and discussion sessions and all pupils have equal access to the PSHE program and curriculum. Relationships Education is usually delivered in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.

7.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences

During lessons, teachers make pupils feel:

- Safe and supported
- Able to engage with the key messages

We will also make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions (as needed)

We will ensure we give careful consideration to the level of differentiation needed.

7.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences

Age-appropriate workshops may also be organised for children to support their learning in RSE and Health education. Where external agencies contribute to the delivery of RSE, the school remains responsible for curriculum content, safeguarding arrangements and quality assurance. All materials are reviewed in advance to ensure they are age-appropriate, evidence-based and aligned with the school's curriculum and safeguarding expectations.

Parents will be informed of these events and parents will have the right to opt out of any sessions on on sexual reproduction in accordance with DfE guidance.

8. Roles and Responsibilities

8.1 The governing body

The governing body will approve the RSE policy, and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher will work with and delegate certain responsibilities to the Head of Department for PSHE. Together, they will ensure that RSE is taught consistently across the school, share resources and materials with parents and carers, and manage requests to withdraw pupils from non-statutory components of RSE.

8.3 Teachers

Teachers will be responsible for delivering the PSHE curriculum including lessons on RSE.
Staff are responsible for:

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

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

All staff have a duty to safeguard our pupils, should a child make a disclosure in a PSHE lesson, staff will communicate the disclosure to the DSL or the Deputy DSL in a timely manner, following our school's safeguarding policy.

All staff receive regular training to prepare them for the delivery for the Relationships Education and Health Education curriculum and how this fits into the provision of a comprehensive PSHE education at Kew College Prep.

The Head of Department for PSHE will be responsible for overseeing the teaching and learning in PSHE.

9. Assessment and Recording

At Kew College Prep, learning is recorded in class PSHE books. Three formal forms of assessment should be used to capture learning and progress in each of the Core Themes which are: Health and Wellbeing (Autumn Term); Living in The Wider World (Spring Term); Healthy Relationships (Summer Term). These assessments include formative baseline Assessments, key assessment activities within lessons and recording of their outcomes in class PSHE book along with summative assessments in school reports. Staff have regular training sessions with the Head of Department on how to assess and what outcomes should look like.

Assessment plays an important role in the delivery of our PSHE curriculum. We use assessment in all lessons to give feedback and to inform next steps; to help pupils reflect on and identify what they have learnt; to improve learning and increase pupils' motivation; to monitor the effectiveness of provision; to allow others to see the impact PSHE is having within the context of our PSHE programme and on whole-school outcomes; to support teachers to demonstrate learning that has taken place, whilst identifying gaps for future learning; to ensure provision is made for SEND so that they can access the key learnings in the curriculum.

10. Monitoring of Curriculum, Evaluation and Updates

The PSHE lead will monitor the delivery of the programme through observation and discussion with teaching staff and pupils, as well as 'book looks' to ensure consistent and coherent curriculum provision. Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- Staff Surveys
- Checking coverage of work and assessments in class books
- Moderation of standards in children's participation in activities
- Quality of teaching through lesson observation and feedback

The PSHE lead will monitor statutory updates to Relationships and Sex Education and modify the curriculum accordingly.

Reviewed by:	**Reviewed and Approved by:**	**Updated by:**
The Education and Welfare Committee Date: 4 Sep 2024	Title: Head Date: 9 September 2026	Title: Head of Department (PSHE) Date:

This policy will be reviewed by the governing body every two years or earlier if it is considered necessary.

Appendix A
RSE and Health Education Kew College Prep Year 1 to Year 6

Academic Years 2026-2027

Year 1	
Health Education	Relationships Education
• To describe feelings and develop simple strategies for managing them • To identify and explain a range of positive and negative emotions • To begin to understand the risks associated with the sun • To know when and how to call 999 • To begin to understand what is safe to put into or onto our bodies. • To begin to understand how germs spread and how to stop them spreading (hand washing) • To understand the difference between healthy and unhealthy foods • To understand the benefits of physical activity and rest • To explain how they have grown and changed	• To understand how to share feelings • To identify different types of bullying and explain what to do if they are being/witness bullying • To recognise our achievements • To understand the difference between wants and needs • To understand the PANTS rule • To explain how to keep safe online • To explain how to stay safe in public places • To understand the importance of manners • To begin to understand the importance and characteristics of positive friendships • To understand what 'bad' secrets are • To explain the difference between good and bad secrets • To understand that families look after us while recognising families are different • To know that families help us grow up happy and healthy • To begin to understand how families and friendships can make us feel • To begin to understand that being friendly to others makes them feel welcome and included • To identify who to talk to if you are worried or scared about something (people who keep us safe) • To begin to understand how friendships can make us feel • To begin to understand that friendships can have problems but we can overcome them • To learn about boundaries in play (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.)

Year 2	
Health Education	Relationships Education
• To understand what it means to have a healthy diet	• To explain how to talk about feelings and emotions

• To understand the importance of eating fruit and vegetables • To understand how to look after our teeth (including the importance of going to the dentist) • To understand the importance of regular physical exercise (To understand the benefits of physical activity and rest) • To begin to understand how loss and change can affect us • To understand emotions • To identify the risks associated with smoking and vaping • To begin to understand how to stay safe with medicines • To know when and how to call 999 • To understand ways to keep safe on and near roads • To know how to keep safe near and on railways (include tubes) • To begin to understand the concept of privacy and the correct vocabulary for body parts. • To understand safe and unsafe touches. Link to PANTS rule. Link to PANTS rule • To explain how to use the internet safely and who to talk to about what I see online	• To identify different types of bullying and explain what to do if they are being/witness bullying • To explain how their life is different to the lives of children in other countries • To explain the difference between wants and needs, including personal boundaries • To identify who to talk to if you are worried or scared about something • To develop an understanding of stereotypes and how these might affect job/career choices • To identify the qualities of a good friend • To identify how to be a good friend to others • To begin to understand that some friendships might make us feel unhappy and how to deal with this • To know I can be kind and care about my own needs • To understand the PANTS rule • To explain who is in their family, while recognizing families are different • To know my body is important and belongs to me.

Year 3	
Health Education	Relationships Education
• To understand and plan for a healthy lifestyle including physical activity, rest (sleep) and diet • To understand the benefits of healthy eating and dental health • To explore the benefits of exercise • To understand how to help if someone has been stung or bitten • To explain what a drug is and categorise drugs • To explain how and when to share feelings, including whether feelings are appropriate and proportionate • To begin to understand personal hygiene and germs and what to do if I feel unwell • To begin to understand signs of illness • To explain how to keep safe around fire • To understand dementia, how it is related to memory and how change makes us feel • To explore the concept of self-talk and identify how this can help us • To begin to think about positive and negative aspects of the internet •	• To listen and communicate effectively • To explain the difference between unkindness and bullying • To understand that friendships have ups and downs and that problems can be resolved without using violence • To explain how their life is different to the lives of children in other countries • To begin to understand some of the risks online, including uploading pictures and words • To recognise that stereotypes exist based on a number of factors • To recognise the importance of manners and courtesy • To identify positive thoughts, self-esteem and how positive thoughts can affect us • To understand that families love and support each other but sometimes problems can occur and help is available if needed • To know that sometimes we feel lonely and who we can talk to • To explain what makes a healthy friendship • To understand the choices people can make and those which are made by others.

	• To begin to recognise who and what can influence our decisions. • To recognise when to give consent and discuss personal boundaries.

Year 4	
Health and Wellbeing	Relationships Education
• To explain how to keep my body and mind healthy • To explain a healthy lifestyle • To explain the risks associated with alcohol • To begin to understand the risks of smoking and vaping and the benefits of being a non-smoker • To understand how to help someone with asthma • To begin to understand what mental health is and who can help if I need it • To understand the role of groups in the wider community • To recognise that change is part of growing up. • To begin to understand the basic changes that happen during puberty • To begin to understand menstruation • To explore how we can help following a bereavement	• To identify my own strengths and begin to see how they can affect others • To understand the impact of bullying on mental health and the responsibility of bystanders to help • To understand the benefits and risks of sharing material online (link to online safety) • To develop critical thinking skills about information available online. This includes thinking critically about information, people who may try to talk to you and images online. • To identify who to talk to if you are worried or scared about something (online and offline) • To understand there is a minimum age for joining social media sites and why • To recognise that stereotypes can relate to a number of factors • To understand the value of diversity in a community • To begin to understand that families are very varied, in this country and across the world • To begin to understand the physical and emotional boundaries in friendships • To understand the importance of respect (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.) • To understand healthy friendships and saying no • To develop understanding of privacy and the difference between secrets and surprises • To know how to get help when you are worried

Year 5	
Health Education	Relationships Education
• To explain how and when to share feelings • To understand risks associated with the sun and how these can be avoided • To understand the benefits of sleep • To interpret and understand information on food labels Link to Eat Like A Champ	• To use vocabulary to describe their feelings and take responsibility for them • To understand more about bullying, understanding the importance of respecting others and how to get help

• To understand and be able to plan healthy meals • To understand some of the risks associated with an inactive lifestyle, including what to do it they are worried about their health • To explore the risks associated with drug use • To understand the importance of vaccines • To know how to stay safe around water • To understand the physical and emotion changes that happen during puberty • To understand the internet contains a lot of content and where to go to if they feel worried (To begin to understand misinformation, disinformation and AI-generated content and the importance of checking whether information online is trustworthy). • To understand content which may be appropriate or inappropriate to share online	• To recognise and display respectful behaviour online • To identify who to talk to if you are worried or scared about something online • To understand the difference between culture and religion and understand the importance of respecting people's beliefs • To explore the impact of stereotypes and how they can lead to discrimination • To understand how to form and maintain positive relationships and that sometimes, people feel lonely • To explore the ups and downs of friendships • To understand peer pressure and saying no off and online • To understand the concept of marriage and civil partnerships • To know how to seek help when you are worried and where to get advice (including calling 999)

Year 6	
Health Education	Relationships Education
• To understand mental health and how to talk about feelings • To use mindfulness to manage emotions • To understand the importance of promoting general wellbeing and physical health. • To explain how and when to share feelings • To understand and plan for a healthy lifestyle • To explain the risks associated with alcohol • To understand the importance of sleep and rest • To consider the facts and scientific evidence relating to vaccinations and immunization • To begin to understand risks related to online gaming • To understand the changes that happen during puberty.	• To understand explain difference and similarities • To challenge gender stereotypes • To challenge stereotypes associated with homelessness • To recognise prejudice and discrimination and learn how this can be challenged • To respond appropriately with people, they do and do not know • To understand how to share care and concern for others • To start to become a discerning consumer of information online (to become a discerning consumer of information online, including recognising misinformation, disinformation, manipulated images, AI-generated content and deepfakes) • To understand that online relationships should be treated in the same way as face-to-face relationships • To understand why there are age-restrictions online • To understand how to show care and concern for others. • To understand what factors contribute to identity • To understand that respect is two-way and how we treat others is how we can expect to be treated • To resolve disputes and conflict through negotiation and compromise • To begin to recognise when a relationship is unkind and how to seek support

	• (Sex Education) To understand the biology of conception. • (Sex Education) To understand the development of the baby during pregnancy • To explore the anxieties around transition

Appendix B:
By the end of primary school pupils should know (from DfE guidance for Relationships Education)

Families and people who care for me	Curriculum content: 1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. 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. 3. 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. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. 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	Curriculum content: 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. 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. 3. 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. 4. 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. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
Respectful, kind Relationships	Curriculum content:

	1. 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. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. 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. 4. 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. 5. 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. 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners. 8. 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. 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online safety and awareness	Curriculum content: 1. 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. 2. 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. 3. 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. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.

	5. 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. 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being Safe	Curriculum content: 1. 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. 2. 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. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. 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. 7. 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.

Health Education

General wellbeing	Curriculum content: 1. 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. 2. The importance of promoting general wellbeing and physical health. 3. 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. 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6. That isolation and loneliness can affect children, and the benefits of seeking support.

	7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 8. 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. 9. 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). 10. That it is common to experience mental health problems, and early support can help.
Wellbeing online	Wellbeing online Curriculum content: 1. 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. 2. 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. 3. 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. 4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. 6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 7. 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. 8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 9. How to understand the information they find online, including from search engines, and know how information is selected and targeted. 10. That they have rights in relation to sharing personal data, privacy and consent. 11. Where and how to report concerns and get support with issues online.
Physical health and fitness	Curriculum content: 1. The characteristics and mental and physical benefits of an active lifestyle. 2. 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. 3. The risks associated with an inactive lifestyle, including obesity. 4. How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	Curriculum content: 1. What constitutes a healthy diet (including understanding calories and other nutritional content). 2. Understanding the importance of a healthy relationship with food.

	3. The principles of planning and preparing a range of healthy meals. 4. 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, tobacco and vaping	Curriculum content: 1. 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.