



Dishforth CE Primary School

Relationships, Sex and Health Education (RSHE) Policy

Date: July 2026

Review date: July 2027

"We are rooted and grounded in love so that everyone has the roots to grow and the wings to fly".

Policy Overview and Statutory Context

At Dishforth CE Primary School we recognise that high-quality Relationships, Sex and Health Education (RSHE) is essential to pupils' personal development, wellbeing, and safety. RSHE supports children to develop the knowledge, skills, and attitudes they need to form positive relationships, manage emotions, stay healthy, and make informed decisions as they grow.

This policy sets out the school's approach to RSHE in line with statutory guidance and reflects our commitment to safeguarding, inclusion, and promoting pupils' physical and mental wellbeing.

We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE).

This policy has been developed in accordance with:

- The Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (DfE)
- Keeping Children Safe in Education
- The Equality Act 2010
- The school's Child Protection Policy

In primary schools:

- Relationships Education is statutory
- Health and Wellbeing Education is statutory
- Sex Education is not statutory beyond the National Curriculum for Science

Definition and Scope of RSHE

RSHE is made up of three interrelated components.

Relationships Education (Statutory)

Relationships Education supports pupils to develop healthy, respectful relationships. This includes learning about:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe, including boundaries, consent, and safeguarding in an age-appropriate way

There is no right of withdrawal from Relationships Education.

Health and Wellbeing Education (Statutory)

Health Education supports pupils to understand how to maintain their physical and mental wellbeing. This includes:

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies

There is no right of withdrawal from Health Education.

Sex Education (Non-Statutory)

Sex Education, where taught beyond the statutory science curriculum, is:

- Carefully planned and age-appropriate
- Delivered sensitively and inclusively
- Clearly communicated to parents and carers

Additional sex education does not include explicit teaching about sexual activity. **Parents and carers have the right to withdraw their child from non-statutory sex education.**

Curriculum Organisation and Delivery

RSHE is taught as part of the school's planned PSHE curriculum and is delivered regularly across the academic year. Lessons are taught by class teachers and are timetabled within the school week, ensuring consistent and age-appropriate coverage for all pupils.

RSHE is delivered using the 1decision programme, which:

- Meets statutory Relationships and Health Education requirements
- Provides a progressive, story-led curriculum
- Supports curriculum sequencing and progression
- Includes teacher guidance and assessment opportunities

For more information please visit www.1decision.co.uk
[The Most Trusted PSHE & RSHE Resources in the UK](#)

RSHE is taught regularly and reinforced through cross-curricular links, including:

- Science (statutory elements)
- Computing (online safety)
- Assemblies and whole-school themes
- Visits and visitors e.g. Police School Liaison officer

Teachers may adapt sequencing or revisit content in response to emerging pupil needs, such as safeguarding concerns or wellbeing issues.

For additional information about our scheme of work Appendix 1 – Curriculum Map

STEP 4: Inclusion, SEND and Equality

RSHE is delivered in line with the Equality Act 2010 and promotes respect for difference and diversity. Teaching is inclusive and reflects the needs of all pupils.

For pupils with special educational needs or disabilities (SEND), RSHE is adapted to ensure accessibility by:

- Using clear and consistent language and visuals
- Breaking learning into smaller steps
- Providing additional scaffolding or repetition
- Considering pupils' emotional and developmental needs

Safeguarding and Safe Learning Environment

RSHE is delivered within a safe, supportive, and respectful learning environment where pupils feel able to participate and ask questions appropriately.

To support this:

- Ground rules are agreed with pupils at the start of RSHE lessons to promote respect, confidentiality, and appropriate discussion
- Correct and age-appropriate terminology is used sensitively by staff
- Teaching approaches such as distancing techniques are used where appropriate, allowing scenarios and examples to be discussed without personalising experiences
- Opportunities are provided for pupils to ask questions in a range of ways, including anonymous question boxes or written questions, to reduce pressure and support pupil confidence
- Personal disclosures are not encouraged during lessons, and pupils are reminded that sensitive concerns should be shared with a trusted adult
- Pupils are signposted to trusted adults and support systems within the school for further help or discussion

All RSHE teaching is underpinned by the school's safeguarding procedures. Any disclosures or concerns arising from RSHE lessons are handled in line with the Safeguarding and Child Protection Policy.

STEP 6: Roles, Responsibilities and Staff Training

Leadership and Governance

- The Headteacher has overall responsibility for RSHE provision
- The Governing Body approves this policy and monitors its implementation
- The PSHE/RSHE Lead Katey Lacey oversees curriculum planning, progression, and staff support

Teaching and Support Staff

Staff delivering RSHE:

- Follow the agreed curriculum
- Create a safe and respectful learning environment
- Respond appropriately to pupil questions and disclosures

Staff Training

Staff involved in the delivery of RSHE receive appropriate training and ongoing support to ensure confidence, consistency, and safeguarding compliance. This includes induction support, access to guidance and resources, and updates linked to statutory changes or emerging pupil needs.

Parental Engagement and Communication

We value open and transparent communication with parents and carers and recognise the important role they play in supporting their child's RSHE learning. The school works in partnership with parents and carers to ensure RSHE is delivered in a clear, sensitive, and age-appropriate way.

The school will:

- inform parents and carers about the RSHE curriculum, including the themes covered and how learning is delivered
- provide opportunities for parents and carers to view RSHE curriculum content
- respond to questions, feedback, or concerns in a timely, respectful, and supportive manner
- offer discussion with appropriate members of staff where further clarification or reassurance is needed

Parents and carers have the right to request withdrawal of their child from non-statutory sex education taught beyond the National Curriculum for science. There is no right of withdrawal from Relationships Education or Health Education. Any requests for withdrawal are managed sensitively, in line with statutory guidance, and in discussion with parents or carers to ensure the child's wellbeing and educational needs remain central.

To request a withdrawal of a child from non-statutory sex education please contact the headteacher at admin@dishforth.n-yorks.sch.uk 01845 577206

Monitoring, Evaluation and Review

RSHE is monitored and evaluated to ensure it remains effective, relevant, and responsive to pupils' needs. Monitoring focuses on the quality of provision, pupil understanding, and the impact of learning over time.

This includes:

- **Pupil voice**, gathered through discussion, reflection activities, and feedback, to understand pupils' experiences, confidence, and understanding of RSHE themes. Pupil voice is used to inform curriculum development and ensure learning reflects pupils' needs and lived experiences.
- **Assessment and progress tracking**, using age-appropriate, non-judgemental methods such as discussion outcomes, written reflections, and teacher observations. Assessment information is used to identify strengths, gaps in understanding, and areas requiring reinforcement.
- **Teacher reflection**, where staff review lesson delivery and pupil responses to inform future planning and adapt teaching where necessary.
- **Leadership monitoring**, including curriculum reviews, lesson visits where appropriate, and scrutiny of planning and assessment information to ensure consistency, progression, and statutory coverage across the school.

Monitoring and evaluation of RSHE takes place on a planned and regular basis and is led by the PSHE/RSHE Lead, with oversight from senior leaders. Findings from monitoring activities are used to inform curriculum review, staff training, and future planning, ensuring continuous improvement.

Links to Other Policies

This policy should be read alongside the following:

- Safeguarding and Child Protection Policy
- Behaviour and Anti-Bullying Policy
- Online Safety Policy
- Equality Policy
- SEND Policy

This RSHE policy has been developed by the school's senior leadership team in consultation with the PSHE/RSHE Lead and with reference to statutory

guidance and safeguarding requirements. Where appropriate, the views of staff, parents and carers, and pupils have been considered to inform the content of the policy.

The policy is approved by the Governing Body and is reviewed annually, or sooner if statutory guidance or local circumstances change.

As part of the review process, the school will:

- review updates to statutory RSHE guidance and related safeguarding documentation
- consider feedback from pupils through pupil voice activities
- seek feedback from staff involved in the delivery of RSHE
- provide parents and carers with opportunities to view the policy and submit feedback, in line with consultation requirements
- make amendments where necessary to ensure the policy remains relevant, compliant, and responsive to pupils' needs
- Following review, any significant changes to the policy will be shared with parents and carers.

Appendices

- Appendix 1: Curriculum Map

Appendix 1: Curriculum Map

This appendix maps how the learning outcomes from the DfE Relationships education, Relationships and Sex Education and Health Education Statutory Guidance June 2025 are delivered through our 1Decision Curriculum at Dishforth School.

[Relationships Education, Relationships and Sex Education and Health Education guidance](#)

It should be viewed alongside our whole school long term plan. This is a two-year rolling programme of learning for our mixed aged classes that ensures that our children do not repeat or miss content due to being in the same class for two years.

This long-term plan is available through the school website [Curriculum < Dishforth Church of England Primary School](#)

Families and people who care for me		
Learning Outcomes	KS1 Content	KS2 Content
That families are important for children growing up safe and happy because they can provide love, security and stability.	<u>5-8 Baseline Topics</u> - Keeping/Staying Safe - Relationships - Being Responsible	<u>5-8 Summative Topics</u> - Keeping/Staying Safe - Feelings & Emotions
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.	<u>5-8 Main Topics</u> - Road Safety - Staying Safe - Tying Shoelaces - Water Spillage - Worry - Growing In Our World	<u>5-8 Main Topics</u> - Leaning Out of Windows - Touch - Grief & Loss - Making Friends Online - Hazard Watch
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.	Living In Our World	<u>8-11 Baseline Topics</u> - Keeping/Staying Safe - Growing and Changing - Being Responsible - A World Without Judgement
That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.		<u>8-11 Summative Topics</u> - Relationships - Feelings and Emotions - The Working World - A World Without Judgement
That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.		<u>8-11 Main Topics</u> - Cycle Safety - Relationships - Conception - Coming Home on Time - Anger - Worry - Online Bullying - Chores at Home - Enterprise - Inclusion & Acceptance - British Values
How to recognise if family relationships are making them feel unhappy or unsafe, and		

how to seek help or advice from others if needed.		<u>Adult & Children's Views</u> - Keeping/Staying Safe - Keeping/Staying Healthy - Growing and Changing - A World Without Judgement
Caring friendships		
Learning Outcomes	KS1 Content	KS2 Content
How important friendships are in making us feel happy and secure, and how people choose and make friends.	<u>5-8 Baseline Topics</u> Keeping/Staying Safe	<u>5-8 Summative Topics</u> - Keeping/Staying Safe - Relationships - Being Responsible
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.	<u>5-8 Main Topics</u> - Staying Safe - Friendship - Body Language - Bullying - Helping Someone in Need - Stealing - Jealousy - Anger - Image Sharing - Online Bullying	<u>5-8 Main Topics</u> - Medicine - Touch - Making Friends Online - Breaking Down Barriers
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.		<u>8-11 Baseline Topics</u> - Feelings and Emotions - A World Without Judgement
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.		<u>8-11 Summative Topics</u> - Keeping/Staying Safe - Growing and Changing - Being Responsible - Computer Safety
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.		<u>8-11 Main Topics</u> - Peer Pressure - Water Safety - Smoking - Looking Out for Others - Stealing - Jealousy - Online Bullying - Image Sharing - Making Friends Online - Inclusion & Acceptance
How to manage conflict, and that resorting to violence is never right.		<u>Adult & Children's Views</u> - Keeping/Staying Healthy - Growing and Changing - Feelings and Emotions
How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.		
Respectful, kind relationships		
Learning Outcomes	KS1 Content	KS2 Content
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.	<u>5-8 Baseline Topics</u> - Relationships <u>5-8 Main Topics</u> - Staying Safe - Friendship - Bullying	<u>5-8 Summative Topics</u> - Relationships - Being Responsible - Computer Safety <u>5-8 Main Topics</u> - Touch - Stealing

The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	• Body Language • Practice Makes Perfect • Helping Someone in Need • Water Spillage • Jealousy • Anger • Image Sharing • Online Bullying • Computer Safety Documentary • Living In Our World Hoax Calling	• Making Friends Online
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.		<u>8-11 Baseline Topics</u> • Feelings and Emotions • A World Without Judgement
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.		<u>8-11 Summative Topics</u> • Growing and Changing • Being Responsible • Computer Safety • The Working World • A World Without Judgement
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.		<u>8-11 Main Topics</u> • Peer Pressure • Relationships • Stealing • Looking Out for Others • Coming Home on Time • Jealousy • Anger • Online Bullying • Image Sharing • In-App Purchases • Breaking Down
Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.		Barriers • Inclusion & Acceptance • British Values
The conventions of courtesy and manners.		<u>Adult & Children's Views</u> • Keeping/Staying Safe • Growing and Changing • Being Responsible • Computer Safety • A World Without Judgement
The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.		
The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.		
What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.		
How to seek help when needed, including when they are concerned about violence,		

harm, or when they are unsure who to trust.		
Online Safety and Awareness		
Learning Outcomes	KS1 Content	KS2 Content
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.	<u>5-8 Baseline Topics</u> • Computer Safety <u>5-8 Main Topics</u> • Online Bullying • Image Sharing • Computer Safety Documentary	<u>5-8 Summative Topics</u> • Computer Safety <u>5-8 Main Topics</u> • Making Friends Online <u>8-11 Baseline Topics</u> • Computer Safety <u>8-11 Summative Topics</u> • Computer Safety <u>8-11 Main Topics</u> • Online Bullying • Image Sharing • Making Friends Online <u>Adult & Children's Views</u> Computer Safety
How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.		
That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.		
The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.		
Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.		
That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned		

about something they have seen or engaged with online.		
Being Safe		
Learning Outcomes	KS1 Content	KS2 Content
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.	<u>5-8 Baseline Topics</u> • Keeping/Staying Safe • Computer Safety • Fire Safety	<u>5-8 Summative Topics</u> • Keeping/Staying Safe • Relationships • Feelings and Emotions • Computer Safety • Fire Safety
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.	<u>5-8 Main Topics</u> • Staying Safe • Bullying • Helping Someone in Need • Worry • Jealousy • Online Bullying • Image Sharing • Computer Safety • Documentary • Hoax Calling • Fire Station Visit • Petty Arson	<u>5-8 Main Topics</u> • Medicine • Touch • Making Friends Online • Texting Whilst Driving
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	Hazard Watch	<u>8-11 Baseline Topics</u> • Keeping/Staying Safe • First Aid
How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.		<u>8-11 Summative Topics</u> • Keeping/Staying Safe • Keeping/Staying Healthy • Growing and Changing • Feelings and Emotions • Computer Safety • First Aid
How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.		<u>8-11 Main Topics</u> • Water Safety • Peer Pressure • Relationships • Puberty • Looking Out for Others • Online Bullying • Image Sharing • Making Friends Online • British Values • First Aid Year 5 (Part 1) • First Aid Year 5 (Part 2) • First Aid Year 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.		<u>Adult & Children's Views</u> • Keeping/Staying Safe • Computer Safety
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.		
Primary Health and Wellbeing		
Learning Outcomes	KS1 Content	KS2 Content
The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques,	<u>5-8 Baseline Topics</u> • Keeping/Staying Healthy	<u>5-8 Summative Topics</u> • Keeping/Staying Healthy • Relationships

including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	- Feelings and Emotions <u>5-8 Main Topics</u> - Washing Hands - Brushing Teeth - Body Language - Practice Makes Perfect - Jealousy - Worry - Anger - Online Bullying - Image Sharing - Hoax Calling - Fire Station Visit Petty Arson	- Feelings and Emotions <u>5-8 Main Topics</u> - Grief/Loss - Texting Whilst Driving <u>8-11 Baseline Topics</u> - Keeping/Staying Healthy - Feelings and Emotions <u>8-11 Summative Topics</u> - Keeping/Staying Healthy - Feelings and Emotions <u>8-11 Main Topics</u> - Cycle Safety - Peer Pressure - Healthy Living - Relationships - Puberty - Looking Out for Others - Jealousy - Anger - Worry - Online Bullying - Image Sharing - Chores at Home - In-App Purchases - Breaking Down Barriers - Inclusion & Acceptance - First Aid Year 5 (Part 1) <u>Adult & Children's Views</u> - Keeping/Staying Healthy - Growing & Changing - Feelings and Emotions - Computer Safety
The importance of promoting general wellbeing and physical health.		
The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.		
How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.		
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.		
That isolation and loneliness can affect children, and the benefits of seeking support.		
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.		
That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.		
Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).		
That it is common to experience mental health problems, and early support can help.		
Wellbeing Online		
Learning Outcomes	KS1 Content	KS2 Content

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.	<u>5-8 Baseline Topics</u> • Keeping/Staying Healthy • Computer Safety	<u>5-8 Summative Topics</u> • Keeping/Staying Healthy • Computer Safety
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.	<u>5-8 Main Topics</u> • Online Bullying • Image Sharing • Making Friends Online • Computer Safety Documentary	<u>8-11 Baseline Topics</u> • Computer Safety <u>8-11 Summative Topics</u> • Computer Safety
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.		<u>8-11 Main Topics</u> • Healthy Living • Online Bullying • Image Sharing • Making Friends Online • In-App Purchases
How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.		<u>Adult & Children's Views</u> • Keeping/Staying Safe • Keeping/Staying Healthy Computer Safety
Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.		
The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.		
How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.		
That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.		
How to understand the information they find online, including from search engines, and know how information is selected and targeted.		

That they have rights in relation to sharing personal data, privacy and consent.		
Where and how to report concerns and get support with issues online.		
Physical health and fitness		
Learning Outcomes	KS1 Content	KS2 Content
The characteristics and mental and physical benefits of an active lifestyle.	<u>5-8 Baseline Topics</u> Keeping/Staying Healthy	<u>5-8 Summative Topics</u> - Keeping/Staying Healthy - Feelings and Emotions
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.	<u>5-8 Main Topics</u> Healthy Eating Practice Makes Perfect	<u>8-11 Baseline Topics</u> - Keeping/Staying Healthy - Feelings and Emotions
The risks associated with an inactive lifestyle, including obesity.		<u>8-11 Summative Topics</u> Keeping/Staying Healthy
How and when to seek support including which adults to speak to in school if they are worried about their health.		<u>8-11 Main Topics</u> - Healthy Living - Puberty
		<u>Adult & Children's Views</u> Keeping/Staying Healthy
Healthy Eating		
Learning Outcomes	KS1 Content	KS2 Content
What constitutes a healthy diet (including understanding calories and other nutritional content).	<u>5-8 Main Topics</u> Healthy Eating Brushing Teeth	<u>5-8 Summative Topics</u> Keeping/Staying Healthy
Understanding the importance of a healthy relationship with food.		<u>8-11 Baseline Topics</u> Keeping/Staying Healthy
The principles of planning and preparing a range of healthy meals.		<u>8-11 Main Topics</u> - Healthy Living - Alcohol and Drugs
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).		<u>Adult & Children's Views</u> Keeping/Staying Healthy
Drugs, alcohol, tobacco and vaping		
Learning Outcomes	KS1 Content	KS2 Content
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.	<u>5-8 Main Topics</u> Medicine Hazard Watch	<u>8-11 Summative Topics</u> Keeping/Staying Healthy
		<u>8-11 Main Topics</u> Smoking Alcohol and Drugs

Health protection and prevention		
Learning Outcomes	KS1 Content	KS2 Content
How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	<u>5-8 Baseline Topics</u> • Keeping/Staying Safe • Keeping/Staying Healthy <u>5-8 Main Topics</u> • Brushing Teeth • Washing Hands Medicine	<u>5-8 Summative Topics</u> • Keeping/Staying Healthy • Feelings and Emotions <u>8-11 Baseline Topics</u> • Keeping/Staying Healthy <u>8-11 Summative Topics</u> • Keeping/Staying Healthy <u>8-11 Main Topics</u> • Healthy Living <u>Adult & Children's Views</u> Keeping/Staying Healthy
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.		
The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.		
About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.		
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.		
The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.		
Personal Safety		
Learning Outcomes	KS1 Content	KS2 Content
About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	<u>5-8 Baseline Topics</u> • Keeping/Staying Safe • Fire Safety <u>5-8 Main Topics</u> • Road Safety • Tying Shoelaces • Water Spillage • Hazard Watch • Hoax Calling • Petty Arson Texting Whilst Driving	<u>5-8 Summative Topics</u> • Fire Safety <u>5-8 Main Topics</u> • Leaning Out of Windows • Fire Station Visit • Hazard Watch <u>8-11 Baseline Topics</u> • Keeping/Staying Safe <u>8-11 Summative Topics</u> <u>8-11 Main Topics</u> • Water Safety • Peer Pressure
How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.		

		• Cycle Safety <u>Adult & Children's Views</u> Keeping/Staying Safe
Basic First Aid		
Learning Outcomes	KS1 Content	KS2 Content
How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.	<u>5-8 Main Topics</u> • Leaning Out of Windows • Water Spillage • Hoax Calling • Petty Arson Texting Whilst Driving	<u>5-8 Main Topics</u> • Fire Station Visit <u>8-11 Baseline Topics</u> • First Aid <u>8-11 Summative Topics</u> • First Aid <u>8-11 Main Topics</u> • First Aid Year 4 • First Aid Year 5 (Part 1) • First Aid Year 5 (Part 2) • First Aid Year 6
Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.		
Developing Bodies		
Learning Outcomes	KS1 Content	KS2 Content
About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.	<u>5-8 Main Topics</u> • Growing In Our World	<u>5-8 Main Topics</u> • Touch <u>8-11 Baseline Topics</u> • Growing and Changing <u>8-11 Summative Topics</u> • Growing and Changing <u>8-11 Main Topics</u> • Relationships • Puberty • Conception <u>Adult & Children's Views</u> Growing and Changing
The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.		
The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.		