Relationships, Sex and Health Education Policy

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24.1	May 2024	Reflects updated ethos and values	Laura Bazell
25.1	July 2025	No Change	CEO
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Introduction

Relationships, Sex and Health Education (RSHE) is part of the Trust's work to help children form positive relationships, understand their health and wellbeing, recognise risk and abuse, and know how to seek help. The curriculum is taught through Learn Together and other planned learning in ways that are factual, inclusive, sensitive to pupils' age and development, and aligned with our safeguarding and equality duties.

This policy has regard to the Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, which came into effect on 1 September 2026; the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019; the Equality Act 2010; and current Keeping Children Safe in Education guidance. The Trust reviews its curriculum and resources against the current guidance.

Values

The RSHE programme reflects Educate Together Academy Trust's ethos and four principles:

- **Equity-based:** Through being equitable in our work, all children and staff will have equal access to their rights and, regardless of background, all will be equally respected.
- **Aspirational:** All our children have the right to a holistic world class education. All our work aims to ensure that every child can make progress and achieve well in every aspect of their education.
- **Child-centred:** Children are at the heart of every decision and activity. Their voices are actively sought and listened to. They play a lead role in shaping their education.
- **Collaborative:** Our schools aim to be central to the communities they serve. As such, we look for opportunities to give voice to and work in partnership with all stakeholders of the schools.

Effective RSHE can make a significant contribution to the development of the personal skills needed by pupils and can assist them in forming healthy and successful relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing.

Relationships Education

Relationships Education is compulsory for all pupils receiving primary education, including in academies. It develops the knowledge and skills for positive family relationships and friendships, respectful behaviour, personal boundaries and safety in person and online. It also helps pupils recognise and report harm and understand that abuse is never the child's fault.

The statutory Relationships Education curriculum covers the following topics:

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

Physical Health and Mental Wellbeing Education

Health Education is compulsory in academies. It equips pupils to understand physical and mental health, seek support, use accurate language about their bodies, and make informed, age-appropriate decisions. Teaching is planned so that children learn protective knowledge before they are likely to need it.

The statutory Health Education curriculum covers the following topics:

- Mental wellbeing.
- Online safety and harms.
- Physical health and fitness.
- Healthy eating.
- Drugs, alcohol, tobacco, vaping and nicotine products.
- Health protection and prevention.
- Basic first aid.
- Developing bodies, including puberty, correct names for body parts and menstrual wellbeing.
- Personal safety, including road, rail, water and fire safety.

Relationships and Health Education are taught through a planned, sequenced Learn Together curriculum and relevant science, computing and wider school learning. Appendix A sets out the planned year-group content and is checked against the full end-of-primary expectations in the September 2026 DfE guidance. Parents cannot withdraw a child from Relationships Education, Health Education or science curriculum content. Schools will discuss concerns with parents and explain the content and its purpose.

Provision and disposal of sanitary products in school

Periods can begin from age eight, so teaching about puberty and the menstrual cycle takes place before pupils are likely to need it. Each school will explain discreet, accessible arrangements for obtaining and safely disposing of period products. Products will be available to pupils who need them without stigma or financial barrier.

Sex Education

Sex education beyond Relationships Education, Health Education and the science curriculum is not compulsory at primary schools, but the DfE recommends teaching it in Years 5 and/or 6. The Trust provides the age-appropriate programme identified below and in Appendix A, and consults parents about its content.

The school will make clear in advance which lessons are optional primary sex education and which are compulsory Relationships Education, Health Education or science. A parent may request withdrawal only from the optional sex education lessons. Factual teaching about puberty, private body parts, safety and the relevant science curriculum remains available to all pupils.

The Trust will provide parents with the planned content and representative resources before these lessons and make all RSHE materials available to view on request.

Educate Together Academy Trust teaches sex education factually and without stigma, with attention to pupils' maturity and the questions they may encounter. It connects knowledge about conception, birth and

parenthood to the wider Learn Together work on care, respect and responsibility. Staff will explain the content clearly to parents and plan an appropriate alternative for pupils withdrawn from optional sex education.

The science curriculum followed by the Trust includes the human life cycle, changes as humans grow to old age (including puberty), and reproduction in some plants and animals, as described in the table below. The Year 5 and 6 optional sex education content in the next table is identified separately. If a school plans factual human reproduction within science, it will identify that content explicitly in its curriculum information for parents; science content is not subject to withdrawal.

Year group	Content
1	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
2	Notice that animals, including humans, have offspring which grow into adults (pupils should be introduced to the processes of reproduction and growth in animals - the focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs)
4	Explore and use classification keys to help group, identify and name a variety of living things (begin to put vertebrate animals into groups, for example: fish, amphibians, reptiles, birds and mammals)
5	Describe the life process of reproduction in some plants and animals; describe changes as humans develop to old age, including puberty. The Trust identifies detailed human conception as optional sex education below, not as a compulsory element of this science row.
6	Recognise the impact of diet, exercise, drugs and lifestyle on the way their body's function (learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body) Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

In addition to Relationships Education, Health Education and science, the Trust plans the following optional primary sex education. The precise lesson materials and sequence will be shared with parents:

Year group	Content
5	How pregnancy occurs when sperm and egg meet and the fertilised egg implants in the womb, including a factual explanation of IVF; taught as optional primary sex education in this Trust.
6	How sexual intercourse can lead to conception; how pregnancy may be prevented with contraception; the responsibilities of parenthood and how the arrival of a baby can change family life. These are optional primary sex education lessons in this Trust.

As part of compulsory Health Education, pupils learn about growth, puberty, the menstrual cycle and the correct names for body parts. The Year 5 science curriculum covers reproduction in some plants and animals and changes in humans as they develop to old age. In this Trust, the detailed explanation of human conception in Year 5 and the Year 6 content listed above are designated as optional primary sex education. The distinction will be reflected in lesson plans and information to parents.

Science and RSHE teachers will coordinate vocabulary and sequencing. The Trust's classification of content in the two tables above will be reviewed whenever the science or RSHE curriculum changes.

Teaching of RSHE

Class teachers normally deliver RSHE through planned Learn Together lessons, discussion and appropriate wider curriculum activities. Pupils will have access to the same core knowledge regardless of any grouping used to support discussion. Where a small-group session is helpful, staff will ensure it is inclusive, accessible and does not leave any pupil without the required teaching. Staff receive appropriate subject and safeguarding training and use agreed ground rules and question-handling procedures.

Overlapping content may be taught through science, computing and wider curriculum lessons, but leaders will map it so statutory RSHE outcomes are not missed. Online safety work, including Project EVOLVE where used, will be checked against the 2026 guidance and current local risks. Teachers will adapt teaching and resources for pupils with SEND and check that all pupils can understand how to recognise harm and seek help.

Our school ethos means that many topics in the RSHE curriculum will be discussed in a range of subjects, including through core texts in literacy. RSHE learning will be supported and reinforced through wider curriculum teaching, including sharing and responding to relevant texts; Geography and History projects relating to topics such as respect, stereotypes and lifestyles of people in other cultures; and expressing emotions through Art.

Involving parents and carers

Each school will proactively engage parents and carers when developing or reviewing this policy, explain the content and purpose of RSHE, and invite views on its timing and accessibility. Parents will see a representative sample of planned materials and may view all curriculum materials used for RSHE on request, including materials supplied by external organisations. The school will respond positively to requests and manage copyright when arranging access; copyright will not be used to refuse access.
Schools will give parents advance information about optional sex education lessons, support conversations at home, explain the right to request withdrawal, and notify them of material changes to the published curriculum. Parents can raise questions with the class teacher or Headteacher at any time.

This July 2025 approved policy is being revised for the September 2026 guidance. Before the proposed revision is approved, the Trust and its schools will consult parents and carers, seek pupil views in an age-appropriate way, consider the responses, and record any resulting changes. The approved policy will be published on each school website and supplied free of charge on request.

Right to request withdrawal from sex education

A parent may request that a primary pupil be withdrawn from some or all the optional sex education identified in this policy. The Headteacher will offer to discuss the request with the parents and, where appropriate, the pupil, explain the content and possible effects of withdrawal, and record the discussion. The Headteacher must grant a primary request for withdrawal from sex education other than science curriculum content. The pupil will receive appropriate, purposeful education while withdrawn and may return when the parent withdraws the request.

There is no right to withdraw a pupil from Relationships Education, Health Education or science curriculum content, including science topics related to puberty or reproduction. The school will tell parents precisely which lessons fall within each category and will answer questions about content not covered in primary or from which a pupil has been withdrawn in an age-appropriate and safeguarding-aware way.

Equal Opportunities Statement

The Trust will make RSHE accessible to every pupil, including pupils with SEND, by adapting communication, resources, pace and teaching approaches while maintaining the intended knowledge and protective messages. Leaders will consider individual needs and vulnerabilities, avoid assumptions about pupils' families or experiences, and review whether pupils can use what they have learned to seek help. All teaching will comply with the Equality Act 2010 and the public sector equality duty.

The Learn Together Equality and Justice strand promotes dignity and respect for people with different protected characteristics. Teaching will represent a range of nurturing families, including same-sex parents, without stigma. Where topics about sex and gender reassignment arise, staff will teach relevant facts and law accurately,

distinguish established facts from contested views, avoid gender stereotypes, and will not teach as fact that all people have a gender identity. Bullying or disrespectful language will be addressed under the Trust's behaviour and anti-bullying policies. External resources on these topics will be reviewed and discussed with parents in advance.

Staff use respectful language when discussing families and relationships. Examples include single-parent, same-sex-parent, kinship, adoptive, foster and grandparent-led families, and young carers. No pupil should be stigmatised because of their home circumstances.

Safeguarding

RSHE forms part of the Trust's safeguarding approach. From early primary, pupils learn about kindness, boundaries, privacy, the correct names for body parts, online risks, recognising harmful behaviour, and how to report concerns about themselves or others. Teaching will be positive and age appropriate, and will make clear that abuse is never a child's fault. Staff will follow the current child protection and safeguarding policy and Keeping Children Safe in Education.

Staff must not promise absolute confidentiality in RSHE lessons. They will explain the limits of confidentiality in age-appropriate language. A disclosure or concern about abuse, harmful sexual behaviour, exploitation or a pupil's safety will be passed promptly to the designated safeguarding lead or deputy and handled under the Trust's safeguarding procedures. Staff will receive training on sensitive discussions and possible disclosures.
Pupils will be taught how to report concerns about themselves or a friend, whom they can approach in school or beyond, and that they should keep seeking help until they are heard. Teachers will explain how a report will be handled without promising a particular outcome or secrecy.

Managing difficult questions

The Trust recognises that families and pupils may hold different views. Staff present factual information accurately, avoid endorsing a contested view as fact, challenge prejudice and bullying, and enable respectful discussion consistent with equality and safeguarding duties.
Teachers will answer spontaneous questions honestly, briefly and in language appropriate to the pupil's age and development. Where a question goes beyond the planned primary curriculum or a pupil has been withdrawn from optional sex education, the teacher will not introduce unplanned detail to the whole class. They will acknowledge the question, consider whether an individual response or parent discussion is appropriate, and seek advice from the RSHE lead or designated safeguarding lead when needed. Safeguarding concerns will be referred immediately.
Teachers may use an anonymous question box and agreed class ground rules for sensitive topics. They will review questions before responding and decide whether to answer in class, follow up individually, involve parents or refer a safeguarding concern. Children's questions will not be shamed or ignored.

Monitoring and evaluation

The school RSHE lead, supported by the Learn Together team and headteacher, will monitor curriculum coverage, lesson resources, inclusion and consistency through planning reviews, pupil discussion, staff feedback and proportionate observation. The Trust will check that each school's published curriculum map identifies compulsory content and optional sex education clearly.
The Trust will evaluate whether pupils acquire the expected knowledge and can apply safety and help-seeking skills. Findings from pupil voice, staff review, parent consultation and safeguarding themes will inform improvements. The Education Committee will receive a summary of implementation and review the policy when guidance or local needs materially change.

External contributors

Schools may use external contributors to support, but not replace, trained teachers. Before any session, the school will check the provider's credentials, review the lesson plan and every resource, confirm age and SEND suitability, and agree safeguarding, confidentiality and question-handling arrangements. Teachers remain present and responsible. Contracts must permit parents to view all materials used in RSHE, subject to lawful arrangements for copyright.

Links to other policies and curriculum areas

There are many clear links between RSHE and the following policies:

- PSHE (Learn Together)
- Science
- Teaching and Learning
- Equal Opportunities
- Child Protection
- E-safety
- Anti-bullying
- Behaviour

Staff will follow these policies and the current curriculum maps where relevant.

Appendix A

Learn Together Relationships, Health and Sex Education curriculum by year group

Reception

Relationships	• Explore his/her identify and individuality through discussion and projects related to the discovery of oneself e.g. recognising likes and dislikes • Explore moral development through exploration of family and its importance in his/her life. • Appreciate diversity in the school e.g. culture, ethnicity, religion and family units. **At an age-appropriate level students learn:** • To identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • How to respond if being touched makes them feel uncomfortable or unsafe • How to respect other's boundaries e.g. when lining up, using toilets etc. • when it is important to ask for permission to touch others • how to ask for and give/not give permission
Health	• Discuss the people who look after them, at home and at school, and be supported in identifying who they can go to if they are worried and how to ask for help. • Learn about different jobs and roles in our community • Discuss importance of different jobs and how they affect our lives. • Learn rules for and ways of keeping physically and emotionally safe including road safety, cycle safety, fire safety and safety near rail tracks, water and in the environment • Explore what constitutes as a healthy lifestyle. • Begin to understand that we have a responsibility in helping reduce the spread of infection and to develop simple skills to help prevent disease spreading • Begin to understand why hygiene is important. • To appreciate the value of their body, its capabilities and uniqueness.

Year 1

Relationships	• About people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • The role these different people play in children's lives and how they care for them • What it means to be a family and how families are different, e.g. single parents, same-sex parents, religions. • About the importance of telling someone — and how to tell them — if they are worried about something in their family • About situations when someone's body or feelings might be hurt and whom to go to for help • About what it means to keep something private, including parts of the body that are private • To identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • How to respond if being touched makes them feel uncomfortable or unsafe • When it is important to ask for permission to touch others • How to ask for and give/not give permission

Health	• To recognise what makes them special and unique including their likes, dislikes and what they are good at • How to manage and whom to tell when finding things difficult, or when things go wrong • How they are the same and different to others • About different kinds of feelings • How to recognise feelings in themselves and others • How feelings can affect how people behave • What it means to be healthy and why it is important • Ways to take care of themselves on a daily basis • About basic hygiene routines, e.g. hand washing • About healthy and unhealthy foods, including sugar intake • About physical activity and how it keeps people healthy • About different types of play, including balancing indoor, outdoor and screen-based play • About people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • How to keep safe in the sun • Begin to understand that we have a responsibility in helping reduce the spread of infection and to develop simple skills to help prevent disease spreading.

Year 2

Relationships	• How to recognise hurtful behaviour, including online • What to do and whom to tell if they see or experience hurtful behaviour, including online • About what bullying is and different types of bullying • How someone may feel if they are being bullied • About the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • How to resist pressure to do something that feels uncomfortable or unsafe • How to ask for help if they feel unsafe or worried and what vocabulary to use • About the human life cycle and how people grow from young to old • How our needs and bodies change as we grow up • To identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) • About change as people grow up, including new opportunities and responsibilities • Preparing to move to a new class and setting goals for next year

Health	• How to describe and share a range of feelings • Ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others • How to manage big feelings including those associated with change, loss and bereavement • When and how to ask for help, and how to help others, with their feelings • How to recognise risk in everyday situations, e.g. road, water and rail safety, medicines • How to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' • To identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger • How to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products • About things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel • How to respond if there is an accident and someone is hurt • About whose job it is to keep us safe and how to get help in an emergency, incl. how to dial 999 and what to say • About routines and habits for maintaining good physical and mental health • Why sleep and rest are important for growing and keeping healthy • That medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies • The importance of, and routines for, brushing teeth and visiting the dentist • About food and drink that affect dental health • Begin to understand that we have a responsibility in helping reduce the spread of infection and to develop simple skills to help prevent disease spreading.

Year 3

Relationships	• To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents • That being part of a family provides support, stability and love • About the positive aspects of being part of a family, such as spending time together and caring for each other • About the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty • To identify if/when something in a family might make someone upset or worried • What to do and whom to tell if family relationships are making them feel unhappy or unsafe • What is appropriate to share with friends, classmates, family and wider social groups including online • About what privacy and personal boundaries are, including online • Basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision • That bullying and hurtful behaviour is unacceptable in any situation • About the effects and consequences of bullying for the people involved • About bullying online, and the similarities and differences to face-to-face bullying • What to do and whom to tell if they see or experience bullying or hurtful behaviour

Health	• About the things that affect feelings both positively and negatively • Strategies to identify and talk about their feelings • About some of the different ways people express feelings e.g. words, actions, body language • To recognise how feelings can change overtime and become more or less powerful • About the choices that people make in daily life that could affect their health • To identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) • What can help people to make healthy choices and what might negatively influence them • About habits and that sometimes they can be maintained, changed or stopped • The positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle • What is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally • That regular exercise such as walking or cycling has positive benefits for their mental and physical health • How to identify typical hazards at home and in school • How to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen • About fire safety at home including the need for smoke alarms • The importance of following safety rules from parents and other adults • How to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety • How to keep themselves safe online *–how the internet can be used positively for leisure, for school and for work; to recognise that images and information online can be altered or adapted and the reasons for why this happens; to evaluate whether a game is suitable to play or a website is appropriate for their age-group; to make safe, reliable choices from search results; how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication*

Year 4

Relationships	• To think about themselves as a part of a family or friend group and their role in these relationships • The meaning and benefits of living in a community • To recognise that they belong to different communities as well as the school community • About the different groups that make up and contribute to a community • About the individuals and groups that help the local community, including through volunteering and work • How to show compassion towards others in need and the shared responsibilities of caring for them • To differentiate between playful teasing, hurtful behaviour and bullying, including online • How to respond if they witness or experience hurtful behaviour or bullying, including online • Recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable • How to manage pressures associated with dares • When it is right to keep or break a confidence or share a secret • How to recognise risks online such as harmful content or contact • How people may behave differently online including pretending to be someone they are not • How to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online • Revisit boundaries, privacy, respect online, reporting abuse or harmful content, and seeking help until heard; recognise that abuse is never a child's fault.

Health	• How to identify external genitalia and reproductive organs • About the physical changes during puberty • Key facts about the menstrual cycle and menstrual wellbeing • The importance of personal hygiene routines during puberty including washing regularly and using deodorant • How to discuss the challenges of puberty with a trusted adult • To identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally • What good physical health means and how to recognise early signs of physical illness • That common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary • How to maintain oral hygiene and dental health, including how to brush and floss correctly • The importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health • The importance of taking medicines correctly and using household products safely • To recognise what is meant by a 'drug' • That drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing • To identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects • To identify some of the risks associated with drugs common to everyday life • That for some people using drugs can become a habit which is difficult to break and how to ask for help or advice • Teach personal safety around roads, railways including level crossings, water and fire hazards; distinguish compulsory puberty and body-safety teaching from optional sex education.

Year 5

Relationships	• What makes a healthy friendship and how they make people feel included • How to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • When and how to seek support in relation to friendships • To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • How to ask for, give and not give permission for physical contact • How it feels in a person's mind and body when they are uncomfortable • That it is never someone's fault if they have experienced unacceptable contact • How to respond to unwanted or unacceptable physical contact • That no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • Whom to tell if they are concerned about unwanted physical contact • About personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • That some people describe a gender identity different from their biological sex; discuss this respectfully without presenting contested views as established fact • How to recognise, respect and express their individuality and personal qualities Explore how to resist pressure to share personal information or images online and how to report concerns without blame or alarm.

Health	• Ways to boost their mood and improve emotional wellbeing • About the link between participating in interests, hobbies and community groups and mental wellbeing • How sleep contributes to a healthy lifestyle • Healthy sleep strategies and how to maintain them • About the benefits of being outdoors and in the sun for physical and mental health • How to manage risk in relation to sun exposure, including skin damage and heat stroke • How medicines can contribute to health and how allergies can be managed • That some diseases can be prevented by vaccinations and immunisations • That bacteria and viruses can affect health • How they can prevent the spread of bacteria and viruses with everyday hygiene routines • To recognise the shared responsibility of keeping a clean environment • to identify when situations are becoming risky, unsafe or an emergency • To identify occasions where they can help take responsibility for their own safety • To differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour • How to deal with common injuries using basic first aid techniques • About the physical and emotional changes that occur in puberty, including erections and wet dreams • Strategies to manage the changes during puberty (including menstruation) and maintain good hygiene • About the products available to use during menstruation, including their environmental impact • How to get information, help and advice about puberty • That female genital mutilation (FGM) is against British law1 • What to do and whom to tell if they think they or someone they know might be at risk of FGM • Cover vaping and nicotine products; sleep and screen habits; dental care; immunisation at an appropriate time; personal safety; basic first aid including head injuries; correct names for body parts and menstrual wellbeing.
Sex Education	How pregnancy occurs when sperm and egg meet and the fertilised egg implants in the womb, including a factual explanation of IVF; taught as optional primary sex education in this Trust.

Year 6

Relationships	• To compare the features of a healthy and unhealthy friendship • About the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • Strategies to respond to pressure from friends including online • How to assess the risk of different online 'challenges' and 'dares' • How to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • How to get advice and report concerns about personal safety, including online • What consent means and how to seek and give/not give permission in different situations • What it means to be attracted to someone and different kinds of loving relationships • That people who love each other can be of any gender, ethnicity or faith • That sexual orientation and gender reassignment are distinct protected characteristics; everyone should be treated with respect and dignity • Describe ways in which media can shape ideas about gender; identify messages about gender roles and make judgements based on them; challenge and explain why it is important to reject inappropriate messages about gender online • To recognise some of the changes as they grow up e.g. increasing independence • About what being more independent might be like, including how it may feel • About the transition to secondary school and how this may affect their feelings • About how relationships may change as they grow up or move to secondary school • Practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school • Revisit respectful friendships, privacy and boundaries, pressure and inappropriate image sharing, safe help-seeking, and the difference between facts and opinions in online content.

Health	• How to protect personal information online • To identify potential risks of personal information being misused • Strategies for dealing with requests for personal information or images of themselves • To identify types of images that are appropriate to share with others and those which might not be appropriate • That images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be • What to do if they take, share or come across an image which may upset, hurt or embarrass them or others • How to report the misuse of personal information or sharing of upsetting content/ images online • About the different age rating systems for social media, T.V, films, games and online gaming • Why age restrictions are important and how they help people make safe decisions about what to watch, use or play • About the risks and effects of different drugs • About the laws relating to drugs common to everyday life and illegal drugs • To recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs • About the organisations where people can get help and support concerning drug use • How to ask for help if they have concerns about drug use • About mixed messages in the media relating to drug use and how they might influence opinions and decisions • That mental health is just as important as physical health and that both need looking after • To recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • How negative experiences such as being bullied or feeling lonely can affect mental wellbeing • Positive strategies for managing feelings • That there are situations when someone may experience mixed or conflicting feelings • How feelings can often be helpful, whilst recognising that they sometimes need to be overcome • To recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available • Identify where they and others can ask for help and support with mental wellbeing in and outside school • The importance of asking for support from a trusted adult • About the changes that may occur in life including death, and how these can cause conflicting feelings • That changes can mean people experience feelings of loss or grief • About the process of grieving and how grief can be expressed • About strategies that can help someone cope with the feelings associated with change or loss • To identify how to ask for help and support with loss, grief or other aspects of change • How balancing time online with other activities helps to maintain their health and wellbeing • Strategies to manage time spent online and foster positive habits e.g. switching phone off at night • What to do and whom to tell if they are frightened or worried about something they have seen online • Consolidate vaping and nicotine risks, health protection, water and rail safety, emergency calls and reporting incidents rather than filming them, and the physical and emotional changes of puberty.
Sex Education	• How sexual intercourse can lead to conception • How pregnancy may be prevented with contraception • The responsibilities of parenthood and how the arrival of a baby can change family life. • These are optional primary sex education lessons in this Trust.