

Mandeville Primary School



Relationships, Sex and Health Education (RSHE) Policy

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1. Aims

“Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.” (Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE)

At Mandeville Primary School, relationships education, health education and sex education sits within our wider Personal, Social, Health and Economic Education (PSHE) curriculum. PSHE offers both explicit and implicit learning opportunities that reflect pupils' increasing independence and physical and social awareness as they move through the primary phase. This builds on learning during the Early Years Foundation Stage (EYFS) and includes a focus on developing effective relationships (with peers, friends and family), assuming greater personal responsibility, and managing personal safety, including online. PSHE education also helps pupils to navigate the physical and emotional changes they experience, make informed choices regarding their own health and wellbeing, and develop social and emotional learning skills.

Relationships Education

The aim of primary relationships education is to teach the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.

At Mandeville, we are sensitive to pupils' circumstances, recognising that families of many forms provide a nurturing environment for children, and can include single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents/carers. Teaching illustrates a wide range of family structures in a positive way, and care is taken to ensure that children are not stigmatised based on their home circumstances.

Primary relationships education is anchored in an understanding of positive relationships, but also equips children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This is delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information. Pupils should be able to recognise emotional, physical and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right. In addition, pupils should understand about bullying, and that this can include the use of derogatory terms relating to sex, race, disability or sexual orientation.

Sex Education

Sex education is not compulsory in primary schools, but the Department for Education (DfE) recommends that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. We also cover human reproduction in the science curriculum, but this is in line with the factual description of conception.

Health and Wellbeing Education

The aim of teaching about health and wellbeing is to enable pupils to understand the benefits and importance of physical activity, good nutrition and sufficient sleep. At Mandeville, we emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors.

We aim to support pupils in developing emotional awareness and therefore making good decisions about their own health and wellbeing, recognising when things are not right in their own health or

the health of others and to seek support when needed. We aim to support pupils to develop strategies for self-regulation, perseverance and determination, even in the face of setbacks.

Effective teaching aims to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health. We aim to promote openness, so that pupils can check their understanding and seek any necessary help and advice.

2. Statutory requirements

The duties on schools in this area are set out in legislation. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make relationships education compulsory for all pupils receiving primary education and relationships and sex education (RSE) compulsory for all pupils receiving secondary education. They also make health education compulsory in all schools except independent schools. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

3. Policy development

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

- Review – the headteacher pulled together all relevant information including relevant national and local guidance
- Pupil consultation – we explored what pupils want from their RSHE
- Staff consultation – school staff were given the opportunity to look at the policy and make recommendations
- Parent consultation – parents were invited to offer feedback on the policy
- Ratification – once amendments were made, the policy was shared with governors and ratified

We believe that this policy meets the needs of our pupils and parents, and reflects the community we serve.

4. Principles

PSHE is the school subject through which pupils develop the knowledge, skills, attributes and agency they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of their lives and careers. PSHE education also helps pupils to achieve their academic potential by removing barriers to learning.

At Mandeville, we have followed the Department for Education's recommended key principles for relationships, sex and health education. These are:

1. Engagement with pupils: An inclusive and well-sequenced RSHE curriculum should be informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging.
2. Engagement and transparency with parents: Schools should engage with parents on the content of RSHE and be transparent with parents about all materials used in RSHE. All materials should be available to parents. Parents have a right to request that their children are withdrawn from sex education and schools should ensure parents are aware of sex education content within lessons in advance.
3. Positivity: Schools should focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. Schools should avoid language which might normalise harmful behaviour among young people – for example gendered language which might normalise male violence or stigmatise boys.
4. Careful sequencing: Schools should cover all statutory topics, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school. Schools should sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.

5. Relevant and responsive: Schools should develop the curriculum to be relevant, age and stage appropriate and accessible to pupils in their area, where appropriate working with local partners and other bodies to understand specific local issues and ensure needs are met.
6. Skilled delivery of participative education: The curriculum should be delivered by school staff or, where schools choose to use them, external providers who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm pupils. Staff should be trained in safeguarding and offering support, recognising the increased possibility of disclosures.
7. Whole school approach: The curriculum is best delivered as part of a whole school approach to wellbeing and positive relationships, supported by other school policies, including behaviour and safeguarding policies.

5. Curriculum

Before developing our PSHE education provision, we considered our pupils' needs, the aims and ethos of our school, the local community and local environment in which our school is situated. This has helped us to clarify our curriculum intent, and identify a curriculum model that is appropriate to our pupils' needs and school's circumstances.

At Mandeville Primary School, we choose to deliver relationships education, health education and sex education as part of a timetabled PSHE curriculum. We follow the 'PSHE Association's Curriculum Model For Key Stages 1 and 2'. The PSHE Association is the national body for PSHE education. This curriculum is designed to accompany the 2026 edition of the 'Programme of Study for PSHE Education', which covers all of Relationships, Sex and Health education (RSHE), including statutory content for Relationships and Health Education and recommended content for Sex Education, as well as essential learning on Economic Wellbeing and Careers Education.

The Programme of Study sets out learning opportunities for each key stage, organised under subheadings within each section. These learning opportunities are to be used flexibly to plan the programme according to pupils' development, readiness and needs, and taking into account prior learning, experience and understanding. PSHE education addresses both pupils' current experiences and preparation for their future. The Programme of Study therefore provides a sequenced, spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended. This is grounded in the established evidence base for effective practice in PSHE education.

In addition to the statutory Relationships and Health Education content, Economic Wellbeing and Careers Education (comprising career-related learning at primary) complete the key stage 1 and 2 PSHE education curriculum. These are all essential, and complementary, components of a comprehensive PSHE education programme.

Whilst Economic Wellbeing is not a compulsory part of PSHE education, we believe it is vital to ensure pupils are taught the personal aspects of financial education. This will give pupils the understanding and skills needed to navigate their feelings about money, understand how money and financial decision-making can affect people's wellbeing, and make informed and responsible spending choices in the future.

Whilst there is no statutory requirement to provide career-related learning at key stages 1 and 2, we believe that it is vital that this starts when children are at primary school. It develops knowledge, understanding, skills and attributes that support pupils to have high aspirations and ambition; helping them to understand the concept of work and career as well as the links between learning and work; building confidence, self-esteem and self-reflection; and, developing transferrable skills that will support them throughout their education and career.

The Curriculum Model is colour coded to make clear which content covers the Department for Education (DfE) statutory guidance on Relationships, (Sex) and Health education, and which units cover other essential – but currently non-statutory – content such as Economic Wellbeing and Career-Related Learning.

Sex education will build on the science curriculum, focussing on how a baby is conceived and born. We will provide a context for complementing the factual approach in science to enable pupils to explore and manage their feelings about their science learning. Pupils will also learn about the law related to sex, as part of safeguarding.

We recognise that RSHE complements several national curriculum subjects. The national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty. The national curriculum for computing covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support. The national curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives. Where appropriate, links will be made between the subjects and teaching will be integrated.

For more information about our curriculum content, see our curriculum map in Appendix 1. At Mandeville, we recognise the importance of tailoring our PSHE education curriculum for our pupils, and so we will use the Curriculum Model in a way that best suits our school. This will adapt, as and when necessary, in order to respond to the changing needs of pupils and the local community. We will be careful to inform parents of any shifts away from the policy and continue to share all curriculum materials used to teach RSHE on request.

6. Delivery of RSHE

The content is delivered in the context of a broad and balanced curriculum. Effective teaching in these subjects ensures that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons. Teaching includes sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.

The curriculum builds knowledge and skills sequentially, with regular feedback provided on pupil progress. Lessons ensure that all pupils are challenged, and assessments should identify where pupils need extra support or intervention.

All of the subject content is age-appropriate and developmentally appropriate. Teaching will be adapted where appropriate to ensure pupils with special educational needs and disabilities can access the curriculum meaningfully and at an appropriate level of understanding. The curriculum is taught sensitively and inclusively, with respect to the backgrounds and beliefs of children and parents.

Schools are required to comply with relevant requirements of the Equality Act 2010, including the Public sector equality duty (PSED) when teaching RSHE. We will ensure topics in RSHE are taught in a way which does not discriminate against pupils or amount to harassment. We aim to ensure that pupils understand the importance of equality and respect and learn about the law relating to the protected characteristics. The protected characteristics are age, disability, gender reassignment, sexual orientation, marriage or civil partnership, pregnancy and maternity, race, religion or belief, and sex.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so children are fully supported. This may include asking a pupil to speak to their parents or a trusted adult, signposting to support services where needed, and recognising that children whose questions go unanswered might instead turn to inappropriate sources of information, including online.

We recognise that working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with children, such as Coram. However, the content of any material and proposed delivery is checked by staff prior to a session with pupils and staff always remain present.

We appreciate the importance of effectively supporting pupils' ongoing emotional and physical development as they journey through the school. We follow the Department for Education (DfE) recommendation that, 'all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that children are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for Science - how a baby is conceived and born'.

Pupils also receive stand-alone sex education sessions in Year 6, delivered by a trained health professional or the class teacher. This is covered in the spring term. The school-defined sex education curriculum beyond the National Curriculum for Science is identified within the curriculum materials shared with parents. This process includes offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Meeting these objectives will require a graduated, age-appropriate programme of relationships and health education. Please note that all pupils will take part in sessions relating to puberty as this forms part of the statutory Health Education. Parents have the right to withdraw their child from sex education beyond the national curriculum for science in primary schools. For more information about our RSHE curriculum, see Appendices 1 and 2.

If a child were to make a disclosure or raise a safeguarding concern, staff will follow the school's child protection procedures and share information with the Designated Safeguarding Lead in line with the Child Protection Policy.

7. Roles and responsibilities

7.1 The governing board

The governing board is responsible for:

- all pupils making progress in achieving the expected educational outcomes;
- ensuring teaching is accessible to all pupils with SEND;
- ensuring curriculum content and teaching materials are aligned with statutory guidance;
- ensuring clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education.

7.2 The headteacher

The headteacher is responsible for:

- ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE (see section 8).

7.3 Staff

Staff are responsible for:

- delivering RSHE in a sensitive way;
- modelling positive attitudes to RSHE;
- monitoring progress;
- responding to the needs of individual pupils;
- responding appropriately to pupils whose parents wish them to be withdrawn from the non statutory/non-science components of RSHE.

7.4 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents do not have the right to withdraw their pupils from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

Parents do have the right to request that their child be withdrawn from any non-statutory sex education taught beyond the National Curriculum for Science.

Before granting any request for withdrawal of a child from sex education, in line with good practice, the headteacher will discuss the request with parents to understand the request and to clarify the nature and purpose of the curriculum. This is likely to include discussing the benefits of sex education, and any detrimental effects of withdrawal, including social and emotional impacts on the child, and the likelihood that the child will hear their peers' version of what was said in class, which may not be accurate. This process will be documented to ensure a record is kept.

The headteacher will automatically grant a request to withdraw a pupil from sex education, other than content that is taught as part of the science curriculum. If a pupil is withdrawn from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

9. Training

Pupils' development in RSHE is delivered by class teachers. Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development.

Unlike many other subjects, much of the specific knowledge taught in PSHE education changes frequently, for example, due to legal changes and medical or technological advances. It is therefore important to ensure that all information used to develop pupils' knowledge on any aspect of PSHE education is up to date, accurate, unbiased and balanced.

The headteacher will also invite visitors from outside the school, such as school nurses or health professionals, to provide support and training to staff teaching RSHE. Materials will always be quality assured in advance to ensure that content and delivery complies with this policy.

10. Monitoring arrangements

The delivery of RSHE is monitored by the PSHE Subject Leader and overseen by the headteacher through:

- Pupil interviews
- Work scrutinies
- Lesson visits

Linked policies:

- Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- SEND Policy

This policy will be reviewed by the Curriculum and Standards Committee annually. At every review, the policy will be approved by the Full Governing Board.

11. Review

The Governing Board will review this policy in line with its schedule for policy review. The policy was last reviewed and agreed by the Governing Body on 13th July 2026.

Signature:
Headteacher

Date: 13th July 2026

Signature:
Chair of Governors

Date: 13th July 2026

Appendix 1: PSHE education curriculum overview

Relationships Education Themes

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

Health Education Themes

- 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

Primary PSHE education | Long-term overview

Early years foundation stage: For guidance and resources to support foundational learning before key stage 1, see our growing range of [EYFS materials](#).

Statutory RSHE

Statutory RSHE

Economic Wellbeing & Careers

Economic Wellbeing & Careers

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Making friends: playing and learning together	Mental health and wellbeing	Celebrating me, you and our families	Safety at home	Being healthy	Showing kindness to ourselves and others
Year 2	Mental health and wellbeing	Keeping safe online	Me, my body and staying safe	Money and work	Safety outside the home	Looking back and moving on
Year 3	Me, my friends and belonging	Mental health and wellbeing	Building healthy habits	Making choices online	Keeping safe out and about	Looking out for each other
Year 4	Mental health and wellbeing	Exploring ways to manage risk	Forming respectful relationships	Money matters and news literacy	Me, my body and growing up	Families and growing together
Year 5	Friendships, stereotypes and bullying	Mental health and wellbeing	Positively engaging with our world	Respecting boundaries	Safe connections online	Embedding healthy habits and learning first aid
Year 6	Mental health and wellbeing	Managing money and online spending	Changes in puberty (and sex education)	Drug education: assessing risk and managing influences	Developing our AI literacy	Looking to the future

Appendix 2a: Curriculum content to be covered by the end of primary

Relationships Education

Families and people who care for me

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 recognize if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

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

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

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

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.

Appendix 2b: Curriculum content to be covered by the end of primary

Health and Wellbeing Education

General wellbeing

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 recognizing 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

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

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

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

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.

Health protection and prevention

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. 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.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. 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

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies

1. 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.
2. 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.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Appendix 3: Parent form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENT			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parent	