

RELATIONSHIPS AND SEX EDUCATION POLICY

Policy reviewed by: Viv Thompson – Director of Education and Safeguarding/ Chair of Advisory Board

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Reviewer's Signature: 

Please note: 'School' refers to Chatsworth Schools; 'parents' refers to parents, guardians and carers.

This is a whole school policy, which also applies to the Early Years Foundation Stage.

POLICY AMENDMENT PAGE

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Introduction and Aims

Relationships, Sex and Health Education (RSHE) is embedded in the emotional, social and cultural development of pupils, and, when considered across the whole educational age range from Early Years to Year 13, involves learning at an age-appropriate level about relationships, sexual health, sexuality, consent, healthy lifestyles, diversity and personal identity. It involves both sharing information and exploring issues and values in an objective environment which promotes respect, tolerance and understanding. RSE is not about the promotion of sexual activity.

The aims of relationships, sex and health education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture and promote healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health
- Teach pupils the correct vocabulary to describe themselves and their bodies

Our motto is 'Towards the future as a family'; this is due to the fact that our school community is an important type of relationship and our daily practice is built around nurturing this positive relationship.

Our philosophy is founded on the belief that every child is an individual and with encouragement, hard work and praise can develop their potential to the full and achieve high standards. Pupils developing feelings of self-respect, confidence and empathy is central to this ethos and core to our practices at Benedict House. The values that are built into our behaviour system are: Respect, Resilience, Integrity, Teamwork and Empathy. The purpose of these values is to create a positive culture that nurtures self-respect and developing an understanding of others.

It is the responsibility of the school to provide a secure and nurturing environment where pupils enjoy learning and grow into confident and happy individuals ready to face the diversity of future challenges and capable of making informed choices and decisions.

References and Statutory Requirements

As a school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#). We must also teach health education.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSHE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Benedict House Preparatory School, we teach RSHE as set out in this policy.

Policy Development

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

- Review – all relevant information including relevant national and local guidance was gathered and used during the review.
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- Parent consultation – parents/carers were made aware of the RSHE requirements from and have been informed of them by * letter / meeting
- Pupil consultation – pupil voice was consulted in relation to this policy via * school council, class discussion, opportunities to raise necessary needs
- Ratification – once amendments were made, the policy was shared with the Director Advisers in August 2026 and by the School Advisory Board and ratified at the Autumn Term meeting.

Definition

Relationships and health education will:

- Teach the skills and knowledge that form the building blocks of all positive relationships
- Support children from the start of their education to grow into kind, caring adults who:
 - Have respect for others
 - Know how to keep themselves safe
 - Have emotional awareness

- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health.

The school considers that RSE is an integral part of the RSHE curriculum and aims to provide a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and through a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity.

Curriculum

Our RSHE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. Teaching will be developed to ensure the curriculum is accessible for pupils with SEND.

We will share all curriculum materials with parents and carers on request.

Delivery

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations
- "Over blocking" by the school's filtering and monitoring system doesn't lead to unreasonable restrictions as to what children can be taught

Relationships education focuses on teaching 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, including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- Health education will:
- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing

Primary sex education taught in year 5 and year 6 will be taught in line with the National Curriculum for science, and focus on:

- The main external body parts
- The human body as it grows from birth to old age (including puberty)
- Reproduction in some plants and animals
- How a baby is conceived (in line with the factual curriculum of conception set out in the science curriculum)

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

Pupils will be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

The school is committed to monitoring and evaluating the effectiveness of its RSE Programme and uses a range of approaches, including assessment of the pupils' knowledge and understanding, pupil feedback, staff review and feedback, and gathering the views of parents.

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

As part of the school's commitment to listening to and responding appropriately to the views of its pupils, and enabling them to evaluate the quality of their learning experiences, the school takes into account the voice of the pupils about teaching and learning in RSE. The policy is reviewed on an annual basis.

For more information about our RSHE curriculum, see Appendices 1 and 2.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

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

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

Jigsaw, the mindful approach to PSHE (Personal, Social, Health Education) is a teaching and learning programme which includes the statutory RSHE (Relationships, Sex and Health Education) and has a strong focus on emotional and mental health wellbeing.

We are confident that the Jigsaw programme covers all aspects of Relationships, Sex and Health Education (RSHE) within the context of a full PSHE programme in an age-appropriate way, delivered sensitively by our class teachers.

Jigsaw RSE Content

The grids below shows the specific RSE content for each year group:

Puzzle Overview Changing Me	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.	In this Puzzle, children learn about life cycles and the changes that happen as humans and animals grow. They reflect on how their own bodies have changed and develop understanding that everyone grows at different rates. Across the six Pieces, children learn the correct names for private body parts, explore how boys' and girls' bodies can be different, and practise respecting their own bodies and those of others. They also think about feelings linked to change, such as excitement and worry, and learn ways to cope. At the end of the Puzzle, children contribute their flowers of change work to the whole school Tree of Change display, celebrating growth, learning and new beginnings.	In this Puzzle, children explore life cycles in nature and how humans grow from young to old, learning that some changes are outside their control. They reflect on how their own bodies and independence change over time and develop respect for differences in themselves and others. Across the six Pieces, children learn correct names for body parts, understand privacy, and practise being assertive about touch and personal boundaries. They also think about feelings linked to future change, such as excitement and worry, and learn ways to cope. By the end of the Puzzle, children create Leaf Mobiles to celebrate growth and looking ahead.	In this Puzzle, children learn how babies grow and explore the physical changes that happen to bodies as people grow up, including some inside and outside changes linked to puberty. They develop understanding of personal hygiene and why caring for their bodies becomes more important as they grow and change. Across the six Pieces, children reflect on their feelings about change, learn correct vocabulary for body parts, challenge family stereotypes, and consider who they can ask for help if they feel worried. They also think about future transitions and how to cope with them. By the end of the Puzzle, children create Ribbon Mobiles to celebrate growth and looking ahead.	In this Puzzle, children explore identity and what makes them unique while learning about physical and emotional changes linked to puberty, including menstruation. They consider the role of families, trusted adults, and inner circles in providing care and support. Across the six Pieces, children develop strategies for coping with change, managing worries, and accepting things beyond their control. They practise reflecting on personal goals and positive changes they would like to make. By the end of the Puzzle, children use Circles of Change to think about future transitions and celebrate growth and resilience.	In this Puzzle, children explore self-image and body confidence while learning about physical and emotional changes during puberty for girls and boys. They develop understanding of menstruation, male puberty, and how media influences perceptions of appearance and wellbeing. This Puzzle includes one non-statutory sex education lesson where children learn about conception, fertility support, and how babies are made. Across the six Pieces, pupils practise identifying trusted adults and reliable sources of information, alongside discussing responsibilities linked to growing up. By the end of the Puzzle, children reflect on upcoming transitions using Circles of Change and consider how to manage feelings about future changes with confidence and resilience.	In this Puzzle, children explore self-image and self-esteem while learning about physical and emotional changes during puberty. Across the six Pieces, children reflect on identity, adolescent friendships, and the pressures linked to appearance and growing independence. They practise challenging negative self-talk and identifying trusted adults for support, alongside discussing attraction, consent, and respectful relationships. This Puzzle includes a non-statutory sex education lesson where develop understanding of reproduction, pregnancy, and birth. By the end of the Puzzle, children consider the transition to secondary school, using Circles of Change to reflect on worries, hopes, and how to prepare confidently for the year ahead.

4-5 Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.

5-6 Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.

6-7	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.
7-8	Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect
	Others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.
8-9	Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.
9-10	Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMARRT internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change.

1011 Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; rolemodelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is accessible to pupils with SEND
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

Give careful consideration to the level of differentiation needed.

Role of School Advisors, Head and Staff

The School Advisory Board will approve the RSHE policy, and hold the headteacher to account for its implementation.

The headteacher is responsible for making sure that RSHE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from the non-statutory components of RSHE (see section 9).

Staff are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group and modelling positive attitudes to the area
- Monitoring progress and responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non- statutory components of RSHE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour and stereotypes
- Where misogynistic ideas are expressed at school, challenging the ideas, rather than the person expressing them
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Mrs Stephanie Tedder.

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

The RSHE lead at Benedict House is Mrs Katie Hollis, with Mr Matthew Evans covering the responsibility during her maternity leave.

Pupils

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

Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships and health education.

Parents/carers have the right to withdraw their child from the non-statutory components of sex education within RSHE – the headteacher will grant all requests to withdraw a pupil from the non-statutory parts of sex education.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. Alternative schoolwork will be given to pupils who are withdrawn from sex education.

Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

Monitoring and Review

The school is committed to monitoring and evaluating the effectiveness of its RSHE Programme and uses a range of approaches, including assessment of the pupils' knowledge and understanding, pupil feedback, staff review and feedback and gathering the views of parents. As part of the school's commitment to listening to and responding appropriately to the views of its pupils, and enabling them to evaluate the quality of their learning experiences, the school takes into account the voice of the pupils about teaching and learning in RSHE. The policy is reviewed on an annual basis.

RSHE is monitored throughout the year through the use of learning walks, pupil voice, parent workshops and staff discussions by Mrs Katie Hollis (Mr Matthew Evans throughout the maternity cover period).

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers are trained and prepared to handle personal issues arising from studies in RSE, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs. This may include family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teacher or their peers.

The school will give due consideration as to whether some aspects of the RSE curriculum, menstruation being a case in point, will be more effectively and sensitively provided with the pupils divided into single-sex groupings.

Appendix 1: Curriculum map

Relationships, sex and health education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Autumn 1	Being Me In my World • Respectful, kind relationships - recognising and considering the needs and preferences of others; communicating with kindness and respect; expressing needs and managing feelings such as disappointment and frustration. • Respect and friendship - understanding the importance of treating others respectfully and developing positive, welcoming and caring friendships. • Self-respect - developing self-esteem and a positive sense of identity.	Jigsaw-provided slides, animations and worksheets.
Year 1	Autumn 2	Celebrating Differences • Respectful, kind relationships - recognising that people can be different and understanding the importance of respecting others, including those with different characteristics, backgrounds, preferences or beliefs. • Caring friendships - managing disagreements and recognising when a friendship may be making someone feel unhappy or uncomfortable, including how to seek support. • Bullying - recognising different types of bullying, understanding that bullying can affect wellbeing and knowing the importance of telling a trusted adult and seeking help.	Jigsaw-provided slides, animations and worksheets.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Spring 1	Dreams and Goals • General wellbeing - recognising a range of emotions and developing vocabulary to talk about their own and others' feelings. • Self-respect and self-esteem - understanding the importance of self-respect and developing a positive sense of identity through their skills and interests. • Managing feelings and behaviour - beginning to consider how feelings can influence behaviour and how to respond appropriately to different situations.	Jigsaw-provided slides, animations and worksheets.
Year 1	Spring 2	Healthy Me • Physical health and fitness - understanding that being active supports physical and mental health and the importance of including physical activity in everyday life. • Healthy eating - developing an understanding of a healthy diet and a healthy relationship with food. • Health and prevention - learning about healthy routines including sleep, dental health, personal hygiene and handwashing, as well as staying safe in the sun. • Looking after our health - knowing that they can speak to a trusted adult if they are worried about their health. • Personal safety - recognising hazards and developing an age-appropriate understanding of how to keep themselves safe.	Jigsaw-provided slides, animations and worksheets.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Summer 1	Relationships • Families and people who care for me - understanding that families can provide love, care, security and stability; recognising that families can look different and that these differences should be respected. • Caring friendships - understanding what makes a positive friendship, including kindness, honesty, trust, sharing and support; recognising that friendships can have difficulties and knowing how to seek help when needed. • Respectful, kind relationships - considering the needs of others, respecting personal boundaries and developing the skills needed to build positive relationships. • Being safe - understanding appropriate boundaries, privacy and body ownership; recognising appropriate and inappropriate contact and knowing how to tell a trusted adult or ask for help if something makes them feel unsafe or uncomfortable.	Jigsaw-provided slides, animations and worksheets.
Year 1	Summer 2	Changing Me • Growing and changing - recognising that people grow and change throughout their lives and beginning to understand the human life cycle. • Bodies and privacy - learning the correct anatomical names for private parts of the body, including terminology such as penis and vulva and understanding that these parts are private and that children can express their own boundaries. • Being safe - understanding that their body belongs to them, recognising appropriate and inappropriate contact, and knowing how to ask a trusted adult for help if they feel uncomfortable or unsafe. • General wellbeing - recognising that change can bring different feelings and that people may respond to change in different ways.	Jigsaw-provided slides, animations and worksheets.
Year 2	Autumn 1	Being Me In my World Respectful, Kind relationships – Pay attention to needs of others, importance of healthy boundaries, importance of respect and being treated with respect, courtesy and manners.	Jigsaw-provided slides, animations and worksheets.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Autumn 2	Celebrating Differences Caring friendships – Recognising if relationships are uncomfortable and how to get support. Importance of healthy friendships. Respectful, kind relationships – Importance of respect and respecting differences, what a stereotype is and how these can be destructive. Being safe – Appropriate boundaries in friendships including in play. General wellbeing – The range and scale of emotions in different situations, recognising feelings and using varied vocabulary, negative impact of bullying and cyberbullying. Wellbeing online – Critical approach to considering what content is appropriate for them.	Jigsaw provided slides, animations and worksheets
Year 2	Spring 1	Dreams and Goals Respectful, kind relationships – Expectation of being treated with respect, importance of self-respect and link to happiness. General wellbeing – Benefits of physical activity, importance of general wellbeing and physical health, range and scale of emotions, recognising feelings, judging if emotions are appropriate and proportionate. Physical health and fitness – risks of inactive lifestyle. Healthy eating – what is a healthy diet, the importance of a healthy relationship with food, principles of planning and preparing healthy meals. Health and prevention – personal hygiene including viruses and bacteria, importance of sleep.	Jigsaw provided slides, animations and worksheets

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Spring 2	Healthy Me Personal safety – hazards including fire risks and ways to reduce risk, how to keep safe around roads. Healthy eating – importance of a healthy diet, importance of risks of poor diet. General wellbeing – how to recognise feelings and varied vocabulary, how to judge whether feelings are appropriate and proportional, benefits of physical activity and hobbies, range of scale of emotions. Families and people who care for me – importance of families, characteristics of safe and happy families.	Jigsaw provided slides, animations and worksheets
Year 2	Summer 1	Relationships Families and people who care for me – importance of children growing up safe and happy, characteristics of safe and happy family life, stable caring relationships as the heart of safe caring families. Caring friendships – how friendships make us happy and secure, how to choose friends, characteristics of healthy friendships, how to recognise when a friendship is making them feel unhappy. Respectful kind relationships – how to pay attention to needs and preferences of others. The importance of setting boundaries. Expectation of being treated with respect. How to seek help when needed or when concerned. Being safe – boundaries in friendships and online. The concept of privacy. Recognising when a relationship is harmful or dangerous. How to report abuse. How to ask for advice or help for themselves or others. General wellbeing – recognising range of feelings. Wellbeing online – critical approach to what they read online and making responsible decisions around content.	Jigsaw provided slides, animations and worksheets

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Summer 2	Changing Me Developing bodies – growth and other ways that the body can change and develop. Includes the human lifecycle and puberty. The correct names of body parts, including penis, vulva, vagina, testicles, scrotum, nipples. General wellbeing – feelings around change and loss, including grief. Recognising and using varied vocabulary for emotions. Range and scale of emotions. Being safe – How to ask for advice or help. Concept of privacy. Respectful kind relationships – importance of self-respect and how this links to happiness. How to seek help when needed and unsure who to trust.	Jigsaw provided slides, animations and worksheets
Year 3	Autumn 1	Being Me In my World • Caring relationships – what healthy relationships are, skills for caring relationships. • Setting boundaries, including know the difference between controlling and assertive, and to know when to ask for help. • Online Safety - That people should be respectful in online interactions and to be aware of online risks • Wellbeing - The importance of promoting general wellbeing and physical health. • To recognise and talk about the range and scale of emotions. • To talk about how isolation can impact general wellbeing and to know when and how to seek for support regarding isolation, as well as emotions. •	Jigsaw-provided slides, animations and worksheets.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Autumn 2	Celebrating Differences • Families and those who care for me – recognise the characteristics of safe and happy family life and to know that families are unique. • To recognise when family life may feel unsafe and when and how to seek help. • Caring friendships – talk about the characteristics of friendship and to recognise that people can feel lonely at times. • To recognise conflict and talk about ways to resolve it, including knowing when to seek help. • Respectful kind relationships – to know the importance of setting and respecting healthy boundaries in relationships and to understand the importance of self-respect and self-esteem. • To recognise, challenge or seek help for bullying and to understand the role stereotyping may play in this. • Online safety – to know that the internet can contain a lot of content which may be inappropriate or upsetting for children and when and how to seek help if needed. • Being safe – to understand the concept of privacy and that it's not always right to keep secrets if it is unsafe. • General wellbeing – the benefits of physical activity and to recognise and talk about feelings using a range of vocabulary. • To know how to appropriately and proportionally respond to these range of feelings. • To know that bullying, abuse and harassment can take place online and that cyberbullying has a negative and lasting impact. • To talk about the positive impact, as well as the negative impact of the internet.	Jigsaw-provided slides, animations and worksheets.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Spring 1	Dreams and Goals • Relationship Education - How to pay attention to the needs and preferences of others, as well as the importance of setting and respecting healthy boundaries. • How to communicate effectively and manage conflict with kindness and respect and to know how to be assertive. • To know that there is content on the internet that may be upsetting and inappropriate and to know when and who to go to for help. • Health Education – the benefits of physical activity and to recognise and talk about feelings using a range of vocabulary. • To know how to appropriately and proportionally respond to these range of feelings. • The importance of building regular physical activity into daily and weekly routines and how to achieve this.	Jigsaw-provided slides, animations and worksheets.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Spring 2	Healthy Me • Relationship education - to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. • To talk about online risks, as well as the importance of exercising caution about sharing any information about themselves online. • To talk about healthy relationships, including online boundaries and to recognise when it is harmful. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. • Health education - the benefits of physical activity and to recognise and talk about feelings using a range of vocabulary. • To know how to appropriately and proportionally respond to these range of feelings. • The importance of building regular physical activity into daily and weekly routines and how to achieve this. • The characteristics and mental and physical benefits of an active lifestyle. • To know what constitutes a healthy diet and risks associated with an inactive lifestyle, including obesity. • How and when to seek support including which adults to speak to in school if they are worried about their health. • The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. • How to recognise early signs of physical illness, including dental health. • How to recognise risk and keep safe and how to make a clear and efficient call to emergency services if necessary.	Jigsaw-provided slides, animations and worksheets.

Year 3	Summer 1	Relationships • Relationship Education - The characteristics of safe and happy family life and why this is important to children. • That healthy friendships are positive and welcoming towards others and how to recognise when a friendship is making them feel unhappy or uncomfortable, and do not make others feel lonely or excluded. • How to manage conflict, including being assertive, and that resorting to violence is never right. • How to pay attention to the needs and preferences of others and to set healthy boundaries. • That they can expect to be treated with respect by others, and the practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. • The importance of self-respect and how this links to their own happiness. • To identify and talk about different types of bullying and how stereotypes can potentially lead to bullying. • 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. • That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships. • That there is a minimum age for joining social media sites (currently 13), which protects children. • The importance of exercising caution about sharing any information about themselves online, as well as understanding online risks. • The concept and importance of privacy. • 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. • 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.	Jigsaw-provided slides, animations and worksheets.
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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		• Health education - the benefits of physical activity and to recognise and talk about feelings using a range of vocabulary. • To know how to appropriately and proportionally respond to these range of feelings. • The importance of building regular physical activity into daily and weekly routines and how to achieve this. • 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. • 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.	

Year 3	Summer 2	Changing Me • Relationship Education - The characteristics of safe and happy family life and why this is important to children. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice. • How to manage conflict, including being assertive, and that resorting to violence is never right. • That they can expect to be treated with respect by others, and the practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships • The importance of self-respect and how this links to their own happiness. • To know what a stereotype is and how stereotypes can potentially lead to bullying. • The concept and importance of privacy as well as that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. • 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. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. • Health education - to recognise and talk about feelings using a range of vocabulary. • To know how to appropriately and proportionally respond to these range of feelings. • The importance of building regular physical activity into daily and weekly routines and how to achieve this. • 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.	Jigsaw-provided slides, animations and worksheets.
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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		• 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. • 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. • 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. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • 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. • 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.	
Year 4	Autumn 1	Being Me In my World • RKR 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. • RKR 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.	Jigsaw provided slides, animations and worksheets

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Autumn 2	Celebrating Differences • RKR 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.	Jigsaw provided slides, animations and worksheets
Year 4	Spring 1	Dreams and Goals • RKR 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. • RKR 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.	Jigsaw provided slides, animations and worksheets

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Spring 2	Healthy Me • BS 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. • RKR 11: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. • CF 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. • RKR 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. • CF 7: How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. • RKR 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.	Jigsaw provided slides, animations and worksheets
Year 4	Summer 1	Relationships • CF 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. • CF 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. •	Jigsaw provided slides, animations and worksheets

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Summer 2	Changing Me BS 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.	Jigsaw provided slides, animations and worksheets
Year 5	Autumn 1	Being Me In my World Families and people who care for me – that the families of other children may look different from their own families. Caring friendships – That not all children will have the friends they want at all times. The characteristics of friendships that lead to happiness and security. Respectful, kind relationships – paying attention to the needs and preferences of others, they can be expect to be treated with respect, practical steps to improve or support their relationships. General wellbeing – developing varied vocabulary to talk about their feelings. That loneliness and isolation can affect children.	
Year 5	Autumn 2	Celebrating Differences General wellbeing – How to judge if feelings are appropriate and proportionate, that isolation and loneliness can affect children, that bullying (including cyberbully) has a negative and lasting impact on mental wellbeing, how to seek help in these situation or when worried about someone's mental wellbeing. Respectful, kind relationships – expectation of being treated with respect, the conventions of courtesy and manners, what stereotypes are and how these can be negative. Families and people who care for me – that families of other children sometimes look different to their own. Caring friendships – How to manage conflict and that resorting to violence is never right.	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Spring 1	Dreams and Goals Respectful, kind relationships – how to pay attention to needs and preferences of others. That they can expect to be treated with respect. The importance of self-respect. Online safety and awareness – critically evaluating online relationships and online sources. The importance of caution when sharing information about themselves, including privacy and location settings. General wellbeing – benefits of physical activity. How to recognise feelings and use varied vocabulary for these. Wellbeing online – the internet being an integral part of life for almost everyone. The positive and negative aspects of the internet. Taking a critical approach to what is read/seen online.	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Spring 2	Healthy Me Being safe – what boundaries are appropriate in friendships. General wellbeing – importance of promoting general wellbeing and physical health. The range and scale of emotions. How to recognise feelings and use varied vocabulary to talk about their feelings. Basic first aid – how to call emergency services, concepts of basic first aid, including head injuries. Personal safety – hazards (including fires) and how to reduce the risks. Road, railway and water safety. Health and prevention – recognising the early signs of physical illness, including weight loss. Drugs, alcohol, tobacco and vaping – facts about legal and illegal harmful substances and associated risks, , including nicotine addiction. Healthy eating – planning and preparing healthy meals, characteristics of poor diet and related behaviours. Wellbeing online – how to take a critical approach to online content and see whether it is appropriate for them. Internet as part of everyday life. Discussing online relationships and how these can support in person relationships. Benefits of limiting time online. Online safety – how to critically evaluate online relationships and sources of information.	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Summer 1	Relationships Families and people who care for me – how to recognise if family relationships are making them feel unsafe and how to get help. Caring Friendships – how to recognise when a friendship is making them feel unhappy and how to get support. That friendships have ups and downs. Respectful, kind relationships – importance of setting and respecting healthy boundaries. How to communicate effectively and manage conflict with kindness and respect. Difference between being assertive and controlling. Importance of respecting others. How to seek help when needed, including when concerned about violence, harm or when they are unsure who to trust. Online safety and awareness – people being respectful in online interactions. How to critically evaluate online relationships and sources of information. Minimum age for joining social media sites to protect from inappropriate content or unsafe contact. Importance of caution around sharing information about themselves. Online risks including sharing material online which may then be circulated. Where to go if seeing something upsetting or inappropriate online. Being safe – The boundaries that are appropriate in friendships. The concept of privacy. How to respond appropriately and safety to adults in a range of situations. How to recognise when a relationship is harmful or dangerous. How to report abuse. How to ask for advice or help. Wellbeing online – internet as part of everyday life. How online relationships can support in person relationships. Benefits of limiting time spent online. Impact of their online behaviour on others. Why social media, computing games and gambling websites are age restricted.	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Summer 2	Changing Me Families and people who care for me – characteristics of safe and happy family life. That stable caring relationships are at the heart of happy families. Respectful, kind relationships – expectation of being treated with respect. Importance of self-respect. How to seek help when needed including when they are concerned about violence, harm or unsure who to trust. Online safety and awareness – internet contains content that can be inappropriate and upsetting for children. Where they can seek help if they encounter something worrying. Being safe – How to ask for advice or help for themselves or others. Sex education – national curriculum coverage of conception and birth. General wellbeing – the range and scale of emotions in different situations. Understanding that worrying and feeling down are normal and affect everyone at different times. That change and loss (including bereavement) can provoke a range of feelings. Where to seek support for their mental wellbeing. Developing bodies – growth and how the body can change. The human lifecycle, including puberty. Correct names of body parts including the penis, vulva, vagina, testicles, scrotum, nipples. The facts about the menstrual cycle.	
Year 6	Autumn 1	Being Me In my World - Respectful, kind relationships – Importance of respect, improving and nurturing supportive relationships.	- Jigsaw provided slides, animations and worksheets
Year 6	Autumn 2	Celebrating Differences - Respectful kind relationships – respecting others, including those who are different, such as preferences or beliefs. - General wellbeing – discussing their and other's feelings. - Wellbeing online – respectful online behaviours, abuse bullying and harassment online, seeking support from trusted adults.	Jigsaw provided slides, animations and worksheets

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Spring 1	Dreams and Goals - General wellbeing – Range and scale of emotions in different situations, building vocabulary around feelings. - Respectful kind relationships – Importance of self-respect and their own happiness. Building self-esteem.	Jigsaw provided slides, animations and worksheets
Year 6	Spring 2	Healthy Me - Families and people who care for me – Importance of family for safety and happiness, characteristics of safe family life. - Being safe – how to ask for help, how to report abuse. - Physical health and fitness – mental and physical benefits of being active, importance of daily exercise, who to speak to if worried about health. - Healthy eating, health and prevention (sleep, drugs, teeth etc.), personal safety, tobacco and vaping, health eating.	Jigsaw provided slides, animations and worksheets
Year 6	Summer 1	Relationships - Families and people who care for me → Importance of love, security and stability. Characteristics of a safe and happy family life. Importance of sharing time with others. - Caring friendships → Recognising unhealthy friendships, understanding loneliness and that there is no shame in this, - Online Safety and Awareness – Evaluating online relationships, respectful interactions, online risks, what to share online. - Being safe – privacy, appropriate boundaries, recognising harmful relationships. - Wellbeing online – online relationships complementing in person relationships. Benefits of limiting time online.	Jigsaw provided slides, animations and worksheets

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Summer 2	Changing Me - Sex education – conception and birth. - Wellbeing online – online relationships complementing in person relationships. Benefits of limiting time online. - Developing bodies – growth and changes into adolescence, human life cycle, puberty, correct anatomical names.	Jigsaw provided slides, animations and worksheets

Appendix 2: By the end of Year 6 should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	• That families are important for children growing up because they can give love, security and stability • 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 • That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind 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 • 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 • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	• How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people in relationships, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively and manage conflict with kindness and respect: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • 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 or in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs • About 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 • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	• How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met • That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child, and that this can lead to dangerous situations • That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online, including when we are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met • How information and data is shared and used online, including where pictures or words might be circulated • 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

TOPIC	PUPILS SHOULD KNOW
Being safe	• 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 and resources, for example • About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do and don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • 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 • How to ask for advice or help for themselves or others, and to keep trying until they are heard • Where to get advice, for example from their family, school and/or other sources

TOPIC	PUPILS SHOULD KNOW
General wellbeing	• The health, wellbeing and happiness benefits of physical activity, time outdoors, and helping others • Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation • The importance of promoting general wellbeing and physical health • The range of scale of emotions that they might experience in different situations (e.g. happiness, sadness, anger, fear, surprise, nervousness) and 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 to speak to in school 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

TOPIC	PUPILS SHOULD KNOW
Wellbeing online	• That for almost everyone the internet is an integral part of life • How to think about positive and negative aspects of the internet • 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 • 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 • How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online • 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	• The characteristics and mental and physical benefits of an active lifestyle • 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 • The risks associated with an inactive lifestyle, including obesity • How and when to seek support including which adults to speak to in school if they are worried about their health

TOPIC	PUPILS SHOULD KNOW
Healthy eating	• What constitutes a healthy diet (including understanding calories and other nutritional content) • Understanding the importance of a healthy relationship with food • The principles of planning and preparing a range of healthy meals • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
Drugs, alcohol, tobacco and vaping	• 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	• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • 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	• About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code
Basic first aid	• How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them • Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries

TOPIC	PUPILS SHOULD KNOW
Developing bodies	• 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 • The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. 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 (while the average age of the onset of menstruation is 12, periods can start at 8, so covering this topic before girls' periods start will help them understand what to expect and avoid distress)

Interpretation

In this policy, the term “senior manager” means the School Head and their designated deputies. This policy does not form part of any employee's contract of employment and may be amended at any time.

This policy applies to all employees in all Schools (save for Schools with their own procedure which shall prevail) and other work environments within Chatsworth Schools. This policy applies within all companies, which are wholly owned subsidiaries of Chatsworth Schools Ltd, a company registered in England, registered number 11552579.

The registered office of all companies is St Botolph Building, 138 Houndsditch, London, United Kingdom, EC3A 7AR Any enquiries regarding the application of this policy should be addressed to the Director of Education and Safeguarding at the above address.