Suffield Park Nursery and Infant School

Relationships and Health Education Policy

Last updated: April 2026

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NB. This policy has been updated to reflect the new statutory framework: 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' in July 2025.

Statement of intent

At Suffield Park Nursery and Infant School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

Approved by FGB Date: 19.5.26 due for review 19.5.27

1. Legal framework

1.1. This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

1.2. This policy operates in conjunction with the following school policies:

- **Child Protection and Safeguarding Policy**
- **Behavioural Policy**
- **SEND Policy**
- **Inclusion Policy**
- **Equal Opportunities Policy**
- **Pupil Confidentiality Policy**
- **Anti-Bullying Policy: Pupils**
- **E-safety Policy**
- **Visitor Policy**

2. Roles and responsibilities

2.1. The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

2.2. The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

2.3. The relationships, sex and health education subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships and health curriculum.
- Ensuring the relationships and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the **headteacher**.

2.4. The appropriate teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, and health education.
- Responding to any safeguarding concerns in line with the **Child Protection and Safeguarding Policy**.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.

- Liaising with the **SENCO** to identify and respond to individual needs of pupils with SEND.
- Working with the **relationships, and health education subject leader** to evaluate the quality of provision.

2.5. The **SENCO** is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

3. Organisation of the curriculum

3.1. Every primary school is required to deliver statutory relationships education and health education.

3.2. For the purpose of this policy, **"relationships and sex education"** is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.

3.3. For the purpose of this policy, **"health education"** is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

3.4. The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school's **PSHE curriculum**.

3.5. The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance.

3.6. The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.

3.7. The school may amend curriculum content to respond to the context and issues affecting pupils in an age-appropriate manner, and we will inform parents/carers of any deviation from the published policy, and share materials with them on request

3.8. The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.

3.9. We consult with parents, pupils and staff in the following ways:

- **Questionnaires and surveys**
- **Meetings**
- **Training sessions e.g. our Healthy Bodies, Healthy Minds Café's**
- **Newsletters and letters**

3.10. Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- **Organising a meeting with the headteacher or PSHE coordinator (Zoe Marsden).**
- **Emailing the school office**

3.11. The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.

3.12. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

4. Consultation with parents

4.1. The school understands the important role parents play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parents' views are in shaping the curriculum.

4.2. The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum, as outlined in section 3 of this policy.

4.3. Parents are provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- All teaching and learning resources used with parents/carers on request

5. Relationships education overview

Families and people who care for me

5.1. By the end of KS1, pupils will know:

- That families are important for them growing up because they can give love, security and stability.
- The characteristics of healthy family life, 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 others' families, 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.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- 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

5.2. By the end of KS1, pupils will know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict and seek help.

Respectful relationships

5.3. By the end of KS1, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character,

personality or backgrounds), make different choices, or have different preferences or beliefs.
- The conventions of courtesy and manners.

- The importance of self-respect and how this links to their own happiness.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.

Online relationships

5.4. By the end of primary school, pupils will know:

- That people sometimes behave differently online, including pretending to be someone they are not.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- The risks associated with people they have never met.

Being safe

5.5. By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is 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 physical, and other, contact.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.

6. Health and Relationships education per year group

6.1. The school is free to determine, within the statutory curriculum content outlined in section 5, what pupils are taught during each year group.

6.2. The school always considers the age and development of pupils when deciding what will be taught in each year group.

6.3. The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to junior school.

6.4. See appendix 1 for medium term planning and learning objectives for Reception, Year 1 and 2.

7. Health education overview

7.1. The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

Mental wellbeing

7.2. By the end of primary school pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried.

Internet safety and harms

7.3. By the end of primary school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.

- The importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age-restricted.
- That the internet can also be a negative place, which can have a negative impact on how we feel (mental health).
- Where and how to report concerns and get support with issues online.

Physical health and fitness

7.4. By the end of primary school, pupils will know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.

Healthy eating

7.5. By the end of primary school, pupils will know:

- What constitutes a healthy diet,

Health and prevention

7.6. By the end of primary school, pupils will know:

- About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.

Basic first aid

7.7. By the end of primary school, pupils will know:

- How to make a clear and efficient call to emergency services if necessary.

8. Sex education

[Although not statutory to deliver sex education outside of the science curriculum at primary level, the DfE recommends that *all* primary schools should have a sex education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.]

8.1. All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

8.2. The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum.

8.3. At our school, we **do not** teach pupils sex education beyond what is required of the science curriculum.

9. Delivery of the curriculum

9.1. The relationships and health curriculum will be delivered as part of our PSHE curriculum.

9.2. Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, 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.

9.3. The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.

9.4. Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

9.5. The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

9.6. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

9.7. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

9.8. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.

9.9. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's **E-safety Policy**.

9.10. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.

9.11. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.

9.12. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.

9.13. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

9.14. All staff will model positive behaviour and to be conscious of and avoid perpetuating stereotypes.

9.15. Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.

9.16. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

9.17. At all points of delivery of this programme, parents will be consulted, and their views will be valued.

9.18. Whilst there are no formal examinations for the relationships and health curriculum, the school will undertake informal assessments to determine pupil progress

10. Working with external experts

10.1. External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy.

10.2. The school will inform external organisations of the obligation to share all curriculum materials with parents/carers, and won't work with any organisation that doesn't allow their material to be shared.

10.3. The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.

10.4. The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.

10.5. Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.

10.6. The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.

10.7. The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

10.8. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

11. Equality and accessibility

11.1. The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- Age
- Sex or sexual orientation
- Race
- Disability

- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

11.2. The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

11.3. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships and health education, and the programme will be designed to be inclusive of all pupils.

11.4. Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

11.5. Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence of sexual harassment.

11.6. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

11.7. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behavioural Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

12. Curriculum links

12.1. The school seeks opportunities to draw links between relationships and health education and other curriculum subjects wherever possible to enhance pupils' learning.

12.2. Relationships and health education will be linked to the following subjects in particular:

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.

- Computing and ICT – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- PSHE – pupils learn about respect and difference, values and characteristics of individuals.

13. Withdrawing from the subjects

13.1. Relationships and health education are statutory at primary and parents do not have the right to withdraw their child from the subjects.

13.2. The headteacher will automatically grant withdrawal requests in accordance with point 14.2; however, the headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

13.3. The headteacher will discuss with the parent, the benefits or receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

13.4. The headteacher will keep a record of the discussion between themselves, the pupil and the parent.

14. Behaviour

14.1. The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.

14.2. Any bullying incidents caused as a result of the relationships and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.

14.3. Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises.

14.4. These incidents will be dealt with following the processes in our Behavioural Policy and Anti-Bullying Policy.

14.5. The headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

15. Confidentiality

15.1. Confidentiality within the classroom is an important component of relationships, and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

15.2. Teachers will, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

15.3. Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.

15.4. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

16. Monitoring quality

16.1. The relationships, sex and health education subject leader is responsible for monitoring the quality of teaching and learning for the subjects.

16.2. The relationships, sex and health education subject leader will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- **Lesson observations**
- **Learning walks**
- **Work scrutiny**
- **Lesson planning scrutiny**

16.3. The relationships, sex and health education subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects.

17. Monitoring and review

17.1. This policy will be reviewed on an annual basis by the relationships, sex and health education subject leader and headteacher. The next scheduled review date for this policy is **September 2025**.

17.2. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

17.3. The governing board is responsible for approving this policy.

17.4. Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Appendix 1

Medium term planning per year group.

Reception:

Early Learning Goal
Statutory ELG: Building Relationships
Children at the expected level of development will:
- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Early Learning Goal
Statutory ELG: Managing Self
Children at the expected level of development will:
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

Early Learning Goal
Statutory ELG: Self-Regulation
Children at the expected level of development will:
- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

Early learning Goals
Statutory ELG: Managing Self
Children at the expected level of development will:
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Year 1 and 2 Curriculum

Relationships Education:

Families and people who care for me Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.

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.

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

Caring friendships Curriculum content:

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.

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. (partly PATHS)

6. How to manage conflict, and that resorting to violence is never right. PATHS

Respectful, kind relationships Curriculum content:

2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.

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. (RE planning)

7. The conventions of courtesy and manners. PATHS

11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. PANTS

Online safety and awareness Curriculum content: **(Computing Curriculum)**

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships

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.

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. (Internet safety day focus)

Being Safe Curriculum content:

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. PANTS

3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. PANTS

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. PANTS

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. PANTS

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.

4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. PATHS

5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. PATHS

Wellbeing online Curriculum content: (Computing Curriculum)

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.

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.

5. That social media and computer games are age restricted.

6. How to seek support from trusted adults.

10. That they should not share personal data.

Physical health and fitness Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.

2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.

Healthy eating Curriculum content: (Science Curriculum)

1. What constitutes a healthy diet (including understanding calories and other nutritional content)

Health protection and prevention Curriculum content: (Science Curriculum)

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. (Internet Safety Day focus)

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 checkups at the dentist.

5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

6. That vaccination and immunisation keep us healthy (This should be aligned with when vaccinations are offered to pupils.

Personal safety Curriculum content:

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 and water

Basic first aid Curriculum content:

1. How to make a clear and efficient call to emergency services if necessary.

Developing bodies Curriculum content:

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. PANTS