



## **Poplar Farm School** **PSHE Policy**

### **Statutory Relationships and Health Education**

Children today are growing up in a rapidly changing world, with their lives increasingly connected both online and offline. PSHE education provides children with the knowledge, skills, attitudes and values they need to navigate these experiences safely and positively, while developing their physical, mental and emotional wellbeing.

At Poplar Farm School, PSHE supports children to understand themselves and others, develop healthy and respectful relationships, make informed and responsible choices, recognise and manage risks, and understand their rights and responsibilities. It provides opportunities for children to explore issues that are relevant to their lives and to develop the confidence and resilience needed to contribute positively to their school, local community and wider society.

Our PSHE curriculum is child-centred, inclusive and responsive to the needs of our pupils and the context of our school. It is informed by the PSHE Association Programme of Study and reflects statutory Relationships Education and Health Education requirements. Further detail about Relationships Education and Relationships and Sex Education (RSE) is set out in the school's separate RSE Policy.

“Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development.”

*Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers and school staff, DfE (2026)*

*Article 3 - The best interests of the child must be a top priority in all things that affect children.*

*Article 24 - Every child has the right to the best possible health.*

### **What is PSHE?**

Personal, Social, Health and Economic (PSHE) education supports pupils to develop the knowledge, skills, attitudes and attributes they need to manage their lives now and in the future.

PSHE helps pupils understand themselves and their relationships with others, make informed and responsible choices, develop healthy lifestyles, recognise and manage emotions, keep themselves and others safe, and understand their rights and responsibilities.

Through PSHE, pupils are encouraged to develop confidence, resilience, independence and respect for themselves and others. They learn to appreciate diversity, recognise unfairness and discrimination, contribute positively to their school and local community, and develop an understanding of how they can participate in society.

PSHE also provides opportunities for pupils to develop their understanding of physical and mental health, relationships, digital wellbeing, economic wellbeing, citizenship and the wider world.

We aim to prepare our children for their future through the delivery of a comprehensive PSHE programme. The aims of PSHE are to enable the children to:

- develop a positive sense of self-worth, confidence and self-esteem;
- understand and manage their emotions and develop resilience;
- develop healthy habits and understand how to look after their physical and mental health;
- understand what makes relationships healthy, respectful and safe;
- recognise and respond appropriately to unsafe situations and know how to seek help;
- understand their rights and responsibilities and respect the rights of others;
- appreciate diversity and challenge stereotypes, prejudice and discrimination;
- develop independence and make informed, responsible choices;
- develop their understanding of digital environments and how to stay safe and well online;
- develop financial and economic understanding and prepare for life beyond primary school;
- understand how they can contribute positively to their school, local community and wider society;
- develop the knowledge, skills and confidence to participate positively in a diverse and democratic society.

## **Intent**

At Poplar Farm School, PSHE is a fundamental part of every child's education and is highly valued as part of our core curriculum offer. Our PSHE curriculum is designed to support pupils to become healthy, confident, independent and responsible members of their school and wider community.

We provide opportunities for pupils to develop their knowledge, skills, attitudes and values so that they can understand themselves and others, make informed choices, keep themselves safe, build positive relationships and contribute positively to society. We place particular importance on pupils developing a strong sense of self-worth, resilience, respect and personal responsibility.

As a Gold Rights Respecting School, children's rights underpin our approach to PSHE. Pupils learn about their rights and responsibilities and are encouraged to respect and uphold the rights of others. Our school ambassadors, including our Rights Respecting Rangers, provide opportunities for pupils

to contribute to school life, support others and take an active role in promoting wellbeing, positive choices and children's rights.

Our curriculum is responsive to the needs of our pupils and the context of our school. We adapt and personalise learning where appropriate to reflect the diversity of our learners, local safeguarding priorities, emerging issues and topical events. Pupil voice, staff feedback and engagement with parents and carers help us to review and develop our PSHE provision.

### **PSHE Curriculum Planning**

At Poplar Farm School, our PSHE curriculum is based on the PSHE Association Programme of Study. We adapt this framework to meet the specific needs of our pupils, our school community and our local safeguarding context.

Our curriculum is organised around three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

The school's long-term plan and progression documents map learning across these themes and identify statutory content, including Relationships Education and Health Education, alongside wider PSHE learning. Relationships Education and Relationships and Sex Education are also set out in the school's separate RSE Policy.

The curriculum is regularly reviewed and refined in response to statutory guidance, pupil needs, local safeguarding priorities, staff feedback, parent and carer feedback, and pupil voice.

### **The PSHE programme:**

At Poplar Farm, we value PSHE as a means of supporting children's development as individuals and as members of their school and wider community. The programme helps children to understand and respect themselves and others, develop their voice and confidence, make informed choices and develop the knowledge and skills they need for life and learning.

The PSHE programme:

- develops confidence, self-worth and resilience;
- supports children to understand and manage their emotions and mental wellbeing;
- promotes physical health and healthy lifestyles;
- develops healthy, respectful and safe relationships;
- helps children recognise risks, seek help and keep themselves and others safe;
- develops an understanding of rights, responsibilities, equality and diversity;
- prepares children to participate positively in their school, community and wider society;
- develops understanding of the wider world, including digital and economic wellbeing.

- Statutory Relationships Education and Health Education form an integral part of our PSHE programme. Relationships Education and Relationships and Sex Education (RSE) are set out in more detail in the school's separate RSE Policy.

To ensure progression and consistency, teachers adapt planning to their classes, while leaders provide guidance and resources that reflect national guidance and local safeguarding priorities

### **Our PSHE policy is informed by existing DfE guidance:**

- Relationships Education, Relationships and Sex Education (RSE) and Health Education – DfE (2026)
- Keeping Children Safe in Education – DfE (2026)
- Working Together to Safeguard Children – DfE (2026)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

### **What do we teach when and who teaches it?**

PSHE is taught across the school, from EYFS to Year 6, through a planned programme of weekly lessons (minimum 45 minutes), complemented by assemblies, enrichment activities and cross-curricular links. Our curriculum follows the three core themes from the PSHE Association:

#### **Relationships – Autumn**

- Families and people who care for us
- Friendships and respectful relationships, including online
- Managing conflict and recognising unhealthy relationships
- Boundaries, permission, consent and keeping safe
- Respecting difference, diversity and equality

- Recognising stereotypes, prejudice and discrimination
- Seeking help and knowing who can support us

### **Living in the Wider World – Spring**

- Rights and responsibilities, including our role as a Rights Respecting School
- Democracy, the rule of law, individual liberty, mutual respect and tolerance
- Economic wellbeing, money and aspirations
- Digital resilience, online safety and responsible use of technology
- Understanding the wider community and our place within it
- Caring for the environment and taking positive action
- Developing an understanding of the world of work and future opportunities

### **Health and Wellbeing – Summer**

- Physical health, mental wellbeing and emotional regulation
- Healthy lifestyles, including nutrition, exercise, sleep, hygiene and dental health
- Personal safety and recognising and managing risks
- Online safety and digital wellbeing
- First aid and knowing how to respond in an emergency
- Awareness of medicines, drugs, alcohol, nicotine and other substances
- Understanding how to seek help and support for physical and mental health

### **Progression and responsiveness:**

The PSHE subject leader has created a long-term plan and progression framework which ensures statutory content and age-appropriate learning objectives are taught across the school.

Teachers adapt planning to respond to class needs, local safeguarding issues, or topical/current events.

Pupils' unique starting points and maturity are respected, and lessons are adapted for SEND where necessary.

PSHE lessons are reinforced and enhanced in many ways:

- Class teachers deliver weekly PSHE lessons to their own class, ensuring strong relationships and a safe learning environment.
- Assemblies and enrichment activities reinforce and enhance learning.
- Visitors and external agencies may contribute to specific aspects (e.g. school nurse, emergency services, charities), but always under teacher supervision and in line with our safeguarding policies.

## **Implementation through Teaching and Learning**

The school seeks to provide a safe, secure learning environment for PSHE that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy, confident successful adults. At the beginning of each year, every class explores our set '**Poplar Pact**' that children must follow during PSHE lessons. This creates a safe and supportive learning environment and allows children to feel comfortable and to speak openly and honestly.

At Poplar Farm School we promote the needs and interests of all pupils, in line with the Rights of the Child and 2010 Equalities Act. PSHE will be provided through discreet curriculum time, assemblies, class discussions/circle time, as and when issues arise, ensuring time is made within the curriculum to meet the needs of the children and through extracurricular activities. These include Mental Health Awareness Week, Safer Internet Day and Walk to School Week. We respect pupils' unique starting points by providing learning that is suitable to their level, considering their age, maturity and how emotionally secure they are.

## **Early Years and Foundation Stage**

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning therefore an integral aspect of daily planning, teaching and learning.

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

Planning is child led to reflect the interests of the children and the needs of the school. Children take part in circle time and discuss topics and themes that are at their level. Teachers look at the three core themes and take aspects of these to inform their planning. PSED is a fundamental building block in a child's development and underpins the whole curriculum.

## **Key Stage One and Two**

Within Key Stage One and Two, PSHE lessons are often more structured and follow the PSHE Association and long-term planning. This follows the three core themes which have been adapted specifically for the children at Poplar Farm School. Children have the opportunity to form and share opinions, value differences, recognise feelings and emotions as well as identify what makes relationships healthy.

## **British Values**

As a school we promote British values ensuring that our children leave school prepared for life in modern Britain. We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Through aspects of school life such as voting for school

council members, assemblies and discrete PSHE lessons, these values are embedded within our curriculum. We plan assemblies and lessons to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect.

### **UNICEF: The Convention of the Rights of the Child**

Poplar Farm School is proud to be a Gold Rights Respecting School. We work in partnership with UNICEF to teach, embed and respect the articles under the Convention of the Rights of the Child. Together, our learners (Rights Holders) and the school community (Duty Bearers) learn about children's rights, putting them into practice every day. The award is not just about what children do but also, importantly, what Duty Bearers do. Here at Poplar Farm, children's rights are promoted and realised, as we work collaboratively towards this goal together. There are four key areas of impact for children at a Rights Respecting School: wellbeing, participation, relationships and self-esteem. Furthermore, the impact on the children goes beyond the school gates, making a positive impact on the whole community, as children are healthier and happier, feel safe, have better relationships and become active and involved in school life and the wider world.

### **Arrangements for Monitoring and Evaluation**

The PSHE subject leader has overall responsibility for the monitoring, development and evaluation of PSHE across the school.

Monitoring may include:

- reviewing curriculum planning and progression;
- talking to pupils about their learning and experiences;
- reviewing examples of pupils' work;
- observing teaching where appropriate;
- gathering feedback from staff;
- considering feedback from parents and carers;
- reviewing the impact of curriculum changes and identified school priorities;
- ensuring statutory requirements and current guidance are reflected in the curriculum.

The subject leader provides support, guidance and resources for staff and keeps up to date with developments in PSHE, Relationships Education, RSE and Health Education.

The Local School Board monitors the implementation of this policy in accordance with the school's governance arrangements and considers relevant feedback from the school community.

The policy will be reviewed annually to ensure that it remains current and reflects statutory guidance, school priorities and the needs of our pupils.

## **Equality**

This policy supports the school's commitment to equality, inclusion and respect for all members of our school community.

At Poplar Farm, we value every child and seek to ensure that PSHE is accessible and meaningful for all pupils. We teach children about equality, respect, difference and diversity and help them to recognise and challenge stereotypes, prejudice and discrimination in age-appropriate ways. The school complies with the requirements of the Equality Act 2010 and has due regard to the protected characteristics set out in the legislation.

Where Relationships Education or RSE content relates to families, relationships or protected characteristics, teaching is age-appropriate, inclusive and delivered in accordance with the school's RSE Policy and the DfE statutory guidance. We recognise that children and families may have different backgrounds, experiences, beliefs and family circumstances. These differences are treated respectfully and sensitively within teaching and discussion. We also recognise that some aspects of Relationships Education and RSE may raise questions or concerns for individual families. The school seeks to work openly and respectfully with parents and carers while ensuring that statutory curriculum requirements are met.

## **Inclusion**

PSHE is taught to all pupils. Teachers adapt content, resources, language, activities and approaches to meet individual needs and remove barriers to participation. Particular consideration is given to pupils with SEND, pupils who may require additional support with communication or emotional regulation, and pupils whose personal circumstances may affect their engagement with particular topics.

Where necessary, teachers work with the SENCO, pastoral staff, safeguarding team and other appropriate professionals to ensure that learning is accessible, sensitive and appropriate. All pupils should be able to participate in PSHE in a way that promotes their dignity, safety, wellbeing and sense of belonging.

## **Assessment and Recording**

Assessment in PSHE is primarily formative and focuses on pupils' development of knowledge, vocabulary, skills, attitudes and attributes over time. Teachers use ongoing assessment to identify pupils' starting points, check understanding, address misconceptions and inform future teaching.

Teachers make ongoing judgements through:

- observation of pupils' contributions to discussions and activities;
- questioning and responses during lessons;
- retrieval and recap activities;

- pupil reflection and self-assessment;
- consideration of pupils' written or recorded work;
- pupils' ability to apply learning to different situations.

Assessment is used to inform future planning and to ensure that key knowledge and vocabulary are revisited where necessary.

PSHE learning is recorded and shared regularly through Class Dojo. This enables parents and carers to be informed about the content being taught and supports the partnership between home and school.

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| This policy was adopted:               | <b>July 2020</b>      |
| Review Cycle:                          | <b>Annually</b>       |
| This policy was subsequently reviewed: | <b>October 2022</b>   |
|                                        | <b>September 2025</b> |
|                                        | <b>September 2026</b> |
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## **Relationships Education in Primary schools – DfE Guidance 2026**

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

|                                            | <b>Pupils should know...</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>How we ensure coverage...</b>                                                                               |
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| <b>Families and people who care for me</b> | <ul style="list-style-type: none"><li>• that families are important for children growing up safe and happy because they can provide love, security and stability.</li><li>• 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.</li><li>• 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.</li><li>• that stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.</li><li>• that marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>• how to recognise if family relationships are making them.</li></ul> | This is taught through our <b>Relationships</b> theme and is revisited each year with age-appropriate content. |
| <b>Caring Friendships</b>                  | <ul style="list-style-type: none"><li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>• 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.</li><li>• 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.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | This is covered through <b>Relationships</b> lessons, circle time, and whole-school anti-bullying initiatives. |

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|                                       | <ul style="list-style-type: none"> <li>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.</li> <li>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.</li> <li>how to manage conflict, and that resorting to violence is never right.</li> <li>how to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                           |
| <b>Respectful, kind relationships</b> | <ul style="list-style-type: none"> <li>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.</li> <li>the importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.</li> <li>how to communicate effectively and manage conflict with kindness and respect;</li> <li>how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.</li> <li>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.</li> <li>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.</li> <li>practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</li> <li>the conventions of courtesy and manners.</li> <li>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.</li> </ul> | These are embedded across the <b>Relationships</b> theme and reinforced through 'The Poplar Promise', assemblies and our Rights Respecting Rangers' work. |

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|                                    | <ul style="list-style-type: none"> <li>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.</li> <li>what a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.</li> <li>how to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                       |
| <b>Online safety and awareness</b> | <ul style="list-style-type: none"> <li>that people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.</li> <li>how to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.</li> <li>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.</li> <li>the importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.</li> <li>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.</li> <li>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.</li> </ul> | These are covered through <b>Relationships</b> and <b>Living in the Wider World</b> themes, reinforced by our Computing and Online Safety curriculum. |
| <b>Being safe</b>                  | <ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.</li> <li>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.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | This runs throughout the <b>Relationships</b> theme and is reinforced by                                                                              |

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|  | <ul style="list-style-type: none"> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.</li> <li>• how to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.</li> <li>• 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.</li> <li>• 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.</li> </ul> | safeguarding teaching (assemblies, NSPCC workshops, Safer Internet Day). |
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## **Physical health and mental well-being education in Primary schools – DfE Guidance**

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

|                          | <b>Pupils should know...</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>How we ensure coverage...</b>                                                                             |
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| <b>General wellbeing</b> | <ul style="list-style-type: none"><li>• 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.</li><li>• the importance of promoting general wellbeing and physical health.</li><li>• the range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.</li><li>• how to recognise feelings and use varied vocabulary to talk about their own and others' feelings.</li><li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li><li>• that isolation and loneliness can affect children, and the benefits of seeking support.</li><li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.</li><li>• that change and loss, including bereavement, can provoke a range of feelings,</li><li>• that grief is a natural response to bereavement, and that everyone grieves differently.</li></ul> | These are covered through <b>Health and Wellbeing</b> lessons, assemblies, and Mental Health Awareness Week. |

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|                         | <ul style="list-style-type: none"> <li>• where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• that it is common to experience mental health problems, and early support can help.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                   |
| <b>Wellbeing online</b> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.</li> <li>• 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.</li> </ul> | These are covered through <b>Health and Wellbeing</b> and <b>Living in the Wider World</b> lessons, assemblies, and Mental Health Awareness Week. |

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|                                    | <ul style="list-style-type: none"> <li>• how to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.</li> <li>• why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.</li> <li>• the risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.</li> <li>• 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.</li> <li>• that abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.</li> <li>• how to understand the information they find online, including from search engines, and know how information is selected and targeted.</li> <li>• that they have rights in relation to sharing personal data, privacy and consent.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul> |                                                                                                                                |
| <b>Physical health and fitness</b> | <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• the risks associated with an inactive lifestyle, including obesity.</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | These are covered during the <b>Health and Wellbeing</b> theme, PE curriculum, Daily Mile, and after-school clubs.             |
| <b>Healthy eating</b>              | <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• understanding the importance of a healthy relationship with food.</li> <li>• the principles of planning and preparing a range of healthy meals.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | These are covered during the <b>Health and Wellbeing</b> theme, Science lessons, and themed weeks (e.g. Healthy Schools Week). |

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|                                   | <ul style="list-style-type: none"> <li>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).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                |
| <b>Drugs, alcohol and tobacco</b> | <ul style="list-style-type: none"> <li>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.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | This is introduced age-appropriately within the <b>Health and Wellbeing</b> theme, with links to local safeguarding issues.                                    |
| <b>Health and Prevention</b>      | <ul style="list-style-type: none"> <li>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>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.</li> <li>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.</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>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.</li> </ul> | These are covered in the <b>Health and Wellbeing</b> theme, Science lessons and assemblies.                                                                    |
| <b>Personal Safety</b>            | <ul style="list-style-type: none"> <li>about hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.</li> <li>how to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | This is covered in the <b>Health and Wellbeing</b> and <b>Living in the Wider World</b> themes and is reinforced through school trips (e.g. The Warning Zone). |

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| <b>Basic first aid</b>   | <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.</li> <li>• concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | This is covered in the <b>Health and Wellbeing</b> theme and is reinforced through external visitor sessions (e.g. St John Ambulance).                                                 |
| <b>Developing bodies</b> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• the facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.</li> </ul> | This is delivered within the <b>Health and Wellbeing</b> theme and is tailored to age and maturity, following our RSHE Policy, with opportunities for questions in a safe environment. |