Relationships, Sex & Health Education Policy (Sept 2026)

Eppleton Academy Primary School and Nursery

Approved by:	L Jackson (Headteacher)	**Date:**	Sept 2026
Approved by:	Governing Body	**Date:**	Ratified Sept 2026
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1. Aims

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

- Give children the knowledge and skills that will enable them to make informed decisions about their wellbeing, health and relationships
- Help pupils to understand what positive, healthy relationships look like and how to form them and how to recognise harm, report it and seek help
- Help prepare pupils for the opportunities and responsibilities of adult life, and can promote moral, social, mental and physical development
- Support pupils to cultivate positive characteristics including resilience, self-worth, self- respect, honesty, integrity, courage, kindness and trustworthiness
- Prepare pupils for puberty, and the importance of good health and hygiene
- Provide a framework in which sensitive discussions can take place
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make relationships education compulsory for all pupils receiving primary education.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE. See Sex Education section to see what constitutes sex education at Eppleton Academy.

We continue to keep up to date with any changes and updates released by the DfE and update our / RSHE curriculum accordingly. Our RSHE education in school includes all statutory DfE RSE guidance made in 2025.

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 must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (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.

  (see appendix 4)

At Eppleton Academy Primary we teach RSHE as set out in this policy.

3. Policy development

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

1. Review – Personal Development lead gathered and collated all relevant RSHE guidance and information including national, local and statutory guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – information and a copy of the draft policy were shared via the school website and parents and any interested parties were invited to share their views, make responses or ask questions.

4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSHE is an age-appropriate, inclusive curriculum that equips children with the knowledge, understanding and skills to form positive relationships, maintain their physical and mental health, keep themselves safe, and become confident, responsible and respectful members of society.

5. Curriculum

Our Relationships, Sex Education (RSHE) curriculum helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future. RSHE is built into our Breakout curriculum which also includes the teaching of PSHE and Careers education.

We must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE/ RSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.

- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

- Teaches pupils how to keep themselves and others safe.

Our Breakout curriculum is a whole school approach to teaching RSHE and PSHE. It is carefully sequenced and covers all of the statutory topics, recognising that pupils can start developing healthy behaviour and relationship skills as soon as they start school. Teaching is sequenced so that pupils are supported and equipped with knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.

The Breakout curriculum is taught by class teachers, support staff or external providers who have the knowledge, skills and confidence to provide a safe and supportive environment and to facilitate participative and interactive education which aims to support and not alarm pupils. Staff are trained in safeguarding and will follow school safeguarding policies and procedures in regards to any possible disclosures.

Relationship Education

The main focus for relationships education at Eppleton Academy is to teach pupils the skills and knowledge that form the building blocks of positive, healthy relationships. Our curriculum is designed to support pupils from the start of their education to become kind, caring individuals who have respect for others and know how to keep themselves and others safe.

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

Our relationships education teaches pupils what positive, healthy relationships look like, and supports pupils to recognise what constitutes an unhealthy or harmful relationship. It highlights how to recognize and report worries and abuse, including any from online relationships. Our curriculum focuses on teaching about boundaries and how to care for one another and keep ourselves and others safe. Pupils are taught to recognise signs of both emotional and physical abuse in different types of relationships. They learn about about privacy, consent and children's rights over their own bodies. Even very young children can be equipped to understand what counts as harmful behaviour and to trust their instincts about behaviour that doesn't feel right. In addition, pupils will learn about different types of bullying, and that this can include the use of derogatory terms relating to sex, race, disability or sexual orientation. We teach children about protected characteristics through PSHE/ RSHE/ No outsiders education.

Teaching about relationships is carefully considered, taking into account the needs and age of the pupils.

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online safety and awareness', and 'Being safe'.

Health and Wellbeing Education

The aim of teaching about health and wellbeing is to enable pupils to make good decisions about their own health and wellbeing, to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to seek support when needed. At Eppleton Academy, we want to support our pupils to develop strategies for self-regulation, perseverance and determination, even in the face of setbacks. Effective teaching aims to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health. At Eppleton Academy, we promote openness, so that pupils can check their understanding and seek any necessary help and advice.

Health education in primary schools starts with the benefits and importance of physical activity, good nutrition and sufficient sleep, and supports pupils to develop emotional awareness. We emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors. It also teaches about the risks of spending too much time online and the impact it can have upon a child's health and wellbeing.

Health Education in Eppleton Academy covers ‘Mental wellbeing’, ‘Internet safety and harms’, Physical health and fitness’, Healthy eating’, ‘Drugs, alcohol and tobacco’, ‘Health and prevention’, ‘Basic First Aid’, ‘Changing adolescent body’.

Sex Education

Sex education is not compulsory in primary schools but the DfE Guidance 2025 recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

Sex education at Eppleton Academy, focuses on preparing pupils for adolescence and puberty. It is delivered to year 5 in the summer term by our school nursing team. It is taught as a statutory requirement of Health Education. Within this session, pupils are taught about body changes that occur during puberty, menstruation and the male and female reproductive system, naming main body parts. The school nurse uses the correct names of the body parts such as penis, vagina, testicles, scrotum, nipples to deliver the factual information about puberty as recommended by the NHS. This does not include describing any detail of sexual activity. Information about what will be shared with pupils during the preparing for adolescence and puberty session by the school nurse, will be shared with parents/ carers before the session takes place.

The National Curriculum for Science requires pupils to know how mammals reproduce, we have opted to teach this within our science curriculum, not within PSHE or Relationships and Sex Education this is the most appropriate for our children. In the Science curriculum we also teach about growth of the human body from birth to old age and reproduction in some plants and animals.

Parents have the right to request that their child be withdrawn from sex education delivered as part of statutory RSHE.

Requests for withdrawal from sex education need to be made in writing to the head teacher. Before granting any request for withdrawal of a child from sex education the head teacher will discuss the request with parents, and the child if appropriate, to understand the request and to clarify the nature and purpose and content of the curriculum. The head teacher will discuss the benefits of sex education, and any detrimental effects of withdrawal, including social and emotional impacts on the child, and the likelihood that the child will hear their peers’ version of what was said in class, which may not be accurate. This process of withdrawal will be documented to ensure a record is kept.

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

6. Delivery of RSHE

RSHE is taught within the personal development Breakout curriculum. Each week all classes will ‘break out’ of normal routines to take part in Curriculum Breakout sessions. The curriculum is designed so that each week the classes from EYFS to Year 6 will explore the same ‘Focus’ such as Family, Friends, Feelings, Personal Hygiene, Safety etc. but will each have a different question to consider. The questions are designed to enable progression from EYFS to Year 6. During the session the children will take part in active, hands on sessions designed to engage each and every child. Each session is designed to widen our children’s knowledge and understanding by exploring themes and topics related to themselves, others and the world they live in.

Each year group builds on the learning from the previous year, ensuring children revisit key concepts in more depth. All teaching is tailored to meet the developmental needs of pupils and delivered with sensitivity and clarity.

Our RSHE curriculum is set out as per Appendix 1 and 2 (Breakout Curriculum Overview). Although this tends to stay the same throughout the academic year, we may make changes and adapt curriculum as and when necessary to meet the needs of our pupils and events that may occur in school, the local community and the

wider world, that need to be addressed though RSHE education. Changes are always in line with our RSHE policy.

We also teach aspects of RSHE through our 'No Outsiders' approach which is implemented through classroom teaching, assemblies and through the school culture and ethos. See Appendix 4

Trusted outside agencies support the delivery of our RSHE curriculum in school such as the nursing team, Healthy Heads, the Police, Roots and Shoots, Change 4 Life, NSPCC, RNLI, Red Sky etc. They provide workshops for pupils of all ages about topics such as teeth brushing, hand washing, emotional wellbeing-feelings and emotions, healthy balanced lifestyle, smoking, vaping and drugs, healthy relationships, online safety, water safety, first aid etc. All materials and resources used by outside agencies are agreed with the school before the workshops take place, to ensure they are factual, unbiased, age appropriate and are in line with our school policies. These resources can be shared with parents/ carers if requested.

In EYFS children are supported to develop a positive sense of themselves and others; form positive relationships and develop respect for others; develop social skills and learn how to manage their feelings; understand appropriate behaviour in groups and have confidence in their own abilities. An understanding of the importance of making healthy life choices is taught throughout the provision and through daily routines such as healthy snacks and eating, washing hands and the importance of physical activity. PSED is also introduced to the children through themed stories and learning themes throughout the year. Children in Reception access our Breakout curriculum for a structed PSHE session each week.

At Eppleton Academy RSHE is taught through:

- Weekly Breakout sessions
- Assemblies
- Workshops
- Visits to outside providers
- KidSafe sessions
- No Outsiders education

6.1. Inclusion & Equality

At Eppleton Academy, we promote the needs and interests of all pupils, regardless of gender, culture, ability, or personal circumstances, by celebrating the successes of each child and providing a broad curriculum with opportunities beyond the classroom. We emphasise our school values through our priorities, practices, and policies, fostering a collaborative and friendly environment. The school values of respect, responsibility, and resilience are carefully woven through our PSHE/ RSHE education.

Our teaching methods are tailored to consider the age, ability, readiness, and cultural backgrounds of all pupils, including those with English as a second language and pupils with SEND, to ensure full access to PSHE education. We are committed to promoting diversity and inclusion by supporting pupils throughout their time at school and encouraging strong home-school relationships. We use PSHE education to address diversity issues and ensure equality, providing a broad and balanced curriculum accessible to all pupils. We recognise the right of every student to have access to PSHE education that meets their needs. No pupil will be excluded from PSHE/ RSHE education, and materials will be adapted when necessary to accommodate all students.

At Eppleton Academy we respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may conflict with our approach to some aspects of Relationships, Health and Sex Education. We strive to approach any conflicts of opinions or beliefs with respect and sensitivity.

We will teach about these topics in a manner that:

- Is age appropriate
- Considers how a diverse range of pupils will relate to them

- Is sensitive to all pupils' experiences
- Follows our school policies

During lessons, pupils feel:

  - Safe and supported
  - Able to engage with the key messages with close consideration to pupils' needs and abilities.

As a school, we are required to comply with relevant requirements of the Equality Act 2010, including the Public sector equality duty (PSED) (s.149), when teaching RSHE.

We must ensure topics in RSHE are taught in a way which does not discriminate against pupils in any way, taking into consideration their background and beliefs. Our RSHE education is respectful to the religious background of our pupils.

As part of our RSHE curriculum, we teach about healthy, caring relationships and as part of this we include same-sex parents along with other family arrangements when discussing families.

At Eppleton Academy, we teach about the importance of equality and respect and learn about the law relating to the protected characteristics (age, disability, gender reassignment, sexual orientation, marriage or civil partnership, pregnancy and maternity, race, religion or belief, and sex). When teaching about protected characteristics, we comply with the Equality Act 2010.

6.2 Use of resources

We will consider whether any resources or materials we use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Fit into our curriculum plan
- Are from credible sources and are suitable to meet the needs of our pupils
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress
- Are in line with our school policy and do not contradict the law, Equality Act 2010 or RSHE 2025.
- Resources used by any external agencies are checked and agreed before used in school

6.3 Teaching about the law

- There will be a range of opinions regarding some topics within RSHE. At Eppleton Academy, the starting principle will be that the law should be taught in a factual way so that pupils are clear about their rights and responsibilities as citizens.
- Pupils will be made aware of the laws regarding relevant topics being taught, for example:
- marriage, including forced marriage and civil partnerships
- consent
- abuse
- the Online Safety Act
- online behaviours including image and information sharing (including nudes, etc, and including AI-generated sexual imagery and deepfakes).
- Pupils should understand the law about online harassment and online abuse
- protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation)

- alcohol, smoking, vaping and nicotine products and illicit drug use
- gambling
- carrying knives and weapons
- extremism/radicalisation
- grooming or exploiting children into criminal activity, which can include gang involvement and county lines drug running
- hate crime
- the age of criminal responsibility

7. Use of external organisations and materials

We will make sure that any materials used or delivered from outside agencies are suitable and age appropriate and do not present any disclination towards the protected characteristics, present stereotypes or bias.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, materials and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
    - Are age-appropriate
    - Are in line with pupils' developmental stage
    - Are in line with our RSHE curriculum
    - Comply with:
        - This policy
        - The Teachers' Standards
        - The Equality Act 2010
        - The Human Rights Act 1998
        - The Education Act 1996
        - DfE statutory guidance 2025
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses for example PolEd- resources and guidance produced by the Police.
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Be clear on:
    - What will be said and talked about during sessions
    - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that a staff member is present, where possible, in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSHE policy, and hold the headteacher to account for its implementation.

As well as fulfilling their legal obligations, governing boards and proprietors of academy trusts should also make sure that:

• all pupils make progress in achieving the expected educational outcomes

• teaching is accessible to all pupils including those with SEND

• curriculum content and teaching materials are aligned with this statutory guidance

• clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education

8.2 The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE (puberty talk).

8.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Liaising with Personal Development Lead about any changes/ adaptations needed to the curriculum in light of current events and pupil needs
- Recording and reporting any safeguarding concerns that present themselves as a result of RSHE sessions being delivered in class. Class teachers to follow Safeguarding procedures in school, reporting to DSLs.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE

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 Personal Development Lead and/or the headteacher.

All class teachers & support staff are responsible for teaching RSHE in our school

8.4 Pupils

Listening and responding to the views of pupils through pupil voice activities, helps to ensure that RSHE meets pupils' needs and that topics are taught at the right time to support children to build positive relationships and avoid harms before they occur.

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

9. Parents/ Carers

At Eppleton Academy, we consult parents when we develop and review our policy, ensuring parents/ carers have an opportunity to discuss the policy if they wish to. Parents/Carers will be informed about the RSHE policy and curriculum through our school website and have the option to discuss any areas with the PSHE Lead, class teacher or SLT. We share useful documents such as curriculum plans and overviews, progression maps and examples of resources and materials to provide clarity about what PSHE/ RSHE education looks like at Eppleton Academy.

Parents/carers can request the RSHE policy in a written/printed format by contacting the office. Parents/ carers are able to request to see what their children are being taught in RSHE, especially in relation to sensitive topics, and as a school we respond positively to requests from parents to see plans and teaching materials.

At Eppleton Academy, we can make adaptations to our PSHE/ RSHE curriculum to respond to emerging needs or issues in the school but we would inform parents of any shifts away from the policy and continue to share relevant materials on request.

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE (preparing for adolescence and puberty session).

Requests for withdrawal should be put in writing to the headteacher, this will be documented to ensure a record is kept.

Alternative work will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar. Any updates or changes made to the RSHE curriculum are shared with all teaching staff and are monitored by PSHE/ RSHE lead.

Personal Development Lead and SLT are responsible for sourcing and delivering any training required, ensuring the use of reputable outside agencies only.

11. Monitoring arrangements

The delivery of RSHE is monitored by Miss S Imrie through: work scrutiny, pupil voice, staff and parent feedback, lesson observations or learning walks.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Mrs L Jackson. At every review, the policy will be approved by the headteacher and full governing body.

12. Safeguarding

Discussions about sensitive topics in RSHE can lead to increased safeguarding reports. All staff know what to do if they have concerns that a pupil is being neglected or abused, including those who have seen, heard or experienced the effects of domestic abuse.

All staff will follow statutory safeguarding guidance Keeping children safe in education (KCSIE); this guidance provides a strong safeguarding framework and is clear on the actions we should take if there are any concerns about a child or young person's wellbeing and/or safety. Staff are also aware of mandatory reporting duties, including relating to FGM, and that virginity testing and hymenoplasty became illegal in 2022. The Government is also introducing a new law which will create a legal requirement for anyone in regulated activity relating to children in England, including teachers, to report if they are made aware a child is being sexually abused.

Where lessons are delivered by external agencies, we will agree in advance of the session how a safeguarding concern would be dealt with by the external visitor. Where possible and appropriate a member of school staff will be present during work with outside agencies or on hand to deal with any safeguarding concerns.

All staff delivering RSHE/ PSHE should follow school policies and procedures regarding the safeguarding and wellbeing of all pupils.

Appendix 1: Breakout Curriculum Yearly Overview- Changes implemented to include new RSHE 2025 (started Sept 2026)

Week		1	2	3	4	5	6	7/8
Half Term	THEME	BRITISH VALUES	WIDER WORLD WHAT'S IN THE NEWS/ DEBATE	RAISING ASPRIATIONS	PSHCE- HEALTH & WELLBEING	KEEPING SAFE	SEX & RELATIONSIPS	For Whole School Issues that may be raised or events in the SMSC calendar
Autumn 1	FOCUS	RESPECT & TOLERANCE	ENVIRONMENT	ECONOMIC WELLBEING	PERSONAL HYGIENE	INTERNET SAFETY	FRIENDS	
Autumn 2	FOCUS	RULE OF LAW	LOCAL AREA	PREPARING FOR WORLD OF WORK	DENTAL HYGIENE	SOCIAL MEDIA	FAMILY	
Spring 1	FOCUS	DEMOCRACY	CHARITY/COMMUNITY	GOALS	BALANCED LIFESTYLE	RISK, DANGER, HAZARD	BULLYING	
Spring 2	FOCUS	INDIVIDUAL LIBERTY	LIVING IN A DIVERSE WORLD	CAREERS WEEK	MENTAL HEALTH	ROAD & RAIL SAFETY	DISCRIMINATION	
Summer 1	FOCUS	PROUD TO BE BRITISH	EXTREMISM/ TERRORISM	ASPIRING FOR A BETTER WORLD	CHANGE & LOSS	STRANGER DANGER	STEREOTYPES	
Summer 2	FOCUS	DEBATE- HAVE YOUR VOICE HEARD	ME IN THE WIDER WORLD	CAREERS/ FURTHER EDUCATION MODERN DAY LABOR MARKET & PATHWAYS-	RESILIENCE- PROBLEM SOLVING/ COMPETITION	WATER & SUN SAFETY	FEELINGS	

Appendix 2: RSHE Curriculum Coverage- Where it is taught- DfE statutory guidance beginning Sept 2026

(new 2026 wording and statements shown in red) (anything no longer included in 2026 guidance shown in ***bold black italics-*** *we can still include this if it is relevant and necessary for our pupils****)***

RSHE Curriculum Coverage- Where it is taught

Topic	**Pupils should know**	**Where we plan for this**	
Families and people who care about me	That families are important for children growing up safe and happy because they can give love, security and stability	**Breakout- Sex & Relationships- Family- Aut 2** **KidSafe** Assemblies	**Rec, Y2, Y4, Y6**
	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		**Y1**
	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		**Y3, Y6**
	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		**Rec, Y3, Y6**
	That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong		**Y5**
	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed		**Rec, Y6** **KidSafe**
Caring friendships	How important friendships are in making us feel happy and secure, and how people choose and make friends	**Breakout- Sex & Relationships- Friends- Aut 1**	**Rec, Y1, Y2, Y3, Y4, Y5, Y6**
	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and		**Rec, Y1, Y2, Y3, Y4, Y5, Y6**

	difficulties. 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.	**KidSafe** Assemblies Anti-bullying team, week and events	
	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.		**Rec, Y1, Y2, Y3, Y4, Y5, Y6**
	That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened		**Rec, Y1, Y2, Y3, Y4, Y5, Y6**
	How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.		**Rec, Y1, Y2, Y3, Y4, Y5, Y6**
	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.		**Rec, Y4** **Breakout- Wider World- Living in a diverse World- Spr 2- Rec** EQUALITY AND INCLUSION

	How to manage conflict, and that resorting to violence is never right.		**Rec, Y1, Y2, Y3, Y4, Y5, Y6**
Respectful, kind relationships	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. *(This statement has been blended together with another statement see below ***)*	**Breakout- British Values- Tolerance- Aut 1- All year groups** **Breakout- Sex & Relationships- Racism- Spr 2- All year groups** **Breakout- Sex & Relationships- Friends- Aut 1- All year groups** **Breakout- Sex & Relationships- Stereotypes- Sum 1- Y2** **Breakout- Wider world- Local Area- Aut 2- All year groups** **Breakout- Wider world- Living in a diverse world- Spr 2- All year groups** **Breakout- Wider World- Me in the Wider World- all year groups** **KidSafe** RE Assemblies Anti-bullying team, week and events	
	Practical steps they can take in a range of different contexts to improve or support their relationships.	**Breakout- British Values- Tolerance- Aut 1- All Year groups** **Breakout- Sex & Relationships- Racism- Spr 2- All year groups** **Breakout- Sex & Relationships- Friends-**	

		Aut 1- Y3, Y6 **Breakout- Sex & Relationships- Stereotypes- Sum 1- Y2** **Breakout- Wider world- Local Area- Aut 2- All year groups** **Breakout- Wider world- Living in a diverse world- Spr 2- All year groups** **Breakout- Wider World- Me in the Wider World- all year groups** **KidSafe** Assemblies Anti-bullying team, week and events
	The conventions of courtesy and manners	**Breakout- Sex & Relationships- Family- Aut 2- Y2** **Breakout- Wider world- Local Area- Aut 2- All year groups** **Breakout- Wider world- Living in a diverse world- Spr 2- All year groups** **Breakout- Wider World- Me in the Wider World- all year groups** Whole School/ Class Rules Assemblies Anti-bullying team, week and events
	The importance of self-respect and how this links to their own happiness	**Breakout- British Values- Tolerance- Aut 1- Y1** **Breakout- Wider world- Local Area- Aut 2-**

		All year groups **Breakout- Wider world- Living in a diverse world- Spr 2- All year groups** **Breakout- Wider World- Me in the Wider World- all year groups** Assemblies Anti-bullying team, week and events
	That in school and in 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 ***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.	**Breakout- British Values- Tolerance, Rule of Law, Democracy, Individual Liberty- All Year groups** **Breakout- Sex & Relationships- Racism- Spr 2- All year groups** **Breakout- Sex & Relationships- Friends- Aut 1- All year groups** **Breakout- Sex & Relationships- Family- Aut 2- All year groups** **Breakout- Wider world- Local Area- Aut 2- All year groups** **Breakout- Wider world- Living in a diverse world- Spr 2- All year groups** **Breakout- Wider World- Me in the Wider World- all year groups** Assemblies Anti-bullying team, week and events
	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying	**Breakout- Sex & Relationships- Bullying- Spr 1- All year groups**

	to an adult) and how to get help	**Breakout- Sex & Relationships- Racism- Spr 2- All year groups** **Breakout- Sex & Relationships- Stereotypes- Sum 1- All year groups** **Breakout- Keeping Safe- Internet Safety- Aut 1- All year groups** **Breakout- Keeping Safe- Social Media- Aut 2- All year groups** **Breakout- Wider world- Local Area- Aut 2- All year groups** **Breakout- Wider world- Living in a diverse world- Spr 2- All year groups** **Breakout- Wider World- Me in the Wider World- all year groups** **KidSafe- Week 4** Assemblies Anti-bullying team, week and events
	What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype.	**Breakout- Sex & Relationships- Stereotypes- Sum 1- All year groups**
	The importance of permission-seeking and giving in relationships with friends, peers and adults (no longer present 2026)	**Breakout- Keeping Safe- Risk, Danger, Hazard- Spr 1- Rec** **Breakout- Keeping Safe- Stranger Danger- Sum 1-Y1** **KidSafe**

	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.	**Breakout- Sex & Relationships- Friends- Aut 1- Y5** **Breakout- Sex & Relationships- Family- Aut 2- Y2**
	The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	**Breakout- Sex & Relationships- Friends- Aut 1- Y3, Y5**
	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.	**Breakout- Sex & Relationships- Friends- Aut 1- Y5**
	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.	**PSHE- Health and Wellbeing- Mental Health- Spr 2- Y6**
	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.	**Breakout- Wider World- Me in the Wider World- all year groups**
	How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	**Breakout- Sex & Relationships- Friends- Aut 1- All year groups** **Breakout- Sex & Relationships- Family- Aut 2- All year groups** **Breakout- Keeping Safe, Stranger Danger, Sum 1 all year groups**

Online safety and awareness **(was Online Relationships 2022)**	That people sometimes behave differently online, including by pretending to be someone they are not **(now blended with another statement shown below ***)**	**Breakout- Keeping Safe- Internet Safety- Aut 1** **Breakout- Keeping Safe- Social Media- Aut 2** **Computing Curriculum** **KidSafe- Week 3** Assemblies Anti-bullying team, week and events Cyber-Bullying/ Internet Safety day/ week	**Breakout- Keeping Safe- Internet Safety- Aut 1- Y1, Y2, Y3, Y4** **Breakout- Keeping Safe- Social Media- Aut 2- Y4, Y5, Y6** **Computing Curriculum all year groups**
	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. 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.**		**Breakout- Keeping Safe- Internet Safety- Aut 1- Y3, Y4** **Breakout- Keeping Safe- Social Media- Aut 2- Y3** **Computing Curriculum all year groups**
	The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them 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		**Breakout- Keeping Safe- Internet Safety- Aut 1- All year groups** **Breakout- Keeping Safe- Social**

	seen or engaged with online.		**Media- Aut 2- All year groups** **Computing Curriculum all year groups**
	How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met ***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.		**Breakout- Keeping Safe- Internet Safety- Aut 1- All year groups** **Breakout- Keeping Safe- Social Media- Aut 2- All year groups** **Computing Curriculum all year groups**
	How information and data is shared and used online The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 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.		**Breakout- Keeping Safe- Internet Safety- Aut 1- Rec, Y1, Y2, Y6** **Breakout- Keeping Safe- Social Media- Aut 2- Y1,Y2, Y4, Y5** **Computing Curriculum all**

			year groups
	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.		**Computing Curriculum- Y5**
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, resources etc.	**Breakout- Sex & Relationships- Friends- Aut 1- All year groups** **Breakout- Keeping Safe- Internet Safety- Aut 1- All year groups** **Breakout- Keeping Safe- Social Media- Aut 2- All year groups** **PSHCE Health & Wellbeing- Mental Health- Spr 2** **Breakout- Wider world- Local Area- Aut 2- All year groups** **Breakout- Wider world- Living in a diverse world- Spr 2-**	**Breakout- Sex & Relationships- Friends- Aut 1- All year groups** **Breakout- Keeping Safe- Internet Safety- Aut 1- All year groups** **Breakout- Keeping Safe- Social Media- Aut 2- All year groups** **Computing Curriculum all year groups**
	About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.		**Breakout- Sex & Relationships- Friends- Aut 2- Y6** **Breakout- Keeping Safe- Riak,**

		All year groups **Breakout- Wider World- Me in the Wider World- all year groups** **Breakout- Keeping Safe- Stranger Danger- Sum 1- All year groups** **Computing Curriculum all year groups** **KidSafe** Assemblies Anti-bullying team, week and events Cyber-Bullying/ Internet Safety day/ week	**Hazard, Danger- Spr 1- Y5** **Breakout- Keeping Safe- Stranger Danger- Sum 1- All year groups** **Computing Curriculum all year groups** **KidSafe- Week 4**
	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact		**Breakout- Keeping Safe- Stranger Danger- Sum 1- All year groups** **KidSafe- Week 4**
	How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do and do not know.		**Breakout- Keeping Safe- Internet Safety- Aut 1- All year groups** **Breakout- Keeping Safe- Social Media- Aut 2- All year groups** **Breakout- Keeping Safe- Stranger Danger- Sum 1- All year groups**
	How to recognise and report feelings of being unsafe or feeling bad about any adult		**Breakout-PSHCE Health &**

	How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.		**Wellbeing- Mental Health- Spr 2-Y4** **Breakout- Keeping Safe- Stranger Danger- Sum 1- All year groups** **KidSafe**
	**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.		**Breakout-PSHCE Health & Wellbeing- Mental Health- Spr 2-Y4** **Breakout- Keeping Safe- Stranger Danger- Sum 1- All year groups** **KidSafe**
	How to report concerns or abuse, and the vocabulary and confidence needed to do so 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.		**Breakout- PSHCE Health & Wellbeing- Mental Health- Spr 2-Y4** **Breakout- Keeping Safe- Risk, Hazard, Danger- Spr 1- All year groups** **Breakout- Keeping Safe- Stranger Danger- Sum 1- All year groups**

			KidSafe
	Where to get advice e.g. family, school and/or other sources (blended with another statement above **)		**Breakout- PSHCE Health & Wellbeing- Mental Health- Spr 2-Y4** **Breakout- Sex & Relationships- Feelings- Sum 2- All year groups** **Breakout- PSHCE Health & Wellbeing- Mental Health- Spr 2-All year groups** **KidSafe**

Topic	**Pupils should know**	**Where we plan for this**	
Families and people who care about me	That families are important for children growing up because they can give love, security and stability	**Breakout- Sex & Relationships- Family- Aut 2** **KidSafe** Assemblies	**Rec, Y2, Y4, Y6**
	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		**Y1**
	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		**Y3, Y6**
	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		**Rec, Y3, Y6**

	That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong		**Y5**
	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed		**Rec, Y6** **KidSafe**
Caring friendships	How important friendships are in making us feel happy and secure, and how people choose and make friends	**Breakout- Sex & Relationships- Friends- Aut 1** **KidSafe** Assemblies Anti-bullying team, week and events	**Rec, Y1, Y3**
	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties		**Y1, Y2, Y6**
	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded		**Y1, Y5, Y6**
	That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right		**Y1, Y2, Y3, Y4**
	How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed		**Rec, Y3**
Respectful relationships	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	**Breakout- British Values- Tolerance- Aut 1- All year groups** **Breakout- Sex & Relationships- Racism- Spr 2- All year groups** **Breakout- Sex & Relationships- Friends- Aut 1- Y6** **Breakout- Sex & Relationships- Stereotypes- Sum 1- Y2**	

		KidSafe RE Assemblies Anti-bullying team, week and events
	Practical steps they can take in a range of different contexts to improve or support respectful relationships	**Breakout- British Values- Tolerance- Aut 1- All Year groups** **Breakout- Sex & Relationships- Racism- Spr 2- All year groups** **Breakout- Sex & Relationships- Friends- Aut 1- Y6** **Breakout- Sex & Relationships- Stereotypes- Sum 1- Y2** **KidSafe** Assemblies Anti-bullying team, week and events
	The conventions of courtesy and manners	**Breakout- Sex & Relationships- Family- Aut 2- Y2** Whole School/ Class Rules Assemblies Anti-bullying team, week and events
	The importance of self-respect and how this links to their own happiness	**Breakout- British Values- Tolerance- Aut 1- Y1** Assemblies Anti-bullying team, week and events
	That in school and in wider society they can expect to be treated	**Breakout- British Values- Tolerance, Rule**

	with respect by others, and that in turn they should show due respect to others, including those in positions of authority	**of Law, Democracy, Individual Liberty- All Year groups** **Breakout- Sex & Relationships- Racism- Spr 2- All year groups** **Breakout- Sex & Relationships- Friends- Aut 1- All year groups** **Breakout- Sex & Relationships- Family- Aut 2- All year groups** Assemblies Anti-bullying team, week and events
	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help	**Breakout- Sex & Relationships- Bullying- Spr 1- All year groups** **Breakout- Sex & Relationships- Racism- Spr 2- All year groups** **Breakout- Sex & Relationships- Stereotypes- Sum 1- All year groups** **Breakout- Keeping Safe- Internet Safety- Aut 1- All year groups** **Breakout- Keeping Safe- Social Media- Aut 2- All year groups** **KidSafe- Week 4** Assemblies Anti-bullying team, week and events
	What a stereotype is, and how stereotypes can be unfair, negative or destructive	**Breakout- Sex & Relationships- Stereotypes- Sum 1- All year groups**
	The importance of permission-seeking and giving in relationships	**Breakout- Keeping Safe- Risk, Danger,**

	with friends, peers and adults	**Hazard- Spr 1- Rec** **Breakout- Keeping Safe- Stranger Danger- Sum 1-Y1** **KidSafe**	
Online relationships	That people sometimes behave differently online, including by pretending to be someone they are not	**Breakout- Keeping Safe- Internet Safety- Aut 1** **Breakout- Keeping Safe- Social Media- Aut 2** **KidSafe- Week 3** Assemblies Anti-bullying team, week and events Cyber-Bullying/ Internet Safety day/ week	**Breakout- Keeping Safe- Internet Safety- Aut 1- Y1, Y2, Y3, Y4** **Breakout- Keeping Safe- Social Media- Aut 2- Y4, Y5, Y6**
	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		**Breakout- Keeping Safe- Internet Safety- Aut 1- Y3, Y4** **Breakout- Keeping Safe- Social Media- Aut 2- Y3**
	The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them		**Breakout- Keeping Safe- Internet Safety- Aut 1- All year groups** **Breakout- Keeping Safe- Social Media- Aut 2- All year**

			groups
	How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met		**Breakout- Keeping Safe- Internet Safety- Aut 1- All year groups** **Breakout- Keeping Safe- Social Media- Aut 2- All year groups**
	How information and data is shared and used online		**Breakout- Keeping Safe- Internet Safety- Aut 1- Rec, Y1, Y2, Y6** **Breakout- Keeping Safe- Social Media- Aut 2- Y1,Y2, Y4, Y5**
Being safe	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	**Breakout- Sex & Relationships- Friends- Aut 1- All year groups** **Breakout- Keeping Safe- Internet Safety- Aut 1- All year groups** **Breakout- Keeping Safe- Social Media- Aut 2- All year groups**	**Breakout- Sex & Relationships- Friends- Aut 1- All year groups** **Breakout- Keeping Safe- Internet Safety- Aut 1- All year groups** **Breakout- Keeping Safe- Social Media- Aut 2- All year groups**

		PSHCE Health & Wellbeing- Mental Health- Spr 2 **KidSafe** Assemblies Anti-bullying team, week and events Cyber-Bullying/ Internet Safety day/ week	
	About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe		**Breakout- Sex & Relationships- Feelings- Sum 2- Y6** **KidSafe- Week 4**
	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact		**KidSafe- Week 4**
	How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know		**Breakout- Keeping Safe- Internet Safety- Aut 1- All year groups** **Breakout- Keeping Safe- Social Media- Aut 2- All year groups** **Breakout- Keeping Safe- Stranger Danger- Sum 1- All year groups**
	How to recognise and report feelings of being unsafe or feeling bad about any adult		**Breakout-PSHCE Health & Wellbeing- Mental Health- Spr 2-Y4** **KidSafe**
	How to ask for advice or help for themselves or others, and to keep trying until they are heard		**Breakout-PSHCE Health & Wellbeing- Mental**

			Health- Spr 2-Y4 **KidSafe**
	How to report concerns or abuse, and the vocabulary and confidence needed to do so		**Breakout- PSHCE Health & Wellbeing- Mental Health- Spr 2-Y4** **Breakout- Keeping Safe- Risk, Hazard, Danger- Spr 1- All year groups** **KidSafe**
	Where to get advice e.g. family, school and/or other sources		**Breakout- PSHCE Health & Wellbeing- Mental Health- Spr 2-Y4** **Breakout- Sex & Relationships- Feelings- Sum 2- All year groups** **Breakout- PSHCE Health & Wellbeing- Mental Health- Spr 2-All year groups** **KidSafe**

Curriculum Breakout Yearly Overview- showing Focus areas where RSHE is taught

Appendix 4: DfE statutory guidance from Sept 2026

Relationship Education	
Topic	**By the end of primary pupils should know:**
Families and people who care about me	• That families are important for children growing up safe and happy because they can provide 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 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. • 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 two 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. • 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. • 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. • 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. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • How to manage conflict, and that resorting to violence is never right. • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
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 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 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; how to manage feelings, including disappointment and frustration. • 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. • 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. • Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.

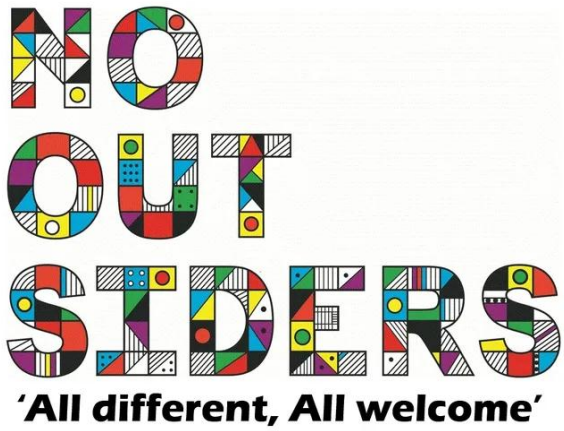
	• The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. • 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. • What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online safety and awareness	• 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. • 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. • 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. • The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • 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.
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, resources etc. • 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. • 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 do not 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 e.g. family, school and/or other sources.

Health and Wellbeing	
Topic	**By the end of primary pupils should know:**
General Wellbeing	• 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. • The importance of promoting general wellbeing and physical health. • 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. • 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 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). • That it is common to experience mental health problems, and early support can help.
Wellbeing Online	• 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, 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
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.
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. 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, including physical and emotional changes, whilst the

	average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Appendix 4: No Outsiders Approach



At Eppleton Academy we are committed to providing children with an inclusive education, we aim to promote community cohesion and are focused on preparing children for life in modern Britain. This is part of our existing curriculum and wider school culture.

So how do we do this? We have an ethos that is backed up by language and behaviour. All children are taught that we are all different and we like that. Wouldn't life be boring if we were all the same? As children grow up, they can sometimes learn that difference is a barrier, the aim is to remove that barrier.

We have adopted a 'No Outsiders' approach to further develop this school ethos, to support what we already do. Through picture books, photographs, discussions and assemblies, we explore differences in an age - appropriate way, so that children can feel comfortable in their own skin. Children should know who they are and also know that they are accepted without judgement. We want children to understand that no matter who you are, you are welcome in our school.

In early years and KS1 we use picture books where characters are different and we show that they are also friends and play together. We make sure there are characters that look different and the hope is children will see themselves reflected in those books "I'm different too and that's OK".

As children move up the school, we explore reasons why people might feel left out, an outsider. After all, it is a fact that prejudice and discrimination exist and children are going to experience it at some point. We need to prepare them, give them confidence to disagree when they hear prejudice and show them that they are not alone.

We talk about The Equality Act and the nine protected characteristics. No one should face discrimination because of: Race, religion, sex, gender reassignment, age, disabilities, sexual orientation, pregnancy, marriage or civil partnership.

Here are some of the specially selected picture books that we use to build a foundation where an understanding of difference is accepted. We can't always shield children with all the negative things in the world, but we can counter it by filling their world with stories of community cohesion, acts of kindness, friendship, empathy, hope and confidence.





For further information about our No Outsiders Approach, please visit the link below with lots of further information for parents and carers.

https://no-outsiders.com/parents-and-carers#2619e025-132a-48d7-99bd-79181394f7ff

Appendix 5: Legislation

Sections 406 and 407 of the Education Act 1996

- **Section 406: Prohibition of partisan political views:**

This section mandates that maintained schools must not promote partisan political views in the teaching of any subject. This applies to all aspects of school life, including classroom teaching, extra-curricular activities, and interactions with pupils.

- **Section 407: Balanced presentation of opposing views:**

This section requires maintained schools to take reasonable steps to ensure that when political issues are discussed, pupils are exposed to a balanced presentation of opposing views. This means that schools should not present only one side of a political debate, but should strive to offer a range of perspectives.

Part 6, chapter 1 of the Equality Act 2010

Part 6, Chapter 1 of the Equality Act 2010 addresses discrimination, harassment, and victimisation in education, specifically within schools. It prohibits these actions based on protected characteristics like disability, sex, race, religion or belief, sexual orientation, and gender reassignment. The chapter also outlines the duty of schools to make reasonable adjustments for disabled pupils.

The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010)

Key Elements of the Public Sector Equality Duty:

Eliminate discrimination, harassment, victimisation, and other prohibited conduct:

Public bodies must actively work to prevent and address unlawful discrimination, harassment, and victimisation, as defined by the Equality Act.

Advance equality of opportunity:

This involves taking steps to remove or minimize disadvantages faced by people with protected characteristics, meet their specific needs, and encourage their participation in public life.

Foster good relations:

Public authorities must actively work to tackle prejudice and promote understanding between people with different protected characteristics.

Protected Characteristics:

The Equality Act 2010 identifies nine protected characteristics:

1. Age
2. Disability

3. Gender reassignment
4. Marriage and civil partnership
5. Pregnancy and maternity
6. Race
7. Religion or belief
8. Sex
9. Sexual orientation

Who does it apply to?

The PSED applies to public authorities, as well as those exercising public functions. This includes a wide range of organizations, from government departments and local councils to schools, hospitals, and police forces.

In essence, the PSED means that when making decisions or developing policies, public bodies must consider how these actions might impact people with different protected characteristics and actively work to promote equality and inclusion.