



Secondary Relationships and Sex Education Statutory Content:

Families:

1. That there are different types of committed, stable relationships.
2. How these relationships might contribute to wellbeing, and their importance for bringing up children.
3. Why marriage or civil partnership is an important relationship choice for many couples.
The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.
4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.
5. That forced marriage and marrying before the age of 18 are illegal.
6. How families and relationships change over time, including through birth, death, separation and new relationships.
7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.
8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.

Respectful relationships:

1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.
2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.
3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.
4. What tolerance requires, including the importance of tolerance of other people's beliefs.
5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.

6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.
7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.
9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.
10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.
11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.
12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers

Online safety and awareness:

1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.
3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.
4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.
5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should

understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.

6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.

7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.

8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons.

Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.

9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.

10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.

11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.

12. How information and data is generated, collected, shared and used online.

13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).

14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.

15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.

Being Safe:

1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.

2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.

3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.
4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.
5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.
6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.
7. The concepts and laws relating to sexual violence, including rape and sexual assault.
8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.
9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.
10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
12. The concepts and laws relating to forced marriage.
13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.
14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.
15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.
16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse

Intimate and sexual relationships, including sexual health:

1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.
2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.
3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than

just consent.

4. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.

5. That some sexual behaviours can be harmful.

6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online

information about sexual and reproductive health to support contraceptive decisionmaking.

7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.

8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma

9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.

10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.

11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.

12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.

Secondary Coverage Health and Wellbeing:

Mental Wellbeing:

1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary.

2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.

3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.

4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.

5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the

prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.

6. How to critically evaluate which activities will contribute to their overall wellbeing.

7. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities - that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.

8. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.

9. That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.

Wellbeing Online:

1. About 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.

2. The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.

3. How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.

5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.

6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.

7. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.

Physical Health and Fitness:

1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.

2. Factual information about the prevalence and characteristics of more serious health conditions.

3. That physical activity can promote wellbeing and combat stress.

4. The science relating to blood, organ and stem cell donation.

Healthy Eating:

1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.

2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.
3. The impacts of alcohol on diet and unhealthy weight gain

Drugs, Alcohol, Tobacco and Vaping:

1. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.
2. The law relating to the supply and possession of illegal substances.
3. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.
4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.
5. The dangers of the misuse of prescribed and over-the-counter medicines.
6. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.
7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.

Health protection and prevention, and understanding the healthcare system:

1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.
2. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.
3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.
4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.
5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
6. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.
7. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.
8. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.
9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.

Personal safety:

1. How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways - including level crossings - and

- water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).
2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.
 3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.
 4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.
 5. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).
 6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.

Basic first aid:

1. Basic treatment for common injuries and ailments.
2. Life-saving skills, including how to administer CPR
3. The purpose of defibrillators, when one might be needed and who can use them.

Developing bodies:

1. The main changes which take place in males and females, and the implications for emotional and physical health.
2. The facts about puberty, the changing adolescent body, including brain development.
3. About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.
4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

Manchester Hospital School Long Term Plan

All Sites

RSHE/PSHE

**Autumn 1
General and Mental
Wellbeing**

**Autumn 2
Online Wellbeing and
Awareness**

**Spring 1
Families, friendships and
relationships**

**Spring 2
Relationships Developing
Bodies and Sex education**

**Summer 1
Respectful and Safe
Relationships including
online**

**Summer 2
Health Protection,
prevention
Staying safe and well**

SECONDARY CONTENT

11

**General and Mental
Wellbeing**

identify the causes of stress and ways to manage stressful situations

develop ways to manage and maintain a healthy lifestyle, including online

practise, develop and become increasingly adept at key skills associated with health and wellbeing, such as self-efficacy, motivation, perseverance and resilience

Basic treatment for common injuries and ailments.

Life-saving skills, including how to administer CPR

The purpose of defibrillators, when one might be needed and who can use them.

**Online Wellbeing and
Awareness**

About 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.

The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.

How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if

**Communication in
relationships**

identify healthy and unhealthy (aspects of)relationships, including what constitutes abuse

develop assertiveness and challenge unwanted attention, including online

access appropriate support

That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.

Independence

stay safe in a variety of contexts

to understand the links between lifestyle choices and health and so be better informed when making choices

develop knowledge and skills for self-screening

know how to register and access doctors, sexual health clinics, opticians and other health services

manage influences and risks relating to cosmetic and aesthetic body alterations

Families

Understand the diversity of family types and their equal worth and validity

Explain what constitutes 'readiness' for parenting

Demonstrate at least a sound understanding of fertility, conception, pregnancy, birth, miscarriage, abortion.

Fostering, adoption, bereavement, 'honour based' violence and forced marriage

access support for any of these

**Health Protection,
prevention
Staying well**

Personal hygiene, dental care, sleep, and pregnancy health. It emphasizes self-care, navigating healthcare systems, medical consent laws, and the scientific facts behind vaccinations and preventing infections

		they have been affected by those behaviours. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt. 5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.				
Lesson Content	Lesson 1 - Judgement - Managing the judgement of others and challenging stereotypes Lesson 2 - Expectations -To understand how to balance ambition and unrealistic expectations Lesson 3 - Resilience - how to develop self-efficacy, including motivation, perseverance and resilience Lesson 4 - Stress- To identify the causes of stress and ways to manage stressful	Lesson 1- How is personal data used to influence behaviour, and how can we take control of our digital identity and data? Lesson 2 - How can my digital footprint and online privacy affect my reputation, opportunities and future choices? Lesson 3- . How can I identify and respond to harmful or exploitative online behaviour, and what legal protections are in place? Lesson 4-. How can I use AI tools safely, recognise	Lesson 1 - Personal values - core relationship values Lesson 2 - Understand what asexuality is and to know common myths and misconceptions. Lesson 3 - Explain the importance of communication skills and how to show respect, both verbally and non-verbally. Lesson 4 - challenging unwanted attention Lesson 5 - Tackling violence against women and girls	Lesson 1 - identifying unhealthy relationships Lesson 2 - managing unwanted attention Lesson 3 Reducing inappropriate behaviours including understanding strangulation and suffocation are criminal offences and can lead to serious injury or death. Lesson 4- Drug awareness Ketamine Lesson 5 - Drug awareness Synthetic Opioids Lesson 6- Drug awareness Synthetic cannabinoids	Lesson 1 - different types of relationships, including legal marriage and forced marriage Lesson 2 - Legal status of marriage Lesson 3 - Parenting Lesson 4- Sexual health, fertility, and routes to parenthood Lesson 5 - Menstrual Health Lesson 6 - Menstrual health Create lesson based on new requirements on endometriosis and PCOS	Lesson 1- How can screening, vaccination and regular health checks reduce long-term health risks? Lesson 2- How can I independently manage my own health, and know when to seek professional help? Lesson 3 - How does medical consent work, and how can I make informed decisions about my health and treatments? Lesson 4 - How can I prepare for adulthood by understanding reproductive health, fertility, pregnancy choices and the importance

	situations Lesson 5 - First Aid and CPR Lesson 6 First Aid and CPR	harmful advice or fake intimacy, and maintain healthy boundaries? Lesson 5 - How can pornography, harmful sexual content and misogynistic online spaces influence attitudes and behaviour? Lesson 6- How can exposure to harmful online content affect our safety and wellbeing, and how can we seek support?	Lesson 6 - To know what abuse is and how to tackle it Lesson 7 - To define child sexual exploitation and explore a variety of risks and dangers relating to it.			of healthy lifestyle habits? Lesson 5 - How can I recognise when menstrual or reproductive health concerns require medical support? Lesson 6 - How can I maintain my physical and emotional wellbeing during major transitions?
10	General Wellbeing Know what constitutes mental health and wellbeing to know and apply strategies to promote mental health and wellbeing identify and challenge stereotypes and misinformation about mental health and wellbeing, and challenge stigma	Online Wellbeing and Awareness About 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. The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have. How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.	Healthy Relationships know what constitutes healthy relationships, and describe various elements of them understand health in terms of sex, gender and relationships and manage the impact of the online world on these, especially of pornography on sexual attitudes understand what is meant by consent know how to respond to pressure, coercion and manipulation	Exploring Influences identify and describe qualities of role models, and evaluate their relative influence analyse the media's impact on perceptions of gangs and gang culture explain the effects on decision-making of drugs and alcohol use appropriate exit strategies for pressurised or dangerous situations know how to seek help for substance use and addiction	Addressing extremism and radicalisation understand and explain the meaning of the concepts of inclusion, (mutual) respect, belonging, discrimination, extremism and radicalisation analyse social media and become increasingly adept at identifying media distortion and misrepresentation know about, and resist, the online media's targeting of information using algorithms and AI technologies recognise extremist views, and what constitutes an attempt at radicalisation Knowing who to approach when concerned about violent incidents or weapon-related offences.	Health Protection, prevention Staying well Personal hygiene, dental care, sleep, and pregnancy health. It emphasizes self-care, navigating healthcare systems, medical consent laws, and the scientific facts behind vaccinations and preventing infections

		The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt. 5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.				
Lesson Content	Lesson 1 - Challenges in adolescence Lesson 2 - Reframing Negative Thinking Lesson 3 - Recognising mental ill health and when to get help Lesson 4- Promoting emotional wellbeing Lesson 5 and 6- Portrayal of mental health in the media - challenging stigma and stereotypes Lesson 7 - Accessing support	Lesson 1- How is personal data used to influence behaviour, and how can we take control of our digital identity and data? Lesson 2 - How can my digital footprint and online privacy affect my reputation, opportunities and future choices? Lesson 3 - How can I identify and respond to harmful or exploitative online behaviour, and what legal protections are in place? Lesson 4 -How can I use AI tools safely, recognise	Lesson 1- Describe the potential impacts of power differences such as age, status or position within relationships. Lesson 2 - To be able to identify unhealthy features of a relationship and the 'norms' associated with sex and gender. Lesson3- To identify the opportunities and risks associated with online relationships. Lesson 4 - To outline the impact of pornography on society and identify differences between real life	Lesson 1- To understand the factors that affect viewing choices and the influence film can have on attitudes, perceptions and emotions Lesson 2- Racism, ideology and the media: is racism on the increase in western society Lesson 3 - To learn the links between substance misuse and its potential impact on individuals, families/ friends and communities. Lesson 4 - To learn how to assess and manage risk in new situations with	Lesson 1 - The impact of individual's beliefs and actions on community cohesion Lesson 2- How violent extremism differs from legitimate protest and dissent and ways to respond to worrying behaviours Lesson 3 - To define extremism and terrorism, and the factors that contribute to the formation of extremist ideologies Lesson 4 - The ways people can be drawn in to extremist groups	Lesson 1- How can screening, vaccination and regular health checks reduce long-term health risks? Lesson 2- How can I independently manage my own health, and know when to seek professional help? Lesson 3 - How does medical consent work, and how can I make informed decisions about my health and treatments? Lesson 4 How can I prepare for adulthood by understanding reproductive health, fertility, pregnancy choices and the importance of healthy lifestyle habits? Lesson 5 - How can I

		harmful advice or fake intimacy, and maintain healthy boundaries? Lesson 5 - How can pornography, harmful sexual content and misogynistic online spaces influence attitudes and behaviour? Lesson 6 - How can exposure to harmful online content affect our safety and wellbeing, and how can we seek support?	and porn life. Lesson 5 - To understand the legal definition of consent and the law surrounding it. Lesson 6 - To understand the laws surrounding Stalking and Harassment (PHA 1997, EA 2010 & PFA 2012).	increased independence. Lesson 5 - To understand how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime. Lesson 6 - To understand the use of appropriate exit strategies for pressurised or dangerous situations. Lesson 7 - The potential consequences of carrying a knife and how young people can take steps to achieve their goals and live knife free	Lesson 5 - To learn about the importance of challenging extremism and Radicalisation. Lesson 6 - Knife crime	recognise when menstrual or reproductive health concerns require medical support? Lesson 6 - How can I maintain my physical and emotional wellbeing during major transitions?
9	General Wellbeing Demonstrate understanding of the direct links between physical and mental health Explain the benefits of balancing work, leisure, exercise and sleep Make informed dietary choices and manage influences on body image, assessing potential detrimental influences and their impact Know how to self-examine as part of self-screening (breast and testicular cancer)	Online Wellbeing and Awareness About 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. The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.	Respectful relationships identify a range of family types describe positive relationships in the home explain the link between positive relationships and homelessness for young people describe the feelings and explain the causes of conflict at home manage relationship changes, including separation and divorce access appropriate support services to help deal with relationship breakdown (own &/or others') demonstrate an understanding of and the implications of demographic change	Peer influence, substance use and gangs distinguish between healthy and unhealthy relationships show an understanding of the dynamics of a group, and how a group may influence our thinking & behaviour recognise passive, aggressive and assertive behaviour, and how to communicate assertively identify and then manage risks regarding gangs identify and explain legal risks and health risks in relation to drug and alcohol use, including addiction and dependence evaluate health and relationship benefits and detrimental effects of alcohol and drug use	Intimate relationships Choices - when ready for sex understand the concept of intimacy, and intimacy without sexual intercourse understand the concept of consent, and that it can be withdrawn at any point whatsoever of a sexual encounter describe the nature, explain the causes of, and ways to avoid, STIs through the use of condoms explain the possible consequences of unprotected sex, including STIs and pregnancy explain the possible consequences of the media, and pornography portrayal of relationships and the 'reality gap' secure personal information online about readiness for	Health Protection, prevention Staying well Personal hygiene, dental care, sleep, and pregnancy health. It emphasizes self-care, navigating healthcare systems, medical consent laws, and the scientific facts behind vaccinations and preventing infections

		How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt. 5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.		KS3/4MHS misogyny Lesson .pptx MHS Knife crime Year 9 - 10.pptx	sexual activity, the choice to delay sex, or enjoy intimacy without sex evaluate vital importance of differentiating between facts and misconceptions about the concept of consent to assess and manage risks of sending, sharing or passing on sexual images understand the idea of the online personal footprint and why this should already be something to manage	
Lessons Content	Lesson 1: Attitudes to mental health Lesson 2: Promoting emotional wellbeing Lesson 3: Digital Resilience Lesson 4: Unhealthy coping strategies Lesson 5: Healthy coping strategies	Lesson 1 - How can social media comparison affect self-worth and identity? Lesson 2 - How can I protect myself from online harm, debt and exploitation? Lesson 3 - What are the risks associated with personal image sharing and where can I seek support? Lesson 4 - How can I recognise when technology	Lesson 1 - Marriage and the Law Lesson 2 - To know the difference between marriages and civil partnerships and the law Lesson 3 - I can evaluate the acceptability of a range of relationship behaviours and identify when a relationship may be unsafe Lesson 4 -	Lesson 1 - Healthy and Unhealthy Relationships Lesson 2 - Assessing risks and managing influences Lesson 3 - Different behaviours - exit strategies from gangs Lesson 4 - Gangs and knife crime - legal and physical consequences	Lesson 1 - Readiness Lesson 2 - Consent Lesson 3 - STIS and safer sex Lesson 4 - Relationships in the media Lesson 5 - Managing risks online Lesson 6 - Security online	Lesson 1 - How do infections spread and how can I make informed choices about illness prevention and antibiotic use? Lesson 2 - How can I build lifelong habits that support health? Lesson 3 - How can I respond to ongoing physical and emotional changes, and what helps me manage stress,

	Lesson 6: Change, loss, grief.	is being used for harassment, coercion, blackmail or illegal activity, and what legal protections exist? Lesson 5 How can I evaluate the reliability of online content, including AI-generated material, deepfakes, conspiracy theories and misinformation? Lesson 6 - How can I understand the ways online content can glamorise harmful behaviours, promote misogyny or distort sexual expectations?	To identify and manage appropriate and inappropriate conflict behaviours in relationships Lesson 5 - Effective communication in relationships Lesson 6- Coping with change in relationships	Lesson 5 - Online misogyny Lesson 6 - Attitudes to drugs and consequences		sleep and mood? Lesson 4 - How can I identify signs that menstrual or gynaecological health problems need medical attention? Lesson 5 - How do fertility, reproductive health and life stages such as menopause shape health needs across the lifespan? Lesson 6 - How can I access sexual health services, understand medical consent and make decisions that support my wellbeing?
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8	General Well Being identify and distinguish between medicinal and recreational drugs explain why overconsumption of energy drinks can be detrimental to health describe accurately the meaning of and difference between habit and dependence know about safe use of prescription medication assess the risks of alcohol, tobacco, nicotine and e-cigarettes manage influences in relation to substance use recognise and promote positive social norms and attitudes Basic treatment for common injuries and ailments. Life-saving skills, including how to administer CPR The purpose of defibrillators, when one might be needed and who can use them.	Online wellbeing and Awareness About 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. The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have. How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt. 5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories. The risks of illegal	Discrimination manage influences on beliefs and decisions be aware of the potential impact of group thinking develop self-worth and confidence, raising self-esteem define gender, gender identity, and develop the skills to challenge related discriminations e.g. homophobia, transphobia, biphobia, racism, sexism, Islamophobia, anti-semitism	Emotional wellbeing manage emotions understand what constitutes mental wellbeing explain the nature and reasons for, and the effects of the stigma towards mental ill health identify, describe and distinguish between healthy and unhealthy coping strategies develop the skills to enhance digital resilience to negative attitudes to mental ill health	Identity and relationships identify and describe the qualities of positive relationships understand the concepts of gender identity and sexual orientation understand the process of forming new partnerships and developing relationships explain what constitutes consent and the law regarding consent communicate consent in relationships identify what a 'sext' is, and know the risks of 'sexting' manage and resist pressures to send sexual images describe and explain the mechanisms of basic forms of contraception	Health Protection, prevention Staying well Personal hygiene, dental care, sleep, and pregnancy health. It emphasizes self-care, navigating healthcare systems, medical consent laws, and the scientific facts behind vaccinations and preventing infections
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		behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.				
Lesson Content	Lesson 1 - Differences between medicinal and recreational drugs and safe use of prescriptions Lesson 2 -Caffeine including energy drinks Lesson 3 - Tobacco and vaping Lesson 4 - Consequences of alcohol misuse Lesson 5 - First aid and CPR Lesson 6 - First aid and CPR	1. How can I manage my online privacy and digital footprint? 2. How can I be a critical consumer of online narratives and subcultures? 3. What motivates people to use social media in different ways and how can we make safe and healthy choices online? 4. How can I recognise online scams, grooming, sextortion and other forms of exploitation? 5. How can I recognise harmful online behaviour such as harassment, stalking or unwanted contact and seek support? 6. How can online content distort expectations about relationships, consent and body image?	Lesson 1 - Managing influences on beliefs Lesson 2 - Group thinking and peer pressure Lesson 3 - Self worth and confidence Lesson 4 - Stereotyping and consequences Lesson 5 - Recognising and challenging prejudice and discrimination Lesson 6 - Misogyny and Incel culture	Lesson 1 - Attitudes to mental Health Lesson 2 - Promoting emotional wellbeing Lesson 3 - Digital resilience - the impact of social media on wellbeing Lesson 4 - Unhealthy coping strategies self harm and eating disorders Lesson 5 - Healthy coping strategies	Lesson 1 - Positive relationships Lesson 2 - Gender identity and sexual orientation Lesson 3 - New partnerships and developing relationships Lesson 4 - Consent and the law Lesson 5 - How to communicate consent Lesson 6 - Risks of Sexting	1. How do hygiene, oral health and infection prevention contribute to lifelong health? 2. Why are self-examination, screening and vaccination important? 3. How do physical changes, sleep needs and brain development during adolescence influence mood, energy and decision-making? 4. How can I understand menstrual and gynaecological health conditions and where can I access support? 5. What should I understand about pregnancy, miscarriage and pre-conception health? 6. How can I navigate local healthcare services and understand medical consent?
7	Transition and safety identify, express and manage their emotions in a constructive way	Online Well Being and Awareness About the benefits of limiting time spent online, the risks of excessive time spent on electronic	Diversity understand the various elements of individual identity	Health and puberty distinguish between healthy and unhealthy lifestyle choices, and manage influences relating	Building relationships Recognise (features of) unhealthy relationships	Health Protection, prevention Staying well Personal hygiene, dental care, sleep, and pregnancy

	manage the challenges of moving to a new school establish and manage friendships develop and enhance a range of study skills identify personal strengths and areas for development to understand the practical strategies to maintain personal safety e.g. road, rail and water to know how to respond in an emergency situation demonstrate a basic level of 1st aid skills	devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have. How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt. 5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online. The serious risks of	describe diversity, and the benefits of living in a diverse society define stereotyping, prejudice and discrimination identify, and develop the confidence and skills required to challenge - stereotyping, prejudice and discriminations define, and describe the effects of bullying, including online respond appropriately to bullying support others who are victims of bullying access support	to unhealthy ones manage physical and emotional changes of puberty Stages of reproduction know about a range of ways of maintaining personal hygiene Menstrual health	identify and describe qualities and behaviours relating to different types of positive relationships including gender stereotypes The roles of parents and effects of stable relationships set realistic expectations for romantic relationships define the concept of 'consent', know how to assertively communicate your desire to seek it know what is meant by FGM, the laws regarding FGM, and how to access support	health. It emphasizes self-care, navigating healthcare systems, medical consent laws, and the scientific facts behind vaccinations and preventing infections
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		viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.				
Lesson Content	Lesson 1 - Curriculum Principles Lesson 2 - Managing the transition to secondary school and adapting to new environments Lesson 3 - Setting goals in secondary school Lesson 4 - Managing loneliness Lesson 5 - First aid and emergency response Lesson 6 - Road safety including e - scooter s Lesson 7 - Water safety	Lesson 1 - How can I behave responsibly online and understand the benefits and risks of spending time online? Lesson 2 - How can I identify and respond to online conflicts and abuse? Lesson 3 - What are the risks and laws around sharing personal content? Lesson 4 - How can social media platforms and AI shape what we see and influence how we feel? Lesson 5 - How can the online world and social media lead to comparison, and how can we reduce unhealthy comparison? Lesson 6 - How can life online and online content impact my wellbeing?	Lesson 1 - Diversity Lesson 2 - Identity Lesson 3 - Stereotypes and discrimination Lesson 4 - Stereotypes and discrimination Lesson 5 - Cyberbullying Lesson 6 - Bullying and Cyberbullying	Lesson 1 - Choices about Diet Lesson 2 - Maintaining Physical Health Lesson 3 - Healthier Sleep Habits Lesson 4 - To learn about dental health, including the importance of oral hygiene and how to access NHS services. Lesson 5 - .The physical and emotional changes in puberty Lesson 6 - Menstrual Health	Lesson 1 - Self Worth Lesson 2 - Healthy and Unhealthy relationships including stereotypes Lesson 3 - Managing conflict in relationships Lesson 4 What does a healthy relationship look like? Lesson 5 What are the roles and responsibilities of parents? Lesson 6 What is forced marriage and HBV	Lesson 1. How can I maintain good personal hygiene, protect myself from infection and build healthy habits? Lesson 2- How can I self-care for minor ailments and use healthcare services confidently and appropriately? Lesson 3 - How can sleep, hygiene and daily routines support my long-term physical and emotional wellbeing? Lesson 4 - How do our bodies and brains change during puberty? Lesson 5 - What do I need to know about menstrual health and how to recognise what's typical or atypical? Lesson 6 - How can I manage new feelings, emotions and social changes as I grow, and recognise that puberty affects everyone differently?

Primary Content

	Autumn 1 General and Mental Wellbeing	Autumn 2 Internet safety and Awareness and online wellbeing	Spring 1 Families, friendships and relationships	Spring 2 Developing Bodies, and Sex education	Summer 1 Respectful and Safe Relationships including online	Summer 2 Health Protection, prevention - Staying safe and well
6	<u>Physical Health and Mental Well-being</u> What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online <u>Keeping safe -</u> Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media <u>Dog Safety</u>	<u>Online wellbeing</u> <u>Media literacy and digital resilience</u> Evaluating media sources; sharing things online Recognising AI and fake images online	<u>Families and Friendships</u> Attraction to others; romantic relationships; civil partnership and marriage <u>Respecting ourselves and others</u> Expressing opinions and respecting other points of view, including discussing topical issues	<u>Growing and Changing</u> Human reproduction and birth; increasing independence; managing transition	<u>Safe relationships</u> Recognising and managing pressure; consent in different situations	<u>Health Protection, prevention</u> <u>Staying safe and well</u> Recognise physical illness, practice good sleep, dental, and personal hygiene, and understand vaccinations. It covers sun safety, identifying environmental hazards (roads, railways, water, fire), and basic first aid, including managing common injuries and responsibly calling emergency services instead of filming incidents.
Lesson Content	Lesson 1 - About mental health; what it means and how we can take care of it Lesson 2- About how feelings and emotions are affected and can be managed at changing, challenging or difficult times Lesson 3 - about the impact of loss and bereavement and strategies for dealing with grief Lesson 4 - about the feelings and common anxieties pupils face when starting key stage 3/moving to secondary school	Lesson 1 - How can we show responsibility and respect through our online behaviour and understand its impact on others? Lesson 2 - How can we make respectful choices online, even when people are anonymous or pressure us? Lesson 3 - How can too much screen time or certain online content affect our mental and physical wellbeing? Lesson 4- Why are some websites, games, apps, and online activities age-restricted, and what	Lesson 1- Family Relationships Lesson 2 - Diverse Families Lesson 3 - Family Changes Lesson 4 - Marriage and civil partnerships Lesson 5- Marriage and civil partnerships	Lesson 1 - Puberty recap Lesson 2 - Puberty: Change and becoming independent Lesson 3 - Positive, healthy relationships Lesson 4 - How a baby is made	Lesson 1 - To learn about the benefits and importance of including others. Lesson 2 - To learn about positive friendships and communicating respectfully. Lesson 3 - To learn about the impact of bullying and how to seek support To learn about giving and asking for permission (consent). Lesson 4 - To learn about personal boundaries Lesson 5 - To learn about appropriate and	Lesson 1 - How can we identify unsafe relationships, understand who to trust and how to respond safely? Lesson 2 - How can we report unsafe situations or things that concern us? Lesson 3 - What are the facts and risks of legal and illegal harmful substances, including nicotine addiction and vaping products? Lesson 4 - How do we assess risks in different environments and take steps to keep ourselves and others

	ways of managing these feelings Lesson 5 - To learn how the correct use of medicines, and how vaccinations and immunisation, can help to maintain health and wellbeing Lesson 6 - To learn about some of the risks and effects of legal and illegal drug use Lesson 7 - Dog Safety <u>Dog Safety</u>	risks do they protect us from? Lesson 5 - How can we recognise online risks such as scams, monetisation in games, financial harm, or addictive behaviours? Lesson 6 - How can we take a critical approach to online information, understand how it is targeted, protect our data rights? Lesson 7 - Recognising AI and fake images			inappropriate touch.	safe? Lesson 5- How can we apply the water safety code and understand risk around roads and railways? Lesson 6 - How do we make an efficient emergency call and use basic first-aid skills to help with common injuries?
5	Physical Health and Mental Well-being Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies Keeping safe - Keeping safe in different situations, including responding in emergencies, first aid Dog Safety - Assembly	Online wellbeing Media literacy and digital resilience How information online is targeted; different media types, their role and impact	Families and Friendships Attraction to others; romantic relationships; civil partnership and marriage Respecting ourselves and others Expressing opinions and respecting other points of view, including discussing topical issues	Growing and Changing about the importance of personal hygiene during puberty about emotional changes during puberty	Safe relationships Physical contact and feeling safe	Health Protection, prevention Staying safe and well Recognise physical illness, practice good sleep, dental, and personal hygiene, and understand vaccinations. It covers sun safety, identifying environmental hazards (roads, railways, water, fire), and basic first aid, including managing common injuries and responsibly calling emergency services instead of filming incidents.

	Lesson 1 - To learn about the importance of good sleep Lesson 2 - To learn about risk in everyday situations Lesson 3 - To learn about risk in relation to gambling Lesson 4 - Learn what to do and how to call for help if you are faced with an emergency situation Lesson 5 - To learn what to do if someone has been bitten or stung Lesson 6 - To learn how to help someone who has a head injury. Lesson 7 - Dog Safety <u>Dog Safety</u>	Lesson 1- How can we make respectful choices online, even when people are anonymous or pressure us? Lesson 2 - How can too much screen time or certain online content affect our mental and physical wellbeing? Lesson 3 - Why are some websites, games, apps, and online activities age-restricted, and what risks do they protect us from? Lesson 4 - .Exploring the rights and responsibilities we have as citizens in an online setting. Lesson 5 - Anti Bullying week Lesson 6- Considering the laws that are in place to govern our online behaviour.	Lesson 1- Family Relationships Lesson 2 - Diverse Families Lesson 3- Family Changes Lesson 4 - Marriage and civil partnerships Lesson 5- Marriage and civil partnerships	Lesson 1 - Time to change Lesson 2- Menstruation and wet dreams Lesson 3 - Personal hygiene Lesson 4 - Emotions and feelings	Lesson 1- To learn about my changing body and how to keep it clean and healthy. Lesson 2 - To learn about the different relationships in my life. Lesson 3- Be aware of when someone is feeling lonely or excluded and how to respond to this. Lesson 4 - To learn about unwanted touch and where to find support if I need it.	Lesson 1 - How can we identify unsafe relationships, understand who to trust and how to respond safely? Lesson 2 - How can we report unsafe situations or things that concern us? Lesson 3 - What are the facts and risks of legal and illegal harmful substances, including nicotine addiction and vaping products? Lesson 4- How do we assess risks in different environments and take steps to keep ourselves and others safe? Lesson 5 - How can we apply the water safety code and understand risk around roads and railways? Lesson 6 - How do we make an efficient emergency call and use basic first-aid skills to help with common injuries?
4	Physical Health and Mental Well-being Maintaining a balanced lifestyle; oral hygiene and dental care Keeping safe - Medicines and household products; drugs common to everyday life Dog Safety - Assembly	Online wellbeing Media literacy and digital resilience How data is shared and used	Families and Friendships Positive friendships, including online Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively	Growing and Changing to recognise their individuality and personal qualities to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.	Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online	Health Protection, prevention Staying well Recognise physical illness, practice good sleep, dental, and personal hygiene, and understand vaccinations. It covers sun safety, identifying environmental hazards (roads, railways, water, fire), and basic first aid, including managing common injuries and responsibly calling emergency services instead of filming incidents.

Lesson Content	Lesson 1 - To learn what makes a healthy diet and why this is important Lesson 2- To learn about influences and making healthy choices when deciding what to eat or drink Lesson 3 - To learn how to plan and prepare a healthy meal Lesson 4 - To learn about the importance of regular, physical Activity Lesson 5 - To learn about strategies to maintain a balanced lifestyle Lesson 6 - To learn about the safe use of medicines and household Products Lesson 7 - Dog Safety <u>Dog Safety</u>	Lesson 1- How do online relationships compare with in-person relationships, and what are their advantages and disadvantages? Lesson 2 - How can we tell if online relationships or information are trustworthy, especially from people we've never met? Lesson 3 - How can we use privacy settings and careful sharing to protect our information online? Lesson 4 - Why is there a minimum age for social media, and how does it help keep children safe? Lesson 5 - What happens when something is shared online, and why might people behave differently when online and how can negative experiences online impact wellbeing? Lesson 6 - ANTI - BULLYING WEEK LESSON	Lesson 1 - To understand how to form and maintain positive relationships Lesson 2 - To learn about why and how friendships change and develop To learn to recognise the benefits of, and challenges to, making new friends Lesson 3 - To begin to understand some issues related to online friendships including the impact of their actions. Lesson 4 - Understanding self respect Lesson 5 -To begin to understand the differences between people and why it is important to respect these differences To begin to understand that families are very varied, in this country and across the world	Lesson 1- To understand the term identity; To explore our sense of identity Lesson 2 - To develop self-esteem through sharing our sense of identity; To creatively express aspects of our identity Lesson 3 - To recognise my value and self worth To know how to manage setbacks and challenges to my self worth	Lesson 1 -To learn about the value of friendships. Lesson 2- To learn about the challenges that friendships can face. Lesson 3 - To learn how to respond to bullying and hurtful behaviour. Lesson 4 -To learn about what images are appropriate to share online, and those that should not be shared Lesson 5 - Revisit Safer Internet day work	Lesson 1 - How can we talk about our own boundaries and understand that our bodies belong to us? Lesson 2 - How does the human body change as we grow? Lesson 3 - How do our bodies change and why is personal hygiene important? Lesson 4 - How do vaccines work, and why are immunisations offered to protect our health? Lesson 5 - Why are regular dental check-ups and good oral hygiene important? Lesson 6 - How can we improve the quality of our sleep, and how does poor sleep affect our body and mood?
3	Physical Health and Mental Well-being Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help Keeping safe - Safety in different environments; risk and safety at home; emergencies	Online Wellbeing Media literacy and digital resilience The internet in everyday life; online content and information	Families and Friendships Positive friendships, including online Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively	Growing and Changing to recognise their individuality and personal qualities to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking	Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Health Protection, prevention Staying well Recognise physical illness, practice good sleep, dental, and personal hygiene, and understand vaccinations. It covers sun safety, identifying environmental hazards (roads, railways, water, fire), and basic first aid, including managing common injuries and responsibly calling emergency services instead of filming incidents.

Lesson Content	Lesson 1 - about the different feelings and emotions people experience; how feelings and emotions change and what helps people to feel good Lesson 2- about ways of expressing feelings and emotions and why this is important Lesson 3 - About the impact of different life changes, and strategies for dealing with grief Lesson 4 - about managing feelings and emotions in different situations • about getting help, advice and support with feelings and emotions Lesson 5 - To learn about keeping safe around fireworks, bonfires and sparklers Lesson 6 - To learn about keeping safe near canals and rivers.	Lesson 1 - How do online relationships compare with in-person relationships, and what are their advantages and disadvantages? Lesson 2 - How can we tell if online relationships or information are trustworthy, especially from people we've never met? Lesson 3 - How can we use privacy settings and careful sharing to protect our information online? Lesson 4- Why is there a minimum age for social media, and how does it help keep children safe? Lesson 5 - What happens when something is shared online, and why might people behave differently when online and how can negative experiences online impact wellbeing Lesson 6 - To learn how to create and manage passwords	Lesson 1- To understand how to form and maintain positive relationships Lesson 2 -To learn about why and how friendships change and develop To learn to recognise the benefits of, and challenges to, making new friends Lesson 3To begin to understand some issues related to online friendships including the impact of their actions. Lesson 4 - Understanding self respect Lesson 5 -To begin to understand the differences between people and why it is important to respect these differences To begin to understand that families are very varied, in this country and across the world	Lesson 1- To understand the term identity; To explore our sense of identity Lesson 2 - To develop self-esteem through sharing our sense of identity; To creatively express aspects of our identity Lesson 3 - To recognise my value and self worth To know how to manage setbacks and challenges to my self worth	Lesson 1 - To learn about the value of friendships. Lesson 2 - To learn about the challenges that friendships can face. Lesson 3 - To learn how to respond to bullying and hurtful behaviour. To learn about what images are appropriate to share online, and those that should not be shared Lesson 4 - Revisit Safer internet day	Lesson 1 - How can we talk about our own boundaries and understand that our bodies belong to us? Lesson 2 - How does the human body change as we grow? Lesson 3 - How do our bodies change and why is personal hygiene important? Lesson 4 - How do vaccines work, and why are immunisations offered to protect our health? Lesson 5 - Why are regular dental check-ups and good oral hygiene important? Lesson 6- How can we improve the quality of our sleep, and how does poor sleep affect our body and mood?
2	Physical Health and Mental Well-being Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help Keeping safe - Safety in different	Online Wellbeing Media literacy and digital resilience The internet in everyday life; online content and information	Families and Friendships Making friends; feeling lonely and getting help Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions	Growing and Changing Recognising what makes them unique and special; feelings; managing when things go wrong Growing older; naming body parts; moving class or year	Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Health Protection, prevention Staying well Recognise physical illness, practice good sleep, dental, and personal hygiene, and understand vaccinations. It covers sun safety, identifying environmental hazards (roads, railways, water, fire), and basic first aid, including managing common injuries and responsibly calling

	environments; risk and safety at home; emergencies Dog Safety - Assembly					emergency services instead of filming incidents.
Lesson Content	Lesson 1 - About the things that will help us to fall asleep and get a good night's sleep Lesson 2 - To recognise and describe different feelings in themselves and others Lesson 3 - That feelings change and that not everyone experiences the same feeling in the same situation Lesson 4 - About 'big' feelings and how to manage them Lesson 5 - about different kinds of change and how change can affect people (inc bereavement and loss) Lesson 6- To learn about keeping teeth healthy Lesson 7 - Dog Safety <u>Dog Safety</u>	Lesson 1- What is the internet and how do people use it? Lesson 2 - How can we be kind and respectful if I am online? Lesson 3 - How much time should we spend online? Lesson 4 - Why are some apps, videos and games not suitable for us? Lesson 5 - Who should I share information with? Lesson 6 - What should I do if I see something that makes me feel uncomfortable? Lesson 7 ANTI - BULLYING WEEK LESSONS	Lesson 1 To begin to understand the importance and characteristics of positive friendships Lesson 2 - To recognise how others show feelings and how to respond Lesson 3- To begin to understand that friendships can have problems but we can overcome them	Lesson 1/2 - That everyone is unique and has special qualities Lesson 3- about the special people in our lives and how we care for one another Lesson 4- About how we change as we grow. Lesson 5 - to name different parts of the body, including genitalia	Lesson 1- To learn about what parts of our bodies are private. Lesson 2 - To explore how all living things including humans start life as babies. Lesson 3 - To recognise when something is unfair or unkind. Lesson 4 -To know how to respond if someone was being unkind and who to tell about this. Lesson 5 - - Revisit Safer internet	Lesson 1 - .How can we keep our body clean and healthy? Lesson 2 - How can we look after our teeth? Lesson 3 - How can we stay safe in the sun? Lesson 4 - Why do we need good sleep, and how can we develop healthy bedtime routines? Lesson 5 - How can I understand me and my body? Lesson 6 - How can change or loss make us feel different emotions?
1	Physical Health and Mental Well-being Keeping healthy; food and exercise, hygiene routines; sun safety Keeping safe - How rules and age restrictions help us; keeping safe online	Online Wellbeing Media literacy and digital resilience Using the internet and digital devices; communicating online	Families and Friendships Roles of different people; families; feeling cared for Respecting ourselves and others How behaviour affects others; being polite and respectful	Growing and Changing Recognising what makes them unique and special; feelings; managing when things go wrong Growing older; naming body parts; moving class or year	Safe relationships Recognising privacy; staying safe; seeking permission	Health Protection, prevention Staying well Recognise physical illness, practice good sleep, dental, and personal hygiene, and understand vaccinations. It covers sun safety, identifying environmental hazards (roads, railways, water, fire), and basic first aid, including managing common injuries and responsibly calling

	Dog Safety - Assembly					emergency services instead of filming incidents.
Lesson Content	Lesson 1 - To learn about food and drink that keep people healthy Lesson 2 - To learn about how being active can keep people healthy Lesson 3 - Keeping safe: Things that go into and onto bodies Lesson 4 - Pupils learn about medicines and the people who help them to stay healthy Lesson 5 - We are learning that there are age-ratings that can help us make choices about what to watch Lesson 6 - We are learning about how to make good viewing choices that are right for a person's age Lesson 7 - Dog Safety <u>Dog Safety</u>	Lesson 1- What is the internet and how do people use it? Lesson 2 - How can we be kind and respectful if I am online? Lesson 3 - How much time should we spend online? Lesson 4 - Why are some apps, videos and games not suitable for us? Lesson 5 - Who should I share information with? Lesson 6 - What should I do if I see something that makes me feel uncomfortable? Lesson 7 - ANTI - BULLYING WEEK LESSONS	Lesson 1 - What makes a family Lesson 2 -Different types of family Lesson 3/4- To understand why it is important to look out for your classmates. To think about the ways that you can make your class a happy community.	Lesson 1/2 - That everyone is unique and has special qualities Lesson 3- about the special people in our lives and how we care for one another Lesson 4- About how we change as we grow. Lesson 5 - to name different parts of the body, including genitalia	Lesson 1 - To learn the Talk Pants Rules and that they help children to stay safe Lesson 2 -To learn the Talk Pants Rules and that they help children to stay safe. Lesson 3 -To learn what it means to ask for permission Lesson 4 - Revisit safer internet day sessions	Lesson 1 - How can we keep our body clean and healthy? Lesson 2 - How can we look after our teeth? Lesson 3 - How can we stay safe in the sun? Lesson 4 - Why do we need good sleep, and how can we develop healthy bedtime routines? Lesson 5 - How can I understand me and my body? Lesson 6 - How can change or loss make us feel different emotions?
EYFS Think Equal Level 1	Me, Myself and I (Helen Lumgair) - Demonstrate a positive sense of identity. - Develop self-confidence and self-esteem. - Recognise and value similarities and differences. Is there anyone like me? Fred Strydom - Celebrate individuality and	How we feel (Sybil Wettasinghe) - Name 2-3 emotions - Recognise that everyone has feelings Wally the Wave (Riddhi Jha) - Name big feelings (anger, frustration, etc) - Begin to demonstrate self-regulation and impulse control - Demonstrate understanding that	The tale of baby beetroot (Deshan Tennekoon) - Recognise kind behaviour - Celebrate diversity Lara the Yellow Ladybird (Martha Evans) - Demonstrate a strong sense of identity - Demonstrate an appreciation of diversity - Express self-confidence and self-esteem My Voice (Jose Fragoso) - Demonstrate self-esteem	Helping Hands - Ariela Reihill - Understand that kind actions make a positive difference - Name and appreciate contributions by people in their lives - Understand that all jobs can be performed by both men and women. Diego's Great Idea - Makram Ayache - Understand that no one	Home - Helen Lumgair - Understand that all people deserve shelter - Understand that homes around the world look different A Time to be Noisy - Sheryl Webster - Recognise feelings of excitement and frustration - Identify strategies to help regulate emotions - Understand that all emotions and feelings are	Sizwe's Smile - Vianne Venter - Understand that positive actions can have a positive effect on others and ourselves. My Special Hair - Candice Dingwall - Value themselves and express a healthy sense of identity - Celebrate diversity. Mum Loves Me So Much/ Dad Loves me so Much - Joel Assogba

	uniqueness. - Discuss similarities and differences. Amazing Daisy - Nozizwe Herero - Demonstrate self-knowledge and self-esteem. - Understand the importance of persistence (to keep trying) - Set a goal and work towards achieving it. Healthy Minds A - Mindful Bodies and awareness of attention and Breath Growing Friendship with Kindness Show that they pay attention to the inside. - Show that they pay attention to the outside. - Begin to learn the "Growing Friendship Wish song. - Name at least three kind ways to grow friendship. The Colour Poem (Helen Lumgair) Mood Meter - Ruler Programme (Yale centre for emotional intelligence) - Begin to connect emotions and emotional words to feelings and colours. - Begin to name emotions - Become familiar with the Mood Meter.	feelings change Healthy Minds B - Notice and name sounds - Notice and name sensations - Show different emotions in their faces and bodies - Recognise different emotions in the faces and bodies of others. - Begin to learn how to independently solve problems - Speak from the heart and be a star listener. I have a plan (Jon Cox) - Show ability to listen to others' words - Demonstrate compassion for all creatures - animals and humans. The Wall (Sheryl Webster) - Understand similarities and differences - Celebrate diversity and understand and accept others - Collaborate to create a piece of group artwork.	and self-confidence - Demonstrate a sense of empowerment and voice, regardless of their gender. Healthy Minds C - Name three things to do to calm their feelings - Experience how calming can be easier after movement. - Remember and lead animal movements - Remember a time they had an accident and know that it is okay - Give themselves a hug or an imaginary hug to help build forgiveness of self Kitchi's Moccasins (Cait Robertson) - Understand the importance of respecting everyone's ideas, thoughts and feelings - Think about being inclusive and kind to others who might be different to them	should be excluded - Explore friendships with those who are different to them - Recognise feelings and experience empathy Head, Heart and Hands - Riddhi Jha - Further develop their perspective-taking skills - Understand kindness - Associate the head with thought, heart with emotion and hands with actions My Amazing Brain - Understand that we all have a brain - Name one thing that the brain can do Healthy Mind D - Forgiving Others - Learn to apologise sincerely and offer help to another - Say how it feels on the inside to forgive someone - Name one thing they are grateful for and why - Describe how gratitude feels on the inside - Name people in their community who help them - Say 'thank you' when someone does something kind for them.	okay I love my planet - Patrick Bartsch - Demonstrate a sense of responsibility for Earth - Understand the importance of saving our natural resources - Understand the interconnectedness of all living creatures. Anjali's Kite - Amulya Malladi - Understand the importance of kindness and sharing - Take the perspective of others - Work collaboratively. Healthy Minds E- People Around the World Want Peace/ connection with others/ caring for animals and insects - Identify ways in which we depend on others - Describe how it feels on the inside when someone is kind to them - Offer a smile to others and share happiness - Tell how it feels on the inside to be kind to animals - Tell how they can take care of animals	- Understand that everyone deserves to feel loved and cared for - Recognise gender equality in family roles. Healthy Minds F - Gratitude and Caring for our world. Bring it All Together - Name three gifts the Earth gives to us - Name three ways they can take care of the Earth - Reflect on their learning - Share acts of kindness and ways to spread kindness Caring Animals - Develop their own narratives as a reflection of the Think Equal content - Understand and explain how to create a book
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Primary Relationships and Sex Education Statutory Content:

Families and people who care for me:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe:

Being Safe Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.

5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Sex Education:

Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum. 31. Primary schools should consult parents about the content of anything that will be taught within sex education. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education

Health and Wellbeing:

General Wellbeing

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including 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).

10. That it is common to experience mental health problems, and early support can help.

Wellbeing online

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

Physical Health and fitness

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy Eating

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol, tobacco and vaping

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches

Health protection and prevention

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal Safety

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

Basic First Aid

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

Developing bodies

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.