London Borough of Redbridge

Relationship, Sex and Health Education (RSHE) syllabus

Key Stage 1 – Key Stage 4

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Introduction to the syllabus

This syllabus has been developed using the Department for Education (DfE) Statutory Guidance for RSHE 2025 (this can be located within the Model Policy appendices). It has adapted the DfE end of Primary and Secondary outcomes along with other subject content within the guidance into age appropriate, achievable outcomes by school year. The rationale for this approach is to offer guidance to schools within Redbridge, to ensure that age appropriateness, student and faith sensitivity remains at the core of all teaching and that we can demonstrate transparency and accuracy to our stakeholders and community. The syllabus is a guidance document that schools within Redbridge can choose to use, tweak and reference within their individual school RSHE policy and delivery of lessons.

Vision and expectation

It is the vision of this syllabus to support schools in Redbridge to teach age appropriate, student and faith sensitive, evidence based RSHE, that respects the law and all communities that call Redbridge home. It is also our vision that RSHE is at the centre of a whole school approach that embraces wellbeing, positive relationships and equity.

Within Redbridge it is our expectation that RSHE provides a learning space to understand Personal, Social and Health (PSHE) skills, knowledge and understanding, to enable children to navigate the world in which they live throughout childhood but also into adulthood; therefore, RSHE is an important element of the statutory curriculum.

We believe relationships, sex and health education is important for our pupils and schools because:

- It equips pupils with the knowledge to make informed decisions about wellbeing, health and relationships; builds self-efficacy and resilience; and helps them to know how and when to ask for help and access support.
- It gives pupils the opportunity to put knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.

"Everyone has relationships with others, and most pupils will develop sexual relationships at some point in their lives. Relationships education should equip pupils with the knowledge and skills they need to act with kindness and respect in all their relationships as they grow into adulthood, to enjoy their relationships, and to keep themselves and others safe." DfE 2025

FAQ's for parents

Can I take my child out in Primary school?

Parents cannot withdraw their child from any statutory RHE lessons in Primary school.

Can I take my child out in Secondary school?

Sex education must be taught in Secondary school, but you can choose to withdraw your child from some or all sex education learning that are not part of Statutory Science

I don't want my child to learn about…

Please read the syllabus outcomes and attend your schools RSHE Parent workshops/consultation to explore the outcomes that will be taught within RSHE at your school.

Where can I find more answers to FAQs?

A Redbridge Parent FAQ and Myth Buster document (2020) can be found via the Redbridge FiND website.

FAQ's for teachers

What about student sensitivity?

Teaching methods should emphasise a safe, non-judgemental climate, ground rules, distancing techniques, and interactive learning. Lessons should be differentiated to meet students' needs and students may choose to pass during discussions.

What can we say?

Teachers may acknowledge that students hold a range of beliefs while clarifying that the purpose of lessons is to provide factual accuracy based in UK Law and create a safe space for questions and discussion.

What about staff training?

RSHE leads should continue to offer top up training annually/when required. They may use monitoring opportunities to guide CPD opportunities.

What if a child asks a tricky question?

Not all questions have to be answered immediately. Teachers will respond to questions relating to the taught curriculum for the age group to the whole class; questions beyond this will be handled in a sensitive and age-appropriate way only to the child or children who have asked the question, where appropriate in consultation with a child's parent/carer. If you are uncertain about the answer to a question, or indeed whether you should answer it please seek guidance from the

Statutory Primary Outcomes

	By the end of Primary School Pupils should
National Curriculum Objectives RSE	Families and people who care for me • That families are important for children growing up safe and happy because they can provide love, security and stability. • The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. • That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Caring friendships • How important friendships are in making us feel happy and secure, and how people choose and make friends. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. • The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • How to manage conflict, and that resorting to violence is never right. • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Respectful, kind relationships • How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. • That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. • Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.

	• The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. • What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. Online safety and awareness • That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. • That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. • The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. Being Safe • What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. • The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. • How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

	By the end of Primary School Pupils should
National Curriculum	General wellbeing • The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.

Objectives Health and Wellbeing	• The importance of promoting general wellbeing and physical health. • The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. • How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • That isolation and loneliness can affect children, and the benefits of seeking support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. • That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. • Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • That it is common to experience mental health problems, and early support can help. Wellbeing online • That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. • Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. • The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. • Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. • How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. • That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. • How to understand the information they find online, including from search engines, and know how information is selected and targeted. • That they have rights in relation to sharing personal data, privacy and consent. • Where and how to report concerns and get support with issues online. Physical health and fitness • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. • The risks associated with an inactive lifestyle, including obesity. • How and when to seek support including which adults to speak to in school if they are worried about their health. Healthy eating

	• What constitutes a healthy diet (including understanding calories and other nutritional content). • Understanding the importance of a healthy relationship with food. • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth Drugs, alcohol, tobacco and vaping • The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches. Health protection and prevention • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils. Personal safety • About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. Basic first aid • How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. • Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries. Developing bodies • About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. • The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. • 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.

Statutory Secondary Outcomes

	By the end of Secondary School Pupils should
National Curriculum Objectives <u>Relationships and Sex Education</u>	**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, and where to seek medical attention when required, for example after an assault. **Intimate and sexual relationships, including sexual health (withdrawable content)** 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 decision-making.

	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. **The law** **Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example those relating to:** • marriage, including forced marriage and civil partnerships • consent, including the age of consent • domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty • sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour • the Online Safety Act • online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery, nudes, etc, and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse including grooming and sextortion • pornography • abortion • protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation) • alcohol, smoking, vaping and nicotine products and illicit drug use • gambling • carrying knives and weapons • extremism/radicalisation • grooming or exploiting children into criminal activity, which can include gang involvement and county lines drug running • hate crime • the age of criminal responsibility • medical consent, Gillick competence and parental responsibility

	By the end of Secondary School Pupils should
National Curriculum Objectives	**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.

Health and Wellbeing	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.11 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.

LBR Syllabus

LBR Syllabus Areas

Relationships| Wellbeing| Community| Online Awareness | Growing Up |Being Safe

Key Stage 1 Syllabus

Year 1		**1**	**2**	**3**	**4**	**5**	**6**
Term 1 RELATIONSHIPS	**Outcome**	What makes us special and what is special about others in our class? (physically, in character, personality, culture, race)	Learn ways to be a good friend and listener and how to work well with others	What is a good friend? How I can be one and how do friendships help us feel happy and safe?	Recognise kind and unkind behaviour, understand how kindness makes people feel, and develop skills to build caring friendships.	How do we make friends and who can help us if we are finding it hard?	Why is it important to take turns and solve problems calmly, and what should we do if someone gets hurt in a during a falling out?

	DfE link	**Respectful Kind Relationship -** 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.	**Respectful Kind Relationship -** Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	**Caring Friendships -** How important friendships are in making us feel happy and secure, and how people choose and make friends.	**Caring Friendships -** 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.	**Caring Friendships -** How important friendships are in making us feel happy and secure, and how people choose and make friends.	**Caring Friendships -** How to manage conflict, and that resorting to violence is never right.
Term 2 WELLBEING	**Outcome**	That washing our hands and bodies can stop germs from spreading and keeps us healthy.	How spending time outside and in nature can make us feel good	Learn that moving and playing every day helps keep our bodies strong and our minds happy.	Recognise the difference between activities we do in public and activities we do in private (e.g. hygiene routines, using the toilet, clothing).	That our trusted adults are people who keep us safe and helps us when we need it.	Name a variety of emotions and how they make us feel and act
	DfE Outcome	**Health protection and prevention -** About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	**General Wellbeing -** The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	**Physical health and fitness -** The characteristics and mental and physical benefits of an active lifestyle.	**Being Safe -** 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.	**Being safe -** How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	**General Wellbeing -** 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.

Term 3 RELATIONSHIPS	**Outcome**	How do families provide love and safety to babies and children?	The roles in different family structures and why these sometimes change, why families spend time together and how they show care	How does being honest, kind and truthful help us make strong and happy friendships?	How can I tell others what I need and how I feel in a respectful way?	Why is it important to listen to what other people think and feel? And why can't everyone always have exactly what they want?	Know that everyone likes different games and activities and it is okay for someone to say "no" and why we should listen to them.
	DfE Outcome	**Families and people who care for me -** That families are important for children growing up safe and happy because they can provide love, security and stability.	**Families and people who care for me -** 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.	**Caring friendships -** 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.	**Respectful Kind Relationship -** 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.	**Respectful Kind Relationship -** 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.	**Being Safe -** What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
Term 4 ONLINE AWARENESS	**Outcome**	How and why to tell a trusted adult about something online that makes us feel worried.	We know that not everything online is true or safe and we should tell our trusted adults if we see or hear something that worries us.				
	DfE Outcome	**Online Safety and awareness -** 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.	**Wellbeing online -** 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.				

Term 5 WELLBEING	**Outcome**	Why screen free time is good for you	How to keep our body safe from the sun.	We learn how to brush our teeth well, twice a day with toothpaste and why it's important to visit the dentist.			
	DfE Outcome	**Wellbeing online -** 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.	**Health protection and prevention -** About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	**Health Protection and prevention -** About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.			
Term 6 Being Safe	**Outcome**	I understand which parts of our body are private (Penis, Vulva, Parts covered by underwear)[1]	Why it is important to respect other people's bodies	Recognise the difference between safe surprises and unsafe secrets	Explore simple changes like getting taller, stronger, and learning new skills and that these changes happen as we get older		
	DfE Outcome	**Developing bodies -** 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.	**Being Safe -** That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	**Being Safe -** 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.	**Developing Bodies -** About growth and other ways, the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.		

[1] [1] If using images these can be a cartoon outline of a body (gingerbread person) with no anatomical images. Arrows can point to the areas of the body these external body parts are. This can be combined alongside other external basic body parts being learned.

Year 2		1	2	3	4	5	6
Term 1 RELATIONSHIPS	Outcome	Explore how showing respect, being trustworthy and sharing interests and experiences help friendships grow and help everyone feel included.	Their friendships can sometimes have problems, and how sorting them out can make the friendship stronger.	Recognise that having no friends or fewer friends at times can make us feel sad, and that telling a trusted adult about it can help us feel supported.	Understand that our actions can make people feel happy or sad and if something doesn't feel right, we can tell a trusted grown up.	Learn to say what feels right for us and to listen when others share what feels right for them, so everyone feels safe and respected.	That they should tell a trusted grown up if they feel unhappy or worried about themselves or someone else.
	DfE Outcome	**Caring Friendships -** 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.	**Caring Friendships-** That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.	**Caring Friendships -** That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.	**Respectful, kind relationships -** 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.	**Respectful, kind relationships -** The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	**General wellbeing -** 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).
Term 2 WELLBEING	Outcome	How to wash their hands and keep clean to stop germs from spreading and keep them healthy.	Looking after your wellbeing means doing things that help you feel good and stay healthy. (moving their body, helping their community, being kind and sharing with others, having caring friendships)	Learn about different feelings, how they can affect our bodies and actions, and whether they help us feel calm or full of energy	Learn that big changes, like moving house or losing something (or someone) special, can bring lots of different feelings, and that talking to a trusted adult can help us feel supported		

	DfE Outcome	**Health protection and prevention -** About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	**General wellbeing -** The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	**General wellbeing -** 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.	**General wellbeing -** 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.		
Term 3 COMMUNITY	**Outcome**	Explore how using kind words and gentle actions helps make our classroom a safe and happy place for everyone	How to use good manners and polite words in different situations, like saying please, thank you, and listening to others	That families of other children in school or around the world, can look different but all families can show love and care	Explore how families care for one another and how helping each other can make people feel happy and supported.	What can make family relationships, safe, kind and caring?	Learn that sometimes people have fixed ideas (called stereotypes) about toys, jobs or stories, and understand that everyone can like and do different things
	DfE Outcome	**Respectful, kind relationships -** The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	**Respectful, kind relationships -** The conventions of courtesy and manners.	**Families and people who care for me -** 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.	**Families and people who care for me -** 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.	**Families and people who care for me -** That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	**Respectful, kind relationships -** What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.

Term 4 ONLINE AWARENESS	**Outcome**	Explore how to enjoy being online safely, by noticing when something doesn't feel right and knowing what to do	Choose games and videos that are right for their age and remember trusted grown-ups can help them check what's suitable so they can stay safe and have fun.	I can tell my trusted adults if something or someone online makes me feel worried, sad or is not appropriate.			
	DfE Outcome	**Online safety and awareness -** How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. 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.	**Wellbeing online -** Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.	**Wellbeing online -** Where and how to report concerns and get support with issues online.			
Term 5 WELLBEING	**Outcome**	Explore how careful actions, like stopping and looking and staying close to an adult, help keep us safe near roads and water.	Learn that walking to school, playing games, PE lessons and active hobbies are fun and important ways to stay happy and healthy.	What foods help us stay healthy and strong (eat well guide to understand the mix of food groups provide energy)	Understand who the emergency services are and how they help and learn to share personal information when it is needed to keep safe.		

	DfE Outcome	**Personal safety -** How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	**Physical health and fitness -** The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.	**Healthy eating -** What constitutes a healthy diet (including understanding calories and other nutritional content).	**Basic First Aid -** How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.		
Term 6 Being Safe	Outcome	Understand what feeling safe looks and feels like, so they can recognise unsafe situations and practise ways to keep asking trusted adults for help until they feel safe.	Understand which parts of our body are private (penis, vulva - the areas covered by my underwear)	Learn that their body belongs to them, and understand how to get help by telling a trusted adult if touch does not feel safe or comfortable			
	DfE Outcome	**Being Safe -** 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.	**Developing Bodies -** 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.	**Being Safe -** That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.			

Key Stage 2 Syllabus

Year 3	**1**	**2**	**3**	**4**	**5**	**6**

Term 1 RELATIONSHIPS	**Outcome**	Explore how friendships help them to feel happy, safe and supported and explore how people choose friends based on shared interests, trust and kindness.	Recognise how actions affect others' feelings and learn to build positive friendships through cooperation, active listening, and empathy.	Learn how to make safe and confident choices and respond positively when others encourage them to do something that does not feel right	To understand how people express feelings and respect boundaries through listening and clear communication	Our responsibility in understanding what bullying is and what a bystander is (including cyber bullying)	Develop an awareness of their own and others' feelings and learn to express them clearly, seeking support from trusted adults when needed
	DfE Outcome	**Caring Friendships -** How important friendships are in making us feel happy and secure, and how people choose and make friends.	**Caring Friendships -** 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.	**Caring Friendships -** How important friendships are in making us feel happy and secure, and how people choose and make friends.	**Respectful, kind relationships -** The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	**Respectful, kind relationships -** 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.	**General wellbeing -** How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
Term 2 WELLBEING	**Outcome**	To notice when their feelings change from how they normally feel and know who they can talk to so they can feel calm and supported again.	How to make a meal that helps you stay healthy (balanced diet)	How a poor diet, with too much sugar can lead to tooth decay	We learn that taking care of our teeth by brushing them well twice a day and finding ways to keep our mouths healthy, and going to the dentist helps us spot problems early and keep our smiles strong.	We learn that the sun can be helpful but also strong, and that too much sun can hurt our skin. We find out how to stay safe in the sun, such as wearing a hat, sunglasses, using sunscreen and taking breaks in the shade.	

	DfE Outcome	**General wellbeing -** 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).	**Healthy eating-** The principles of planning and preparing a range of healthy meals.	**Healthy eating -** 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).	**Health protection and prevention -** About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist	**Health protection and prevention -** About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	
Term 3 COMMUNITY	**Outcome**	Understand how family relationships can support children to feel safe, loved and cared for as they grow.	How do duty bearers —like family, teachers or others— help children feel safe and supported as they grow up.	What do the school values mean and how do they help us show good manners and politeness to others	To understand how valuing ourselves helps us feel happy and confident, and to explore ways to build self-esteem by trying new skills and activities	What dangers look like at home and school, like hot things that can burn or sharp objects that can hurt. Understand ways to stay safe, such as not touching matches or going near fires and asking a grown-up for help.	
	DfE Outcome	**Families and people who care for me -** That families are important for children growing up safe and happy because they can provide love, security and stability.	**Families and people who care for me -** That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	**Respectful, kind relationships -** The conventions of courtesy and manners.	**Respectful, kind relationships -** 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.	**Personal Safety -** About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	

Term 4 ONLINE AWARENESS	**Outcome**	How to check if online information is safe and trustworthy, recognise harmful content or contact, and know when and how to tell a trusted adult.	Notice when online information might not look right, to ask questions about what we see, and to talk to a trusted adult if something seems confusing or worrying.	We learn that websites use rules to decide what we see, and we begin to ask questions about the information we find online.	Understand what social media is (places where people share and chat online) and that age rules (currently 13) that protect children from seeing things that aren't suitable.	Explore how online communication can impact others' feelings and learn to make positive choices by showing kindness, respect, and thinking carefully before they act (e.g. considering 'would I say this face to face?')	Understand that real-life friendships are very important. Online chats can be fun, but spending time with friends in person helps us feel close and happy.
	DfE Outcome	**Online safety and awareness -** How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. 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.	**Wellbeing online -** 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.	**Wellbeing online -** How to understand the information they find online, including from search engines, and know how information is selected and targeted.	**Online safety and awareness -** 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.	**Wellbeing online -** How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	**Wellbeing online -** 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.
Term 5 RELATIONSHIPS	**Outcome**	Bullying, including online bullying, can hurt people and make them feel sad or worried for a long time and how to get help for themselves or a friend.	How to respond to a person that they do not know (including online).	Understand how people can show respect and kindness to themselves and others, and how to value and celebrate different choices, likes, and beliefs			

	DfE Outcome	**General wellbeing -** That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	**Being Safe -** How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.	**Respectful, kind relationships -** 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.			
Term 6 Being Safe	**Outcome**	Understand the difference between safe surprises and unsafe secrets, and to feel confident sharing anything that causes worry or discomfort with a trusted adult	Explore how individuals can seek help when feeling worried or unsure, and identify a range of trusted people they can turn to for support	Recognise appropriate and inappropriate contact, understand what feels safe, and feel confident saying 'no' and speaking to a trusted adult	Learn how to ask for help for themself or a friend and keep asking until someone listens.		
	DfE Outcome	**Being Safe -** 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.	**Respectful, kind relationships -** How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	**Being Safe -** That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact	**Being Safe -** 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.		

Year 4	**1**	**2**	**3**	**4**	**5**	**6**

Term 1 RELATIONSHIPS	**Outcome**	Explore how loyalty, generosity and honesty strengthen friendships, and learn age-appropriate ways to be a supportive and trustworthy friend	Recognise unkind or unhelpful behaviours in friendships, develop awareness of their feelings, and know how to seek support from trusted adults	That friendships can face challenges, and that respectful communication, empathy, and problem-solving can help repair and strengthen relationships.	Recognise that friendships can change and that having fewer friends at times can make people feel lonely and learn ways to talk about these feelings and help ourselves and others feel included.	Learn how to talk kindly, solve problems without fighting, say what you need, and handle feelings like being upset or disappointed	How to recognise different types of bullying, why bullying happens, what to do if you see it (including online), and how to support someone being bullied.
	DfE Outcome	**Caring friendships -** 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.	**Caring friendships -** How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed	**Caring friendships -** That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.	**Caring friendships -** That not every child will have the friends they would always like that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.	**Respectful, kind relationships -** 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.	**Respectful, kind relationships -** 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.
Term 2 WELLBEING	**Outcome**	Looking after your wellbeing means doing things that help your body and mind feel good. [2]	How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	Feeling left out or alone can make children sad or worried and they should talk to a trusted adult if they feel lonely or miss someone.	Understand why good sleep is important for keeping our body and mind healthy, and to identify simple habits that support better sleep, such as a bedtime routine and reducing screen use before bed	Explore how vaccines and immunisations play an important role in protecting individual and community health[3]	

[2] Playing and moving their body, being in nature, helping their community, and being kind, resting and relaxing, time with friends and families

[3] Deliver lesson when your school typically offers the vaccines.

	DfE Outcome	**General wellbeing -** The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	**General wellbeing -** How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	**General wellbeing -** That isolation and loneliness can affect children, and the benefits of seeking support	**Health protection and prevention -** 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.	**Health protection and prevention -** 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.	
Term 3 COMMUNITY	**Outcome**	Spending time with friends face to face helps us build strong friendships, feel connected and enjoy the company of others.	We can celebrate that every family is unique and recognise that all families—whatever they look like—can provide love, care and support. [4]	Understand what a stereotype is, how they can be unfair or hurtful, and how to challenge a stereotype in a kind and fair way	Where to ask for help for themself or a friend and keep asking until someone listens.	How to respond when someone says "no" and identify ways to respect boundaries in both offline and online settings (e.g. stopping when asked, changing the activity, offering alternatives, or respecting gaming preferences).	How to spot dangers and keep safe around roads, railways and water. Learn rules like the Green Cross Code, why level crossings are important, and how the Water Safety Code helps prevent accidents

[4] Examples of families include single-parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents, and foster parents/carers.

	DfE Outcome	**Families and people who care for me -** 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.	**Families and people who care for me -** 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.	**Respectful, kind relationships -** What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	**Being Safe -** 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.	**Being Safe -** What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	**Personal safety -** How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Term 4 ONLINE AWARENESS	**Outcome**	That most people use the internet every day and discuss the benefits it brings (fun, connecting) but also the not so good things (untrue information, unkind messages)	Understand that things shared online (pictures, words, videos) can be seen by others and may be passed on. Recognise that once we share something online it is difficult to control who sees it.	I understand why it's important to balance screen time with other activities; learn that positive content can make us feel good and negative content can make us feel upset and how too much time online can affect mood and health.	How to make sure you do not pressure others into doing something online that they are uncomfortable with or that could make them feel unsafe.	That bullying and abuse online can hurt people and make them feel sad or worried for a long time and how to get help for themselves or a friend.	

	DfE Outcome	**Wellbeing online -** That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.	**Online safety and awareness -** 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.	**Wellbeing online -** 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.	**Online safety and awareness-** That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.	**Wellbeing online -** That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.	
Term 5 WELLBEING	**Outcome**	Understand what germs are (including bacteria and viruses), how they spread, and why personal hygiene—like handwashing—helps prevent illness	Understand what First Aid means and know simple steps of basic first aid and that staying calm and telling an adult if someone is hurt is important.	Understand when it is important to contact emergency services and to practise sharing clear information, including personal details, to get help quickly	That a healthy relationship with food includes enjoying a variety of foods, listening to our body's hunger and fullness signals, and feeling relaxed and confident about eating, helping us stay strong, energised, and feel good about ourselves	Learn that some things, like cigarettes and nicotine can harm our bodies and make us unwell and recognise that some substances are not safe for children.	Understand that children have the right to play and exercise. And how not moving enough can sometimes impact our health such as feeling tired or unhealthy (including obesity).

	DfE Outcome	**Health protection and prevention -** About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	**Basic First aid -** Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.	**Basic First aid -** How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.	**Healthy eating -** Understanding the importance of a healthy relationship with food.	**Drugs, alcohol, tobacco and vaping -** The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches	**Physical health and fitness -** The risks associated with an inactive lifestyle, including obesity.
Term 6 Being Safe	**Outcome**	Understand that privacy means having things that belong just to them—like their thoughts, body, and some information about them. Explore examples of how adults and children maintain privacy (e.g. digital footprint, boundaries, legal responsibilities, building trust).	Understand that their body belongs to them and begin to recognise personal boundaries. Identify the difference between friendly touch and unsafe contact (including hitting, pushing, unwanted touch) and know they can tell an adult if someone ignores their boundaries.	Know that if something or someone makes them feel worried, unsafe, or bad inside, whether in real life or online, they should tell a trusted adult straight away and keep telling until they are heard			
	DfE Outcome	**Being Safe -** 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.	**Being Safe -** That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	**Being Safe -** 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.			

Parent and Child workshop	**OPTIONAL**	**FOR PARENT AND CHILD WORKSHOP:** To help parents feel confident in preparing their child for the physical and emotional changes linked to menstruation. **Developing Bodies:** 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

Year 5		1	2	3	4	5	6
Term 1 RELATIONSHIPS	Outcome	How friendships contribute to emotional wellbeing and a sense of belonging by exploring how shared values, trust, and respectful communication influence the way friendships are formed and maintained.	To understand that balancing different people's needs can be challenging, and to learn ways to work together even when opinions or priorities differ	To understand that problems can be solved without violence and to explore peaceful ways to solve problems by listening, talking and compromise.	Learn how to be assertive (speak up calmly and clearly), express needs, and manage feelings like frustration without hurting others.	Understand the difference between speaking up confidently and kindly, and trying to control others, and to explore how being kind to others can also include respecting our own nee	Recognise the qualities of a healthy relationship and understand how these help us notice when someone is not being kind, respectful, or safe
	DfE Outcome	**Caring friendships -** How important friendships are in making us feel happy and secure, and how people choose and make friends.	**Respectful, kind relationships -** How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	**Caring friendships -** How to manage conflict, and that resorting to violence is never right.	**Respectful, kind relationships -** 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.	**Respectful, kind relationships -** 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.	**Being Safe -** How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
Term 2 WELLBEING	Outcome	To learn how our feelings can affect what we do and how we get along with others, and ways to regulate ourselves when emotions feel strong.	The importance of discussing worries or concerns to a trusted adult to aid living a happy life.	Understand that many people sometimes find their thoughts and feelings hard to manage, and that getting support early can help things improve and make people feel better	Recognise that change and loss, including when someone dies can bring many feelings (or not feeling). People cope with grief in different ways and there is no right or wrong way to grieve. Grief is not always about death.	Practise simple first aid steps for common injuries including nosebleeds and bumps to the head. Understand when to call for help and why it's important to stay with the person until help arrives.	Learn how different substances can affect health, including how medicines can be used safely with a trusted adult, and why substances such as alcohol and illegal drugs can be harmful

	DfE Outcome	**General wellbeing -** 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.	**General wellbeing -** The importance of promoting general wellbeing and physical health.	**General wellbeing -** That it is common to experience mental health problems, and early support can help.	**General wellbeing -** 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.	**Basic first aid -** Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.	**Drugs, alcohol, tobacco and vaping -** The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches
Term 3 COMMUNITY	**Outcome**	Explain how different people—such as family members, teachers, carers or community leaders—help them feel safe, supported and respected, and understand why these relationships are important as they grow older	Recognise when feelings of discomfort, unhappiness, or unsafety arise in family relationships, be able to name those feelings, and know how to ask a trusted adult for help	That marriage is a special way two people show love and commitment to each other. It is recognised by law and is meant to be lifelong, helping people feel safe, supported and cared for.	Learn that everyone's body belongs to them, that 'no' should always be respected, and how to spot unsafe situations, including online requests for pictures and know who to talk to and how to get help.	Understand what a stereotype is, why stereotypes can be unfair or hurtful, how they can lead to bullying, and learn ways to challenge them so everyone is treated fairly.	
	DfE Outcome	**Families and people who care for me -** That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	**Families and people who care for me -** How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	**Families and people who care for me -** That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	**Being Safe -** That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	**Respectful, kind relationships -** What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	

Term 4 ONLINE AWARENESS	**Outcome**	Why social media age rules (currently 13) exist and how they protect children from unsafe or unhealthy content and from talking to strangers who might not be who they say they are.	Understand that age restrictions are on some apps, computer games and online gaming and gambling sites to protect their wellbeing and protect them from harmful content encouraging their online experiences to be positive	Recognise that being online can help us stay in touch with friends, but also why it's important to maintain real life friendships too. Explore the good and bad sides of using the internet to connect with others.	Explain why respect is important in online interactions, including how anonymity can lead to unkind behaviour, and describe ways to avoid pressuring others to share personal information or images.	They have the right to keep their personal information private, to choose what is shared, and to say "yes" or "no" when someone asks for their information or pictures.	
	DfE Outcome	**Online safety and awareness -** 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.	**Wellbeing online -** Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.	**Wellbeing online -** 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.	**Online safety and awareness -** That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.	**Wellbeing online -** That they have rights in relation to sharing personal data, privacy and consent.	

Term 5 WELLBEING	**Outcome**	Understand that an active lifestyle means moving our body regularly and making positive choices that support our health and wellbeing, while also bringing enjoyment through active hobbies and healthy habits	Explore how poor sleep can make people feel tired, upset, or less able to concentrate and discuss what habits can help improve sleep.	Understand what makes a balanced diet and why it matters - introduce calories as the energy in food that our body uses to move and grow and what each food group provides our mind and body.			
	DfE Outcome	**Physical health and fitness -** The characteristics and mental and physical benefits of an active lifestyle.	**Health protection and prevention -** 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.	**Healthy eating -** What constitutes a healthy diet (including understanding calories and other nutritional content).			

Term 6 GROWING UP & BEING SAFE	**Outcome**	Understand that during puberty, their body changes and so might their personal hygiene routine. Learn why washing regularly, using deodorant, and keeping clean helps prevent germs and bacteria and supports health and confidence.	Understand the emotional and physical changes that happen to males and females during puberty and how a trusted adult can support in understanding these changes as they are experienced. (Dfe language for body parts may be introduced here as you discuss changes)[5]	Learn what happens in the body during the menstrual cycle and the feelings that might come with it. Understand that these changes are a part of growing up and know who they can talk to for help and support.	Explore the human life cycle from birth to adulthood and understand that puberty is a stage within this when bodies start to develop in new ways.	I can name which parts of a body are private (penis, vulva, vagina, testicles, scrotum, and nipples) and can practise ways to say "no" and tell a trusted adult if someone ignores their boundaries.	Recognise different forms of abuse and unsafe situations both online and offline and learn simple language for reporting this abuse or feelings.
	DfE Outcome	**Health protection and prevention -** About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	**Developing bodies -** About growth and other ways, the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.	**Developing bodies -** 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	**Developing bodies -** About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.	**Developing bodies -** 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.	**Being Safe -** 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.
Term 6 – Human reproduction (Non stat)	**Outcome:** Explore human fertilisation (not intercourse) as being part of the life cycle. Understand how a baby grows inside the womb over about nine months and know that this is a part of human reproduction. **DFE:** 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 (Y5).						

Year 6	**1**	**2**	**3**	**4**	**5**	**6**

[5] e.g. Vulva, Vagina, Penis, Nipples, Scrotum and Testicles may change size and shape and we should keep our private parts clean as we sweat more during puberty.

Term 1 RELATIONSHIPS	**Outcome**	Explain how trust in friendships develops over time through consistency, reliability, and emotional safety, and describe what a sense of belonging looks and feels like within a friendship.	That friendships can face challenges, and that respectful communication, empathy, and problem-solving can help repair and strengthen relationships.	How to manage conflicts constructively by recognising emotions, communicating assertively, and applying problem-solving strategies to reach fair and respectful solutions	Explain why it is important to set boundaries, and demonstrate strategies for seeking help and making positive choices about friendships	Identify the difference between secrets and surprises. They can explain why some secrets are unsafe (include links to bullying, abuse, requests for private information) and that they have multiple sources of help and ways to report.	Explore strategies such as active listening, compromise, and managing disagreements respectfully in varying contexts to improve or support their relationships.
	DfE Outcome	**Caring friendships -** How important friendships are in making us feel happy and secure, and how people choose and make friends.	**Caring friendships** That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.	**Caring friendships -** How to manage conflict, and that resorting to violence is never right.	**Caring friendships -** How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed	Being safe - 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.	**Respectful, kind relationships -** Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
Term 2 WELLBEING	**Outcome**	Self-care is important for their wellbeing. This can include keeping their mind and body strong with regular physical activity and time in nature, feel connected by helping their community, making time for rest and relaxation, time with friends and families, enjoying hobbies and interests, limiting time online)	They know when and where to get help if they notice signs in themselves or others such as feeling upset or worried for a long time, getting angry or sad very easily, any problems online, finding it hard to regulate their emotions. Understand that asking for help early can make things better.	They might not feel happy all the time. Feelings of worry and feeling down happen to everyone at different times and do not always mean someone has a mental health problem. Discuss ways to cope and that talking to a trusted adult can help.	Explore the difference between being alone and feeling alone, recognise what can influence these feelings and identify ways to seek support and feel connected	To learn how to stop and think when feelings feel big, and choose reactions that fit the situation and keep everyone safe	We understand how and when we can implement a good oral hygiene routine and recognise how brushing twice a day with fluoride toothpaste is beneficial.

	DfE Outcome	**General wellbeing -** The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	**General wellbeing -** 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).	**General wellbeing -** 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.	**General wellbeing -** That isolation and loneliness can affect children, and the benefits of seeking support	**General wellbeing -** How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	**Health protection and prevention -** About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.
Term 3 COMMUNITY	**Outcome**	Understand that bullying, including online bullying, can cause lasting emotional harm and affect confidence and friendships and explore safe and responsible ways to respond bullying.	Explain how families help children to grow up feeling safe, loved and supported, and understand why love, security and stability are important for their wellbeing.	That marriage and civil partnerships (Religious and Humanist) are special ways two people show love and commitment to each other. These relationships are recognised by law and are meant to be lifelong, helping people feel safe, supported and cared for. There are different rules in Northern Ireland.	Explore how respecting differences helps friendships and communities and understand that empathy and respect can be shown even when people disagree.	Learn how polite language, respectful tone, and positive behaviour help build healthy relationships and keep everyone safe including online communication.	Understand that respecting yourself helps you feel happy and confident. Explore ways to build self-esteem by setting personal goals and trying new skills, hobbies, or challenges.

	DfE Outcome	**General wellbeing -** That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	**Families and people who care for me -** That families are important for children growing up safe and happy because they can provide love, security and stability.	**Families and people who care for me -** That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	**Respectful, kind relationships -** 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.	**Respectful, kind relationships -** The conventions of courtesy and manners.	**Respectful, kind relationships -** 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.
Term 4 ONLINE AWARENESS	**Outcome**	Discuss the risks of online gaming such as being tricked into losing money through scams, spending real money and understanding that playing too much can make it hard to stop.	Learn how to use the internet safely by following rules, keeping personal details private, and turning off location settings. Understand how to spot harmful content or contact and how to report it.	Explain that once content is shared online, it can be copied, saved, and circulated widely, and there is no way to delete it everywhere. This loss of control over personal information can affect our privacy.	To learn how to recognise online harassment and feel confident asking a trusted adult for help	Recognise different forms of abuse and unsafe situations both online and offline and learn simple language for reporting this abuse or feelings of being unsafe.	Understand that consent applies to all interactions, including online. Know that any request for private images is unsafe, and practise how to report concerns to trusted adults.
	DfE Outcome	**Wellbeing online -** The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.	**Online safety and awareness -** The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.	**Online safety and awareness -** 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.	**Wellbeing online -** That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.	**Being Safe-** 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.	**Being safe -** That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.

Term 5 WELLBEING	**Outcome**	Know that regular physical activity helps to keep the body and mind healthy. Plan how to include it in daily and weekly routines and understand that different activities can be moderate or vigorous and why variety matters.	We learn that strong sun can damage our skin and that this can lead to long-term health problems including skin cancer. We explore why using sunscreen, wearing protective clothing, and limiting time in strong sun helps to protect our health now and in the future.	To understand how food and drink choices affect health, including how too much sugar or fat can harm the body over time—such as increasing the risk of obesity and tooth decay—and how alcohol can damage the body and affect overall health	Understand that smoking, vaping, drinking alcohol, and taking drugs can damage health. These substances can cause serious problems, like addiction, which means your body starts to need them. Nicotine, found in cigarettes, vapes, and nicotine pouches, is very addictive.	Noticing when something about their body changes such as unexplained weight loss, and that telling a trusted adult can help them to stay healthy.	They should speak to a trusted adult if they have questions or worry about their health and seeking support can help their worries get better.
	DfE Outcome	**Physical health and fitness -** 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.	**Health protection and prevention -** About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	**Healthy eating -** The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	**Drugs, alcohol, tobacco and vaping -** The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches	**Health protection and prevention -** How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	**Physical health and fitness -** How and when to seek support including which adults to speak to in school if they are worried about their health

Term 6 Wellbeing & Online Awareness	**Outcome**	How stereotypes can affect people's lives. Explore why stereotypes are unfair or hurtful, how they can lead to bullying or limit opportunities, and learn ways to challenge them.[6]	Know that telling an adult about harmful behaviour is the right thing to do. Learn safe ways to step in as an active bystander and understand how supporting others can prevent harm, make people feel less alone, and have a positive impact on the situation.[7]	We learn that algorithms influence what appears in our searches and online feeds, and we practise thinking carefully about whether online information is trustworthy and accurate.[8]	How to check if online content is true and comes from a reliable source, understand how algorithms and echo chambers can influence what we see online, and know what to do if we see harmful content[9]	We learn to check whether the information we see online is true, think about whether it could cause harm, and understand that misinformation can be shared on purpose or by mistake.[10]	To recognise common hazards and fire risks, and explore practical ways to reduce danger by making safe choices and following safety rules
	DfE Outcome	**Respectful, kind relationships -** What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	**Respectful, kind relationships -** 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.	**Wellbeing online -** How to understand the information they find online, including from search engines, and know how information is selected and targeted.	**Online safety and awareness -** How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. 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 his.	**Wellbeing online -** 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.	**Personal safety -** About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.

[6] Step In content will deliver this
[7] Step In content will deliver this
[8] Step In content will deliver this
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LBR Syllabus Areas

Relationships| Wellbeing| Community| Online Awareness | Growing Up |Being Safe | Sex Education

Key Stage 3 Syllabus

Year 7		1	2	3	4	5	6
Term 1 RELATIONSHIPS	LBR Outcome	I can recognise what a healthy relationship looks like — both online and offline — by noticing things like trust, respect, honesty, kindness, loyalty, shared interests, good boundaries, privacy, how people handle disagreements and make new friendships as we get older.	To understand how to build positive friendships by communicating and respecting consent and personal boundaries, both online and offline, and by showing kindness and empathy towards others.	I can explain what self-esteem is and identify simple ways people can look after themselves, and I understand how this helps us recognise respectful and disrespectful behaviour from others.	I can end relationships or friendships in a respectful way and understand how to deal with the difficult feelings that can come with it — like disappointment, hurt, or frustration.	I know that stereotypes can be unfair ideas about people that judge them before they know them and language based on these ideas, can seriously hurt others, make them feel excluded, and damage our school community. I also understand the Equality Act and how this supports everyone to be treated with respect.	I can notice when friends in real life or people online are influencing my choices and learn to make safe decisions and support my friends to make safe choices too.
	DfE link	**Respectful Relationships** 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.	**Being safe -** 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.	**Respectful Relationships** 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.	**Respectful Relationships** Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.	**Respectful Relationships** 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.	**Personal Safety** How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.

	The Law					Protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation)	
Term 2 WELLBEING	**Outcome**	I can identify simple coping strategies to help us take part in activities that feel challenging and understand that trying new things can help reduce anxiety over time.	To understand that feeling worried or low is part of being human, and that recognising these feelings can help us manage them.	What makes a healthy lifestyle, including why being active and eating well helps keep our body strong and our heart healthy.	Why good-quality sleep is important for health and learning, and that simple habits such as reducing screen time before bed and keeping phones out of the bedroom can improve sleep.	Recognise simple ways to treat everyday injuries and illnesses	
	DfE link	**Mental Wellbeing** 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.	**Mental Wellbeing** 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	**Physical health and safety** 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.	**Health protection and prevention, & understanding the healthcare system** 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.	**Basic First Aid -** Basic treatment for common injuries and ailments.	
Term 3 COMMUNITY	**Outcome**	Explore different types of relationships where people show care and support for each other. (E.g. Family, Friends, Community, Marriage/Partnership).	Understand that parents and carers have the responsibility to look after children, keep them safe, and help them grow. Learn that love, care, and meeting basic needs are important for a child's healthy development.	Recognise when a friendship or relationship might be unsafe, such as feeling scared, pressured, or being treated unkindly and know who to talk to for help, like a trusted adult at home or school.	Recognise what bullying looks and feels like by understanding its impact, how power is used, and the situation it happens in. Discuss all types of bullying — in person, online, emotional, verbal and physical — and understand why it's harmful	I understand how bystanders can take safe and responsible action to report bullying and support someone who needs help.[11]	

[11] Step In delivers this

	DfE link	**Families -** That there are different types of committed, stable relationships.	**Families -** 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.	**Families -** 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** 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.	**Respectful Relationships** 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.	
Term 4 **ONLINE AWARENESS**	**Outcome**	I understand the risks of sharing personal information online and how using privacy and location settings can protect my information.	I know not to share material to others online that I would not want to be circulated further, because anything that is shared online is difficult to remove completely (disappearing messages may need to be discussed).	I can compare the online and real world, spot similarities and differences in how images and lifestyles are shown (including unrealistic body expectations) and explain how this can affect wellbeing.	I can identify fake or AI generated content/posts and discuss why influencers create content and why their content might be exaggerated.	Identify favourite online activities and understand the importance of behaving respectfully and making responsible choices.	
	DfE link	**Online Safety and Awareness** 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.	**Online Safety and Awareness** 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.	**Wellbeing Online** 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.	**Online Safety and Awareness** 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.	**Online Safety and Awareness** Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	

Term 5 WELLBEING	**Outcome**	To learn how laws about drugs (supply and possession of illegal substances) help keep people safe, and how this understanding supports making informed and responsible choices.	Identify which drugs are illegal and understand the basic risks of taking them, including dangers from mixed substances, illicit vapes, and counterfeit medicines	I can describe dangers around roads, railways and water and explain how to stay safe.	How to get help if you or someone else is acting in a harmful way or has been hurt, including who to tell and where to get medical care	Recognise risks from peer pressure and grooming, and understand the harms and laws around exploitation, like criminal exploitation, abuse, and financial exploitation	.
	DfE link	**Drugs, alcohol, tobacco & vaping -** The law relating to the supply and possession of illegal substances.	**Drugs, alcohol, tobacco & vaping -** 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.	**Personal Safety** 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).	**Being safe -** 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, and where to seek medical attention when required, for example after an assault.	**Being safe -** The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation	
	The Law	The age of criminal responsibility				Grooming or exploiting children into criminal activity, which can include gang involvement and county lines drug running	
Term 6 GROWING UP & WELLBEING	**Outcome**	Learn the facts about puberty and how the body and brain change as someone becomes a teenager.	Understand the emotional and physical changes experienced by males and females during puberty, and how these changes affect both physical health and emotional wellbeing, as well as how they influence one another.	Understand what an average menstrual cycle is and why it matters for health, so everyone can learn how periods work and when to ask for help if something seems unusual.	Explore common period-related issues, such as premenstrual syndrome (PMS) and heavy bleeding, and understand why it's important for everyone to know when and how to seek advice from a trusted adult or healthcare professional		

	DfE link	**Developing Bodies -** The facts about puberty, the changing adolescent body, including brain development.	**Developing Bodies -** The main changes which take place in males and females, and the implications for emotional and physical health.	**Developing Bodies -** 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.	**Developing bodies -** 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.		

Year 8		1	2	3	4	5	6
Term 1 RELATIONSHIPS	Outcome	I can explain why kindness and respect matter in our community, how my behaviour can positively affect others, and why it's important to understand that everyone has equal rights.	I understand what it means to treat people fairly, including showing respect for other people's beliefs, even when they differ from our own.	To understand what consent means in relationships and to recognise that kindness, care, and being aware of someone's feelings are essential parts of respectful behaviour.	Discuss examples of respecting boundaries in everyday life, like sharing belongings, online messaging, and respecting someone's choices.	Learn simple strategies to stay safe in public spaces when out with friends or family, understand why trusting your instincts matters, and know how to ask for help if something feels wrong.	Learn how families and relationships can change over time, for example when a new baby is born, when someone dies, when parents separate, or when new people join the family.
	DfE link	**Respectful relationships -** 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.	**Respectful relationships-** What tolerance requires, including the importance of tolerance of other people's beliefs.	**Respectful relationships-** 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.	**Being safe -** 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.	**Being Safe -** 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.	**Families -** How families and relationships change over time, including through birth, death, separation and new relationships.
	The Law	Protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation)	British Values				

Term 2 WELLBEING	**Outcome**	What a defibrillator is for, when it should be used, and who can use it.	That personal hygiene and handwashing can positively impact upon the spread of germs, bacteria and virus and learn that antibiotics can be used to treat bacterial infections and why they do not work against viruses.	What a good oral hygiene routine can include (dental flossing, regular check-ups, healthy eating, daily brushing) and how to arrange regular dental visits.	Explain the health risks linked to illegal drugs, including potent synthetic additives, illicit vapes, and counterfeit medicines, and describe how these can harm physical and mental health.	Understand the serious health risks of smoking tobacco, including its link to lung cancer and heart disease, and learn why quitting is beneficial for long-term health.	Learn the facts about vaping, why it can be harmful for young people, and understand that some vapes are used by adults to help them quit smoking.
	DfE link	**Basic First Aid -** The purpose of defibrillators, when one might be needed and who can use them.	**Health protection and prevention, & understanding the healthcare system** Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.	**Health protection and prevention, & understanding the healthcare system** 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.	**Drugs, alcohol, tobacco & vaping** 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.	**Drugs, alcohol, tobacco & vaping** 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.	**Drugs, alcohol, tobacco & vaping** The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.
	The Law				Alcohol, smoking, vaping and nicotine products and illicit drug use		Alcohol, smoking, vaping & nicotine products & illicit drug use
Term 3 COMMUNITY & BEING SAFE	**Outcome**	Understand that marriage is an important choice people make, and that it is a legal commitment between two adults that gives them rights and protections. (reference different marriage ceremonies in different faiths/beliefs).	Understand that, across different faiths and cultures, marriage should be a free and willing choice and recognise that the law exists to protect individuals from forced marriage in the UK and beyond.	Discuss how positive relationships create a safe environment for children and understand how committed, stable relationships can support wellbeing and family life.	Understand different types of harm in relationships, including emotional, physical, and online abuse. Learn how to judge when a relationship is unsafe and where to seek help, including school staff, helplines, and emergency services if needed.	Identify and use strategies to respond confidently to peer influence, make positive choices, and show respect by not putting pressure on others[12].	Learn what harmful sexual behaviour means, including sexual harassment and inappropriate actions like using sexual language that isn't age appropriate, and understand the laws that protect people from these behaviours.[13]

[12] Step In can deliver this

[13] Signpost to local Safety orders whereby fines can be issued to offenders for HSB. Step In can deliver this.

	DfE link	**Families -** 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.	**Being safe -** The concepts and laws relating to forced marriage **Families -** That forced marriage and marrying before the age of 18 are illegal.	**Families -** How these relationships might contribute to wellbeing, and their importance for bringing up children.	**Families -** 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.	**Being Safe:** 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.	**Being Safe:** 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.
	The Law		Marriage, including forced marriage and civil partnerships				Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
Term 4 **ONLINE AWARENESS**	**Outcome**	Recognise when online chats are not going well and use simple ways to stay calm and ask for help.	Understand that data can be generated, collected and stored and how this happens. Also understand how this data can be used both accurately and inaccurately.	Understand how websites use data collection (cookies) to target consumers.	Recognise that the internet sometimes contains upsetting or inappropriate content and know where to get help if we see something online that worries us. Understand that online posts and videos can give an unrealistic view of people's lives and normalise unhealthy behaviours.	Recognise that social media and influencers often show highly exaggerated or idealised versions of life. Learn to think critically about what might be fake or AI-generated and understand that online comments can be more extreme than what people would say face-to-face.	Understand that AI chatbots are new technology and may not always be accurate (like pretending to be a real friend or giving bad advice) and use careful thinking before trusting information found online.

	DfE link	**Online Safety & Awareness** - That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.	**Online Safety & Awareness** - How information and data is generated, collected, shared and used online.	**Online Safety & Awareness** - 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).	**Online Safety & Awareness -** 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	**Online Safety & Awareness** - 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.	**Online Safety & Awareness -** 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.
	The Law				The online safety act	The online safety act	
Term 5 WELLBEING	**Outcome**	I can describe why things like exercise, sleep, spending time outdoors and helping others through volunteering and youth groups are good for mental wellbeing and happiness.	I can describe common mental health challenges like anxiety and depression and understand that these are different from normal feelings of worry or sadness.	I can identify signs of compulsive gambling and understand that anxiety and sleep loss can be consequences of this behaviour.	Explain how balanced, nutritious eating supports the body and understand that unhealthy eating habits can raise the risk of conditions such as type 2 diabetes and heart disease.	Learn how to look after our physical health by staying active and eating well, so we also maintain a healthy weight. Understand that not moving enough can lead to serious health problems like heart disease.	I understand that being active can help you feel good and reduce stress.
	DfE link	**Mental wellbeing -** The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.	**Mental Wellbeing -** 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	**Mental wellbeing -** 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.	**Healthy Eating -** The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.	**Physical health and fitness -** 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.	**Physical health and fitness -** That physical activity can promote wellbeing and combat stress.

Term 6 WELLBEING	**Outcome**	Learn about menstrual and gynaecological health in more detail, including conditions like endometriosis and polycystic ovary syndrome (PCOS), and recognise the importance of supporting others and knowing when to seek help from healthcare professionals.	Explain what vaccination and immunisation are and when they are offered to individuals, why they are important for preventing illness, and understand the basics of antimicrobial resistance and why using antibiotics responsibly matters.	Describe how we can use an online presence to be an active bystander, challenge harmful behaviour, and promote positive actions online.	To identify and apply strategies that promote positive self-esteem and body confidence, and to understand how online content may present unrealistic lifestyles and body images.	To understand that ads and online content are often targeted at based on what we watch, like, or search for. It's important to think critically about what we see, because not everything online is true. Misinformation, fake stories, and conspiracy theories spread easily, so we should always check facts and look for reliable sources.	
	DfE link	**Developing bodies -** 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.	**Health protection and prevention and understanding the healthcare system-** 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.	**Online Safety & Awareness -** Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	**Wellbeing Online -** 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.	**Wellbeing Online -** 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.	

Year 9		1	2	3	4	5	6
Term 1 RELATIONSHIPS	Outcome	Demonstrate how to communicate kindly and respectfully with others and describe simple strategies to solve disagreements including being aware of tone, body language and word choice, explaining how we feel without blame.	Understand how developing interests and hobbies can positively strengthen self-esteem, how this can influence communication and behaviour with others, and how to model mutual respect in interactions.	I understand that we have a responsibility to treat people fairly and I can explain how our behaviour (words and actions) can promote inclusion both face to face and online.	I understand what healthy vs unhealthy relationships look like and have the vocabulary and awareness to describe the characteristics of positive relationships[14].	I understand what bullying is, the different ways it can happen (including online). How it affects people (both the victim and the bully) and I will also think about why bullying happens and what we can do to make school and online safer for everyone.	I recognise harmful attitudes such as misogyny and stereotypes (including those based on sex, gender reassignment, race, religion, sexual orientation or disability) and understand how stereotypes can normalise prejudice attitudes which can excuse or encourage disrespectful and harmful behaviour. [15]
	D DfE link	**Respectful Relationships -** 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.	**Respectful Relationships -** 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.	**Respectful Relationships -** 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.	**Respectful Relationships -** 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.	**Respectful Relationships -** 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.	**Respectful Relationships -** 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.
	The Law			Protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation)			Hate crime

[14] Step In delivers this
[15] Step In delivers this

Term 2 WELLBEING	**Outcome**	I can explain how to stay safe in public places or unfamiliar social settings, why it's important to trust instincts, and how to get help.	Understand how to make healthy food choices and learn that a poor diet can lead to problems like tooth decay, weight gain, and heart disease.	Understand how blood, organ, and stem cell donation work from a scientific perspective.	I understand how and why some games include gambling like content, that gambling is illegal for under 18's and that some people become addicted to gambling and lose large amounts of money.[16]	I understand why seeing violent or harmful online content is not safe and the impact that viewing this can have on my wellbeing. I also understand that content can influence people's behaviour including self-harm and I know how to access support for myself or others if needed.	I will evaluate how peer influence affects risk taking behaviour and safety and develop confident strategies to manage pressure as well as knowing how to use my influence positively as an active bystander. [17]
	DfE link	**Personal Safety -** 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).	**Healthy eating -** How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease	**Physical Health and fitness** - The science relating to blood, organ and stem cell donation.	**Wellbeing Online -** The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.	**Wellbeing 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.	**Personal Safety -** How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.
Term 3 COMMUNITY & WELLBEING	**Outcome**	Explore the diversity of committed relationships and their role in wellbeing (how do different cultures view committed relationships).	How to look after yourself when you have minor illnesses, know when to ask for help, and understand that pharmacists are trained professionals who can give advice and treatment for many health problems.	Know that the legal age to consent to medical treatment is 16. Before this age, parents usually make decisions about treatment unless the young person is Gillick competent, meaning they can understand and make the decision themselves.	Understand the risks of misusing prescription and over-the-counter medicines, including why taking them incorrectly or without guidance can harm your health.	Compare different activities and decide which ones are most likely to improve my wellbeing, explaining why some choices might help more than others.	I can describe what more serious mental health conditions are like and recognise their main signs and understand that these are different from normal feelings.

[16] 58% of 8–25-year-olds play online games daily and 11% 11–17-year-olds spending their own money on gambling - YGAM data

[17] Step In delivers this

	DfE link	**Families -** That there are different types of committed stable relationships.	**Health protection and prevention and understanding the healthcare system -** How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.	**Health protection and prevention and understanding the healthcare system -** 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.	**Drugs, alcohol, tobacco & vaping -** The dangers of the misuse of prescribed and over-the-counter medicines.	**Mental wellbeing -** How to critically evaluate which activities will contribute to their overall wellbeing.	**Mental wellbeing -** 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
	The Law			medical consent, Gillick competence and parental responsibility			
Term 4 ONLINE AWARENESS & BEING SAFE	**Outcome**	I can evaluate the safety issues relating to public and private online spaces such as exposure to strangers, identity theft, bullying and a false sense of security.	I understand the consequences (including prison) of keeping or sharing indecent images, including images of anyone under 18 or images of over 18's shared without consent. I know how to report indecent images and what support is available if I am a victim, and I understand that victims won't get into trouble for asking for help.	I know what to do if I am worried about personal information, images, or videos being shared online, and I can explain how to report this and manage online issues safely and responsibly.	I understand what grooming, exploitation and coercion mean, what the law states about them and how to spot the signs of these behaviours.	I understand that carrying a knife increases danger and can have serious legal and personal consequences. I also know that knife carrying is uncommon among young people. I can explain how knife crime harms not just those directly involved but also families and communities, and I can make safe, responsible choices without feeling pressured or scared into thinking others are carrying weapons[18]	I understand that media can distort the reality of knife crime and describe how they can tell someone if they are worried about knife crime or violence.

[18] Ben Kinsella trust/UK Law relating to carrying knives and weapons

	DfE link	**Online safety & awareness** -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.	**Online safety & awareness** - 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. [19]	**Online safety & awareness** - 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.	**Personal Safety -** The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern	**Personal Safety -** 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).	**Personal Safety -** Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.

[19] Law related to legislation taught here. Indecent Images Offences Act/Malicious Communications Act/Sexual Offences Act/The online safety act

	The Law		Online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery, nudes, etc, and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse including grooming and sextortion	The online safety act	Grooming or exploiting children into criminal activity, which can include gang involvement and county lines drug running		
Term 5 BEING SAFE & WELLBEING	**Outcome**	Learn how to spot and respect personal boundaries and consent in all relationships – including friendships, early romantic relationships, and online. Understand that consent isn't just about saying 'yes' or 'no' – care means thinking about how your actions make others feel.	Understand that sexual harassment can include things like unwanted sexual comments or attention, touching without consent, sharing or taking intimate images without permission, pressuring someone to do sexual things, public harassment, and upskirting.[20]	Learn how to judge if someone or something is trustworthy, recognise when a relationship feels unsafe (for you or others), and know how and where to get help or report concerns.	Learn about the risks of drinking alcohol, including how it can harm your body and mind. Understand the legal age for buying alcohol in England, what low-risk drinking means for adults[21], and how to stay safe if alcohol is around—such as avoiding drink spiking and dangerous substances.		

[20] Step In can deliver this

[21] Alcohol consumption: advice on low risk drinking - GOV.UK

	DfE link	**Being Safe**: 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.	**Being Safe:** 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.	**Being Safe:** 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.	**Drugs, alcohol, tobacco & vaping -** 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.		
	The Law	Consent, including the age of consent	Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour		Alcohol, smoking, vaping and nicotine products and illicit drug use		
Term 6 SEX EDUCATION	**Outcome**	I know the law about the age of consent and that people of all ages can enjoy close, loving, and romantic relationships based on companionship and emotional intimacy without sex.	I understand what sexual consent means, that it can be given, withheld, or withdrawn at any time, and learn that people may delay intimacy because of their personal beliefs, faith or family values (including celibacy and abstinence)	I can describe different types of contraception, including male and female condoms, and know where to find reliable information to help make safe choices.	I know where to find reliable information about sexual and reproductive health and know where to get confidential advice and treatment.	I can explain how different STIs, including HIV, are transmitted and describe ways to reduce the risk of STIs through safer sex practices, including correct condom use.	I understand how the use of alcohol and drugs can impair judgment and increase the likelihood of engaging in risky sexual behaviours, and explore strategies to make safer, informed choices.

	DfE link	**Intimate & sexual relationships, including sexual health -** 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.	**Intimate & sexual relationships, including sexual health -** 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.	**Intimate & sexual relationships, including sexual health -** 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 decision-making	**Intimate & sexual relationships, including sexual health -** 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.	**Intimate & sexual relationships, including sexual health -** 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	**Intimate & sexual relationships, including sexual health -** How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.
Term 6 Continued SEX EDUCATION	**Outcome**	I can explain what HIV prevention drugs (PrEP and PEP) are and how and where to access them. I understand why regular testing is important and discuss how stigma can affect sexual health.					
	DfE link	**Intimate & sexual relationships, including sexual health -** 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					

Key Stage 4 Syllabus

Year 10		1	2	3	4	5	6
Term 1 RELATIONSHIPS	Outcome	Use empathy, self-awareness, social awareness and collaboration skills to make responsible decisions that help prevent conflict and violence.	I can apply strategies for managing conflict, communicating effectively, recognising unhealthy behaviours, supporting reconciliation where appropriate, and understanding how to end relationships safely and respectfully.	I can recognise that power imbalances in a relationship can affect how people behave and feel. I can identify signs that show when things aren't equal, and I understand ways to stay safe and get support.	I can explain how consent works in relationships and understand that ethical behaviour means more than someone saying 'yes'. I can recognise that someone's needs or vulnerabilities, and power dynamics all influence someone's ability to consent.	I can recognise harmful behaviour online—like bullying, abuse or harassment—and I know how to report it and where to get support if it happens to me or someone else.	
	DfE link	**Personal Safety -** 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	**Respectful relationships -** 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.	**Respectful relationships -** 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.	**Respectful relationships -** 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.	**Wellbeing online -** 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 Law				Consent, including the age of consent	The online safety act	

Term 2 WELLBEING	**Outcome**	Understand the key facts about reproductive health, including what fertility means for men and women, and how lifestyle choices (such as diet, exercise, and substance use) can affect the ability to conceive.	Explore how drinking alcohol can affect diet and lead to unhealthy weight gain, including understanding the hidden calories in alcoholic drinks and how alcohol can influence eating habits.	I can talk about my emotions clearly using the appropriate words and have an awareness of how life challenges and growing up can affect emotional wellbeing.	I can explain how being connected to others can make us feel happier, identify what makes us feel happy or unhappy, and understand that feeling lonely sometimes is normal and nothing to be ashamed of.	Explore important facts about serious health conditions like cancer, organ failure, and autoimmune diseases[22].	Understand the benefits of limiting time online, recognise the risks of excessive device use, and describe how online content can influence wellbeing in both positive and negative ways.
	DfE link	**Developing Bodies -** The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.	**Healthy Eating -** The impacts of alcohol on diet and unhealthy weight gain.	**Mental Wellbeing -** How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	**Mental wellbeing -** 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.	**Physical health and fitness -** Factual information about the prevalence and characteristics of more serious health conditions.	**Wellbeing online** - 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.

[22] PH guidance for LBR - cancer, diabetes, asthma, epilepsy, heart disease, mental health conditions https://healthmedia.blog.gov.uk/2023/05/17/major-conditions-strategy-what-you-need-to-know/ and Fingertips | Department of Health and Social Care

Term 3 COMMUNITY	**Outcome**	Discuss the emotional and social effects of exploitation including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. Understand how the law protects victims.	Understand how the law and school guidance (such as CPS and KCSIE) define sexual harassment and sexual violence and know that these behaviours are not acceptable[23].	Understand what sexual violence means, including rape and sexual assault, how misogyny can contribute to these behaviours, and know the laws that protect people from harm[24].	Explain the different forms of domestic abuse (emotional, sexual, economic, physical, coercive control, violent or threatening behaviour) and understand the laws that protect people, including how to seek help and report abuse and signposted local support.[25]	Recognise that everyone has the right to be safe and respected in their bodies, understand the physical and emotional damage that can be caused by FGM, virginity testing, and hymenoplasty, and know that UK law that makes these acts a criminal offence (including abroad), and know where to find local and national support services.	How the use of alcohol and drug use can impair judgment and increase the likelihood of risky sexual behaviours, and evaluate the potential consequences for health, safety, and wellbeing.
	DfE link	**Being Safe -** The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation	**Being Safe -** 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.	**Being Safe -** The concepts and laws relating to sexual violence, including rape and sexual assault.	**Being Safe -** The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.	**Being Safe -** 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.	**Health protection and prevention, & understanding the healthcare system -** How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.

[23] Signpost local services

[24] The guidance advises making the link between Misogyny and HSB and sexual violence clear and that sexual violence impacts women and girls more so, but that this can affect any gender.

[25] The Domestic Abuse Act 2021 recognised children who see, hear, or experience the effects of abuse, and are related to either the victim of the abusive behaviour, or the perpetrator, as victims of domestic abuse in their own right (part 1 section 3). The Domestic Abuse Act 2021 statutory guidance is designed to support statutory and non-statutory bodies working with victims of domestic abuse, including children.

	The Law	Grooming or exploiting children into criminal activity, which can include gang involvement and county lines drug running	Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour	Domestic abuse (DA act 2021, stalking, rape, sexual offences,	Domestic abuse (DA act 2021, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty	Female genital mutilation (FGM), 'virginity testing' and hymenoplasty	
Term 4 ONLINE AWARENESS	**Outcome**	I can explain that some online content is harmful or illegal, including content that promotes misogyny, violence, or use of weapons. I understand how online platforms can distort reality or normalise unhealthy attitudes, and I know how to access trusted support if I encounter harmful material.	I can explain the laws around pornography and explain how it can cause harm including creating unhealthy and unrealistic relationship expectations and it can promote misogynistic views and behaviours.	I understand the legal consequences — including the possibility of criminal charges and imprisonment — for keeping or sharing indecent images, including images of anyone under 18 or adults shared without consent. I can explain the ethical responsibilities involved in making safe choices online, and I know how to report indecent images and access support, recognising that victims will not get into trouble for seeking help[26]	I can identify harmful ways that technology and social media may be used for bullying, harassment, stalking, coercive or controlling behaviour, and other illegal actions.	I understand what a deepfake is and consider the positive and harmful uses of deepfake media. I am developing the skills to identify signs that a video or image has been manipulated.	I am aware of the legal consequences related to the supply or sale of drugs and knives online.

[26] Law related to legislation taught here. Indecent Images Offences Act/Malicious Communications Act/Sexual Offences Act/The online safety act

	DfE link	**Online Safety & Awareness -** 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.	**Online Safety & Awareness -** 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.	**Online Safety & Awareness -** 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.	**Online Safety & Awareness -** 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.	**Online Safety & Awareness -** 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	**Wellbeing Online -** The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.
	The Law	The online safety act	Pornography	Online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery, nudes, etc, and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual harassment and online sexual abuse including grooming and sextortion			Carrying knives and weapons

Term 5 WELLBEING	**Outcome**	Understand life-saving skills, including how to administer CPR.[27]	Explain the legal consequences of possessing or supplying illegal substances and consider the ethical implications of these actions, including the impact on personal wellbeing, others' safety, and society. Learn how to make informed decisions that reflect responsibility and respect for the law.	Understand the physical and psychological consequences of problem drinking, including alcohol dependency, and understand how long-term misuse can affect health, relationships, and decision-making.	I can explain how to use healthcare providers such as the GP, dentists and opticians; including how to register and when to visit A&E or polyclinics for my physical or mental health and I can describe what other local clinics and drop in centres offer such as Sexual health, family planning (include YPF branding in Redbridge).	That taking responsibility for personal health is important and describe what self-examination (such as checking for changes in breasts or testicles) and health screening (such as routine checks for blood pressure, vision, or certain cancers) involve, and how these practices help with early detection and prevention of illness.	Understand why healthy habits before and during pregnancy are important, including taking folic acid. Learn that pelvic floor health is important for both men and women to support bladder, bowel, and core strength. Know what miscarriage and pregnancy loss mean and where to find care and support if needed.
	DfE link	**Basic First Aud -** Life-saving skills, including how to administer CPR. (Cardiopulmonary Resuscitation is usually best taught after 12 years old.)	**Drugs, alcohol, tobacco & vaping -** The law relating to the supply and possession of illegal substances.	**Drugs, alcohol, tobacco & vaping -** The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.	**Health protection and prevention, & understanding the healthcare system -** 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.	**Health protection and prevention, & understanding the healthcare system -** The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.	**Health protection and prevention, & understanding the healthcare system -** 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.
	The Law		The age of criminal responsibility				

[27] Guidance suggests that best practise is to teach CPR after age 12.

Term 6 SEX EDUCATION	**Outcome**	I understand that consent is essential but not the only factor in healthy relationships. Explore how kindness, respect, and sensitivity to personal and faith-based values can influence decisions about intimacy and sexual activity.	I know that there are different options and support for unintended pregnancies (keeping the baby, adoption, abortion).	I can explain why consent and personal choice are necessary in healthy relationships. I understand that intimacy and romance do not require sex and know reasons why people may choose to wait before becoming sexually active. (reference faith related reasons for delayed sex).	I can make safe and healthy choices for my body and mind and life choices (noting my faith or cultural values), know how to recognise sexual pressure and know where to get help and support if I ever feel worried about relationships or sexual harm.	I can explain how common STIs are, describe their short- and long-term effects, and know key facts about how they can be treated.	I can identify examples of sexual behaviours that may be harmful and explain why they can have negative consequences
	DfE link	**Intimate & sexual relationships, including sexual health -** 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.	**Intimate & sexual relationships, including sexual health -** 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.	**Intimate & sexual relationships, including sexual health -** 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.	**Intimate & sexual relationships, including sexual health -** How and where to seek support for concerns around sexual relationships including sexual violence or harms.	**Intimate & sexual relationships, including sexual health -** The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.	**Intimate & sexual relationships, including sexual health -** That some sexual behaviours can be harmful.
	The Law		Pregnancy choices	consent, including the age of consent			

Year 11		1	2	3	4	5	6
Term 1 RELATIONSHIPS	Outcome	I understand how anxiety can create barriers to participation, evaluate coping strategies to overcome these barriers, and explain why gradually facing challenges can reduce anxiety rather than increase it.	Learn how to spot warning signs that someone might be in an unsafe or exploitative situation, understand the risks, and know how to get help for myself or someone else if I'm worried[28].	I can express my thoughts and feelings confidently without being rude or hurtful, listen to someone else's views, even if I do not agree, and I can choose the best strategy to solve a conflict.	I can evaluate why tolerance is essential in a diverse society, and understand how practising tolerance supports equality, reduces discrimination, and strengthens respectful relationships within my community.	I understand what illegal explicit content is (under 18, rape/sexual violence, sexual acts that risk death/serious damage) and how to report this. I also understand that viewing pornography can affect people's attitudes and make unsafe or harmful behaviour seem normal.	I understand that some online groups and influencers can spread harmful ideas about relationships and sexual ethics. I can explain what incel ideology is and describe ways to keep myself and other safe from radicalisation or harmful thinking.
	DfE link	**Mental Wellbeing -** 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.	**Personal safety -** The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern	**Respectful Relationships -** 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.	**Respectful Relationships -** What tolerance requires, including the importance of tolerance of other people's beliefs.	**Respectful Relationships -** 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.	**Respectful Relationships -** 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.
	The Law		Grooming or exploiting children into criminal activity, which can include gang involvement and county lines drug running		British values	Pornography	Extremism/radicalisation

[28] Consider Breck Foundation for data and resources

Term 2 WELLBEING	**Outcome**	Explain the multiple harms caused by smoking, including the impact on cardiovascular health and cancer risk, and evaluate the benefits of quitting. Know where and how to access professional and local support to stop smoking.	The role of personal hygiene and other public health measures in preventing infection, evaluate the use and limitations of antibiotics.	Understand the impact of insufficient sleep on physical health, mental wellbeing, and cognitive performance, and evaluate strategies (including screen-free routines) to promote healthy sleep patterns with a focus on the context of adolescent lifestyle choices.	Explain the concept of Gillick competence and evaluate situations where someone under 16 can consent to treatment, as well as circumstances where someone over 16 may lack capacity to make medical decisions. Understand the role of consent, capacity, and safeguarding in healthcare.	Discuss the emotional, physical, and social impact of miscarriage and pregnancy loss (including still birth) on individuals and families, and the support available to those who experience this loss.	Evaluate the long-term health impacts of poor diet, including its links to chronic conditions such as cardiovascular disease, obesity and dental health issues, and discuss strategies for maintaining a balanced diet in different lifestyles.
	DfE link	**Drugs, Alcohol and tobacco -** 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.	**Health protection and prevention, & understanding the healthcare system -** Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.	**Health protection and prevention, & understanding the healthcare system -** 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.	**Health protection and prevention, & understanding the healthcare system -** 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.	**Health protection and prevention, & understanding the healthcare system -** 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.	**Healthy eating** - How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease
	The Law				Medical consent, Gillick competence and parental responsibility		

Term 3 COMMUNITY	**Outcome**	Explore why 'common-law marriage' is a myth in UK law and discuss the legal implications for cohabiting couples, including the lack of automatic rights when living together or having children.	Explain the different types of long-term, committed relationships, including marriage, civil partnerships, and cohabitation. Understand that marriage and civil partnerships provide legal rights and protections—such as inheritance, financial support, and decision-making in emergencies—while cohabiting couples do not automatically have these rights and protections (may also note faith and cultural values on choice of marriage and civil partnership).	Evaluate the responsibilities and legal duties of parents and carers, including financial support, education, and safeguarding. Understand how positive parenting in the early years influences brain development, emotional wellbeing, and long-term outcomes.	Evaluate how different types of committed, stable relationships contribute to individual and family wellbeing and analyse their significance in providing a supportive environment for raising children.	Practical approaches to using physical activity to boost mental resilience and lower stress level.	Evaluate how lifestyle choices, such as physical activity and diet, influence long-term health outcomes, and consider external factors that might contribute to inactive lifestyles that can lead to ill health.
	DfE link	**Families -** That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.	**Families -** 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.	**Families -** 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.	**Families -** How these relationships might contribute to wellbeing, and their importance for bringing up children.	**Physical health and fitness -** That physical activity can promote wellbeing and combat stress.	**Physical health and fitness -** 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.
	The Law	marriage, including forced marriage and civil partnerships	marriage, including forced marriage and civil partnerships				

Term 4 ONLINE AWARENESS & WELLBEING	**Outcome**	Critically assess whether people, online sources, or situations are trustworthy, identify warning signs of unsafe relationships (including in others), and confidently know how and where to seek help or report concerns, including though local services.	I understand how data is collected, shared and used online and how to protect my privacy and identity (including the risk of sharing anything that can be shared onwards).	I will explain how online scams work and practise ways to protect myself from scammers, including how to check whether messages or requests for money, valuable information or those relating to sex are real.	What the law says about the minimum gambling age and understand the link between gambling problems and mental health harms. Identify how gambling problems can grow from an activity to unhealthy obsession.	I can recognise when online content is curated or exaggerated and understand how relying too much on online relationships or comparisons can influence my own choices and goals because the online world can present unrealistic images of people's lives.	
	DfE link	**Being Safe -** 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.	**Online Safety & Awareness -** 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.	**Online Safety & Awareness -** 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.	**Mental Wellbeing -** 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.	**Wellbeing Online -** 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.	
	The Law				gambling		

Term 5 WELLBEING	**Outcome**	Know how to get help if you or someone else is experiencing harmful or abusive behaviour, including where to report it and what local support services are available.[29]	Understand the laws and concepts around sexual violence, such as rape and sexual assault, and explore how misogynistic attitudes can contribute to these crimes[30]	Evaluate strategies to stay safe in public spaces, social settings and online meet ups, understand that using these safety strategies and reporting harmful behaviours, or seeking support when needed in the moment does not mean victims are to blame if harm occurs.	Understand that behaviours like being fixated, obsessive or repeatedly contacting someone against their wishes can be criminal and know where and how to get help or report concerns if this happens.	Understand that strangulation and suffocation are criminal offences and extremely dangerous, even if no injury is visible. Applying pressure to someone's neck or covering their mouth and nose can cause serious harm or death and explore the importance of making ethical choices that prioritise safety, respect, and consent in all situations.	Understand that pornography can show some activities as normal which many people do not and will never engage in. Recognise that some of these activities can be emotionally or physically harmful, and learn to think critically about what you see online.
	DfE link	**Being Safe -** 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, and where to seek medical attention when required, for example after an assault.	**Being Safe -** The concepts and laws relating to sexual violence, including rape and sexual assault.	**Being Safe -** 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.	**Being Safe -** That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.	**Being Safe -**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.	**Being Safe -**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

[29] See policy for local services

[30] The guidance advises making the link between Misogyny and HSB and sexual violence clear and that sexual violence impacts women and girls more so, but that this can affect ant gender.

	The Law		Domestic abuse (DA act 2021, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour		The age of criminal responsibility	The age of criminal responsibility	Pornography
Term 6 GROWING UP & SEX EDUCATION	**Outcome**	Explore fertility challenges and learn about menopause and its impact, and understand when and how to seek medical advice or support for reproductive health concerns.	I can explain what the perimenopause and menopause are, how hormonal changes affect the body, and how society can better support people going through these stages.	Understand the role of consent, choice, and respect in relationships. Evaluate social pressures and myths about sex and understand that fulfilling relationships at any age can be based on emotional connection rather than sexual activity.	Evaluate the complexities of consent, including capacity and the right to withdraw consent, and explore how cultural, faith, and family values shape choices about sexual relationships. Understand that ethical care for others goes beyond legal consent and includes empathy and respect.	I understand that sex can be a positive and consensual experience for people who feel ready and are over the age of consent.	I can describe the options of adoption and abortion in the UK, explaining the difference between medical and surgical abortion and understand the legal and emotional aspects of these choices (you may wish to acknowledge that some faiths may have differing views).
	DfE link	**Developing bodies** - The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.	**Developing bodies** - The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.	**Intimate & sexual relationships, including sexual health -** 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.	**Intimate & sexual relationships, including sexual health -** 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.	**Intimate & sexual relationships, including sexual health -** That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.	**Intimate & sexual relationships, including sexual health -** 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
	The Law			Consent, including the age of consent	Consent, including the age of consent	Consent, including the age of consent	abortion

Vocabulary Word Banks – examples of some key words.

Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
1. Appropriate 2. Behaviour 3. Belonging 4. Boundaries 5. Bullying 6. Care 7. Calm 8. Challenge 9. Characteristics 10. Check up 11. Choice 12. Comfortable 13. Confidence 14. Dealing with disagreements 15. Differences 16. Duty bearer 17. Emotions 18. Environment 19. Family 20. Feelings 21. Friendship 22. Guide 23. Hardship 24. Happy	1. Abuse 2. Active lifestyle 3. Appropriate/Inappropriate 4. Boundaries 5. Bullying 6. Buttocks 7. Bystander 8. Characteristic 9. Charity 10. Chest 11. Civil partnership 12. Community 13. Conflict 14. Consent/permission 15. Culture 16. Cyber-bullying 17. Diet 18. Discrimination 19. Diversity 20. Emotions 21. Equality 22. Fact 23. Family/Family unit 24. Friendship 25. Happiness	1. Adenomyosis 2. Artificial Intelligence (AI) 3. Anxiety 4. Behaviour 5. Beliefs 6. Biological 7. Body image 8. Boundaries 9. Boyfriend 10. Bullying 11. Buttocks 12. Bystander 13. Changes 14. Characteristics 15. Charity 16. Chest 17. Citizen 18. Colleague 19. Commitment 20. Community 21. Condoms 22. Consent 23. Content 24. Consequence	1. Abuse 2. Abortion 3. Adoption 4. Addiction 5. Auto - Immune 6. Bullying 7. Cardiovascular 8. Cardiopulmonary Resuscitation (CPR) 9. Choice 10. Civil Rights 11. Coercion 12. Cohabiting 13. Committed 14. Condom 15. Consent 16. Contraception 17. Controlling 18. Deepfake 19. Diversity 20. Emotion 21. Ethical 22. Exploitation 23. Feeling 24. Friendship

25. Healthy 26. Help 27. Honesty 28. Hygiene 29. Identity 30. Information 31. Interests 32. Joy 33. Kind 34. Love 35. Listener 36. Nature 37. Nutrition 38. Online/ offline 39. Panic 40. People 41. Permission 42. Personal 43. Private 44. Problems 45. Public 46. Respect 47. Routine 48. Rules 49. Safe/Safety 50. Security 51. Self-care 52. Similarities 53. Sleep 54. Stereotype	26. Healthy 27. Harmful 28. Hygiene 29. Identity 30. Illegal 31. Isolated 32. Kind 33. Legal 34. Love 35. Manners 36. Marriage 37. Medicine 38. Misogyny 39. Mental Health 40. Online 41. Oral hygiene 42. Peer Pressure 43. Penis 44. Personal boundaries 45. Privacy 46. Protection 47. Resolution 48. Respect 49. Respectful relationships 50. Risk 51. Routine 52. Safe 53. Secrets 54. Security 55. Self - esteem	25. Contraception 26. Criminal 27. Critically question 28. Defibrillator 29. Depression 30. Difference 31. Discrimination 32. Empathy 33. Endometriosis 34. Equal 35. Equality act 36. Ethical 37. Expectations 38. Exploitation 39. Expression 40. Fertility 41. Friend 42. Friendships 43. Gambling 44. Gillick Competence 45. Girlfriend 46. Grooming 47. Guardian 48. Gynaecological health 49. Happiness 50. Harassment 51. Harmful 52. Healthy	25. Gambling 26. Grooming 27. Gynaecological health 28. Happiness 29. Healthcare system/providers 30. Ideology 31. Influence 32. Intimacy 33. Inheritance 34. Manipulation 35. Mental Health 36. Mental Wellbeing 37. Misogyny 38. Miscarriage 39. Mood 40. Negative 41. Nudes 42. Obesity 43. Parenthood 44. PCOS (polycystic ovary syndrome) 45. Pelvic floor 46. PREP (Pre-Exposure Prophylaxis) 47. PEP (Post Exposure Prophylaxis) 48. Pornography 49. Positive 50. Pronouns 51. Reconcile

55. Truthful 56. Trust 57. Trusted adults/grown ups 58. Unkind 59. Unhappy 60. Unhealthy 61. Values 62. Wellbeing 63. Worries	56. Self-care 57. Self-respect 58. Social media 59. Social skills 60. Stable/Stability 61. Stereotype 62. Strategy 63. Scrotum 64. Tooth decay 65. Trusted adult 66. Testicles 67. Trustworthiness 68. Unhappy 69. Unkind 70. Unsafe 71. Vaccination 72. Vulva 73. Vagina 74. Wellbeing 75. Worry	53. Immunisation 54. Indecent images 55. Influence 56. Instinct 57. Justice 58. Law-abiding 59. Lifestyle 60. Loyalty 61. Marriage 62. Menstruation 63. Mental Health 64. Mental Wellbeing 65. Misogyny 66. Mood 67. Moral 68. Nudes 69. Online 70. Parent 71. Penis 72. Perseverance 73. PMS (premenstrual syndrome) 74. Pregnancy 75. Prejudice 76. Privacy 77. Privilege 78. PREP (Pre-Exposure Prophylaxis) 79. PEP (Post Exposure Prophylaxis)	52. Reproduction 53. Resilience 54. Risk 55. Scammer 56. Self-examination 57. Sexual 58. Sexualisation 59. Sexuality 60. Spiking 61. Social movement 62. Stable 63. Strategy 64. Strangulation 65. Treatment 66. Tolerance 67. Unprotected 68. VAWG (Violence Against Women & Girls) 69. Violence 70. Weapons

		80. Puberty 81. Possession 82. Reconcile 83. Relationships 84. Rejection 85. Respect 86. Responsibilities 87. Rights 88. Risk 89. Rumours 90. Safe 91. Safeguarding 92. Self-esteem 93. Sexualisation 94. Source of information 95. Social media 96. Stereotype 97. Strategies 98. Testicles 99. Traits 100. Trust 101. Unique 102. Vagina 103. Values 104. Vaping 105. Volunteering 106. Vulva	

Padlet of resources

A padlet of free resources has been created for all RSHE network leads to access and add to. Schools should contact Danielle Vorley at Danielle.vorley@redbridge.gov.uk for access details.

Curriculum Delivery

As per DfE training offered to schools we recommend using a depersonalised/distancing approach to teaching. Case studies, Scenario cards, Fiction, and the use of third person "sometimes" and "some people" when talking about sensitive subjects reinforces a depersonalised approached. For example, using phases such as "when someone has a relationship" rather than "when you have a relationship" takes the emphasis away from the child/young person. Teachers should never be tempted to illustrate the lesson with anecdotes/examples from their own lives. Teaching methods should emphasise a safe, non-judgemental climate, ground rules, distancing techniques, and interactive learning. Lessons are differentiated to meet students' needs. Selected resources are evidence-based, age-appropriate and regularly reviewed to ensure factual accuracy, impartiality and alignment with legal duties

Equality, Inclusion and Faith Sensitivity

RSHE should be accessible to all students, including those with SEND, through appropriate differentiation and reasonable adjustments. Through effective teaching and learning of Relationships and Health Education, a culture of mutual respect, strong sense of community, and a sense of responsibility can be cultivated.

Teaching will be sensitive and inclusive, with respect for the diverse backgrounds and beliefs of students and parents/carers. Teachers may acknowledge that students hold a range of beliefs while clarifying that the purpose of lessons is to provide accurate information and a safe

space for questions. Students retain the right to pass on discussing anything they do not wish to discuss. For some children, it might be forbidden to discuss sex and the human body, which may be seen as a private matter.

Tricky questions in the classroom

Sometimes children and young people can ask unexpected, curious or sensitive questions. When this happens, teachers will respond to questions relating to the taught curriculum for the age group to the whole class; questions beyond this will be handled in a sensitive and age-appropriate way only to the child or children who have asked the question, where appropriate in consultation with a child's parent/carer. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it they will seek guidance from the PSHE leader.

What to remember?

- Questions do not need to be answered immediately.
- Safeguarding must always be a priority. If in doubt – shout.
- Always remain sensitive to discussions and be aware of the needs, backgrounds and experiences of those in the class.
- Children may raise topics including self-harm, eating disorders and suicide. In talking about this content in the classroom, teachers must be aware of the risks of encouraging or making these behaviours and acts seem a more viable option for pupils and avoid material being instructive rather than preventative. To avoid this, they should take care to avoid giving instructions or methods of self-harm, suicide or eating disorders and avoid using emotive language, videos or images. No additional topics should be taught without the RSHE Lead/ Headteachers approval. Updated guidance states that a school can respond to emerging needs or issues in the school as new content, this is the responsibility of the RSHE Lead/Headteacher. Please see Policy for more information.

Sample responses

1. Have you ever had sex?

Remain emotionally neutral in your response. Refer to your Ground Rules/Charter and remind the Pupil personal questions are not appropriate and that everyone's privacy should be respected. Gently redirect the discussion back to the lesson. If you feel the question may indicate curiosity, misunderstanding, or a safeguarding need, consider speaking with the pupil privately after the lesson to check in and offer appropriate support.

2. But my family don't agree with that!

Remain emotionally neutral in your responses to Pupil. Thank them for their comments and emphasise that everyone can hold personal perspectives that may differ from others due to many influencing factors, remind them that any information you are giving is factual/lawful and provide them an opportunity to discuss with you away from the class should they choose to.

3. How are babies made? (Primary aged)

Primary response: respond positively with a calm and factual tone, to the Pupil and thank them for asking a good question, reiterate what we learn about in Primary school and if appropriate, link to the learning you are delivering e.g. what we are focusing on now is that babies grow in a special place inside the mother's body called the womb. If a child appears particularly curious or has further questions, consider following up with them after the lesson to ensure their understanding is appropriate and supported and inform families if needed.

4. Do all families need two parents?

Remind children that family units can all look and be different, but what is similar in most family units are the characteristics as outlined and taught in the guidance outcomes (Security, nurture, being there for each other, safety). Thank them for their question and emphasise that everyone can hold personal perspectives that may differ from others due to many influencing factors, remind them that any information you are giving is factual/lawful and provide them an opportunity to discuss away from the class should they choose to.

5. Do you have to get married?

Explain that Marriage is a choice that some people choose to make, and this is a choice that some families/faiths encourage. Thank them for their question and emphasise that everyone can hold personal perspectives that may differ from others due to many influencing factors, remind them that any information you are giving is factual/lawful and provide them an opportunity to discuss away from the class should they choose to.

6. My parent says I can't play with certain toys because I am a boy/girl.

Explain that parents will often make lots of decisions for their children because they want to keep them safe and support their wellbeing. If appropriate you can reference the learning about stereotypes. Thank them for their question and emphasise that everyone can hold personal perspectives that may differ from others, people's views are shaped by many things, provide them an opportunity to discuss away from the class should they choose to.

7. Why do we wear clothes?

If appropriate reference personal hygiene routines and dignity/modesty.

8. Are you married?

Remain emotionally neutral in your response. Refer to your Ground Rules/Charter and remind the PUPIL personal questions are not appropriate and that everyone's privacy should be respected. Gently redirect the discussion back to the lesson.

9. Why do people die?

Remain emotionally neutral in your response, you can offer a holding response "there are many reasons, let's have a chat together in a moment" if possible, respond away from the whole class as this may be sensitive for the Pupil or the staff member. Respond factually referencing the life cycle of humans.

10. How can I leave a controlling relationship?

Remain emotionally neutral in your response and be aware that this may be a safeguarding concern. You can offer a holding response "that is a good question, shall we talk after class" If this is not an age-appropriate question you do not need to answer but ensure you have alerted safeguarding lead, or the question raised.

11. How do I use a tampon?

Remain calm and neutral in your responses to Pupil. Thank them for their comments and consider the age of the child and the appropriate response.

Primary – Tampons are usually used by older children, and they can find out more about sanitary wear options when they reach Secondary school, if appropriate redirecting them to what is appropriate for a primary aged child to use e.g. sanitary towel.

Secondary – Signpost to sanitary wear options and appropriate information whilst also encouraging the PUPIL to discuss with their trusted adults at home.

12. I get that you need a sperm and egg but how do they meet?

Primary response: respond positively to the Pupil and thank them for asking a good question, explain that they will find out more about this process in Secondary, and if appropriate, link to the learning you are delivering e.g. fertilisation and the growth of a baby in the womb.

13. If I never want kids, will I have sexual intercourse?

Primary response: respond calmly and positively to the Pupil and thank them for asking a good question, explain that they will find out more about this in Secondary school. "That's a thoughtful question—thank you for asking. As you get older, you'll learn more about relationships and how bodies work, including this topic, usually in secondary school."

Secondary response: respond calmy and neutral to the Pupil and thank them for asking a good question, explain that they will find out more about this in Year…[X] emphasise that everyone can make different choices for lots of reasons and those choices can be influenced by beliefs, values and experiences. If appropriate you may use a response such as "Whether someone chooses to have sexual relationships or have children is a personal decision, and the two are not always the same thing."

14. Can I have a baby if I don't have periods?

Primary response: respond positively to the Pupil and thank them for asking a good question, explain that they will find out more about this in Secondary school/year 5. Or if age appropriate and in line with your syllabus you may add a factual link to current learning about the menstruation cycle. Do not discuss sexual intercourse/human reproduction at Primary school with any child that has been withdrawn from non-statutory sex education.

Secondary: Respond calmy and neutral to the Pupil and thank them for asking a good question, explain that they will find out more about this in Year…[X] where you will explore how the menstruation cycle is linked to preparing a body for pregnancy but also other fertility options.

15. Do boys have wet dreams from thinking about sexual thoughts?

Y5 upwards - Respond positively and calmly to the pupil and thank them for asking a good question, explain the Scientific facts related to nocturnal emissions at the start of puberty.

16. Can you have a baby though your bum?

Primary response: respond calmly to the Pupil and thank them for asking a good question, explain that they will find out more about how a child is born when they are older, if appropriate link back KS2 optional Sex Education about what we do know, that teaches about how a baby grows within the womb, gently bring the focus back to the lesson.

17. How does a family work if it's two mums?

Remind children that family units can all look and be different, but what is similar in most family units are the characteristics as outlined and taught in the guidance outcomes (Security, nurture, being there for each other). Thank them for their question and emphasise that everyone can hold personal perspectives that may differ from others due to many influencing factors, remind them that any information you are giving is factual/lawful and provide them an opportunity to discuss away from the class should they choose to.

Sample ground rules

As a UNICEF Child Friendly Borough, Redbridge recognises the importance of working with children and creating a safe, non-judgemental environment where adults and children are confident that they will be respected. Ground rules/RSHE Charters are very important in establishing a safe learning environment for the pupils as well as the teachers. Knowing that these are in place also gives reassurance to the families and ensures consistency in the way that discussions and lessons may be structured.

The ground rules/charters should be developed with the children and young people so that they have a sense of ownership and collaboration and feel they have been valued in the creation of them as opposed to them being imposed upon them. However, it is recommended that schools include coverage of the sampled rules below.

The ground rules will cover the following areas:

- Appropriate use of language.
- The asking and answering of personal questions and confidentiality limits.
- Strategies for checking or accessing information.
- The question "What do you need to feel safe?"

In primary school you may choose to use an acrostic style approach to help create your rules some examples from other boroughs are below, alternatively all settings may prefer a different style, see examples below.

Acrostic Style

"G -giggling is okay

R – respect what others say/believe – no put downs

O – okay to pass

U – understand others – be kind, sensitive and respect the differences of others

N – no personal questions to peers or teachers

D – discuss topics responsibly and factually"

"R – respect

O – openness

C – confidential

K – kindness"

Shared agreement

- We join in and ask questions if we want to
- We make sure that everybody feels listened to
- We make sure everybody feels ok – we don't put people down
- We use the correct vocabulary, when possible, if we are unsure, we ask the teacher
- We keep the conversation in the room
- We know that we can ask for further help or advice if we want to

Rights and Responsibilities

- Everybody has the right to feel listened to
- Everybody has the right to join in and speak if they want to (how will you agree the right to pass?)
- We have the responsibility to ensure people do not feel judged or 'put down'
- We have responsibility to use the correct vocabulary so as not to cause offence
- Everybody has the responsibility to keep confidentiality
- Everybody has the right to seek help or advice if they want to

Anonymous questions

The use of an anonymous talk box is good practice within RSHE lessons. This enables the learning environment to be safe and creates opportunities for pupils to ask questions in a discreet way rather than in front of the whole class. This also enables teachers time to consider a response. Only age-appropriate questions should be answered. See Tricky questions section for further guidance.

Communication with families

Support families to engage in conversations with children at home:

You may choose to include RSHE homework within your regular homework cycle

You can hold annual RSHE workshops/parent meetings to inform parents of the topics that will be taught each year.

Share recommended books that families can use at home should they wish.

Include an RSHE theme within your school newsletter to raise the profile of the wider topics such as wellbeing and online safety.

Key Stage 2 exemplar of teaching timetable for Developing Bodies, Growing up, Being Safe, Human Fertilisation and How a baby grows - Year 5

Some schools may have chosen to teach the puberty and growing up outcomes in Year 5 as a block week of teaching amongst the regular RSHE lessons for other topics. This enables some sensitive topics to be taught in single sex groups if required (assess the need of each cohort, be sensitive to any children that identify as non-binary or a different gender to that assigned at birth).

	Monday	Tuesday	Wednesday	Thursday	Friday
10.00-11.05	Topic/ PSHE/Circle Time	1. Life Cycle of Animals. Difference between plants and animals' reproduction. (plants will have been taught in the Science prior to this week). Reproduction of animals and how some are born with live young others with eggs. Use familiar animals	4. NSPCC – Safe online friendships.	8. Female changes Always changing body Period Period poverty Sanitary wear Scientific explanation of wet dreams	11. NSPCC PANTS Looking after your body and privacy. Safe and unsafe touch. Personal boundaries/boundaries of play and permission seeking.

		Cat/Snake/chicken/humans			
11.20-12.45	PPA	2. Life cycle of animals continued. Draw life cycle and compare with plants.	5. Body parts Shared common and Scientific vocab for body external body parts. Use a worksheet (Inside, Outside) to label the parts.	9. Life cycle of humans Changes that happen to humans as they approach old age Life cycle of a human from baby to senior citizen.	12. Family types (married, not married, civil partnership the shared values of families to offer nurture, security and safety). Laws that protect children (no underage marriage).

1.30-3.00	PPA	3. Ground rules. Introduce talk box/anonymous questions. NSPCC – changing friendships	6. What's happening to me? Puberty Operation ouch – Hormones video. 7. Puberty continued - Healthy body. Personal hygiene - What do you do to keep clean? Bring in real life items, shampoo, conditioner, deodorant etc. Exercise Emotional health	10. Human Fertilisation (Non-statutory) Refer to what they learn about animal reproduction. Explain that humans also require a sperm and egg. Operation ouch – How baby's grow.	13. Draw how you imagine you will be at 12years old. How will you have changed? What will not have changed? 14. Free choice to express learning – poem, rap, poster, answer any last questions etc.

School website

It is important that your school website is up to date with your school's useful and important RSHE related documents.

- RSHE policy including Appendices
- RSHE Syllabus/Curriculum offer
- Contact information of RSHE lead
- Name of RSHE Link Governor

- How to withdraw from non-statutory Sex Education in Primary and Sex Education as part of Statutory RSHE in Secondary.
- Signposting to helpful websites including local support groups/charities for topics covered within the RSHE curriculum.
- Optional virtual worry box for children and young people
- Safeguarding policy
- Key letters or recent communication

Annex 1 - Model RSHE Policy

Redbridge FSD & Local Offer | Relationship, Sex and Health Education (RSHE) Policy and Syllabus