Good Shepherd Trust

Life in all its fullness

DRAFT

Relationships, Sex and Health Education (RSHE) Policy

Life in all its fullness

At the time of publishing the following roles were held:

Head teacher	NAME
RSHE Subject Lead	NAME
Governor with RSHE / PSHE responsibility	NAME

Change as appropriate, e.g. PSHE Lead / Governor with Curriculum responsibility.

Version History

Version Number	Version Description	Date of Revision / Review
1	Original — issued to reflect statutory RSHE guidance effective 1 September 2026	Sept 2026
Next Version Due	Next scheduled review or sooner if statutory guidance changes.	July 2027

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Section 1: Introduction and Ethos

The Good Shepherd Trust exists so that all who belong to our family of church schools may experience 'life in all its fullness' (John 10:10). Our Christian vision shapes every aspect of school life, and Relationships, Sex and Health Education (RSHE) is taught within this context: rooted in the dignity of every person as made in the image of God, in respect for others, and in love for neighbour.

RSHE supports our mission by helping pupils to understand themselves, to build healthy and respectful relationships, to keep themselves safe and well, and to make wise and informed choices as they grow. It complements the spiritual, moral and pastoral education pupils receive across the curriculum and through collective worship.

Our approach to RSHE reflects the Church of England's Vision and Relationships and Health Education, which contains four core strands:

- **Educating for wisdom, knowledge and skills:** enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.
- **Educating for hope and aspiration:** enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.
- **Educating for community and living well together:** a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.
- **Educating for dignity and respect:** the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

This policy applies to all schools within the Trust. All schools must meet the statutory requirements set out in the Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, effective from 1 September 2026. Statutory requirements are non-negotiable and apply equally to every school in the Trust, regardless of denomination.

Rationale

In keeping with the Church of England's vision and our own, we believe that all pupils have a right to an education which enables them to flourish and fulfil their potential, without fear, in a community where differences of lifestyle and opinion are treated with dignity and respect.

As a Trust, we understand that for pupils to flourish academically, their mental and emotional wellbeing is vital. We also recognise that in order to make our schools happy and nurturing learning environments and workplaces for pupils and staff respectively, positive and healthy relationships between all members of our school communities (including between pupils and adults) are important.

Section 2: Statutory Requirements

What we must teach

- Relationships Education is compulsory for all pupils in primary schools.
- Relationships and Sex Education (RSE) is compulsory for all pupils in secondary schools.
- Health Education is compulsory for all pupils in both primary and secondary schools.
- Elements of sex education contained within the science National Curriculum remain compulsory for all pupils and cannot be withdrawn from.

Primary schools are not required to teach sex education beyond the science curriculum, although the Trust recommends age-appropriate sex education in Year 5 and/or Year 6 to prepare pupils for puberty and the transition to secondary school. Where a primary school chooses to provide this, parents/carers retain the right to withdraw their child (see Section 6).

Legal, Regulatory and Guidance Framework

- Children and Social Work Act 2017
- Relationships Education, RSE and Health Education (England) Regulations 2019
- Department for Education statutory guidance: Relationships Education, RSE and Health Education, effective 1 September 2026
- Equality Act 2010
- Education Act 2002 (sections 78 and 80A) and Academies Act 2010, in respect of the requirement to provide a balanced and broadly based curriculum
- The SEND Code of Practice, in respect of adapting provision for pupils with special educational needs and disabilities
- Keeping Children Safe in Education 2026 (statutory safeguarding guidance), including its provisions on gender questioning children
- The public sector equality duty (Equality Act 2010, section 149)

Section 3: Curriculum Content

What pupils will learn

The RSHE curriculum is planned as a spiral programme, revisiting themes with increasing depth and maturity as pupils move through the school. Content is age- and stage-appropriate and is agreed by each school's RSHE Subject Lead in consultation with the headteacher. See appendix 2 for full details of the curriculum.

- Early Years and Key Stage 1: family life, friendships, feelings, kindness, and the basics of staying safe, including online.
- Key Stage 2: respectful relationships, personal boundaries, consent in an age-appropriate form, and the risks of sharing information and images online.
- Years 5 and 6: puberty and how the body changes (compulsory science content), together with recommended, non-compulsory sex education covering human reproduction in the context of loving, committed, consensual relationships.

    *In terms of 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.
- Key Stage 3 and 4: healthy and unhealthy relationships, consent, contraception and sexual health, the law relating to sex and relationships, and the emotional dimensions of intimacy and commitment.

Sex Education is an important part of our curriculum, vital for preparing our pupils for a safe and healthy life beyond primary school. We fully understand that parents and families often feel nervous about their child taking part in Sex Education lessons at school.

There are certain elements of Sex Education which, as a school, we are **legally** obliged to teach. These are set out in the National Curriculum for science (which is a statutory document) and involve teaching our pupils about the human body, including how it changes during puberty, the life cycles of animals and the processes of reproduction of animals.

In our schools, we do not teach our pupils any Sex Education other than that prescribed in the science curriculum until Year 5 when we do deliver some Sex Education sessions in order to:

- Give pupils an opportunity to ask questions in a safe environment;
- Develop an understanding of how we, as humans, are created, including how babies are made;

- Support the emotional development and wellbeing of our pupils who may be struggling to make sense of either the changes to their body, or of upsetting or distressing information they have received from friends, or read or seen online;
- Ensure that pupils understand, before they leave primary school, what is and is not acceptable in relation to how others treat their body, so that they are able to identify when someone is attempting to cross boundaries inappropriately;
- Make sure our pupils know where to get help if needed; and
- Ensure pupils understand the law about the acceptable use of social media and online relationships.

In our schools, these sessions are delivered by [the Class Teacher] in order that pupils feel comfortable and safe.

Parents will be informed [in writing] when these sessions will be taking place in order that they can support their child at home. Any parent wishing to discuss the content or materials used is warmly welcomed to make an appointment to do so with [their child's class teacher].

What is Relationships Education

Through our Relationships Education programme, pupils learn:

- to cherish themselves and others as unique and wonderfully made;
- to recognise what a healthy relationship looks like and how to form healthy relationships, ensuring respect and dignity for themselves and others;
- how to live well together, including behaving well towards others, disagreeing well, forgiving and repairing broken relationships;
- how to keep themselves and others safe;
- how to make sense of the world around them (including an online world and the changes to their bodies); and
- to develop the skills to express their own views and make their own informed decisions.

The focus of our teaching is on **family** (the importance and value of belonging to a loving family and the fact that families are all different); and **friendships** (the importance of having friends, knowing what it means to be a good friend, how to spot an issue and what to do about it, how to resolve issues and where to get help).

Much of our teaching is 'on the spot' either in the classroom or on the playground or lunch hall. Often the best Relationships Education is born out of reflecting on

actual issues that have occurred and exploring together how to put them right or how we could do something differently going forwards.

Lesbian, Gay, Bisexual and Transsexual ("LGBT") Relationships

In keeping with our loving and inclusive Christian ethos, we believe that **every** pupil deserves life in all its fullness and is uniquely and wonderfully made. We teach our pupils to value and respect others regardless of their sexual or gender identity, whatever it might be.

We expect (in line with our Bullying and Harassment Policy and the Equality Act 2010) that **all** our pupils will feel valued and will be treated with dignity and respect by all other members of the school community.

To this end, as with all other areas of diversity, we celebrate the differences that make each of our school families unique. We help pupils to make sense of the ways in which their own family life is the same as, and different from, that of their friends and how to ask and answer questions sensitively and respectfully.

What is Health and Wellbeing?

Through our Health and Wellbeing programme, pupils learn:

- the range and scale of emotions they may experience in different circumstances;
- to make good decisions about their own health and wellbeing;
- about the benefits of physical activity, time outdoors, a healthy diet and helping others for health, wellbeing and happiness;
- to understand the links between physical and mental health;
- to recognise when things are not right in their own health or the health of others;
- to understand a range of ways to respond positively when things are not right in their health, including seeking help;
- to talk openly about health issues using appropriate, positive language, particularly in relation to mental health, to reduce stigma attached to health issues;
- to prepare for and manage their changing bodies including their own menstruation (including with requests for period products) or the menstruation of others;
- to use the internet safely; and
- basic first aid.

From September 2026, all schools will also address the following new curriculum areas, in line with updated statutory guidance:

- Staff will actively challenge everyday sexism, misogyny, homophobia and stereotyping wherever it arises, in lessons and around school, challenging the ideas expressed rather than the person expressing them.
- Pupils will learn about positive conceptions of masculinity and femininity, including how to identify and learn from positive male role models, in a way that avoids stigmatising boys.
- Pupils will learn about the risks associated with AI-generated sexual imagery (sometimes called 'deepfakes'), including that creating or sharing such images of another person is a serious, and often criminal, act.
- Online safety content will be strengthened across all key stages, including the risks of contact from strangers, exposure to pornography, and the impact of social media on relationships and self-esteem.

Reflecting our Christian values

Throughout the curriculum, relationships are taught within the context of Christian teaching: as opportunities to grow in love, faithfulness, respect and self-giving. Pupils are taught to see themselves and others as uniquely valued and made in the image of God. At the same time, teaching is always delivered in a way that is inclusive and respectful of all pupils and families, whatever their own beliefs, background or family structure, and meets the statutory requirements set out in Section 2 in full.

Where diocesan or church authority guidance is issued (for example, by the Catholic Education Service or the Church of England Education Office), this is reflected in the curriculum and resources used, and any diocese-specific requirements for individual schools are recorded in that school's local curriculum plan, appended to this policy.

Section 4: Delivery

Who teaches RSHE

RSHE is normally taught by class teachers or form tutors, supported by each school's RSHE Subject Lead. Specialist visitors, including health professionals and diocese-approved speakers, may contribute to specific lessons but always under the supervision of a member of school staff and in line with the agreed curriculum. Each school remains responsible for the content of any external session, agrees in advance how any safeguarding concern will be handled, and does not agree contractual terms that prevent parents/carers from seeing the materials used.

Staff training

All staff receive training on the delivery of RSHE, updated annually and whenever statutory guidance changes. Ahead of September 2026, staff will receive specific training on the new curriculum content set out in Section 3, including online misogyny, AI-generated imagery, and how to challenge sexist and homophobic language and behaviour confidently and consistently.

Resources

Resources are selected by the RSHE Subject Lead from Department for Education-approved sources and reviewed before use, to ensure they are accurate, age-appropriate and consistent with the Trust's Christian ethos. Where diocesan-recommended resources are available, these are considered alongside other materials. No resource is used in RSHE lessons without prior review and approval.

Pupils with Special or Additional Needs

The teaching of Relationships Education to some pupils with Special or Additional Needs will be particularly sensitive and will need to match carefully the age and understanding of the individual pupil.

Some pupils may need to be taught Relationships Education in a different way to the rest of their age group. As in all other cases of adapting the curriculum to meet an individual pupil's needs, this will occur in consultation with the pupil's family and will be regularly reviewed [e.g. via Assess, Plan, Do, Review] meetings. Any parent with concerns about their child's ability to engage with the planned curriculum should speak to [the class teacher in the first instance].

Answering difficult questions

Pupils may ask questions about topics that go beyond the sex education a school provides, or that relate to sex education from which they have been withdrawn. Teachers respond with an emphasis on supporting the child, for example by encouraging the pupil to speak to their parents/carers or a trusted adult and by signposting reliable sources of support, recognising that unanswered questions may lead pupils to inappropriate sources online. Teachers are supported and trained to handle questions that are better not dealt with in the classroom.

Section 5: Roles and Responsibilities

Trust Board / Trustees

The Trust Board has overall responsibility for ensuring this policy meets statutory requirements, reflects the Trust's Christian ethos, and is applied consistently across all schools. The Board formally approves and ratifies this policy.

Local Governing Bodies

Local governing bodies monitor the implementation of this policy in their school, support the headteacher in consulting parents/carers, and provide a link governor with oversight of RSHE.

Headteachers

Headteachers are responsible for the day-to-day implementation of this policy, including staff training, curriculum planning, and responding to parental requests, including requests to withdraw a pupil from sex education.

RSHE Subject Leads

RSHE Subject Leads design and review the curriculum, select and quality-assure resources, support colleagues to deliver lessons confidently, and monitor the impact of RSHE across the school.

Designated Safeguarding Leads

Designated Safeguarding Leads (and their deputies) are the first point of contact for any safeguarding concern arising from RSHE. Staff never promise a pupil that they will keep a disclosure confidential. Pupils are told at the start of lessons how confidentiality works and where they can seek help, including from external services. Concerns are handled in line with the Trust's safeguarding and child protection policy and Keeping Children Safe in Education 2026.

All staff

All staff are expected to model respectful behaviour, to challenge sexism, misogyny, homophobia and stereotypes, and to follow the Trust's safeguarding policy and staff code of conduct. The Trust supports staff who teach RSHE, including through training, and takes all reasonable steps to protect staff from harassment, including by parents/carers, pupils and visitors. Colleagues who have concerns about delivering any part of the curriculum are encouraged to raise them early with their line manager or headteacher so that they can be supported.

Parents and Carers

Parents and carers are encouraged to engage with consultation on this policy, to review curriculum content on request, and to support their child's learning about relationships, sex and health at home.

Section 6: Parents and Carers

Right to be consulted

Parents and carers have the right to be consulted whenever this policy is developed or reviewed. Consultation methods may include surveys, parent information evenings, and opportunities to review curriculum content and sample resources.

We value the importance of working closely with parents and families and the essential role that families play in supporting our pupils to develop healthy relationships. We welcome feedback and warmly invite suggestions on either the content of this policy or how the curriculum in any class may need to be adapted to take into account the temporary or permanent family circumstances of any of our pupils.

Right to view materials

Parents and carers may request to view the materials used to deliver RSHE. Requests should be made to the class teacher, RSHE Subject Lead, or headteacher, who will arrange a convenient time for materials to be reviewed.

Right to withdraw from sex education

Parents and carers have the right to request that their child be withdrawn from all or part of sex education, other than the elements contained within the statutory science curriculum, which cannot be withdrawn from. This right does not extend to Relationships Education or Health Education, which are compulsory for all pupils. Parents/carers are told in advance what sex education content will be taught.

Requests to withdraw a child should be made in writing to the headteacher in the first instance. The headteacher will discuss the request with the parent/carer and, except in exceptional circumstances, the request will be granted up to three terms before the child turns 16. After this point, if the pupil themselves wishes to receive sex education, the school will arrange for this to happen, even if the parent's withdrawal request stands.

Raising a concern

Any concern about RSHE provision should be raised first with the class teacher or RSHE Subject Lead. If not resolved, concerns should be directed to the headteacher, and if necessary, to the local governing body or the Trust.

Section 7: Inclusion and Equality

This policy is delivered in a way that is inclusive of all pupils, in line with the Trust's Christian commitment to the dignity of every person and its duties under the Equality Act 2010. RSHE takes account of pupils' age, physical and emotional maturity, faith, cultural background, and any special educational needs or disabilities, with resources and delivery adapted accordingly.

When discussing families, teaching includes families with same-sex parents/carers, alongside other family structures, so that every pupil sees their own family reflected and respected. Content relating to sexual orientation and gender identity is taught factually and sensitively, within the context of the Trust's Christian ethos, and always with respect and without judgement of individuals or families.

Pupils are taught the facts and the law relating to biological sex and gender reassignment in an age-appropriate, factual way, consistent with statutory guidance. This is presented as factual and legal content rather than as a matter of personal or political opinion, and staff take care to ensure all pupils feel safe, valued and able to participate.

Section 8: Monitoring and Review

Review

This policy is reviewed annually by the Trust Board, and sooner if statutory guidance changes. The next scheduled review is July 2027.

Gathering feedback

- Pupil voice activities, to understand pupils' experience of RSHE lessons.
- Staff feedback, gathered through subject leader monitoring and staff meetings.
- Parent/carer surveys and consultation events, held ahead of any significant policy or curriculum change.

Quality assurance

Implementation of this policy is quality-assured through link governor visits, RSHE Subject Lead monitoring (including learning walks and work scrutiny), and periodic review by the Trust's central education team, to ensure consistency, statutory compliance, and fidelity to the Trust's Christian ethos across all schools.

Appendix 1: Resources

Guidance for Church of England schools from the National Society for Education office website - on dealing with bullying on the grounds of protected characteristic, including sexual orientation and gender identity.

Link here: Inclusion: Flourishing for All

Appendix 2: Curriculum content

Relationships Education:	
Curriculum content to be covered by the end of primary	
Families and people who care for me	1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that

	these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship makes them feel unhappy or uncomfortable, and how to get support when needed.
Respectful, kind relationships	1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners. 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.

	10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online safety and awareness	1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being safe	1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play

	and in negotiations about space, toys, books, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.
Health and Wellbeing:	
Curriculum content to be covered by the end of primary	
General wellbeing	1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2. The importance of promoting general wellbeing and physical health. 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4. How to recognise feelings and use varied vocabulary to

	talk about their own and others' feelings. 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6. That isolation and loneliness can affect children, and the benefits of seeking support. 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. 9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 10. That it is common to experience mental health problems, and early support can help.
Wellbeing online	1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. 3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 5. Why social media, some apps, computer games and online gaming, including gambling sites, are age

	restricted. 6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. 8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 9. How to understand the information they find online, including from search engines, and know how information is selected and targeted. 10. That they have rights in relation to sharing personal data, privacy and consent. 11. Where and how to report concerns and get support with issues online.
Physical health and fitness	1. The characteristics and mental and physical benefits of an active lifestyle. 2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. 3. The risks associated with an inactive lifestyle, including obesity. 4. How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	1. What constitutes a healthy diet (including understanding calories and other nutritional content). 2. Understanding the importance of a healthy relationship with food. 3. The principles of planning and preparing a range of healthy meals. 4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol, tobacco and vaping	1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.
Health protection and prevention	1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 2. 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. 3. 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. 4. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 5. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
Personal safety	1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. 2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic first aid	1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. 2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

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