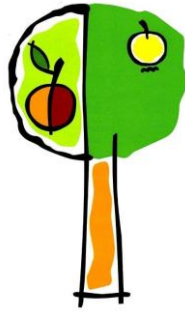


Sefton Park Infant and Junior School



Personal, Social, Health and Economic Education (PSHE) Policy including Relationship, Sex and Health Education Policy

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annual	05/10/2026	E.Shuker	05/10/2027

Ratification

Role	Name	Date
Chair of Governors	Corrie Bell	05/10/2026
Headteacher/Principal	Alex Powell	05/10/2026

Contents

1. Aims	3
2. Personal Development	3
3. Policy development	5
4. Definition	5
5. Curriculum	5
6. Delivery of RSE	5
7. Use of external organisations and materials	9
8. Roles and responsibilities	10
9. Parents' right to withdraw	10
10. Training	11
11. Monitoring arrangements	11
Appendix 1: Curriculum map	12
Appendix 2: By the end of primary school pupils should know	13
Appendix 2: By the end of secondary school pupils should know	16
Appendix 3: Parent/carers form requesting their child's withdrawal from sex education within RSE	22

1. Aims

Personal, Social, Health and Economic Education (PSHE) is our comprehensive curriculum for supporting children's personal development, health, wellbeing and understanding of relationships.

We are required by law to teach **Relationships Education** and **Health Education** to all primary-aged pupils. We deliver these statutory subjects within our broader PSHE programme. Where we teach about human reproduction (sex education), we do so in line with the principles and approach of the 2025 Relationships, Sex and Health Education (RSHE) statutory guidance, in which sex education itself remains non-statutory (but recommended) in primary schools.

Our PSHE curriculum also includes age-appropriate aspects of **economic education**, preparing children to understand spending, saving and the world of work, and **citizenship education** including British Values, helping children understand their rights, responsibilities and role in society.

This policy explains our whole-school approach to PSHE education and how we meet our statutory duties.

2. Our Vision for Personal Development

At Sefton Park, we believe every child deserves an education that prepares them not only for academic success but also to thrive as rounded individuals in modern society. Personal, Social, Health and Economic (PSHE) education sits at the heart of this commitment.

PSHE is not an add-on to our curriculum; it is fundamental to our children's development as confident, healthy and respectful members of society. Through high-quality PSHE, we equip pupils with the knowledge, skills and attributes they need to stay safe, maintain wellbeing, and build positive relationships throughout their lives.

Our curriculum is carefully designed to be developmental and progressive. From the moment children join our school, they begin to explore emotional literacy. Foundations for being a citizen are established in the Early Years through daily routines and play that grow self-regulation, turn-taking, noticing and naming feelings, care for others, and a sense of belonging. These early experiences are deliberately built upon as children move into Key Stage 1, where learning is sequenced through our Life Lessons Curriculum and our wider Personal Development curriculum, enabling learners to deepen their understanding of relationships, health, safety, rights and responsibilities and to apply this in age-appropriate leadership and service.

Our Wider Personal Development Curriculum

PSHE learning is reinforced through other curriculum subjects including:

- Learning about emotional regulation (through Zones of Regulation)
- Science: Learning about the human body, life cycles, health, drugs and their effects, puberty and reproduction.
- ICT: Online safety (Project Evolve), respectful online communication, understanding how technology works and is used.
- PE: Physical health, benefits of exercise, teamwork, resilience, managing success and failure.
- Citizenship: Rights and responsibilities, democracy, community involvement, understanding diverse communities, school council
- Religious Education: Moral questions, values, beliefs and world views, diversity and respect.
- Literacy: Texts often provide opportunities to explore PSHE themes including relationships, diversity, moral dilemmas, resilience and identity, oracy.
- Assemblies: No Outsiders (Protected Characteristics)/External Visitors including Unique Voice and Papaya, explore PSHE themes, celebrating successes, exploring moral questions, and building whole-school awareness of current wellbeing and relationship topics.
- Our behaviour and relationships policy reflects the principles taught in PSHE, emphasising respect, kindness, responsibility and positive conflict resolution. Adults model these values in all interactions with children and each other.
- Recognition and reward systems, such as Celebration Assemblies, Community Group points celebrate not just academic achievement but the personal and social qualities developed through PSHE - kindness, manners, helping each other, respect.

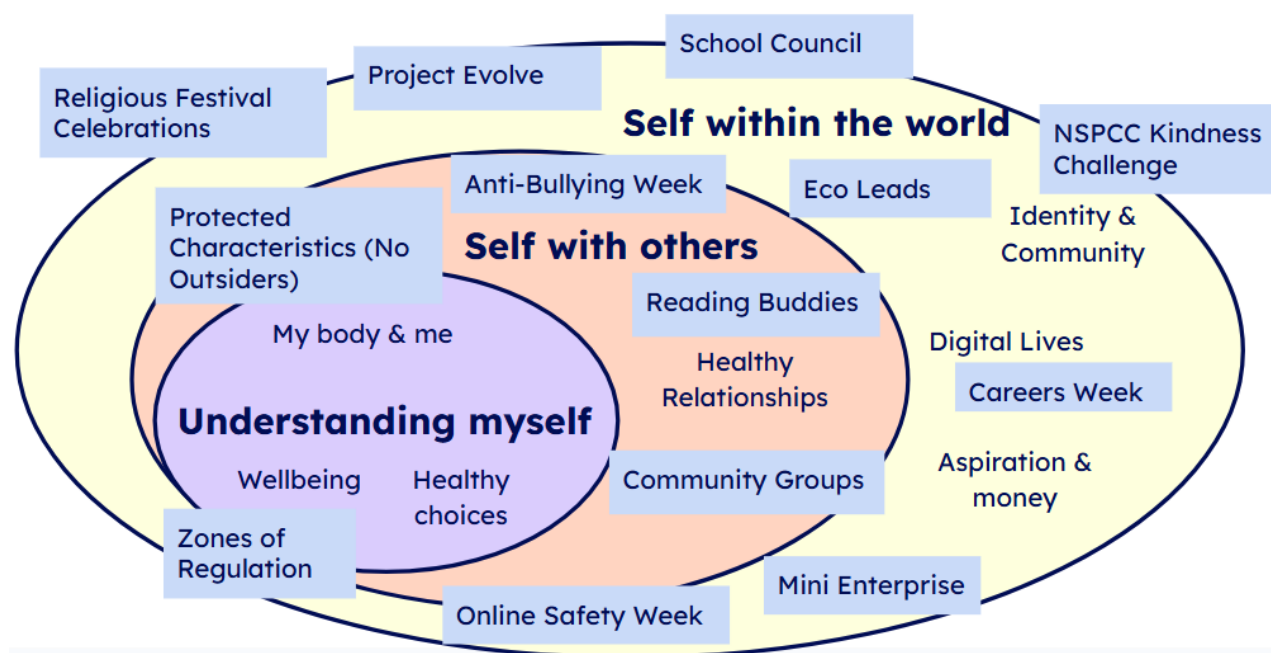
- Our learning environment reflects PSHE values, through our Recognition Boards, Anti-Bullying and Safeguarding Displays.

Teachers actively make connections between PSHE and other learning, reinforcing understanding and helping children to see how PSHE knowledge and skills apply across different contexts.

This diagram shows some of the wider life skills which are woven into all our PSHRE lessons.



This diagram shows explicit links with PSHRE through our key themes of Understanding Myself, Self with Others and Self Within the World. Sefton Park enrichment and curriculum opportunities are mapped to build opportunities for connection, relationships and citizenship.



2. Statutory requirements

Under the Education Act 2002 and the Academies Act 2010, all schools must provide a curriculum that:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils
- Prepares pupils for the opportunities, responsibilities and experiences of later life

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (updated July 2025) make Relationships Education and Health Education statutory for all primary-aged pupils. These subjects must be taught in all maintained schools, academies, independent schools, maintained special schools, non-maintained special schools, and alternative provision settings.

We deliver statutory Relationships and Health Education within our comprehensive PSHE programme, using materials from Jigsaw PSHE 3-11. This provides children with a carefully sequenced, age-appropriate curriculum that meets all statutory requirements whilst also developing wider personal and social capabilities.

Our curriculum addresses all statutory requirements including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Basic first aid
- Developing bodies (including puberty as part of Health Education)

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Links to Other Policies and Curriculum Areas

PSHE does not exist in isolation but connects closely with other areas of school life and curriculum. This PSHE policy should be read in conjunction with:

- **Safeguarding and Child Protection Policy**
- **Behaviour Policy**
- **Anti-Bullying Policy**
- **Child Friendly Safeguarding Policy**
- **Online Safety / E-Safety Policy**
- **Equality and Diversity Policy**
- **SEND Policy**
- **Attendance Policy**
- **Health and Safety Policy**
- **Science Policy [where relevant to RSHE content]**

4. Definition

Personal, Social, Health and Economic Education (PSHE) is our comprehensive curriculum for supporting children's personal development, health, wellbeing and understanding of relationships.

We are required by law to teach Relationships Education and Health Education to all primary-aged pupils. We deliver these statutory subjects within our broader PSHE programme. Where we teach about human

reproduction (sex education), we do so in line with the principles and approach of the 2025 Relationships, Sex and Health Education (RSHE) statutory guidance, in which sex education itself remains non-statutory (but recommended) in primary schools.

5. Curriculum

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. We will share all curriculum materials with parents and carers on request.

The Life Lessons Curriculum

This curriculum provides coverage for all statutory content, as laid out by the 2025 Relationship and Sex Education and Health Education guidance, through an evidence based, peer-led and relational approach. The Life Lessons resources are designed to improve behaviour and attitudes amongst pupils, helping them to build and maintain healthy relationships and be kind to the people around them. They are taught to understand their feelings (Zones of Regulation), regulate their emotions and make healthy choices that allow them to stay safe, well and happy. There are lessons on respecting diversity, navigating the online world, managing their money and having high aspirations for their futures.

Understanding myself			Self with others	Self within the world		
- Physical wellbeing - Mental health - Understanding our emotions - The way we grow and change during puberty - Making choices to stay safe and well - Drugs, alcohol and tobacco			- Families - Friendships - Reducing hurtful behaviour and bullying - Identifying safe and unsafe relationships - Respecting self and others	- Responsibilities and power - Understanding other people: how we are the same and how we are different - Media and the online world - Economic wellbeing: Money - Aspirations, work, career and volunteering		
Wellbeing	My body & Me	Healthy choices	Healthy Relationships	Identity & Community	Digital Lives	Aspiration & money

Skills and knowledge

The Life Lessons Curriculum provides resources to support both the acquisition of knowledge and the development of skills. Each lesson has a "Life Lesson" objective, designed as a tangible way of practising RSHE skills within an appropriate topic. This is achieved through activities, which give the students practical ways to apply and rehearse what they've learned.

Inclusive

The Life Lessons resources are designed to be inclusive in a number of different ways. They work towards conforming to the WCAG 2.2 accessibility guidelines, ensuring that all learners can see and understand the information on the screen. Some examples of the way Life Lessons make their resources more inclusive include:

- Dual coding is used to provide pictorial support for learners for whom text can be intimidating or harder to read
- 'Scaffolding' activities, so that tasks are broken down into small, manageable chunks
- Tips, word banks and sentence starters to help young people come up with their own ideas, without having to start from a blank page
- Key words to support learning new vocabulary
- Emotions characters, to support young people's understanding of their feelings

Relevant and representative

It is vital that RSHE lessons feel relevant to young people. The Life Lessons curriculum ensures this in a number of different ways:

- Using realistic and diverse characters and scenarios, representing real-life situations that allow young people to safely explore concepts and issues.

- Videos of young people discussing relevant topics, where we get to watch young people from a range of backgrounds share their thoughts and feelings.

Student-centred

According to the 2025 RSHE guidance, learning should be student-focussed and allow young people to be active participants in lessons. The Life Lessons resources do this in a number of ways:

- Use scenarios that allow students to engage with the topic emotionally, whilst keeping a safe distance from sensitive issues
- Use narratives to help students relate to the issue at hand, and present concepts in a tangible way (avoiding using only abstract ideas, that some pupils will struggle to process).
- Frequent opportunities for personal reflections and peer discussion, allowing young people to explore their own opinions and feelings about a range of topics.

Whilst we follow the Life Lessons Curriculum, we recognise that our children, families and context have specific needs and characteristics. Our PSHE lead and class teachers carefully consider each lesson's content and approach to ensure it is appropriate and relevant for our pupils, taking into account:

- The specific needs, experiences and developmental stages of pupils in each class
- Pupil voice - gathered through feedback within lessons, informal discussions with children, pupil surveys and discussions via The School Council.
- Local context and community considerations
- Feedback from parents, pupils and staff
- Our school's distinctive values and ethos

Where we make adaptations to the programme, these decisions are made thoughtfully, in consultation with senior leadership, and with reference to statutory requirements. Parents and carers are informed about significant adaptations, particularly where these relate to sensitive content.

6. Delivery of PSHRE at Sefton Park

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils. The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND). Our curriculum provides coverage for all statutory content, as laid out by the 2025 Relationship and Sex Education and Health Education guidance and KCSIE (2027) and is updated regularly as the Curriculum is a Live tool to reflect changes in policy.

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

Relationships Education

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

(See Appendix 1)

The Life Lessons Curriculum model helps our children to understand themselves and how they fit in the world around them. These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

(See Appendix 2)

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

Sex Education

Sex education is not compulsory in primary schools. However the Department for Education recommends that all primary schools teach age-appropriate sex education to ensure children are prepared for the changes adolescence brings and understand how human life begins.

The Life Lessons curriculum includes resources to teach sex education, in line with government guidance.

(See Year 6 Appendix 2)

Parents have the right to withdraw their children from these lessons if they wish.

These lessons focus on the basics of human intercourse and reproduction, including age-appropriate information about how sexual intercourse and fertilisation happens. The resources use a factual scientific approach, and do not discuss the details of intimate sexual relationships, beyond the biology of intercourse, the basics of sexual consent and the law.

This is distinct from the statutory Health Education content about puberty and menstruation, and from Science curriculum content about life cycles and reproduction in mammals, from which children cannot be withdrawn.

Parent Engagement and the Right to Withdraw from Sex Education

Parents have the right to request that their child be withdrawn from some or all of sex education taught as part of PSHE. Parents do NOT have the right to withdraw children from:

- **Relationships Education (statutory)**
- **Health Education, including puberty education (statutory)**
- **Science curriculum content, including content about reproduction (statutory)**

Before making a decision to withdraw a child from sex education, we invite parents to discuss their concerns with Emily Shuker or the Year 6 Teaching Team. This discussion helps us to understand the request and enables us to clarify the nature and purpose of the curriculum, discuss the benefits of the education, and consider any potential impacts of withdrawal on the child.

Where a parent requests withdrawal, we will:

- **Arrange a meeting to discuss the request and the curriculum content in detail**
- **Share relevant teaching materials so parents can see exactly what will be taught**
- **Explain how we will support the child during withdrawal (ensuring they receive appropriate, purposeful education)**
- **Respect the parent's final decision whilst documenting our professional advice**

We inform parents about sex education content by sending curriculum information letters and making all materials available for viewing on request.

A withdrawal request form is available from the school office and on our website.

Responding to children's questions

We recognise that children may ask questions beyond our planned curriculum. Teachers use professional judgement to respond, and may answer briefly and factually if age-appropriate, suggest the child speaks with their parent or carer, or acknowledge the question while explaining they'll learn more when older.

If a withdrawn child asks questions about sex education content, teachers will sensitively explain this is something their parents would like to discuss at home. We will inform parents so they can follow up.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

Health Education

Health Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on supporting children to make informed decisions about their health and wellbeing.

By the end of primary school, our children will understand:

- Mental wellbeing – The normal range of emotions; how to recognise, talk about and manage feelings; simple self-care techniques; that mental health challenges are common and can be supported; where and how to seek help when needed.
- Internet safety and harms – The benefits and risks of internet use; rationing screen time; recognising and displaying respectful online behaviour; age restrictions on games and apps; being discerning about online information; where to report concerns.
- Physical health and fitness – Benefits of an active lifestyle; building regular physical activity into routines; risks of inactive lifestyles; when to seek health support.
- Healthy eating – What constitutes a healthy diet; principles of healthy meal planning; risks of unhealthy eating including impacts on teeth and weight; impacts of alcohol on health.
- Drugs, alcohol, tobacco and vaping – Age-appropriate facts about legal and illegal substances and associated risks, including the risks of nicotine addiction.
- Health protection and prevention – Recognising early signs of illness; sun safety; importance of good quality sleep; dental health and oral hygiene; personal hygiene and germ spread; facts about vaccination and immunisation.
- Personal safety – Recognising hazards and reducing risks; road, water and rail safety; when and how to seek help in emergencies.
- Basic first aid – How to make emergency calls; dealing with common injuries including head injuries.
- Developing bodies – Understanding growth and body changes during adolescence; correct names for body parts; facts about the menstrual cycle including physical and emotional changes (noting that whilst average age of menstruation is 12, it can begin from age 8, so we teach this content before girls experience menstruation).

7. Use of external organisations and materials

We will make sure that any agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:

- This policy
- The Teachers' Standards
- The Equality Act 2010
- The Human Rights Act 1998
- The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

8. Roles and responsibilities

8.1 The governing board

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

8.2 The headteacher

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress

- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Emily Shuker

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

8.4 Pupils

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

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

Monitoring Quality and Impact

The PSHE lead, working with senior leadership and governors, monitors PSHE provision through:

- Regular review of planning and teaching materials
- Learning walks and lesson observations
- Review of Floor Books
- Pupil voice activities to understand children's experience of PSHE
- Staff feedback on confidence, resources and support needs
- Analysis of behaviour, wellbeing and safeguarding data
- Parent feedback through surveys and consultation

Monitoring enables us to celebrate effective practice, identify areas for development, and ensure consistency in quality across the school.

Evaluating Impact

We evaluate the impact of PSHE education by looking at:

- Children's knowledge, skills and confidence as evidenced through assessment
- Quality of relationships between children and between children and adults
- Positive behaviour and ability to resolve conflicts constructively
- Children's wellbeing and mental health indicators
- Children's confidence in seeking help and reporting concerns
- Safeguarding data and how well children identify and report concerns
- Preparedness for transition to secondary school
-

This policy will be reviewed every two years to ensure it remains up to date with:

- Statutory guidance and legal requirements
- Life Lessons updates and enhancements
- Emerging needs of our pupils
- Feedback from stakeholders
- National and local developments in PSHE education

Relationships and Sex education curriculum Statutory Guidance

OPIC	PUPILS SHOULD KNOW
Families and people who care for me	• That families are important for children growing up because they can give 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 other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other 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 2 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 • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind 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 • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

OPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	● The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated ● The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults ● How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration ● That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs ● The practical steps they can take 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. They should have opportunities to consider issues like self-esteem and building a sense of their own identity ● Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. ● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help ● How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust ● What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

OPIC	PUPILS SHOULD KNOW
Online safety and awareness	● That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child ● That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous ● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them ● That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults ● That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online ● How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met ● How information and data is shared and used online, including where pictures or words might be circulated ● 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 in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example ● About the concept of privacy and the implications of it for both children and adults, including that it's 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 physical, and other, contact ● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't 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 concerns or abuse, 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 ● Where to get advice, for example from their family, school and/or other sources

Appendix 2: Life Lessons Key Knowledge (Healthy Relationships)

YEAR GROUP	TOPIC/THEME DETAILS
Year 1 Relationships Education	• Families look after each other in different ways, but it is important that everyone feels safe and loved. • Feeling calm and happy are signs that we are safe. • We can share how we feel kindly and respectfully. • Friends should be kind, respectful, listen to us and help us be our true selves.
Year 2 Relationships Education	• We should not keep secrets that will never be shared, especially when they make us feel uncomfortable. • You always have a right to say yes or no when someone asks you something. • We all should make sure our school is a safe place for everyone. • It is important to know the difference between a friend and a stranger.
Year 3 Relationships Education	• Healthy families support each other to be themselves, be safe and be happy. • Our bodies belong to us and we should decide what happens to them. • We do not have to agree with our friends all the time. We can learn from other people when they think differently to us. • We should behave differently, based on where we are and who we are with.
Year 4 Relationships Education	• Good friends help us to grow and be ourselves, by listening to us, celebrating us and supporting us. • It is important to listen when other people say no to us, and respect what they want. • When we lose people and animals that matter to us, we have big feelings and need support. • Nearly everything we do or think has been influenced by someone else. Our influences are important. • We can feel pressured to do things that make us feel uncomfortable.
Year 5 Relationships Education	• Good friends are kind, treat us with respect and deeply listen to us. • When relationships change, we experience powerful emotions. • We can fix friendships while being true to ourselves and what we need.

YEAR GROUP	TOPIC/THEME DETAILS
Year 6 Relationships Education	• Healthy romantic relationships have the same features as all other healthy relationships – respect, kindness, listening and honesty. • We need to work to maintain healthy relationships, which are built on trust, love, understanding and respect. • Personal boundaries are important for us to stay safe and happy. • We should put our energy into healthy relationships that make us feel safe, happy, respected and our true selves. • "We don't always have to help our friends • Helping friends to get what they want, listening to them. • What do our friends need from us? What do we need from them? How can we listen? • Talk about needs, and how we attune to each other. Can include pets too • We need to balance our own thoughts with other people's advice. • Sexual intercourse is how parents can make a baby
Year 6 Sex Education	• Sexual intercourse is one of the many ways in which two consenting adults might express their love, commitment and care for each other. In the UK, the legal age of consent for sexual activity is 16 years old. • Sexual reproduction is a way in which living things reproduce. It is when an egg (female sex cell) joins with a sperm (male sex cell) to produce a fertilised egg which develops into a baby. • Starting a family is a big decision which has lots of responsibilities and can change a person's life. • Pregnancy can be avoided through the use of contraception, such as condoms, diaphragm, contraceptive pill and IUDs. • Physical touch must be consensual – no one has the right to touch someone else's body without asking permission first. It's okay to change your mind about consent too, even if you said 'yes' at first. Your body should be treated with respect – if you feel unsafe or uncomfortable, you must seek support from a trusted adult – keep asking until you are heard.

