POLICY ON RELATIONSHIPS AND SEX EDUCATION

Parties involved in the policy's development and consultation:

Headteacher
Governing body
Designated Safeguarding Lead
Senior Leadership Team
PSHE lead
Parents contributing feedback and views about RSE provision via survey and school website.

The policy reflects the DfE RSE guidance and guidance from the PSHE Association. All school personnel, parents and carers have been made aware of this policy. This policy will be made available to view via the schools' website. Hard copies will also be available at the schools' offices.

Legal Framework — Statutory Requirements:
Relationships Education and Health Education are statutory for all pupils in maintained and independent schools. Elements of sex education are covered within the national curriculum for science (statutory). Parents do not have the right to withdraw their children from relationships education or statutory health education/science lessons. Parents may request withdrawal from the non-statutory components of sex education (content beyond the national curriculum science) and should do so in writing to the headteacher; such requests will be considered and handled in accordance with the process outlined in this policy.

Definition of RSE:
Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up as well as learning accurate and age-appropriate skills, attitudes and knowledge about the body, reproduction, sex and sexual health. RSE gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships, and staying safe both on and offline. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

Aims and Outcomes of RSE in the curriculum:
The overall aim of RSE is to equip children and young people with the information, skills and values to have happy, healthy and safe relationships. It aims to support the development of self-respect and empathy for others, and promotes the development of skills and understanding necessary to manage conflict peaceably. It also teaches children to take responsibility for their sexual health and well-being, and learn how to recognise and avoid exploitation and abuse.

RSE provides opportunities for pupils to:

- Better understand the nature of human relationships
- Learn about relationships, the importance of communication and assertiveness skills including the importance of values such as respect (for self and others), equality, responsibility, care and compassion
- Reflect upon the importance of stable and loving relationships for family life, including the bringing up of children, this also includes marriage and civil partnerships
- Consider and understand the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood
- Reflect upon how to make good, informed and safe choices concerning relationships and healthy lifestyles. Morals, Values, Equalities and Safeguarding

The RSE programme at Belmont Grosvenor School reflects our ethos, and demonstrates and promotes the following:

- Learn the value of respect, care and love
- Valuing family life within stable, loving and committed relationships, including those who are not married or in a civil partnership.
- Acceptance of same sex unions as also offering stable, loving and committed relationships to nurture children
- Respect for self and others
- Respect for rights and responsibilities within relationships
- Appreciate that different, successful family structures exist
- Understanding diversity regarding religion, gender, culture and sexual orientation
- Importance of striving to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion and gender.
- Acceptance of difference and diversity
- Promote gender equality and equality in relationships
- Challenge gender stereotypes and inequality
- Develop spiritual, moral, social and cultural awareness in line with the 2010 Equality Act and the schools' safeguarding and child protection protocols.

How Relationships and Sex Education is organised in the curriculum.
RSE is not delivered in isolation, but firmly embedded in all curriculum areas including Personal, Social, Health and Economic (PSHE) education and Science. At Belmont Grosvenor School, Relationships Education is taught in PSHE sessions throughout the year, as well in assemblies and during cross-curricular opportunities. Sex education is delivered at a pre-planned point during the summer term, in order for parents to be informed and, in turn, involved in supporting their child's learning, understanding and development.

- RSE is delivered by class teachers in mixed gender groups.
- PSHE Ground Rules are used in all PSHE and RSE lessons.
- Resources used are flexible in order to meet the needs of the pupils and curriculum.
- Teaching and resources will be differentiated as appropriate to address the needs of SEND children in order for them to have full access to the content of SRE.
- Correct vocabulary, including for anatomy and body parts, will be used throughout the RSE and PSHE curriculum
- External agencies can be invited to support the delivery of RSE. These include: a school nurse and the police.
- External agencies and Visitors are familiar with and understand the school's RSE policy and safeguarding policy and work within these documents
- All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance
- All visitors are supervised/supported by a member of staff at all times
- The input of visitors is monitored and evaluated by staff. This evaluation informs future planning.

Relationships Education will include the following aspects, as defined by the DfE's statutory guidance (Appendix 4):

Relationships:
1. Families and people who care for me
2. Caring friendships
3. Respectful relationships
4. Online relationships
5. Being safe

Mental health and Wellbeing:
1. Mental wellbeing
2. Internet safety and harms

3. Physical health and fitness
4. Healthy eating
5. Drugs, alcohol and tobacco
6. Health and prevention
7. Basic first aid
8. Changing adolescent body

And will include:

- self-respect
- physical health and mental wellbeing
- respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality
- taking account of other people's feelings
- mutual support and co-operation
- truthfulness and honesty
- accepting responsibility for the consequence of our own actions
- the right of people to hold their own views
- not imposing our own views on other people
- not infringing the rights of other people
- the right not to be abused by other people or be taken advantage of
- the right of people to follow their own sexuality within legal parameters
- a responsibility to develop relationships, including sexual relationships, based on mutual consent rather than coercion
- the right to accurate information about sex-related issues
- an entitlement to an appropriate and balanced RSE
- the right to access helping services

Sex Education in the Science Curriculum:

Key Stage 1

- Children should be taught to identify, name and label the basic parts of the human body and say which parts of the body is associated with each sense. Correct anatomical names will be given to all body parts, including genitalia.

- Notice that animals, including humans, have offspring that grow into adults. They should be able to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Stage 2

- Children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

- Children recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Our curriculum does not include a discrete lesson on Female Genital Mutilation (FGM) as part of routine RSE. Our PSHE curriculum will contribute to protection against FGM, even though FGM will not be specifically mentioned or

taught. We will achieve this through teaching our comprehensive PSHE curriculum which covers keeping safe, rights and responsibilities, consent, respect, self-worth, communication and managing pressure.
However, the school retains clear safeguarding procedures relating to FGM and will ensure staff are trained to recognise indicators of risk. Where staff become aware that FGM may have been performed on a pupil under 18, they must follow the school's child protection procedures and the statutory mandatory reporting duty to the police where applicable. Parents who wish their child to receive a lesson on FGM should contact the PSHE co-ordinator; the school will offer an additional session or adaptions where appropriate, ensuring safeguarding obligations are met.

Our PSHE curriculum will contribute to protection against FGM, even though FGM will not be specifically mentioned or taught. We will achieve this through teaching our comprehensive PSHE curriculum which covers keeping safe, rights and responsibilities, consent, respect, self-worth, communication and managing pressure.

Children will still be taught about sexual intercourse in Y6 and learn that sexual intercourse does not always result in a baby. They will be also be taught:

How babies are made:

- Identify the links between love, committed relationships, marriage, and conception
- Explain what sexual intercourse is, and explain that this may be one part of an intimate relationships between consenting adults
- Explain what pregnancy means, how long it lasts and where it occurs e.g. That a baby is made when a sperm (male) meets an egg/ovum (female) and then the fertilised egg settles into the lining of the uterus (or womb) (female).

Any parents who would like us to include a lesson about FGM or contraception for their child can let school know via email.

Parental involvement
The school is committed to working with parents and believes that it is important to have the support of parents and the wider community for the PSHE and RSE programme. Parents are provided with the opportunity to find out about and discuss the school's programme through the year groups parents evening, the school website and prospectus, displays and an open-door policy. Parents also have the chance to feedback their thoughts on what the RSE programme at BGS should include via a parent questionnaire. These opinions will be taken into consideration when tailoring the RSE programme. When and how content is taught is ultimately a decision for the school, and consultation does not provide a parental veto on curriculum content.

To promote effective communication and discussion between parents and their children we notify parents through information evenings, letters (Appendix 1) and the school website when particular aspects of RSE will be taught. We also encourage an open-door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

Parental rights to withdraw their children
Parents do not have the right to withdraw their children from Relationships Education. Parents do have the right to withdraw their children from the non-statutory/ non-science components of the sex education within RSE.

Withdrawal procedure: parents wishing to withdraw their child from non-statutory sex education must submit a written request using the school withdrawal form (appendix 2). The PSHE lead will meet with parents within 10 school days to discuss the request, explain the impact on the child, and agree any alternative provision. The school will record the discussion and the agreed outcome. Withdrawn pupils will be provided with supervised, alternative learning activities consistent with safeguarding principles; parents remain responsible for delivering any withdrawn content at home if they wish.

Effective methods to communicate the schools' approach to RSE, including the parental right to withdraw their child, are through the schools' website, the RSE policy and the year group RSE curriculum information letter sent home to parents (Appendix 1). Parents are also informed that the RSE curriculum is an essential vehicle in supporting a school's statutory duty to:

- Safeguard and promote the welfare of their children,
- Advance the 2010 Equality Act,
- Encourage the spiritual, moral, social and cultural development of pupils,
- Foster British values, and
- Prepare children and young people for the challenges, opportunities and responsibilities of adult life, along with the coverage of the National Curriculum for Science

Those parents/carers wishing to exercise the right to withdraw their child from part of RSE are invited in to speak to the PSHE co-ordinator, Miss Hardy, who will explore any concerns and discuss any impact that withdrawal may have on the child.

Information and support materials are available for parents/carers to use and are offered by the staff. Pupils who are withdrawn from RSE continue with individual learning tasks for other curriculum areas, which are carried out in another classroom or the library. If a conversation arises about sexual health issues in a non-RSE lesson with pupils present who have been withdrawn from RSE lessons, the teacher must stop the conversation and ask that the issues be discussed at an appropriate time. The teacher must, as soon as possible, find an appropriate time to continue the conversation with pupils when the withdrawn child is not present.

Pupil Involvement and Ground Rules
Pupils are expected to engage fully in RSE, discussing issues related to RSE and abiding by the PSHE ground rules, treating others with respect and sensitivity.

RSE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of each RSE lesson, in addition to those already used in the classroom. These rules help to create a safe space and learning environment during RSE lessons. The BGS ground rules can be found in Appendix 3.

The school's Pupil Voice team has helped to create the PSHE Ground Rules.

How the school responds to specific issues related to Relationships and Sex Education Answering Difficult Questions
Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different opinion. Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned and the limits of the year group topics.
The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned or believe any pupil to be at risk.

Inclusion
The RSE policy reflects and is line with the schools' equal opportunities policy and the schools ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities.

Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.

RSE strives to meet the needs of all pupils regardless of their developing sexuality and deals honestly and

sensitively with sexual orientation, answers appropriate questions and offer support. Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated at Belmont Grosvenor School and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

SEND provision: RSE will be differentiated using a graduated approach. Individual health and education care plans or targeted risk assessments will specify additional adaptations (for example simplified resources, social stories, one-to-one sessions, use of visual supports or sensory considerations). The SENCO will work with class teachers and families to ensure full access and record any reasonable adjustments.

Confidentiality and Child Protection Issues
As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. RSE discussions may prompt a pupil to disclose about related incidents; for example, FGM, forced marriage, child exploitation or abuse. If the member of staff believes that the child is at risk or in danger or has concerns about any information disclosed, she/he talks to the named Designated Safeguarding Lead who takes action as laid down in the Child Protection Policy.

All staff are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by staff throughout the process.

Professional Development for Staff
Staff are kept informed of developments in key aspects of RSE, including links with safeguarding, inclusion, equality, child protection and anti-bullying, through regular training provided at staff meetings and INSET days.

Links to other policies and advice. This RSE Policy is supported by, but not limited to:
PSHE Policy
Behaviour Policy
Health and Safety Policy
Safeguarding/Child Protection
Confidentiality Policy
Anti-bullying Policy

Monitoring this policy
This policy will be monitored and reviewed in line with the school monitoring policy.

Appendix 1 - Parent Letters (Y2, Y4, Y5 and Y6 Letters)

Year 2

Dear Parents/Carers,

This term, as part of the PSHE (Personal, Social, Health and Economic Education) for Year 2, we are planning to deliver Relationship and Sex Education (RSE) sessions to the children. In these lessons the children will learn:

- About the human life cycle and how people grow from young to old
- How our needs and bodies change as we grow up
- To identify and name the main parts of the body including external genitalia (eg vulva, vagina, penis, testicles)
- About changes as people grow up including new opportunities and responsibilities
- Preparing to move to a new class and setting goals for next year.

In these sessions, which will be delivered this term, children will learn that these are body parts like arms, feet, ears and elbows, but that they're different because they're private - We keep them covered but they're healthy, good and acceptable body parts nonetheless.

The pupils will watch a video clip from the link below and have the chance to ask questions and discuss things that they have seen. The resource is delivered by Jeeves the dog, who offers child-friendly tips to children about body safety, appropriate body boundaries and keeping safe. The link for that resource is: https://www.traversebaycac.org/video-1 which we would encourage all parents/carers to watch in advance.

We feel it is essential for all of our pupils to receive accurate information surrounding these issues, in a familiar environment, delivered by someone they know and trust. However, it is usual that children may want to ask more questions about specific issues when they get home, so please be prepared for any follow up discussions. For further parental guidance, please see the information in the link below.

https://kidshealth.org/en/parents/talk-about-puberty.html

Yours sincerely,

Year 2 Form Teacher

Year 4

Date:

Dear Parents/Carers

As part of the PSHE (Personal, Social, Health and Economic Education) for Y4, we will be delivering lessons on the issues surrounding physical and emotional changes in puberty. This will include:

- How to identify external genitalia and reproductive organs
- About the physical and emotional changes during puberty
- Key facts about the menstrual cycle and menstrual wellbeing
- Strategies to manage the changes during puberty, including menstruation
- The importance of personal hygiene routines during puberty including washing regularly and using deodorant
- How to discuss the challenges of puberty with a trusted adult
- How to get information, help and advice about puberty

We feel it is essential for all of our pupils to receive accurate information surrounding these issues, in a familiar environment, delivered by someone they know and trust. However, it is usual that children may want to ask more questions about specific issues when they get home, so please be prepared for any follow up discussions. For further parental guidance, please see the information in the link below.

https://kidshealth.org/en/parents/talk-about-puberty.html

Yours sincerely

Year 4 Form Teacher, PSHE Co-ordinator

REVIEWED: Aug 26
NEXT REVIEW DATE: Sept 2027

Year 5

Date:

Dear Parents/Carers

As part of the PSHE (Personal, Social, Health and Economic Education) and science curriculum for Year 5, we will be delivering statutory lessons on the issues surrounding personal identity and the life cycle of humans. This will include:

- Personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes
- For some people their gender identify does not correspond with their biological sex
- understanding how pregnancy occurs ie when sperm meets egg and the fertilised egg settled into the lining of the womb
- the changes that happen in humans from birth to old age, including puberty

We feel it is essential for all of our pupils to receive accurate information surrounding these issues, in a familiar environment, delivered by someone they know and trust. However, it is usual that children may want to ask more questions about specific issues when they get home, so please be prepared for any follow up discussions. For further parental guidance, please see the information in the link below.

https://childrenshealthsurrey.nhs.uk/services/advice-talking-your-children-years-5-6-about-puberty

Yours sincerely

Science Co-ordinator, PSHE Co-ordinator, Year 5 Form Teacher

Year 6

Date:

Dear Parents/Carers

As part of the PSHE (Personal, Social, Health and Economic Education) and Science curriculum for Year 6, we will be delivering lessons on the issues surrounding puberty, sex and relationships and drugs during our Science and PSHE lessons this term. Other issues covered include

- identifying the links between love, committed relationships and conception
- what sexual intercourse is and how it can be part of an intimate relationship between consenting adults
- how pregnancy occurs ie when sperm meets egg and the fertilised egg settled into the lining of the womb
- about the responsibilities of being a parent or carer and how having a baby changes someone's life.
- about the laws relating to drugs common to everyday life and illegal drugs
- to recognise what people to use or not use drugs including nicotine, alcohol and medicines as well as illegal drugs

The pupils will watch video clips from the link below and have the chance to ask questions and discuss things they have seen. The resource which we will be using is:

We intend to show all pupils (boys and girls) the clips together. We feel this is important to reinforce their understanding of one another and how each other will grow and change. We have taken the decision to omit the topic of Female Genital Mutilation 'FGM', however if you would like us to include an additional session for you and your child to cover this, then please do let us know.

We would strongly encourage all parents/carers to watch the video clips in advance of the session to enable you to ask us any questions that may arise and fully understand the content of what is being delivered to your child.

We feel that in our delivery we should focus on:

- the changes to your body that happen at different times are all completely normal.
- if anything you experience is worrying, physically or emotionally, immediately speak to an adult you trust.
- describing the changes that take place to boys and girls during puberty.
- the importance of being in a long term, loving relationship before entering into any type of sexual relationship.

We feel it is essential for all of our pupils to receive accurate information surrounding these issues, in a familiar environment, delivered by someone they know and trust. We believe this is a crucial part of their preparation for senior school where they need to be fully informed of the scientific facts surrounding these issues in order to be well equipped to face anything they might hear which may not be accurate or true.

The non-statutory aspects of PSHE:

- identifying the links between love, committed relationships and conception
- what sexual intercourse is and how it can be part of an intimate relationship between consenting adults

- about the responsibilities of being a parent or carer and how having a baby changes someone's life.

You have a right to withdraw your child from this module of PSHE. Please contact a member of staff if you wish to discuss this further.

Statutory aspects of Science and RSE:

- the laws relating to drugs common to everyday life and illegal drugs
- recognise what people to use or not use drugs including nicotine, alcohol and medicines as well as illegal drugs
- understand how pregnancy occurs ie when sperm meets egg and the fertilised egg settled into the lining of the womb
- the changes that happen in humans from birth to old age, including puberty

We feel it is essential for all of our pupils to receive accurate information surrounding these issues, in a familiar environment, delivered by someone they know and trust. However, it is usual that children may want to ask more questions about specific issues when they get home, so please be prepared for any follow up discussions. For further parental guidance, please see the information in the link below.

https://childrenshealthsurrey.nhs.uk/services/advice-talking-your-children-years-5-6-about-puberty

Yours sincerely

Science Co-ordinator, PSHE Co-ordinator, Year 6 Form Teacher

Appendix 2 – RSE Lesson Withdrawal Form

Withdrawal from sex education.

TO BE COMPLETED BY PARENTS

Name of child Class
Names of parents Date

Reason for withdrawing from sex education.

Any other information you would like the school to consider.

Parent
Signature

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents

Please include notes from any discussion

REVIEWED: Aug 26
NEXT REVIEW DATE: Sept 2027

Appendix 3 – BGS PSHE Ground Rules

BGS PSHE Ground Rules

1. Good Listening 	**2. Respect** Sharing opinions, asking questions and the right to 'pass' 
3. Mindful of others No assumptions, Non-judgemental 	**4. Using correct language** 
5. Confidentiality This learning is for our class only 	**6. Ask an adult** Seeking help and advice 

REVIEWED: Aug 26
NEXT REVIEW DATE: Sept 2027

Appendix 4 – DfE RSE Statutory Guidance

RELATIONSHIPS EDUCATION

By the end of primary school:

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents 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

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- 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
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- 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
- 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

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- 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) whom they do not know

- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

PHYSICAL HEALTH AND MENTAL WELLBEING

By the end of primary school:

Mental wellbeing

Pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- addressing knife crime, tackling misogyny, and combating the influence of online incel culture.
- update mental health and safeguarding references to include updated protocols on suicide prevention, self-harm, and eating disorders.
- where and how to seek support (including recognising the triggers for seeking support), including whom 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)
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

Online well-being and digital safety

Pupils should know:

- that for most people the internet is an integral part of life and has many benefits

- about the benefits of rationing 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
- to consider online well-being and digital relationships and managing boundaries in digital space.
- adding explicit references to recognizing AI-generated content, media literacy, and the risks or realities of deepfakes.
- introduce emerging online harms Incorporating specific wording around **sextortion**, online grooming pressures, image-sharing consent, and the impact of pornography or harmful media representations.
- (Particularly for primary-to-secondary transitions) addressing age restrictions on apps, digital data privacy rights, and online financial scams.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- why social media, some computer games and online gaming, for example, are age restricted
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- where and how to report concerns and get support with issues online

Physical health and fitness

Pupils should know:

- the characteristics and mental and physical benefits of an active lifestyle
- the importance of building regular exercise 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, vigorous exercise
- 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
- Include broader personal safety guidelines covering water, road, rail, and fire safety.
-

Healthy eating

Pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content)
- the principles of planning and preparing a range of healthy meals
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

Drugs, alcohol and tobacco

Pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health and prevention

Pupils should know:

- 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 good health and that a lack of sleep can affect weight, mood and ability to learn
- about dental health and the benefits of good oral hygiene and dental flossing, including 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 science relating to allergies, immunisation and vaccination

Basic first aid

Pupils should know:

- how to make a clear and efficient call to emergency services if necessary
- concepts of basic first-aid, for example dealing with common injuries, including head injuries

Changing adolescent body

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- about menstrual wellbeing including the key facts about the menstrual cycle