Shield Row Primary School

Relationships, Sex and Health Education Policy

September 2026

1. Vision

At Shield Row Primary School we believe every child deserves a high-quality, age-appropriate Relationships, Sex and Health Education (RSHE) curriculum which equips them to build healthy relationships, keep themselves safe, respect others and thrive physically, emotionally and socially.

2. Aims

At Shield Row Primary School, our Relationships, Sex and Health Education (RSHE) curriculum aims to:

- Develop children who embody our school values of kindness, respect and resilience, enabling them to build positive, healthy and respectful relationships.
- Promote pupils' emotional, mental and physical health and wellbeing, supporting them to become happy, confident and resilient individuals.
- Equip pupils with the knowledge, understanding and skills they need to stay safe, make informed choices and seek help whenever they need it.
- Teach children about the importance of healthy relationships, including friendships, family relationships and respectful interactions with others.
- Foster self-respect, empathy, compassion and an appreciation of diversity, ensuring every child feels valued and included.
- Prepare pupils for the physical and emotional changes associated with growing up and puberty through age-appropriate, accurate and sensitive teaching.
- Develop pupils' understanding of personal boundaries, consent, privacy and the importance of respecting both their own bodies and the bodies of others.
- Enable children to recognise unhealthy, unsafe or abusive relationships, both offline and online, and give them the confidence to report concerns to trusted adults.
- Develop children's digital resilience by teaching them how to build positive online relationships, recognise online risks and use technology safely and responsibly.
- Teach accurate, age-appropriate scientific and anatomical vocabulary, enabling pupils to communicate confidently and seek support when required.
- Encourage pupils to become responsible, respectful and active members of their school, their community and wider society.

3. Statutory Requirements

Relationships, Sex and Health Education (RSHE) at Shield Row Primary School is delivered in accordance with statutory guidance and reflects our commitment to promoting pupils' personal development, wellbeing and safeguarding.

This policy has been developed with regard to:

- The Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- The Department for Education's *Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance* (July 2025, effective from September 2026)
- The Education Act 1996
- The Education Act 2002

- The Equality Act 2010
- Keeping Children Safe in Education (KCSIE) (current edition)
- Working Together to Safeguard Children (current edition)

As a primary school, we are required to provide Relationships Education and Health Education to all pupils. We also teach the statutory elements of human development, reproduction and puberty through the National Curriculum for Science. In addition, we provide a carefully planned programme of age-appropriate, non-statutory sex education in Upper Key Stage 2 to support pupils' transition to secondary education and prepare them for adolescence. Parents have the right to request that their child is withdrawn from these non-statutory sex education lessons.

At Shield Row Primary School, we have carefully mapped our curriculum against the statutory requirements to ensure that all pupils receive a progressive, inclusive and evidence-informed RSHE curriculum that equips them with the knowledge, skills and values needed to develop healthy relationships, make informed decisions, recognise risk and keep themselves safe, both offline and online.

4. Guiding Principles

Our RSHE curriculum is guided by the following principles:

- Evidence-informed – Teaching is based on the latest statutory guidance, educational research and recognised best practice.
- Age and stage appropriate – Learning is carefully planned and sequenced to reflect pupils' age, maturity and developmental needs, ensuring that children receive the right information at the right time.
- Inclusive and accessible – All pupils, including those with SEND, are supported to access an ambitious curriculum that reflects and celebrates the diversity of our school community and wider society.
- Safeguarding focused – The curriculum equips pupils with the knowledge, vocabulary and confidence to recognise risks, establish healthy boundaries, seek help and keep themselves and others safe, both offline and online.
- Promoting positive relationships – Teaching develops kindness, respect, empathy, resilience and responsibility, enabling pupils to build healthy, respectful relationships throughout their lives.
- Carefully sequenced – Learning builds progressively from the Early Years through to Year 6, revisiting and extending key concepts to deepen understanding over time.
- Delivered through a whole-school approach – RSHE is embedded within our wider curriculum, school values, behaviour expectations and safeguarding culture, ensuring consistent messages across all aspects of school life.
- Developed in partnership with parents and carers – We recognise parents and carers as children's first educators and are committed to working collaboratively, communicating openly about our curriculum and supporting families to continue learning at home.

At the heart of our RSHE curriculum is our commitment to nurturing children who are kind, respectful and resilient, enabling them to flourish as confident learners, responsible citizens and compassionate members of their community.

5. Policy Development

The policy has been developed through consultation with staff, governors, pupils and parents and is reviewed annually.

6. Definition

RSHE supports pupils' emotional, social, moral and physical development through learning about relationships, health, wellbeing, growing up, safety and personal identity. It does not promote early sexual activity.

7. Curriculum

At Shield Row Primary School, we are committed to delivering a high-quality, ambitious and inclusive Relationships, Sex and Health Education (RSHE) curriculum that enables every child to develop the knowledge, understanding and skills they need to lead healthy, safe and fulfilling lives.
Our RSHE curriculum is delivered primarily through the SCARF programme, which has been carefully selected for its evidence-informed approach and comprehensive coverage of the statutory Relationships Education and Health Education requirements. The programme has been adapted where appropriate to reflect the needs, experiences and context of our pupils, while ensuring full coverage of the Department for Education's 2026 statutory guidance.

Learning is planned as a progressive spiral curriculum, allowing pupils to revisit key concepts throughout their primary education with increasing depth, maturity and understanding. This approach enables children to build on prior learning, deepen their understanding and develop the confidence to apply their knowledge in a range of real-life situations.

The curriculum promotes our school values of kindness, respect and resilience and places equal importance on developing pupils' knowledge, attitudes and practical skills. Through carefully planned lessons, children learn how to build healthy relationships, manage emotions, make informed decisions, keep themselves safe, respect diversity and know when and how to seek support.

We recognise the importance of teaching children the correct scientific and anatomical vocabulary to enable them to communicate confidently, understand their bodies and report concerns accurately should they ever need to. Vocabulary is taught progressively across the school through our RSHE Vocabulary Progression to ensure consistency and age-appropriate development.

The biological aspects of RSHE, including human growth, puberty and reproduction, are taught through the National Curriculum for Science, while wider aspects of relationships, health, wellbeing, online safety and personal development are delivered through dedicated RSHE lessons and reinforced across the wider curriculum, including Computing, Religious Education, Physical Education and assemblies. This whole-school approach ensures that key messages are revisited consistently and embedded throughout pupils' school experiences.

Our curriculum is reviewed regularly to ensure it remains relevant, inclusive and responsive to the changing needs of our pupils and community, while continuing to meet statutory requirements and reflect current safeguarding guidance.

overview. Biological aspects are taught through the Science curriculum, with links across Computing, RE and wider curriculum opportunities.

8. Teaching and Learning

At Shield Row Primary School, we are committed to delivering Relationships, Sex and Health Education (RSHE) in a safe, inclusive and supportive environment where every child feels respected, valued and confident to participate.

Teaching is carefully planned to ensure that learning is age-appropriate, evidence-informed and progressively sequenced, enabling pupils to build knowledge, understanding and skills over time. Lessons encourage discussion, reflection and active participation while recognising that children develop at different rates and may have different experiences and perspectives. Teachers establish clear expectations and agreed ground rules to promote respectful discussion and create a positive learning environment where pupils feel safe to ask questions, express opinions and listen to the views of others. Teaching approaches include discussion, scenario-based learning, role play, collaborative activities and the use of distancing techniques, enabling pupils to explore sensitive issues objectively without discussing personal experiences.

Teachers will:

- create a safe, respectful and inclusive classroom environment;
- use accurate, age-appropriate and inclusive language and vocabulary;
- encourage curiosity, critical thinking and respectful discussion;
- answer pupils' questions honestly, factually and in an age-appropriate manner;
- challenge stereotypes, prejudice and discriminatory language;
- reinforce safeguarding messages and promote healthy relationships throughout the curriculum;
- adapt teaching to meet the needs of all learners, including pupils with SEND; and
- be mindful that lessons may lead to safeguarding disclosures and respond in line with the school's safeguarding procedures.

Pupils are encouraged to ask questions and will be given opportunities to do so both during lessons and anonymously where appropriate, for example through the use of a question box. Where questions fall outside the planned curriculum or are not appropriate for the age or stage of the class, teachers will respond sensitively and professionally, acknowledging the question while explaining that it may be more appropriate to discuss at a later stage of learning or at home with a trusted adult.

9. Safeguarding

Relationships, Sex and Health Education (RSHE) plays a vital role in our whole-school safeguarding approach. Through high-quality, age-appropriate teaching, pupils develop the

knowledge, understanding and confidence to recognise healthy and unhealthy relationships, understand personal boundaries, identify situations that may place them at risk and know how to seek help when they need it.

RSHE helps pupils to:

- recognise safe, respectful and healthy relationships;
- understand that they have the right to feel safe and be treated with kindness and respect;
- recognise inappropriate, abusive or exploitative behaviour, both offline and online;
- understand the importance of consent, privacy and personal boundaries in an age-appropriate context;
- develop the vocabulary and confidence to report worries, concerns or abuse; and
- know how to seek help for themselves or others from trusted adults.

All staff delivering RSHE receive appropriate training and follow the school's safeguarding procedures at all times. Lessons are delivered in a safe and supportive environment, recognising that sensitive topics may lead to safeguarding concerns or disclosures. Teachers will never promise complete confidentiality to pupils. At the start of lessons, pupils are reminded that whilst their views and questions will be treated with respect, any information which suggests that a child or another person may be at risk of harm must be shared with the Designated Safeguarding Lead (DSL) in accordance with the school's Child Protection and Safeguarding Policy.

All safeguarding concerns arising from RSHE lessons will be managed in line with:

- Keeping Children Safe in Education (KCSIE) (current edition);
- Working Together to Safeguard Children (current edition); and
- Shield Row Primary School's Child Protection and Safeguarding Policy.

Through our whole-school approach, RSHE complements our wider safeguarding curriculum, ensuring that children are equipped with the knowledge, skills and confidence to make safe choices, build positive relationships and understand that there are trusted adults who will listen, support and help them whenever they have a concern.

10. Inclusion

At Shield Row Primary School, we believe that every child has the right to access a high-quality, inclusive Relationships, Sex and Health Education (RSHE) curriculum that reflects their needs, experiences and stage of development. We are committed to ensuring that all pupils feel represented, respected and valued within our teaching.

Our curriculum is designed to be accessible to all learners and is adapted, where appropriate, to meet the needs of individual pupils, including those with Special Educational Needs and Disabilities (SEND). Adaptations may include the use of visual supports, adapted resources, pre-teaching of key vocabulary, additional processing time, repetition and reinforcement of

learning, smaller group teaching and carefully scaffolded activities. These adaptations enable all pupils to access the same ambitious curriculum and achieve the intended learning outcomes. Teaching is sensitive to the diverse backgrounds, experiences and family structures represented within our school and wider community. Pupils learn that families may look different and that all families should be treated with kindness, respect and without discrimination. Learning reflects a range of cultures, beliefs and lived experiences while remaining age-appropriate and consistent with the statutory guidance.

We recognise that pupils may have different levels of maturity, prior knowledge and personal experience. Teachers use their professional judgement to adapt learning appropriately while maintaining high expectations for every child. Particular care is taken to ensure that sensitive topics are taught in a way that is supportive, inclusive and responsive to pupils' individual needs.

In accordance with the Equality Act 2010, we promote equality of opportunity, challenge stereotypes and discrimination, and foster an environment where every pupil feels safe, respected and able to flourish. Through our RSHE curriculum, children develop empathy, celebrate diversity and learn to value the uniqueness of themselves and others.

11. Online Safety

At Shield Row Primary School, we recognise that technology plays an important role in children's lives and that developing digital resilience is an essential part of keeping pupils safe. Online safety is therefore embedded throughout our RSHE curriculum and reinforced through our Computing curriculum, safeguarding curriculum and wider school life.

Through age-appropriate learning, pupils develop the knowledge, skills and confidence to use technology safely, responsibly and respectfully. They are taught that the same values of kindness, respect and responsibility apply in online interactions as they do in face-to-face relationships.

Pupils learn to:

- communicate respectfully and responsibly when using technology and social media;
- understand the importance of privacy, personal information and appropriate privacy settings;
- recognise that people online are not always who they say they are and understand the risks associated with communicating with strangers;
- understand the minimum age requirements for social media platforms and why these restrictions are in place;
- recognise online risks, including cyberbullying, harmful content, inappropriate contact, online pressure and coercion;
- understand that images, messages and information shared online may be copied, shared or remain online permanently, contributing to a digital footprint;
- develop strategies to resist peer pressure, including pressure to share personal information or images;

- think critically about the reliability of online information and recognise misinformation and manipulated content;
- know how to block, report and seek help if something online makes them feel worried, unsafe or uncomfortable; and
- identify trusted adults and organisations who can provide support and advice.

Online safety is taught proactively and progressively to equip pupils with the knowledge and skills they need before they encounter potential risks. Teaching is closely aligned with the Department for Education's statutory guidance, Keeping Children Safe in Education (KCSIE) and the school's Online Safety and Safeguarding Policies, ensuring that pupils are empowered to make safe, informed and responsible choices whenever they use technology.

13. Right to Withdraw

We recognise that parents and carers are their child's first educators and are committed to working in partnership with families to support pupils' learning.

Relationships Education, Health Education and the statutory elements of the National Curriculum for Science are compulsory and parents do not have the right to withdraw their child from these aspects of the curriculum.

Shield Row Primary School teaches a small amount of additional, age-appropriate, non-statutory sex education in Upper Key Stage 2. Parents have the right to request that their child is withdrawn from these lessons. Before a request is agreed, the Headteacher will discuss the content, purpose and educational benefits of the lessons with parents and explain the implications of withdrawal.

Pupils who are withdrawn will be provided with appropriate alternative learning during these sessions.

14. Monitoring

The quality of RSHE is monitored by the Headteacher and senior leaders to ensure that the curriculum remains ambitious, inclusive and fully meets statutory requirements. Monitoring includes:

- lesson visits and learning walks;
- planning and curriculum scrutiny;
- pupil voice;
- staff feedback;
- parent feedback, where appropriate; and
- governor monitoring.

The impact of the curriculum is evaluated regularly and used to inform future curriculum development, staff training and policy review. This policy will be reviewed annually, or sooner if there are changes to statutory guidance or local need.

Appendix A: Curriculum Overview

At Shield Row Primary School, we recognise that children are growing up in an increasingly complex world where their lives are shaped by both offline and online experiences. Our PSHCE curriculum, including Relationships, Sex and Health Education (RSHE), equips pupils with the knowledge, understanding and skills they need to stay safe, build positive relationships and make informed decisions throughout their lives.

Rooted in our core values of kindness, respect and resilience, our curriculum nurtures happy, confident and compassionate children who value themselves and others. It promotes positive mental and physical wellbeing, develops emotional resilience and supports pupils to become responsible, active citizens who contribute positively to their communities and wider society. Through a carefully sequenced curriculum, pupils develop the knowledge and confidence to understand themselves, celebrate diversity, respect differences, manage relationships, recognise risks and know when and how to seek help. Weekly PSHCE lessons are enriched through Picture News, assemblies and wider curriculum opportunities, encouraging pupils to discuss and debate local, national and global issues while developing their oracy, critical thinking and respect for differing viewpoints.
By the time pupils leave Shield Row Primary School, they will be well prepared for the opportunities, responsibilities and challenges of life in modern Britain and beyond.

	Autumn	Spring	Summer
Nursery	Become more outgoing with unfamiliar people, in the safe context of their setting; Show more confidence in new social situations; Play with one or more other children, extending and elaborating play ideas Find solutions to conflicts and rivalries; increasingly follow rules, understanding why they are important with/without adult present; Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'; Understand gradually how others might be feeling.		
Reception	Me, myself and I What makes me special Feelings Rights and Responsibilities	Be my best Keeping safe Keeping Healthy	Themes revisited through stories; digging deeper
Year 1	Me and My Relationships Valuing Difference	Keeping Myself Safe Rights & Responsibilities	Being My Best Growing & Changing
Year 2	Me and My Relationships Valuing Difference	Keeping Myself Safe Rights & Responsibilities	Being My Best Growing & Changing
Year 3	Me and My Relationships Valuing Difference	Keeping Myself Safe Rights & Responsibilities	Being My Best Growing & Changing
Year 4	Me and My Relationships Valuing Difference	Keeping Myself Safe Rights & Responsibilities	Being My Best Growing & Changing
Year 5	Me and My Relationships Valuing Difference	Keeping Myself Safe Rights & Responsibilities	Being My Best Growing & Changing
Year 6	Me and My Relationships Valuing Difference	Keeping Myself Safe Rights & Responsibilities	Being My Best Growing & Changing

Appendix B: DfE Statutory Objective Mapping

Statutory Requirement	Year	SCARF Unit
Families and people who care for me		
That families are important for children growing up because they can give love, security and stability.	YR	All about me; Me and my special people; Who can help me?; Same and different families; Safe indoors and outdoors; Life stages - plants, animals, humans; Where do babies come from?; Getting bigger; Looking after my special people; Caring for our world
	Y1	Who are our special people?
	Y2	My special people
	Y3	Family and Friends
	Y4	Friend or Acquaintance?; My feelings are all over the place
	Y6	Advertising friendships!; Joe's story (part 2); What's the risk? (2)
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.	YR	I am a friend; I am caring; Keeping safe online; Life Stages: Himan life stage – who will I be? ; Looking after my special people; People who help to keep me safe; Same and different; same and different families; Who can help me?
	Y1	Taking care of a baby; Who are our special people?
	Y2	My special people
	Y4	Friend or acquaintance? My feelings are all over the place
	Y5	Help! I'm a teenager - get me out of here!
	Y6	Helpful or unhelpful? Managing change
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.	YR	All about me; Getting bigger; I am a friend; I am caring; Looking after my special people; Me and my special people; Same and different; Same and different families; Same and different home; What makes me special
	Y1	Same or different?; Who are our special people?; Our special people balloons
	Y2	My special people
	Y3	Family and Friends; Let's celebrate our differences; Our friends and neighbours
	Y4	The people we share our world with; Together; What Would I do?; The Land of the Red People
	Y6	Don't force me
That stable, caring relationships are at the heart of safe and happy	YR	I am a friend; Life Stages: Human life stage - who will I be?; Looking after my special people; People who help keep me safe; Same and different families; Same and different homes

families and are important for children's security as they grow up.	Y1	Our special people balloons; Same or different?; Who are our special people?
	Y2	My special people
	Y3	Family and Friends
	Y4	My feelings are all over the place; Preparing for changes at puberty; Together
	Y5	Help! I'm a teenager - get me out of here!
	Y6	Advertising friendships!; Don't force me
That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	YR	I am a friend; I am caring; Life Stages: Human life stage - who will I be?; Same and different
	Y4	Together
	Y6	Don't force me
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	YR	People who help to keep me safe; My feelings; My feelings (2)
	Y1	Surprises and secrets; Good or bad touches?; Who can help? (1)
	Y3	Family and Friends; Growing up and changing bodies
	Y6	Don't force me; Helpful or unhelpful? Managing change
Caring friendships		
How important friendships are in making us feel happy and secure, and how people choose and make friends.	YR	All about me; I am a friend; Me and my special people; My Feelings (2); Same and different; Who can help me?
	Y1	Good friends
	Y2	Being a good friend
	Y3	Friends are special; Looking after our special people; Relationship Tree
	Y4	Can you sort it? Friend or acquaintance?; Together
	Y5	How good a friend are you?; Qualities of friendship; Would you risk it?
	Y6	Advertising friendships!
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.	YR	Bouncing back when things go wrong; I am a friend; I am caring; Looking after my friends; My feelings (2); Same and different; Who can help me?
	Y1	Good friends; It's not fair!; Unkindness, teasing or bullying?; Who can help? (2)
	Y2	A helping hand; An act of kindness; Being a good friend; When someone is feeling left out
	Y3	How can we solve this problem?

	Y4	An email from Harold!; Can you sort it?; Keeping ourselves safe; Ok or not ok? (part 1); Ther people we share our world with
	Y5	Being assertive; Give and take; How good a friend are you?; Qualities of friendship; Relationship cake recipe; The land of the red people; Would you risk it?
	Y6	Advertising friendships!; Solve the friendship problem; What's the risk? (1)
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.	YR	I am a friend; I am caring; Looking after my friends; My feelings (2); Same and different; Who can help me?; Yes I can!
	Y1	Good friends; It's not fair!; Pass on the praise!
	Y2	Types of bullying
	Y3	Friends are special; Looking after our special people
	Y4	An email from Harold; Can you sort it? Friend or Acquaintance
	Y5	Being assertive; Give and take; How good a friend are you?; Qualities of friendship; Relationship cake recipe
	Y6	Advertising friendships!; Five ways to wellbeing; OK to be different; Solve the friendship problem; What's the risk? (1)
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.	YR	I am a friend; I am caring; My feelings (2); Same and different
	Y1	Good friends; Harold has a bad day; How are you listening; Its not fair; Pass on the praise; Unkindness, teasing or bullying?; Who can help? (2)
	Y2	Being a good friend; Don't do that!; Getting on with others; Types of bullying
	Y3	Friends are special; Looking after our special people; My changing body; Relationship tree; Zeb
	Y4	An email from Harold; Can you sort it? Friend or acquaintance? Making choices; Ok or not ok (parts 1 and 2); The people we share our world with; Together; Under pressure; What would I do?
	Y5	Being assertive; Give and take; How good a friend are you?; Qualities of friendship; Relationship cake recipe; Would you risk it?
	Y6	Advertising friendships; Boys will be boys? Challenging gender stereotypes; Is this normal?; OK to be different; Solve the friendship problem; Tolerance and respect for others; Whats the risk? (1)

That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.	YR	I am a friend; Keeping safe online; My feelings (2); Same and different
	Y1	Harold has a bad day; How are you listening?; It's not fair!; Surprises and secrets Unkindness, teasing or bullying?; Who can help? (1 and 2)
	Y2	Solve the problem
	Y3	Friends are special; How can we solve this problem?
	Y4	Can you sort it?; How dare you!; Islands; Keeping ourselves safe; My feelings are all over the place; Ok or not OK? (parts 1 and 2); Together; What would I do?
	Y5	Being assertive; Qualities of friendship; Relationship cake recipe; Would you risk it?
	Y6	Advertising friendships!; Solve the friendship problem; What's the risk?
How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	YR	My feelings (2)
	Y1	Harold has a bad day; How are you listening? It's not fair!; Surprises and secrets; Unkindness, teasing or bullying?; Who can help? (parts 1 and 2)
	Y2	Solve the problem;
	Y3	Friends are special; How can we solve this problem?
	Y4	Can you sort it?; Ok or not ok? (parts 1 and 2); Together; What would I do?
	Y5	How good a friend are you? Qualities of friendship; Relationship cake recipe; Would you risk it?
	Y6	Advertising friendships!; Solve the friendship problem
Respectful, kind relationships		
How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	YR	All about me; I am a friend; I am caring; I'm special, you're special; Looking after my friends; Me and my special people; Same and different
	Y1	How are you listening?; Pass on the praise!; Same or different?
	Y2	What makes us who we are?
	Y3	For or against?; How can we solve this problem?; Lets celebrate our differences; Our friends and neighbours; Respect and challenge; Thunks; Zeb
	Y4	Can you sort it?; Friend or acquaintance?; Keeping ourselves safe; Making choices; Ok or not ok? (parts 1 and 2); The people we share our world with; Together; Under pressure; What makes me ME!; What would I do?
	Y5	Being assertive; Happy being me; Help! I'm a teenager - get me out of here; Is it true?; Kind conversations; Is Qualities of friendship; Stop, start, stereotypes; The land of the Red People

	Y6	Behave yourself; Boys will be boys? - challenging gender stereotypes; Don't force me; I look great!; Is this normal?; Media manipulation; OK to be different; Respecting differences; Tolerance and respect for others; We have more in common than not; What's the risk?
The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	YR	Listening to my feelings
	Y1	Harold has a bad day; Same or different?; Why we have classroom rules
	Y2	An act of kindness; How do we make others feel?; Our ideal classroom (1); What makes us who we are?
	Y3	For or against?; Let's celebrate our differences; Our friends and neighbours; Thunks; Zeb
	Y4	Can you sort it?; Human machines; My feelings are all over the place; Ok or not ok? (1); The people we share our world with; What makes me ME!; What would I do?
	Y5	Happy being me; Help! I'm a teenager - get me out of here!; Is it true?; Kind conversations; Qualities of friendship; The land of the Red People; Would you risk it?
	Y6	Assertiveness skills; Behave yourself; Boys will be boys? - challenging gender stereotypes; I look great!; Respecting differences; Tolerance and respect for others; Intimate images and online sharing
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.	YR	Bouncing back when things go wrong; I am a friend; I am caring; me and my body; my feelings (2)
	Y1	Harold has a bad day; Harold's school rules; It's not fair!; Pass on the praise!; Why we have classroom rules
	Y2	An act of kindness; Getting on with others; Our ideal classroom (1)
	Y3	For or against?; Friends are special; Respect and challenge; Thunks; Zeb
	Y4	Can you sort it?; How do we make a difference? In the news!; OK or not OK? (1); What would I do?
	Y5	Happy being me; Help! I'm a teenager - get me out of here!; Qualities of friendship; Relationship cake recipe; Would you risk it?
	Y6	Intimate images and online sharing; Respecting differences
That they can expect to be treated with respect by others, and the importance of respecting others, including those who are	YR	All about me; Life stages: Human life stage – who will I be?; Looking after my special people; Me and my special people; My feelings (2); Same and different; Same and different families; Same and different homes; What makes me special?; Who can help me?

different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.	Y1	Harold has a bad day; Harold's school rules; Pass on the praise!; Taking care of something; Unkindness, teasing or bullying?; Who can help? (2)
	Y2	Don't do that!; Getting on with others; Types of bullying
	Y3	Ou friends and neighbours; Zeb
	Y4	Can you sort it?; How do we make a difference?; Ok or not ok? (parts 1 and 2); Safety in numbers; The people we share our world with; What would I do?
	Y5	Decision dilemmas; Happy being me; Kind conversations; Qualities of friendship; Relationship cake recipe; Spot bullying; Taking notice of our feelings; The land of the Red People
	Y6	Acting Appropriately; Assertiveness skills; Behave yourself; Boys will be boys? Challenging stereotypes; Don't force me; Intimate images and online sharing; respecting differences; Tolerance and respect for others; We have more in common than not; What's the risk? (1 and 2)
Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	YR	Being helpful at home and caring for our classroom; I am a friend; Life stages human life stage - who will I be?; Looking after my friends; My feelings (2)
	Y1	Pass on the praise; Unkindness, teasing or bullying?; Who can help? (1); Why we have classroom rules
	Y2	Don't do that; getting on with others; Types of bullying; What makes us who we are?
	Y3	Friends are special; Let's celebrate our differences; Looking after our special people; Zeb
	Y4	Can you sort it?; How dare you!; Keeping ourselves safe; Making choices; Ok or not ok? (part 1&2); Safety in numbers; Under pressure; What would I do?
	Y5	Happy being me; Is it true?; Spot bullying; Stop, start, stereotypes; Would you risk it?
	Y6	Acting appropriately; Behave yourself!; Boys will be boys? Challenging gender stereotypes; I look great!; OK to be different; We have more in common than not; What's the risk? (1)
The conventions of courtesy and manners.	YR	Being helpful at home and caring for our classroom; Caring for our world; Looking after my friends; Same and different homes
	Y1	Why we have classroom rules
	Y3	Zeb
	Y4	What would I do?
The importance of self-respect and how this links to their own	YR	All about me; Boucning back when things go wrong; I'm special, you're special; Same and different; What makes me special; Yes, I can!

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.	Y1	Feelings and bodies; Good or bad touches?; Surprises and secrets; Who are our special people?
	Y2	Harold's picnic
	Y3	My community, our helpful visitors; Secret or surprise?;
	Y4	An email from Harold; Islands; Secret or surprise?
	Y5	Growing up and changing bodies; No makes a difference
	Y6	Advertising friendships; Assertiveness skills; Boys will be boys? Challenging stereotypes; Don't force me; Fakebook Friends; Five Ways to Wellbeing; Helpful or unhelpful? Managing change; I look great!; Rat park; Think before you click!
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.	Y1	Unkindness, teasing or bullying?; Who can help? (2)
	Y2	Don't do that!; Types of bullying; Getting on with others
	Y3	Lets celebrate our differences; Zeb
	Y4	How dare you!; Keeping ourselves safe; Safety in numbers; Under pressure; What would I do?
	Y5	Happy being me; Is it true?; Stop, start, stereotypes; Spot bullying
	Y6	Acting appropriately; Behave yourself; Boys will be boys? - challenging gender stereotypes; I look great!; OK to be different; We have more in common than not; What's the risk? (1)
What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	YR	Me and my body - girls and boy
	Y3	Family and friends; Zeb
	Y4	That is such a stereotype!
	Y5	Happy being me; Is it true?; Stop, start, stereotypes
	Y6	Boys will be boys? - challenging gender stereotypes; Media manipulation; Two sides to every story
How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	YR	Listening to my feelings
	Y1	Harold has a bad day; How are you listening?; It's not fair!; Surprises and secrets; Unkindness, teasing or bullying?; Who can help? (1 and 2)
	Y2	Solve the problem
	Y3	Family and friends; Friends are special; How can we solve this problem?; Zeb
	Y4	Can you sort it?; OK or not OK? (1&2); That is such a stereotype!; Together; What would I do?
	Y5	Happy being me?; How good a friend are you?' Qualities of friendship; Relationship cake recipe; Stop, start, stereotypes
	Y6	Advertising friendships; Boys will be boys? Challenging stereotypes; Intimate images and online sharing; Solve the friendship problem; Two sides to every story.
Online Safety and Awareness		

That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.	Y1	Unkindness, teasing or bullying?; Who can help? (2)
	Y2	Playing games; Types of bullying
	Y3	Let's celebrate our differences; None of your business!; Relationship tree; Zeb
	Y4	Can you sort it?; How dare you!; How do we make a difference?; OK or not OK? (2); What would I do?
	Y5	Is it true?; Play, like, share (1&2); Spot bullying; Stop, start, stereotypes
	Y6	Boys will be boys? Challenging stereotypes; I look great!; Think before you click; To share or not to share?; We have more in common than not; What's the risk?
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. Y3	Y2	Playing games
	Y3	I am fantastic!; None of your business; Super searcher
	Y4	OK or not OK? (2)
	Y5	Play, like, share; Is it true?; Spot bullying; Would you risk it?
	Y6	Fakebook friends; Media Manipulation; Pressure online; Think before you click!; To share or not to share?; What's the risk? (2)
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	YR	Keeping safe online
	Y1	Sharing pictures
	Y3	Let's celebrate our differences; None of your business; super searcher; Zeb
	Y4	In the news; Picture wise; Raisin challenge (2); That is such a stereotype; Under pressure
	Y5	Is it true?; Play, like, share (1&2); Spot bullying

be strangers, including other children and adults.	Y6	I look great; Intimate images and online sharing; Media manipulation; Pressure online; Think before you click; To share or not to share?; What's the risk? (1)
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.	YR	Keeping safe online
	Y1	Sharing pictures; Who can help? (2)
	Y3	As a rule; Let's celebrate our differences; None of your business; Zeb
	Y4	How do we make a difference?; In the news; Keeping ourselves safe; Picture wise; That is such a stereotype!; Under pressure; What would I do?
	Y5	Is it true?; Play, like share (1&2); Spot bullying; Star qualities; Stop, start stereotypes
	Y6	Boys will be boys? Challenging stereotypes; Fakebook friends; Intimate images and online sharing; Media Manipulation; Pressure online; Think before you click; To share or not to share?; What's the risk? (1&2)
	Y6	It's a puzzle; Pressure online; To share or not to share?; Traffic lights
Being safe		
What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	YR	Listening to my feelings; Who can help me
	Y1	Good or bad touches?; Harold's school rules; Surprises and secrets
	Y2	Fun or not?; How safe would you feel?; Should I tell?; Some secrets should never be kept; What should Harold say?
	Y3	Dan's dare; None of your business; Safe or unsafe?; secret or surprise
	Y4	How dare you!; Islands; Raisin challenge; Secret or surprise?; What would I do?
	Y5	Independence and responsibility; Is it true; Play, like, share (1&2); Taking notice of our feelings; Would you risk it?
	Y6	Acting appropriately; Intimate images and online sharing; OK to be different; Pressure online; Think before you click!; To share or not to share?; What's the risk? (1&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	YR	Listening to my feelings; Me and my body – girls and boys
	Y1	Surprises and secrets; Good or bad touches?
	Y2	My body, your body; Respecting privacy; Should I tell?; Some secrets should never be kept
	Y3	Secret or surprise?
	Y4	How do we make a difference?; Secret or surprise?

	Y5	Dear Ash; Growing up and changing bodies
	Y6	Acting appropriately; Intimate images and online sharing; What's the risk? (2); To share or not to share?
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	YR	Listening to my feelings; Me and my body – boys and girls
	Y1	Keeping privates private
	Y2	Fun or not?; How safe would you feel?; Should I tell?; Some secrets should never be kept; What should Harold say?
	Y3	Secret or surprise?; Body space
	Y4	Islands; Secret or surprise?
	Y5	Changing bodies and feelings; Growing up and changing bodies; Taking notice of our feelings
	Y6	Acting appropriately; Don't force me; Pressure online; To share or not to share?
How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.	YR	Listening to my feelings; People who help to keep me safe
	Y1	Surprises and secrets
	Y2	I don't like that!; Some secrets should never be kept; What should Harold say?
	Y3	Safe or unsafe; Secret or surprise?
	Y4	Secret or surprise?; Danger, risk or hazard?
	Y5	Taking notice of our feelings; Dear Ash; Play, like, share (1&2); Would you risk it?
	Y6	Acting appropriately; Don't force me; Pressure online; What's the risk? (2)
How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	YR	Listening to my feelings; People who help keep me safe; Who can help me?
	Y1	Good or bad touches?; Our feelings; Surprises and secrets; Thinking about feelings; Who can help? (1&2)
	Y2	Fun or not?; Should I tell?; How safe would you feel?;
	Y3	None of your business; Safe or unsafe?; Secret or surprise?; The risk robot
	Y4	Danger, risk or hazard?; Secret or surprise?; Islands
	Y5	Dear Ash; Taking notice of our feelings
	Y6	Pressure online; Acting appropriately; Don't force me; To share or not to share?; What's the risk? (1)
How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad	YR	Listening to my feelings; People who help to keep me safe
	Y1	Good or bad touches?; Keeping privates private; Surprises and secrets; Who can help? (2)
	Y2	Feeling safe
	Y3	Body space; None of your business!; Safe or unsafe?; Secret or surprise?

about any adult and the vocabulary and confidence needed to do so.	Y4	All change!; Safety in numbers; Secret or surprise?; Who helps us stay healthy and safe?
	Y5	Dear Ash; Taking notice of our feelings
	Y6	Acting appropriately; Don't force me; Is this normal? To share or not to share?
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.	YR	Listening to my feelings; People who can helpe to keep me safe
	Y1	Good or bad touches?; Surprises and secrets; Who can help? (2)
	Y2	Feeling safe
	Y3	Helping each other to stay safe; My changing body; Safe or unsafe?
	Y4	How dare you!; Who helps us stay healthy and safe?
	Y5	Dear Ash; Taking notice of our feelings
	Y6	Acting appropriately; Behaver yourself
Health and Wellbeing		
The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	YR	Caring for our world; My healthy mind
	Y1	Feelings and bodies; Who are our special people?
	Y2	Harold's picnic
	Y3	My community; Our helpful volunteers
	Y4	An email from Harold
	Y5	Mo makes a difference
	Y6	Advertising friendships; Five Ways to Wellbeing project; Helpful or unhelpful? Managing change; Rat Park
The importance of promoting general wellbeing and physical health.	YR	My healthy mind
	Y1	Our feelings
	Y4	Different feelings
	Y5	How good a friend are you?
	Y6	Fakebook friends; Five ways to wellbeing project; Rat park
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	YR	Bouncing back when things go wrong; My feelings (2); My feelings; Same and different; Yes, I can!
	Y1	Feelings and bodies; Harold loses Geoffrey; Our feelings; Thinking about feelings
	Y2	How are you feeling today?; I don't like that; Let's all be happy!; Sam moves away; Some secrets should never be kept;
	Y3	Secret or surprise?
	Y4	Different feelings; Moving house; Secret or surprise?

sign of a mental health condition.	Y5	How good a friend are you?; How are they feeling?; Our emotional needs
	Y6	Helpful or unhelpful?; Managing change; Intimate images and online sharing
How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	YR	When things go wrong; My feelings(1&2); What is safe to go on my body; Yes I can
	Y1	Feelings and bodies; Our feelings; Thinking about feelings
	Y2	An act of kindness; Harold's picnic; How are you feeling today?; How do we make others feel?; My day; When I feel like erupting
	Y3	Secret or surprise?
	Y4	An email from Harold!; Different feelings; Secret Moving house; My feelings are all over the place!; Ok or not ok? (1&2); Secret or surprise?
	Y5	How are they feeling?; How good a friend are you?; Our emotional needs
	Y6	I look great!; Intimate images and online sharing; OK to be different; Rat Park;
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	YR	Bouncing back when things go wrong
	Y1	Our Feelings; Thinking about our feelings
	Y2	When I feel like erupting
	Y3	Turn off your business
	Y4	Different feelings; How dare you!; Islands; My feelings are all over the place!
	Y5	How are they feeling?; Our emotional needs
	Y6	Rat Park; Helpful or unhelpful? Managing change
That isolation and loneliness can affect children, and the benefits of seeking support.	YR	My feelings; My feelings (2)
	Y1	Feelings and bodies; Our feelings; Thinking about feelings
	Y2	When someone is feeling left out
	Y4	An e-mail from Harold
	Y6	Rat Park; Five Ways to Wellbeing project
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	Y1	Unkindness, teasing or bullying?; Who can help? (2)
	Y3	Let's celebrate our differences; Zeb
	Y4	under pressure
	Y5	spot bullying
	Y6	I look great!; To share or not to share?
That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to	Y1	Harold loses Geoffrey
	Y2	Sam moves away

bereavement, and that everyone grieves differently.		
Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	YR	Bouncing back when things go wrong; Me and my special people; My feelings (1&2); Who can help me?
	Y2	Let's all be happy!
	Y4	Moving house; Who helps us stay healthy and safe?
	Y5	Our emotional needs
	Y6	Y6 Helpful or unhelpful? Managing change; I look great!; Rat Park
That it is common to experience mental health problems, and early support can help.	Y5	Our emotional needs
	Y6	Intimate images and online sharing; Rat Park
Wellbeing Online		
That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.	YR	Keeping safe online
	Y1	sharing pictures
	Y3	None of your business!; Super searcher
	Y4	How do we make a difference?
	Y5	Play, like, share (1&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.	Y3	None of your business
	Y5	Play, like, share (1&2)
The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative	Y1	Healthy me
	Y3	None of your business; Super searcher
	Y4	Danger, risk or hazard?; How do we make a difference?; In the news; Raisin challenge (2); SCARF hotel; That is such a stereotype!

content online on their own and others' mental and physical wellbeing.	Y5	is it true?; Play, like, share (1&2)
	Y6	Boys will be boys? Challenging gender stereotypes; Five ways to well-being project; I look great!; Media manipulation
How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	YR	Keeping safe online
	Y1	Sharing pictures
	Y3	None of your business; Super searcher
	Y4	How do we make a difference?; Picture wise
	Y5	Is it true?; Play, like, share (1&2); Stop, start, stereotypes
	Y6	Boys will be boys? Challenging gender stereotypes; To share or not to share?
Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.	Y3	As a rule; super searcher
	Y4	how do we make a difference?
	Y5	Start qualities?
	Y6	Fake book friends; Think before you click; To share or not to share?
The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.	YR	Looking after money: recognising, spending, using
	Y1	Harold's money
	Y3	Can I afford it?; Super searcher
	Y4	How do we make a difference?
	Y6	What's it worth?
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.	Y3	As a rule; Recount task; Super searcher
	Y4	In the news; Picture wise
	Y5	Fact or opinion?; Is it true?; Play, like, share (1&2); What's the story?
	Y6	I look great!; What's the risk?(2)
That abuse, bullying and harassment can take place online and that this can impact wellbeing.	YR	keeping safe online
	Y1	Sharing pictures
	Y3	Let's celebrate our differences; none of your business; zeb
	Y4	How do we make a difference?; Picture wise; That is such a stereotype; Under pressure

How to seek support from trusted adults.	Y5	Is it true?; Play, Like, share (1&2); Spot bullying; Stop, start, stereotypes
	Y6	I look great; Media manipulation; Think before you click; To share or not to share
How to understand the information they find online, including from search engines, and know how information is selected and targeted.	Y3	As a rule; None of your business; Recount task; Super searcher
	Y4	Can you sort it?; Danger, risk or hazard?; In the news!; Making choices; Picture wise; Raisin challenge (2); Tha is such a stereotype
	Y5	Fact or opinion; Is it true?; Play, like, share (1&2); Whats the story?; Would you risk it?
	Y6	Boys will boys? Challenging gender stereotypes; Fakebook friends; I look great!; Pressure online; Think before you click!; Two sides to every story; What's the risk? (2)
That they have rights in relation to sharing personal data, privacy and consent.	Y5	Play, like, share (1&2)
	Y6	To share or not to share?
The risks associated with an inactive lifestyle (including obesity).	YR	Keeping Myself Safe - What's safe to go into my body (including medicines)
	Y1	Inside my wonderful body!
Where and how to report concerns and get support with issues online.	YR	Keeping safe online
	Y1	Sharing pictures
	Y3	None of your business!; Super searcher
	Y4	In the news!
	Y5	Play, like, share (1&2); Would you risk it?
	Y6	To share or not to share?
Physical Health & Fitness		
The characteristics and mental and physical benefits of an active lifestyle.	YR	Keeping myself safe – What's safe to go into my body; Move your body; My healthy mind
	Y1	Healthy Me
	Y4	SCARF Hotel
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	YR	Getting bigger; Move your body; My healthy mind
	Y2	My day
	Y4	SCARF Hotel
	Y5	What's the story?
	Y6	Five ways to wellbeing project

and/or vigorous physical activity.		
The risks associated with an inactive lifestyle, including obesity.	Y1	Healthy me
	Y4	Danger, risk or hazard?
	Y5	What's the story?
	Y6	Five ways to wellbeing project
How and when to seek support including which adults to speak to in school if they are worried about their health.	YR	Keeping myself safe – Whats safe to go in my body; My feelings; My healthy mind
	Y4	Who helps us stay healthy and safe?
	Y6	Five ways to wellbeing project
Healthy Eating		
What constitutes a healthy diet (including understanding calories and other nutritional content).	YR	Getting bigger; Healthy eating; Move your body
	Y1	Eat well; I can eat a rainbow
	Y2	My day
	Y3	Derek cooks dinner!
	Y4	SCARF hotel
	Y5	What's the story?
Understanding the importance of a healthy relationship with food.	YR	Getting bigger; Healthy Eating; Keeping myself safe – Whats safe to go in my body
	Y1	Eat well; I can eat a rainbow
	Y3	Derek cooks dinner
	Y4	Making choices; SCARF hotel
	Y5	It all adds up!
	Y6	Is this normal?; Our recommendations
The principles of planning and preparing a range of healthy meals.	YR	Healthy Eating; Keeping myself safe – What safe to go in my body
	Y1	Eat well; I can eat a rainbow
	Y3	Derek cooks dinner!
	Y4	SCARF hotel
	Y6	Our recommendations
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).	YR	Healthy Eating; Keeping Myself Safe – what's safe to go in my body
	Y1	Eat well; I can eat a rainbow
	Y3	Alcohol and cigarettes: the facts; Derek cooks dinner; Help or harm?
	Y4	Danger, risk or hazard?; SCARF hotel
	Y6	Alcohol: what is normal?; Drugs: it's the law; Rat Park; What sort of drug is…?
Drugs, alcohol and tobacco		
The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol	YR	Keeping Myself Safe - What's safe to go into my body (including medicines);
	Y1	What could Harold do?
	Y2	Harold's Picnic
	Y3	Alcohol and cigarettes: the facts; Help or harm?

use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.	Y4	Danger, risk or hazard?; Keeping ourselves safe; Medicines: check the label
	Y5	Vaping: healthy or unhealthy?; Would you risk it?
	Y6	Alcohol: What is normal?; Drugs: it's the law!; Rat Park; What sort of drug is…?; What's the risk?
Health Protection and Prevention		
How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	Y6	Five ways to wellbeing project
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	YR	Safe indoors and outdoors; What's safe to go onto my body?
	Y4	Danger, risk or hazard?
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.	YR	A good night's sleep; Move your body; My feelings
	Y1	Healthy Me; Super sleep
	Y4	SCARF Hotel
	Y6	Five ways to wellbeing project
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.	YR	A good night's sleep; Healthy eating; Move your body; What's safe to go onto my body?
	Y1	Harold's wash and brush up; Healthy me
	Y2	Harold's bathroom
	Y5	Growing up and changing bodies
	Y6	Five ways to wellbeing project
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	YR	A good night's sleep; Move your body; What's safe to go onto my body
	Y1	Catch it! Bin it! Kill it!; Harold's wash and brush up
	Y2	Harold's postcard – helping us to keep clean and healthy
	Y3	Poorly Harold
	Y4	Medicines: check the label
The facts and scientific evidence relating to vaccination and immunisation. The	Y2	Harold's postcard – helping us to keep clean and healthy

introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.		
Personal Safety		
About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	YR	People who help to keep me safe; Safe indoors and outdoors
	Y1	What could Harold do?
	Y2	How safe would you feel? What should Harold say?
	Y3	Danger or risk? Dan's dare; The risk robot
	Y4	Danger, risk or hazard?
How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	YR	People who help to keep me safe; Safe indoors and outdoors
	Y3	The risk robot
	Y4	Danger, risk or hazard?; Keeping ourselves safe
	Y5	Decision dilemmas
Basic First Aid		
How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.	Y1	Basic first aid
	Y2	Basic first aid
	Y3	Basic first aid
	Y4	Basic first aid
	Y5	Basic first aid, including Sepsis Awareness
	Y6	Basic first aid, including Sepsis Awareness
Developing Bodies		
About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.	YR	Getting bigger; Life stages – plants, animals, humans; Life stages – human life stage – who will I be?; Me and my body – girls and boys; seasons; Where do babies come from?
	Y1	Taking care of a baby; Then and now
	Y2	Havent you grown!; My body, your body
	Y3	My changing body
	Y4	All change!; My feelings are all over the place; Preparing for changes at puberty
	Y5	Changing bodies and feelings; Growing up and changing bodies; Help! I'm a teenager get me out of here!
	Y6	I look great; Is this normal?; Whats the risk?
The correct names of body parts, including the penis, vulva, vagina,	YR	Getting bigger; life stages - plants, animals, humans; life stages: human life stage - who will I be?; me and my body - girls and boys; where do babies come from?

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.	Y1	good or bad touches?; keeping privates private; surprises and secrets; taking care of a baby
	Y2	Feeling safe; Phone or not?; How safe would you feel? My body, your body; Respecting privacy; Should I tell?; Some secrets should never be kept; What should Harold say
	Y3	Body space; my changing body; safe or unsafe?; secret or surprise?
	Y4	All change; Islands; Preparing for changes at puberty; Safety in numbers; Secret or surprise?; Who helps us safe and healthy?
	Y5	Changing bodies and feelings; Dear ash; Growing up and changing bodies; Taking notice of our feelings
	Y6	Acting appropriately; Don't force me; Is this normal?; Pressure online; To share or not to share?
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.	YR	Getting bigger
	Y2	My body, your body
	Y3	My changing body
	Y4	All change!; Preparing for changes at puberty
	Y5	Changing bodies and feelings; Growing up and changing bodies
	Y6	Is this normal?

Appendix C: Progressive Vocabulary Overview – see attached