



Napier School

Personal, Social, Health, Economic (PSHE) Education Policy

Including Relationships and Health Education statutory
from September 2020, and our position on Sex
Education

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INTRODUCTION AND CONTEXT

Napier School is an independent school providing specialist education for children aged 5 - 11 with a range of Complex Needs. All our children have significant barriers to learning due to their complex learning difficulties and disabilities in the area of autistic spectrum conditions, moderate to severe learning difficulties, associated medical and health issues and moderate mental health conditions. All our children are extremely vulnerable, and many have experienced disruption to formal education. For some, this has resulted in long periods of absence which has impacted on their self-esteem and self-confidence.

At Napier School we believe all children deserve the right to an education that will support them to become happy and confident individuals with skills, qualifications and achievements that will support them in their future. The overriding aim of our curriculum and wider work is to achieve the best possible outcomes for our children in terms of individual learning, independence, personal growth and development and personal safety. We aim to provide them with an understanding about the wider world to enable them to make informed, appropriate choices and decisions where possible. Our PSHE curriculum is flexible, adaptable, and robust enough to meet the ever-changing demands of the modern world, and best prepare our children for a life within it.

PSHE

At Napier School, we teach Personal, Social, Health, Economic education as a whole-school approach to underpin our pupils' development as people because we believe this best supports their learning capacity. We follow the PSHE Education Planning Framework for Pupils with SEND (Special Educational Needs and Disabilities) written by the PSHE Association (see Appendix 1 & Appendix 2) to ensure our curriculum integrates, but is not limited to, the new statutory content. Our Personal, Social, Health, Economic education also includes Relationships and Sex Education (RSE), Life Skills, enterprise, financial capacity and Careers education (following the Gatsby Benchmarks as part of the DfE Careers Strategy).

Our broad and balanced PSHE curriculum helps our children to become informed, thoughtful, and responsible citizens who are aware of British Values and their duties and rights. It encourages them to make a positive contribution to the life of their school, neighbourhood, communities, and the wider world. It encourages respect for different nations, religious and ethnic identities. It also helps pupils to develop an understanding of career managements and employability skills as well as developing an understanding about the world of work.

STATUTORY REQUIREMENTS

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.”

DfE Guidance p.8

In Key Stage 1 and 2 we teach Relationships education with Sex education being taught discretely in line with cognition and receptive understanding (This is determined in consultation with the Clinical Team, Senior Management Team (SMT) and parents), with all Key Stages being taught Health Education, thus following the statutory guidance as set out by the Department of Education and the Independent School Standards. **(Due to the nature of needs and the pupils' cognitive ability, we follow K1/2 curriculum to support their learning and emotional development. Should it be possible for children to access the KS3/4 curriculum, the class teacher will plan for this in line with pupil ability)**

In addition, at Napier School:

- Teaching reflects the law and teaches about applicable laws so that children are clear on rights and responsibilities
- Teaching is sensitive, inclusive, and age-appropriate
- Teaching is inclusive to meet the needs of all children so that they are able to understand the importance of quality and respect
- We work closely with parents and are respectful of child's' and parents' backgrounds and beliefs
- We communicate the right to request withdrawal from some or all of the sex education
- We will take into account the age and religious background of all pupils
- We make sure that RSHE is accessible to all pupils, including those with SEND
- We teach about LGBT+ content at integrated and timely point
- The staff team and wider community model positive relationships

Napier School complies with the Equality Act 2010:

- We will not treat children with protected characteristics (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation) less favourably.
- We will make reasonable adjustments and take positive action to alleviate disadvantage, being mindful of the SEND Code of Practice.
- We will regularly review our Accessibility Plan to ensure we are taking positive action towards inclusivity.

DEFINITIONS

Relationships and Sex Education (RSE) is about the emotional, social, and cultural development of children, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

Health Education is focused on teaching children how to make good decisions about their own physical health and mental wellbeing. It involves learning about what is normal and what is an issue and teaches children how and who to seek support when needed.

CURRICULUM DELIVERY

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

At Napier School, we include the statutory Relationships and Health Education and Sex Education within our whole-school Personal, Social, Health, Economic (PSHE) education curriculum. Biological aspects of Relationships and Sex Education are also taught within the science curriculum to some classes (dependent on the curriculum pathway).

We allocate one hour each week to teach the PSHE Framework, as well as additional timetabled PSHE lessons to focus on life skills, Careers and Personal Development. The allocated time varies dependent on the pupils' needs within that class and the curriculum pathway they are following.

At Napier School we use a holistic, person-centred approach to the development of our children to ensure they achieve the best possible outcomes. Although we follow a framework that is organised

into key stages, our PSHE curriculum is flexible and key stages are followed depending on the individual needs and main areas of development within that class, as opposed to their age group.

Teachers take into account the needs and feelings of children and deliver the content of the PSHE curriculum in a developmental and age-appropriate way suited to individual needs. Each class also accesses assemblies and has praise and reward systems in place that are personalised for their children.

PRIMARY CURRICULUM CONTENT

Relationships Education

The Key Stage 1 and 2 Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and close positive relationships
- Friendships
- Managing hurtful behaviour and bullying
- Safe relationships
- Respecting self and others

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools.' (p.23)

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.'

We define sex education as understanding human reproduction. We believe that all children at our school should have access to a sex education programme to enable them to:

- Be safe
- Be provided with the correct scientific terminology and information and taught how to use it in the right context
- Make responsible, informed, and healthy choices about their lives now and in the future
- Be respectful of themselves and others to enable them to move confidently through childhood, adolescence into adulthood
- Have the understanding to develop and maintain positive and healthy relationships

Health Education

The Key Stage 1 and 2 Health Education focuses on the following key areas:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Teaching children about puberty is now a statutory requirement which sits with the Health Education part of the DfE guidance within the 'Changing adolescent body' strand. **Sex Education**

CURRICULUM CONTENT

The Key Stage 2 Sex Education focuses on giving children the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: children looked after or young carers).

Health Education

The Key Stage 3 and 4 Health Education curriculum continues to develop knowledge on topics specified for primary as required and in addition covers the following content by the end of secondary:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

See Appendix 1 and Appendix 2 for a more details on the curriculum content.

SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES

All pupils at Napier School have additional learning needs and all have an Education Health Care Plan (EHCP). Napier School is committed to providing the environment and opportunities to enable all children with special educational needs to be included, fully, in all aspects of school life. We have adapted our curriculum to ensure each child has access to a broad and balanced curriculum that is meaningful, appropriate and individually challenging.

Classroom resources are differentiated as appropriate to address the learning needs of each child in order for them to have full access to the contents of the PSHE and RSE curriculum. All teaching and learning opportunities are underpinned with specific objectives, based on individual needs. EHCP outcomes are integrated into the school day and embedded throughout our curriculum. In addition, our health and therapy team work closely together and in collaboration with school, parents/carers, and other professionals to provide a holistic approach.

EQUALITY

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect.

Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...”

LGBT content is integrated fully into our curriculum. It is not specifically taught as stand-alone lessons within units. All children will be taught LGBT+ content in an age-appropriate manner at a timely point in the curriculum.

At Napier School we promote respect for all and value every individual child. However, we also respect the rights of our children, families, and our staff to hold beliefs, religious or otherwise.

Should any content within our curriculum cause parents or carers any concern then we would invite them in to discuss these concerns with the school.

For information on what is taught, please refer to Appendix 1 and Appendix 2.

ASSESSMENT

Assessment is integral to teaching and learning in PSHE and is carried out in accordance with the whole-school policy. We use the ‘PSHE Education Assessment Framework for Pupils with SEND’ to help track our children’s progress in PSHE and identify areas of development. Our assessment is ongoing and is continually captured throughout the school day when our children are seen applying their skills and knowledge in real-life situations or to different subjects using Evidence for Learning. The style of assessment used is non-threatening and promotes the children’s self-esteem. There are clearly defined links between objectives and assessment. The criteria by which the work is to be judged are shared and accessible by the children, where appropriate. Assessment is continuous and the outcomes of the process are used to inform subsequent teaching. Children receive regular feedback from their teachers concerning their progress and achievement and this is communicated to parents, carers, and associated professionals in termly subject reports and in the statutory annual review documentation.

ROLES AND RESPONSIBILITIES

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from the non-statutory components of RSE.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual children
- Responding appropriately to children whose parents wish them to be withdrawn from the non-statutory components of RSE
- Communicating with parents when Sex Education is being delivered

Teachers are timetabled to deliver PSHE lessons to classes for the full academic year to ensure consistency, but PSHE is not always taught to classes by their form tutor.

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

PSHE Subject Lead

The PSHE Subject Lead is responsible for ensuring children are receiving high quality PSHE lessons that are accessible and tailored to individual needs. They will ensure the framework informs

planning, teaching and assessment. They will share knowledge, good practice and keep staff up to date with the current statutory guidance.

Health and Therapy Team

Our Clinical team at Napier School comprises of Clinical Child Psychologist, Child and Adolescent Psychiatrist, Speech and Language Therapists and Occupational Therapists. Our team provide information to support a holistic approach to the teaching and learning of PSHE. They provide advice, guidance, and resources to support staff in ensuring all pupils can access our PSHE curriculum. They may also provide 1:1 support to deliver specific interventions based on individual needs.

Children

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

PARENTS RIGHT TO WITHDRAW

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education”

DfE Guidance p.17

All staff at Napier School strongly believe that all children should have access to our sex education programme as outlined above. If a parent/carer wishes to withdraw their child from Sex Education lessons, then they must inform the school in writing a week prior to the lesson taking place in order that alternative arrangements can be made for the child’s education.

Key Stage 1 and 2

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing and addressed to the Headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

There are separate rules on withdrawing a child from Sex Education. Sex education is separate from the Relationships and Health curriculum and parents can withdraw children from some or all of the lessons on Sex Education. The Headteacher must grant a parent’s request to withdraw a child beforehand, and it is useful to have good conversations with parents so that they understand fully what their child will be taught.

Before making a request, parents should:

- Ask the school about what will be taught in Sex Education, and when
- Remember that the science curriculum in all schools includes content on human development, which includes human reproduction.
- Remember there is no right for a parent to withdraw their child from the science curriculumKey Stage 2 (Sex Education)

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16.

Requests for withdrawal should be put in writing and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the child’s educational record. The Headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to children who are withdrawn from sex education.

POLICY DEVELOPMENT

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

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – we wrote to parents to outline our plans for what is going to be taught and how. Parents and stakeholder views are considered. This policy will be shared with parents. Parents will be invited to share their views.
- Children consultation – we investigated what exactly children want from their PSHE and RSE lessons
- Ratification – once amendments were made, the policy was shared with governors and ratified

POLICY MONITORING AND REVIEW

The senior leadership team monitor this policy on an annual basis.

APPENDIX 1: HOW THE PSHE EDUCATION PLANNING FRAMEWORK FOR PUPILS WITH SEND RELATES TO THE PSHE ASSOCIATION PROGRAMME OF STUDY

PSHE Association Programme of Study Key stages 1 and 2		PSHE education Planning Framework for Pupils with SEND Key stages 1 and 2	
Core Theme 1: Health and Wellbeing	Healthy Lifestyles (physical wellbeing)	Strands	Healthy Lifestyles
	Mental Health		Managing Feelings
	Ourselves, growing and changing		Changing and Growing; Self-Awareness
	Keeping safe		Self-Care, Support and Safety
	Drugs, alcohol, and tobacco		Healthy Lifestyles
Core Theme 2: Relationships	Families and close positive relationships	Strands	Self- Awareness; Changing ad Growing
	Friendships		Self-Awareness; Managing Feelings
	Managing hurtful behaviour and bullying		Self-Awareness; The World I Live In
	Safe relationships		Self-Care, Support and Safety
	Respecting self and others		Self-Awareness; The World I Live In
Core Theme 3: Living in the Wider World	Shared responsibilities	Strands	The World I Live In
	Communities		The World I Live In
	Media literacy and digital resilience		The World I Live In; Self-Care, Support and Safety
	Economic wellbeing: Money		The World I Live In
	Economic wellbeing: Aspirations, work, and career		The World I Live In; Self-Awareness

PSHE Association Programme of Study Key stages 3 and 4		PSHE education Planning Framework for Pupils with SEND Key stages 3 and 4	
Core Theme 1: Health and Wellbeing	Self-concept	Strands	Self-Care, Support and Safety
	Mental health and emotional wellbeing		Managing Feelings
	Healthy Lifestyles		Healthy Lifestyles; Self-Care, Support and Safety
	Health-related decisions		Healthy Lifestyles
	Drugs, alcohol, and tobacco		Healthy Lifestyles; Self-Care, Support and Safety
	Managing risk and personal safety		Self-Care, Support and Safety

	Puberty and sexual health		Changing and Growing
	Sexual health and identity		Changing and Growing
Core Theme 2: Relationships	Positive relationships	Strands	Changing and Growing
	Relationship values		Changing and Growing
	Forming and maintaining respectful relationships		Managing Feelings
	Consent		Self-Care, Support and Safety; Managing Feelings; Changing and Growing
	Contraception and parenthood		Changing and Growing
	Bullying, abuse, and discrimination		Changing and Growing
	Social influences		The World I Live In; Self-Awareness
Core Theme 3: Living in the Wider World	Learning skills	Strands	Self-Awareness
	Choices and pathways		Self-Awareness
	Work and career		Self-Awareness
	Employment rights and responsibilities		Self-Awareness
	Financial choices		Self-Awareness
	Media literacy and digital resilience		Self-Care, Support and Safety; Healthy Lifestyles; The World I Live In

APPENDIX 2: HOW THE PLANNING FRAMEWORK FOR PUPILS WITH SEND MAPS AGAINST THE DFE STATUTORY GUIDANCE FOR RELATIONSHIPS EDUCATION, RSE AND HEALTH EDUCATION

RELATIONSHIPS EDUCATION PRIMARY

Topic	Content grids from the DfE statutory guidance: Relationships Education (Primary) By the end of primary school pupils should know:	PSHE education Planning Framework for Pupils with SEND KEY STAGES 1 and 2 Section and row references:
Families and people how care for me	<ul style="list-style-type: none"> that families are important for children growing up because they can give love, security, and stability 	Self-Awareness: SA4
	<ul style="list-style-type: none"> 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. 	Self-Awareness: SA4, SA5 Changing and Growing: CG4
	<ul style="list-style-type: none"> 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. 	Changing and Growing: CG4 Self-Awareness: SA5
Caring friendships	<ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends. 	Self-Awareness: SA4
	<ul style="list-style-type: none"> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 	Self-Awareness: SA5
	<ul style="list-style-type: none"> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 	Self-Awareness: SA5
	<ul style="list-style-type: none"> 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. 	Self-Awareness: SA4, SA5

	<ul style="list-style-type: none"> 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. 	Self-Awareness: SA4, SA5 Self-Care, Support and Safety: SSS3
Respectful Relationships	<ul style="list-style-type: none"> 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. 	Self-Awareness: SA3
	<ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships. 	Self-Awareness: SA3 Managing Feelings: MF2
	<ul style="list-style-type: none"> the conventions of courtesy and manners. 	Self-Awareness: SA3
	<ul style="list-style-type: none"> the importance of self-respect and how this links to their own happiness 	Self-Awareness: SA4, SA5
	<ul style="list-style-type: none"> 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. 	Self-Awareness: SA2
	<ul style="list-style-type: none"> 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. 	Self-Awareness: SA2 The World I Live In: WILI 1
	<ul style="list-style-type: none"> what a stereotype is, and how stereotypes can be unfair, negative, or destructive. 	The World I Live In: WILI 1
	<ul style="list-style-type: none"> the importance of permission-seeking and giving in relationships with friends, peers, and adults. 	Changing and Growing: CG1
Online relationships	<ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. 	Self-Care, Support and Safety: SSS4
	<ul style="list-style-type: none"> 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. 	Self-Care, Support and Safety: SSS4
	<ul style="list-style-type: none"> how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 	Self-Care, Support and Safety: SSS4 Self-Awareness: SA2
	<ul style="list-style-type: none"> how information and data is shared and used online. 	Self-Care, Support and Safety: SSS4
	<ul style="list-style-type: none"> the rules and principles for keeping safe online, how to recognise risks, harmful content, and contact, and how to report them. 	Self-Care, Support and Safety: SSS2, SSS3, SSS4

Being safe	<ul style="list-style-type: none"> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 	Self-Care, Support and Safety: SSS3
	<ul style="list-style-type: none"> 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. 	Self-Care, Support and Safety: SSS3
	<ul style="list-style-type: none"> that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 	Self-Care, Support and Safety: SSS5 Changing and Growing: CG3
	<ul style="list-style-type: none"> how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 	Self-Care, Support and Safety: SSS2, SSS3
	<ul style="list-style-type: none"> how to recognise and report feelings of being unsafe or feeling bad about any adult. 	Self-Care, Support and Safety: SSS3, SSS4
	<ul style="list-style-type: none"> how to ask for advice or help for themselves or others, and to keep trying until they are heard. 	Self-Care, Support and Safety: SSS2, SSS4
	<ul style="list-style-type: none"> how to report concerns or abuse, and the vocabulary and confidence needed to do so. 	Self-Care, Support and Safety: SSS4, SSS5 Changing and Growing: CG3 Self-Awareness: SA2
	<ul style="list-style-type: none"> where to get advice (e.g., family, school and/or other sources). 	Self-Awareness: SA2, SA5 Self-Care, Support and Safety: SSS3, SSS4 Changing and Growing: CG3

HEALTH EDUCATION PRIMARY

Topic	Content grids from the DfE statutory guidance: Health Education (Primary)	PSHE education Planning Framework for Pupils with SEND KEY STAGES 1 and 2
By the end of primary school pupils should know:		Section and row references:
Mental Wellbeing	<ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health. 	Managing Feelings: MF1
	<ul style="list-style-type: none"> 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. 	Managing Feelings: MF1 Self-Care, Support and Safety: SSS2
	<ul style="list-style-type: none"> 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. 	Managing Feelings: MF1, MF3
	<ul style="list-style-type: none"> how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 	Managing Feelings: MF1 Self-Awareness: SA2, SA4, SA5 Self-Care, Support and Safety: SSS2
	<ul style="list-style-type: none"> the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 	Healthy Lifestyles: HL2
	<ul style="list-style-type: none"> 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. 	Managing Feelings: MF2
	<ul style="list-style-type: none"> that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 	Self-Awareness: SA2
	<ul style="list-style-type: none"> 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). 	Self-Care, Support and Safety: SSS3
	<ul style="list-style-type: none"> 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. 	Relationships: Managing Feelings: MF1

Internet safety and harms	<ul style="list-style-type: none"> that for most people the internet is an integral part of life and has many benefits. 	Self-Care, Support and Safety: SSS4
	<ul style="list-style-type: none"> 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. 	Healthy Lifestyles: HL2 Self-Care, Support and Safety: SSS3, SSS4
Internet safety and harms	<ul style="list-style-type: none"> 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. 	Self-Care, Support and Safety: SSS3, SSS4
	<ul style="list-style-type: none"> why social media, some computer games and online gaming, for example, are age restricted. 	Self-Care, Support and Safety: SSS4
	<ul style="list-style-type: none"> 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. 	Self-Awareness: SA2 Self-Care, Support and Safety: SSS4
	<ul style="list-style-type: none"> how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected, and targeted. 	Self-Care, Support and Safety: SSS2 (Secondary framework)
	<ul style="list-style-type: none"> where and how to report concerns and get support with issues online. 	Self-Care, Support and Safety: SSS4
Physical health and fitness	<ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. 	Healthy Lifestyles: HL2
	<ul style="list-style-type: none"> 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. 	Healthy Lifestyles: HL3
	<ul style="list-style-type: none"> the risks associated with an inactive lifestyle (including obesity). 	Healthy Lifestyles: HL2
	<ul style="list-style-type: none"> how and when to seek support including which adults to speak to in school if they are worried about their health. 	Healthy Lifestyles: HL3
Healthy Eating	<ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). 	Healthy Lifestyles: HL1
	<ul style="list-style-type: none"> the principles of planning and preparing a range of healthy meals. 	Healthy Lifestyles: HL1
	<ul style="list-style-type: none"> 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). 	Healthy Lifestyles: HL1

Drugs, alcohol and Tobacco	<ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	Healthy Lifestyles: HL3
Health and prevention	<ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 	Healthy Lifestyles: HL3
	<ul style="list-style-type: none"> about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 	Healthy Lifestyles: HL2
	<ul style="list-style-type: none"> the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood, and ability to learn. 	Healthy Lifestyles: HL2
	<ul style="list-style-type: none"> about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 	Self-Care, Support and Safety: SSS1
	<ul style="list-style-type: none"> about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. 	Healthy Lifestyles: HL1
	<ul style="list-style-type: none"> the facts and science relating to allergies, immunisation, and vaccination. 	Healthy Lifestyles: HL1, HL3
Basic first aid	<ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. 	Self-Care, Support and Safety: SSS2
	<ul style="list-style-type: none"> concepts of basic first aid, for example dealing with common injuries, including head injuries. 	Self-Care, Support and Safety: SSS2
Changing adolescent body	<ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 	Changing and Growing: CG2
	<ul style="list-style-type: none"> about menstrual wellbeing including the key facts about the menstrual cycle. 	Changing and Growing: CG2

RELATIONSHIPS AND SEX EDUCATION

Topic	Content grids from the DfE statutory guidance: Relationships Education (Primary) By the end of primary school pupils should know:	PSHE education Planning Framework for Pupils with SEND KEY STAGES 3 AND 4 Section and row references:
Families	<ul style="list-style-type: none"> that there are different types of committed stable relationships. 	Changing and Growing: CG4, CG5
	<ul style="list-style-type: none"> how these relationships might contribute to human happiness and their importance for bringing up children. 	Changing and Growing: CG3
	<ul style="list-style-type: none"> what marriage is, including their legal status (e.g., that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony). 	Changing and Growing: CG5
	<ul style="list-style-type: none"> why marriage is an important relationship choice for many couples and why it must be freely entered into. 	Changing and Growing: CG5
	<ul style="list-style-type: none"> the characteristics and legal status of other types of long-term relationships. 	Changing and Growing: CG3, CG5
	<ul style="list-style-type: none"> the roles and responsibilities of parents with respect to the raising of children, including characteristics of successful parenting. 	Changing and Growing: CG5
	<ul style="list-style-type: none"> how to: determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. 	Managing Feelings: MF2 Changing and Growing: CG2, CG5 Self-Care, Support and Safety: SSS2, SSS6
	<ul style="list-style-type: none"> the characteristics of positive and healthy friendships (both on and offline) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. 	Self-Awareness: SA4, SA6 Changing and Growing: CG2, CG3 Managing Feelings: MF1

Respectful relationships including friendships	<ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships 	Self-Awareness: SA3, SA5 Changing and Growing: CG3
Respectful relationships including friendships	<ul style="list-style-type: none"> how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation, or disability, can cause damage (e.g., how they might normalise non-consensual behaviour or encourage prejudice). 	Self-Awareness: SA3
	<ul style="list-style-type: none"> 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 tolerance and respect to others and others' beliefs, including people in positions of authority and due tolerance of other peoples' beliefs. 	Self-Awareness: SA3
	<ul style="list-style-type: none"> about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. 	Self-Awareness: SA4
	<ul style="list-style-type: none"> that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. 	Managing Feelings: MF3 Self-Awareness: SA4 Changing and Growing: CG3
	<ul style="list-style-type: none"> what constitutes sexual harassment and sexual violence and why these are always unacceptable. 	Changing and Growing: CG3
	<ul style="list-style-type: none"> the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. 	The world in which I live: WILI 1
Online and media	<ul style="list-style-type: none"> their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts including online. 	Self-Care, Support and Safety: SSS2
	<ul style="list-style-type: none"> about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. 	Self-Care, Support and Safety: SSS3, SSS6
	<ul style="list-style-type: none"> not to provide material to others that they would not want shared further and not to share personal material which is sent to them. 	Self-Care, Support and Safety: SSS6

	<ul style="list-style-type: none"> what to do and where to get support to report material or manage issues online. 	Self-Care, Support and Safety: SSS2, SSS4, SSS6
	<ul style="list-style-type: none"> the impact of viewing harmful content. 	Self-Care, Support and Safety: SSS2 Changing and Growing: CG4
Online and media	<ul style="list-style-type: none"> that specifically sexually explicit material (e.g., pornography) often presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. 	Changing and Growing: CG4 Self-Care, Support and Safety: SSS6
	<ul style="list-style-type: none"> that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. 	Self-Care, Support and Safety: SSS6
	<ul style="list-style-type: none"> how information and data is generated, collected, shared, and used online (partly). 	Self-Care, Support and Safety: SSS2
Being safe	<ul style="list-style-type: none"> the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. 	Self-Care, Support and Safety: SSS2 Changing and Growing: CG4
	<ul style="list-style-type: none"> how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts including online). 	Changing and Growing: CG4
	<ul style="list-style-type: none"> how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex, and friendship. 	Changing and Growing: CG3, CG4
	<ul style="list-style-type: none"> that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively (e.g., physical, emotional, mental, sexual, and reproductive health and wellbeing). 	Healthy Lifestyles: HL1
	<ul style="list-style-type: none"> the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. 	Changing and Growing: CG4

Intimate and sexual relationships including sexual health	<ul style="list-style-type: none"> that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. 	Changing and Growing: CG4 Self-Care, Support and Safety: SSS1
	<ul style="list-style-type: none"> that they have a choice to delay sex or to enjoy intimacy without sex. 	Changing and Growing: CG4, CG5
	<ul style="list-style-type: none"> the facts about the full range of contraceptive choices, efficacy, and options available. 	Changing and Growing: CG4

Intimate and sexual relationships including sexual health	<ul style="list-style-type: none"> that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). 	Changing and Growing: CG5
	<ul style="list-style-type: none"> how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. 	Changing and Growing: CG4
	<ul style="list-style-type: none"> about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. 	Changing and Growing: CG4
	<ul style="list-style-type: none"> how the use of alcohol and drugs can lead to risky sexual behaviour. 	Changing and Growing: CG4
	<ul style="list-style-type: none"> how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. 	Changing and Growing: CG4