



Policy for:

Relationships and Sex Education, including Health Education

		Date	Change Log	
Reviewed by:	SLT	Dec 2025		
Authorised by:	C&P	Spring 2026		
Date for next review: (or earlier should legislation require it)	Spring 2027			

Woodstock CE Primary



Hand in hand we...
Love | Learn | Flourish

Our Christian Vision & Values

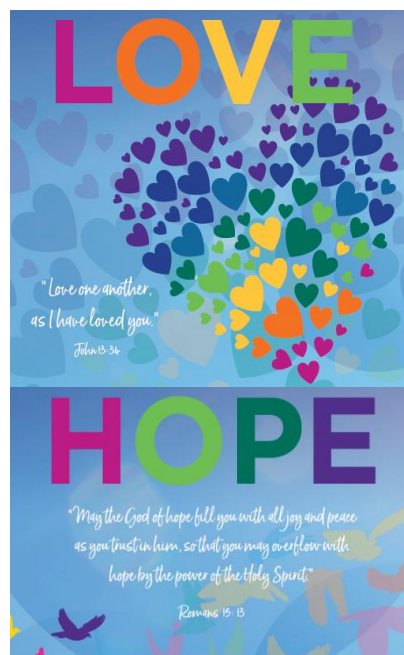
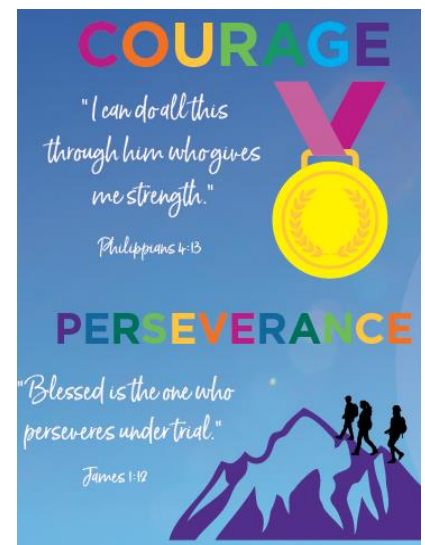


Our Christian vision states that we:

Clear a path for a lifelong journey of exploration and growth, through an innovative and challenging curriculum, inspiring all in our community to be courageous advocates and global citizens. Everyone can find their light and shine it brightly. Hand in hand, we love, learn and flourish together.

'In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven.' *'Let your light shine'* Matthew 5:16

Our core Christian values allow us to deliver the Christian vision:





Policy for Relationships & Sex Education, including Health Education

Please note that this policy will be in place for academic year 2025-2026, whilst it is under review ahead of the introduction to the updated DfE RSE Guidance which is statutory from September 2026.

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools

Secretary of State Foreword in Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance for governing bodies, headteachers and teachers (DfE, 2019)

Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Introduction

The school's commitment to promoting the personal and social development, health and mental wellbeing of our pupils is reflected in our statement of aims and values. This underpins the Christian ethos of Woodstock CE Primary School and is reflected in our policies and in the breadth of the curriculum – including the teaching of Personal, Social, Health & Economic Education (PSHE) and Relationships and Sex Education (RSE). RSE is learning about the emotional, social and physical aspects of growing up, relationships, sexuality and sexual health, healthy lifestyles, diversity and personal identity. It supports the wider work of the school in helping to foster pupils' wellbeing and develop their resilience and character.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Children can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. PSHE & RSE supports the wider work of the school in helping children to develop resilience, to know how and when to ask for help, and to know where and how to access appropriate support. High-quality, evidence-based and age-appropriate teaching of these subjects can help prepare them for the opportunities, responsibilities and experiences of adult life.

Whilst we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. It is taught sensitively and inclusively, with respect to the backgrounds and beliefs of our pupils and parents. Relationship & Sex Education upholds Christian values regarding marriage and relationships, while being mindful of the circumstances of our pupils and the variety of expressions of family life in our culture. Pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, within the understanding of the right of others to frame and hold their own views with an expectation of respect.

Statutory Information

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#). We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum. The DfE recommends that primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of its pupils. It 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, puberty and main external body parts.

At Woodstock Primary, Governors see sex education as an important aspect of the school curriculum for our older pupils and ensure that it has due regard to moral considerations and the importance of family life. In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)

The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Woodstock CE Primary School, we teach RSE as set out in this policy.

Policy Development

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

1. **Review:** A staff working group, involving SLT and the PSHE Lead collated all relevant information including relevant national and local guidance
2. **Staff Consultation:** School staff were given the opportunity to look at the policy and make recommendations
3. **Parent/Stakeholder Consultation:** parents were consulted through parent survey
4. **Ratification:** once amendments were made, the policy was shared with governors and ratified

It is the aim of governors and senior leaders that this Policy meets the needs of pupils and parents and reflects the Woodstock CE Primary School community.

Definition

- RSE is about the emotional, social and cultural development of pupils, 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.

Curriculum

Our RSE curriculum is set out as per Appendix 1 but may need to be adapted as and when necessary, to respond to the needs of our pupils.

Set within the school's Christian ethos, RSE has always been part of our curriculum provision for Personal, Social & Emotional Education (PSHE) with Sex Education being taught in Years 5 and 6. The focus of RSE at Woodstock Primary is on teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults. We want children to form a strong early understanding of the features of relationships that are likely to lead to happiness and security; and to recognise any less-positive relationships when they encounter them. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving,

and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact - these are the foundations of consent, which will prepare pupils for secondary school and later life.

As a school we believe the role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children and have the most significant influence in enabling their children to grow and mature and to form healthy relationships. Our curriculum considers the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. We believe that RSE should be complementary and supportive to the role of parents and therefore, the School's Policy for Relationship and Sex Education reflects consultation with parents and governors.

For more information about our curriculum, see our Curriculum Overview for PSHE & RSE in Appendix 1.

Delivery of RSE

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE) and additional relationships education through focus days, weeks, including Anti-bullying week, Mental Health and Wellbeing Awareness.

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

- Families and people who care for me
- Caring friendships
- Respectful relationships, including consent
- Online relationships
- Being safe

For more information about our RSE curriculum, see our PSHE & RSE Curriculum Overview on our school website.

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

We are also mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Relationships Education also provides opportunity for children to be taught about positive emotional and mental wellbeing, including how friendships can support this. Through RSE children are taught the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This is delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This includes understanding boundaries in friendships with peers and in families and with others, in all contexts, including online. Pupils are taught how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support the **safeguarding** of children.

Inclusivity & Equality

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

As a school we take our responsibilities under The Equality Act 2010 seriously. Prior to the teaching of sex education, we consider the makeup of our pupil body, including the gender and age of children and whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics (which mean that they are potentially at greater risk). We consider what we can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils, based on their gender or any other characteristic. We are mindful to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff understand that they have an important role to play in modelling positive behaviours.

Where appropriate, reasonable adjustments will be made to alleviate disadvantage and teachers will be aware of the SEND code of practice when planning for RSE to ensure teaching is delivered in ways that are accessible to all pupils with SEND.

Use of Resources

Resources to be used in the teaching of sex education are assessed as part of the review cycle of policy and practice to ensure that they are appropriate for the age and maturity of pupils, and sensitive to their needs.

Prior to the teaching of sex education in Years 5 and 6, parents are invited into school to discuss what will be taught, address any concerns and provide support in managing conversations with their children on these issues. They can view materials, including any DVD footage to be used.

We consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum long-term plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

Use of External Organisations & Materials

We make sure that an agency and any materials used are appropriate and in-line with our legal duties around political impartiality. The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)

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

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

Roles & Responsibilities

The Governing Board

The Governing Board will approve the RSE Policy and hold the headteacher to account for its implementation.

The Headteacher

The headteacher and Senior Leaders are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] 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 pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

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 or SLT. Teachers in Y5&6 lead the delivery of Sex Education within the phase and our Lead for PSHE oversees RSE within this role.

Pupils

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

Parents Right to Withdraw

Parents do not have the right to withdraw their children from relationships education. Parents do have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE. Requests for withdrawal should be put in writing, addressed to the Headteacher.

Before granting any such request the Headteacher will discuss the request with parents to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum; the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child will be explained. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if

the parents propose to deliver sex education to their child at home instead). Any such discussion will be documented to ensure a record is kept.

The Headteacher will automatically grant a request to withdraw a pupil from any sex education delivered, other than as part of the science curriculum. If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Specific Topics Not Taught

Following consultation with parents it is currently agreed that it is not considered appropriate to the needs of children at Woodstock CE Primary for some specific issues to form part of the planned teaching programme for sex education – however, we will seek to review these areas annually with parents and adapt as appropriate.

These issues include:

- Contraception, however, it is considered appropriate that children are aware that pregnancy can be avoided through abstinence and other methods.
- Abortion
- HIV/AIDS and sexually transmitted infections
- Pornography
- Female Genital Mutilation (FGM)

It is to be expected that reference to these topics could arise in discussion. Teachers will balance the need to give proper attention to relevant issues with the need to respect pupils' and parents' views and sensitivities. All of the above aspects are covered within the statutory RSE guidance for secondary schools.

Training

Staff have received training on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. Experienced colleagues will work with new staff to ensure they feel confident and competent in the delivery of all aspects of RSE.

The headteacher will also invite visitors from outside the school, such as school nurses to provide appropriate support and training to staff teaching RSE, if felt needed.

Monitoring Arrangements

The delivery of RSE is monitored by Senior Leaders through:

- Learning Walks
- Book Looks
- Pupil consultations
- Planning Reviews

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by SLT, PSHE & RSE Lead and Governors every two years. At every review, the policy will be approved by Governing Board.

Appendix 1: Curriculum Overview for RSE Coverage

By the end of Primary School:

Families and people who care for me

Pupils should know:

- That families are important for children growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Pupils should know:

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

Respectful Relationships

Pupils should know:

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

Online relationships

Pupils should know:

- That people sometimes behave differently online, including by pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

Pupils should know:

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice, for example family, school and/or other sources.

Sex Education

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Whilst Sex Education is not compulsory in primary schools, the Governing Body have taken the decision that it should be integral to provision for RSE at Woodstock CE Primary School and be delivered through the curriculum programme for PSHE.

Significant elements of RSE are included in the national curriculum for Science. There is a statutory duty upon schools to teach these aspects. The national curriculum for science includes content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. The school's programme for sex education is tailored to the age and the physical and emotional maturity of our pupils, and is fully informed by what children, parents and staff tell us. It is designed to help children grow, learn, and develop positive, healthy behaviours for life. Our current Y5/6 pupils tell us, that through sex education they are reassured that the changes they are going through, or will go through, are completely normal and that they happen to everyone, just at different times. It also makes it ok that there are different kinds of relationships and no stable and supportive family group is better than another.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. Our taught programme ensures 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. It also develops a positive vocabulary, and the strategies and skills children need to stay healthy and safe.

RSE links to the curriculum for Computing & Online Safety. Children and young people are growing up in a culture where technology and social media are important resources for learning and sharing information. Through RSE they are encouraged to think about what they want others to know and see about them - both online and offline; they are taught about potential risks associated with the Internet and about safe use of social media. Robust filtering systems protect pupils from accessing unsuitable materials on the Internet when in school.

'Sexting' and other self-made images and messages of a sexual nature raise particular issues of safety, privacy, peer influence and personal responsibility. As a school we address privacy and boundaries from a very early age in the context of personal safety and abuse. Specific work about 'sexting' is addressed if it is identified as a potential issue. Teaching covers communication skills, attitudes and values, the law, acceptable and unacceptable behaviour, and how to seek help. Pupils learn that it is illegal to produce, possess or distribute an indecent image of a person under the age of 18 – even if it's a picture of themselves, and that these laws have been created to protect children and young people.

RSE is delivered by class teachers who understand the importance of being positive role models and displaying the qualities essential to good relationships.

In Years 5 & 6 pupils are taught about changes in the body related to puberty, such as periods and voice breaking; when these changes are likely to happen; what issues may cause young people anxiety and how they can deal with these; and about how a baby is conceived and born. Girls should be prepared for menstruation before their periods start. Class teachers will ensure all girls are clear of the arrangements in school to help them cope with menstruation and from whom sanitary protection is available. Occasions will arise when the teaching of unrelated topics will result in discussion of aspects of sexual behaviour. Sexual matters may occur across the curriculum and answers will not constitute sex education so long as discussion is relatively limited and set within the context of the other subject. When this involves a child, who has been withdrawn from sex education, teachers will need to balance the need to give proper attention to the relevant issues with the need to respect pupils' and parents' views and sensitivities.

Teachers are mindful that for pupils who are or have experienced unhealthy or unsafe relationships at home or socially, the school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.

Teachers understand that the provision of advice to individual pupils should be undertaken with considerable care, particularly if this relates to sexual behaviour. The dividing line between good pastoral care and trespassing on the proper exercise of parental rights and responsibilities is very narrow.

Teachers need to be aware that during effective RSE pupils will be taught about what is and is not acceptable in a relationship, and this can lead to disclosure of a child protection issue.

If a member of staff (teaching or non-teaching) suspects that a child is a victim of abuse or they have reason to believe that he/she is at risk of abuse, they should report their concerns or suspicions to the Headteacher, as the member of staff with designated responsibility for child protection, and follow the procedures set down in the school's Child Protection Policy.

Key Principles of the School's Confidentiality Policy

- Pupils and parents and carers will be made aware of the school's Confidentiality Policy and how it works in practice.
- Pupils will be reassured that their best interests will be maintained.
- Pupils will be encouraged to talk to their parents or carers and will be given support to do so.
- Pupils will know that teachers cannot offer unconditional confidentiality.
- Pupils will be reassured that, if confidentiality has been broken, they will be informed first and then supported as appropriate.
- If there is any possibility of abuse, the school's Child Protection procedure will be followed.
- Pupils will be informed of sources of confidential help, for example, the school nurse, counsellor, GP or local young person's advice service.
- Ground rules will be established and used in lessons.

The School's Confidentiality Policy will be shared with pupils through the PSHE curriculum. Parents and carers will be made aware of the Policy via the school's website.

Physical Health & Mental Health & Wellbeing

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Staff promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges.

As a school we were very proud to achieve the Wellbeing Award for Schools in recognition of our work to ensure that mental health and wellbeing are at the heart of school life. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa. This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and enough sleep, and giving children the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Teachers go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid. Emphasis is given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

Puberty including menstruation is included within the planned programme for Health Education and delivered through the curriculum for RSE. This ensures male and female pupils are prepared for changes they and their peers will experience. In addition to curriculum content, arrangements are made to help girls prepare for and manage menstruation including with requests for menstrual products.

Further children are taught:

- The benefits of hobbies, interests and participation in their own communities. Teaching makes clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.
- About the benefits of rationing time spent online and the risks of excessive use of electronic devices. As children move through the school, they are taught why social media, computer games and online gaming have age restrictions and are equipped to manage common difficulties encountered online.

By the end of Primary School:

Mental Wellbeing

Pupils should know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Online Safety and Harms

Pupils should know:

- That for most people the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

Physical Health and Fitness

Pupils should know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle (including obesity).
- How and when to seek support including which adults to speak to in school if they are worried about their health.