



Relationships, Sex and Health Education (RSHE) Policy Template

Policy Status: Recommended

Review Cycle: Annually

Owner: Catherine Assink

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Approved by: Trust Board

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This policy sets out the Trust-wide approach to Relationships, Sex Education and Health Education. The policy explains what is taught, how and when, who is responsible, how the curriculum is made accessible, how parents may view materials, how withdrawal requests are managed, and how provision is monitored and reviewed.

Our commitment

All BILTT schools are committed to equipping pupils with the character, knowledge and skills needed for a happy, safe and successful life. We provide high-quality, evidence-based, inclusive and developmentally appropriate RSHE that:

- prepares pupils for the opportunities, responsibilities and experiences of adult life;
- promotes moral, social, mental and physical development and positive characteristics including resilience, self-worth, honesty, integrity, courage, kindness and trustworthiness;
- helps pupils form and sustain positive relationships, make informed and ethical decisions, recognise when things are not right and seek help;
- is carefully sequenced so knowledge and skills are taught before pupils are likely to need them, without normalising harmful behaviour or causing unreasonable alarm;
- is relevant and responsive to pupils' lived contexts and local safeguarding needs;
- is accessible to every pupil, with precise adjustments for communication, cognition, sensory, physical and social-emotional needs; and
- is delivered as part of a whole-school culture of safeguarding, equality, kindness and respect.

Legal framework and national guidance

This policy has been prepared with regard to the:

- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, sections 34 and 35 of the Children and Social Work Act 2017, section 80A of the Education Act 2002, section 403 of the Education Act 1996, and the revised DfE statutory guidance published July 2025 for introduction from 1 September 2026.
- Equality Act 2010, including the Public Sector Equality Duty;
- Children Act 1989 and Children Act 2004;
- Data Protection Act 2018 and UK GDPR;
- Keeping Children Safe in Education, current edition;
- Working Together to Safeguard Children, current edition;
- SEND Code of Practice: 0 to 25 years;
- National curriculum, including science, computing, citizenship and PE;
- Online Safety Act and related law on online harms;
- Domestic Abuse Act 2021 and statutory guidance;
- Behaviour in Schools and Teaching Online Safety in Schools guidance; and
- Relevant local safeguarding partnership procedures and public health intelligence.

RSHE curriculum aims, design and sequencing:

We ensure that the content and materials are appropriate for the age and cognition of pupils and sensitive to their needs. We acknowledge that although, in legal guidance, some topics are classed as primary or secondary, for our pupils, we must use professional judgment to adapt this and introduce them when are pupils are ready.

Our RSHE curriculum is based on the following aims, that:

- All pupils can access RSHE and learn in the most appropriate way to progress towards the end of phase goals and our long term curriculum aims.
- Core knowledge and skills will be broken into manageable steps, revisited and generalised

across contexts.

- Learning will include structured opportunities to practise communication, boundary setting, help-seeking, decision-making and respectful disagreement.
- Assessment and feedback will identify misconceptions, gaps and pupils requiring additional support or intervention.
- Assessment will be through discussion, work produced, and how well they apply learning in real life situations.
- RSHE topics are discussed and reinforced throughout the curriculum and every day situations.
- New or emerging local issues may be addressed responsively. Parents will be informed in advance of any substantive departure from the published policy and relevant materials will remain available on request.

'Primary phase' curriculum

Teaching focuses on the fundamental building blocks and characteristics of positive relationships, It does not involve explaining the details of different forms of sexual activity, although it may include sensitive safeguarding content that helps children recognise and report abuse.

At a level appropriate to each pupil's needs and stage of development, pupils will be taught the following statutory areas.

Families and people who care for me:

- the importance and characteristics of safe, stable and caring family life;
- respect for different family structures, including single-parent, same-sex parent, kinship, adoptive, foster and grandparent-led families;
- marriage and civil partnership as formal, legally recognised commitments intended to be lifelong;
- how to recognise unsafe or unhappy family relationships and seek help.

Caring friendships and respectful, kind relationships:

- how friendships are formed, maintained, repaired and sometimes ended;
- kindness, honesty, trust, loyalty, inclusion, generosity, boundaries and mutual respect;
- managing conflict without violence, expressing needs assertively and recognising controlling behaviour;
- courtesy, manners, self-respect, stereotypes, bullying, bystander responsibility and help-seeking.

Online safety and awareness:

- respectful behaviour online, peer pressure and the risks posed by people who conceal or misrepresent their identity;
- age restrictions, privacy and location settings, personal information and the permanence and onward circulation of online content;
- recognising harmful content or contact and knowing how and where to report concerns.

Being safe:

- privacy, healthy boundaries, bodily autonomy and the difference between appropriate and unsafe contact;
- correct names for private body parts, taught factually and accessibly;
- recognising emotional, physical and sexual abuse, understanding that abuse is never the victim's fault, and seeking help persistently until heard;
- responding safely to people encountered in person and online, including people who appear trustworthy but may have harmful intentions.

Health and wellbeing:

- general wellbeing, emotions, loneliness, change, loss, bereavement and early help;
- online wellbeing, screen use, online gaming, monetisation, gambling-style content, scams,

fraud, privacy and reporting;

- physical activity, time outdoors, sleep, healthy eating and a healthy relationship with food;
- legal and illegal harmful substances, smoking, vaping, alcohol, drugs, nicotine addiction and nicotine pouches;
- health protection, sun safety, dental health, hygiene, germs, vaccination and immunisation;
- personal safety around fire, roads, railways and water;
- basic first aid, emergency calls, common injuries and the importance of reporting rather than filming incidents; and
- growth, puberty, correct body-part vocabulary and menstruation before pupils are likely to experience it.

Sex Education primary phase:

Sex Education is not compulsory at this age. If deemed appropriate, the content, timing and resources will be clearly identified and parents will be consulted. It will be distinct from statutory Relationships Education, Health Education and science. Depending on pupil needs we may cover appropriate content about conception and birth.

Content about online sexual material or pressure to share naked images will be taught only where we feel pupils need this to protect themselves, and in a way that does not cause unreasonable alarm. Parents/Carers will be informed of any planned departure from the published programme.

Secondary phase curriculum

Secondary provision will build on previous learning as pupils are ready and will cover the following statutory content:

Families:

- different committed and stable relationships and their contribution to wellbeing and raising children;
- the legal status of marriage and civil partnership, the myth of “common-law marriage”, and the law on forced marriage and marriage under 18;
- how families change through birth, death, separation and new relationships;
- parental responsibilities, successful parenting and the importance of early childhood;
- recognising unsafe relationships and seeking support.

Respectful relationships:

- positive relationships online and offline, consent, trust, respect, honesty, kindness, boundaries, privacy, reconciliation and ending relationships;
- self-esteem, independence, tolerance, respectful communication and conflict management;
- how ethical behaviour goes beyond consent and includes kindness, care, attention to vulnerability and awareness of power imbalances;
- bullying and bystander responsibility; harmful stereotypes; sexism, misogyny and other prejudice;
- how unequal power can shape behaviour and how pornography may distort attitudes, normalise harm, reinforce misogyny or create sexual entitlement;
- how online subcultures, including “incel” narratives and harmful influencers, may shape attitudes and how to respond critically without directing pupils to harmful content.

Online safety and awareness:

- rights, responsibilities, opportunities, privacy and location settings in public and private online spaces;
- fake accounts, exaggerated profiles, misinformation, disinformation and content created or altered using artificial intelligence;
- law and risks relating to sharing, keeping, forwarding or generating indecent or sexual images, including AI-generated images, and routes to support where an image has been shared;

- deepfakes, how they can cause harm, and how pupils may identify and report them;
- online misogyny, violence, weapons content, conflict escalation, stalking, harassment, coercive control and abusive behaviour;
- pornography as a distorted representation of people and sexual behaviour, including its potential impact on attitudes and partners;
- online scams, sextortion and routes to support without blame; and
- AI chatbots and the risks of fake intimacy, manipulation or harmful advice.

Being safe and subject-specific safeguarding:

- consent and boundaries, including in early romantic and sexual relationships, and strategies to resist and avoid applying pressure;
- personal safety in public and social spaces, with explicit teaching that precautions never transfer blame to a victim;
- sexual harassment, public sexual harassment, sexual violence, rape, sexual assault, upskirting and harmful sexual behaviour;
- domestic abuse, stalking, coercive and controlling behaviour, grooming, sexual and criminal exploitation, financial exploitation, forced marriage and hate crime;
- FGM, virginity testing and hymenoplasty, their harms, support routes and the law;
- strangulation and suffocation as criminal and dangerous acts; and
- how pupils can seek help for harmful behaviour they have experienced or are worried they may display themselves, including when medical help is needed.

Intimate and sexual relationships, including sexual health:

The curriculum provides pupils with the knowledge and skills to develop healthy, safe and nurturing relationships, understand consent and the law, protect sexual and reproductive health, resist pressure, recognise abuse and seek support including:

- age of consent, readiness, choice, abstinence and the fact that intimate relationships do not have to involve sexual activity;
- giving, withholding and withdrawing consent, including the influence of law, faith and family values;
- the full range and effectiveness of contraception and how to find medically accurate information;
- impartial and legally and medically accurate information about pregnancy options, including keeping a baby, adoption and abortion;
- STIs, including HIV, safer sex, condoms, testing, treatment, stigma, and HIV prevention through PrEP and PEP;
- how alcohol and drugs can affect sexual risk and decision-making; and
- confidential sexual and reproductive health advice, treatment and support.

The core focus of this aspect of the curriculum is to:

- Give our pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. We ensure that lesbian, gay, bisexual and transgender specific content is included within the delivery of our programme.
- Make explicit that that sexual violence and sexual harassment (including online) are not acceptable, will never be tolerated, and are not an inevitable part of growing up

As a result, pupils are able to

- develop safe, fulfilling and healthy relationships, including sexual relationships at the appropriate time. They learn to respect themselves and others. It does not encourage early sexual experience or experimentation.
- Understand the law, taking into account age, physical and emotional maturity, cognition, religious background and developmental differences when planning and delivering our learning.
- Become well informed about the range of aspects of the law which relate to sex including: the age of consent, what consent is and is not, the definitions of rape, sexual

- assault and harassment, and choices permitted by the law around pregnancy.
- Build awareness of grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour.
- Understand the physical and emotional damage caused by female genital mutilation (FGM) and the context of the law surrounding this and other forms of 'honour or faith based abuse'.

Secondary health and wellbeing:

- mental wellbeing, accurate emotional vocabulary, loneliness, anxiety, depression and the difference between normal feelings and mental health conditions;
- gambling harms, including the mental health impact of gambling and debt risks from online gambling and gambling-like gaming content;
- online comparison, body image, misinformation, illegal online markets and content promoting self-harm, suicide or violence;
- physical activity, healthy weight, healthy eating, cardiovascular health, and blood, organ and stem-cell donation;
- illegal drugs, synthetic substances, illicit vapes, counterfeit medicines, alcohol, drink spiking, smoking, vaping and routes to cessation support;
- hygiene, infection, antibiotics, antimicrobial resistance, vaccinations, screening, sleep and dental health;
- pre-conception health, folic acid, pelvic-floor health, miscarriage and pregnancy loss;
- navigating local healthcare, including GPs, pharmacies, urgent and emergency care, sexual health services, family planning and third-sector support;
- medical consent, parental responsibility, capacity and Gillick competence;
- personal safety relating to roads, railways, water, unfamiliar settings, knives, violence, peer influence, grooming and exploitation;
- first aid, CPR and defibrillators; and
- puberty, adolescent brain development, menstrual and gynaecological health including PMS, heavy menstrual bleeding, endometriosis and PCOS, and reproductive health including fertility and menopause.

All BILTT schools deliver aspects of the National Curriculum for science at an appropriate level. This includes teaching about reproduction in humans, for example the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, birth and HIV/AIDS.

- There is no right for parents to withdraw children from the National Curriculum for science.
- Our curriculum for teaching science can be viewed online on our school websites.

Teaching sensitive and contested topics

Teaching will be factual, balanced, age and developmentally appropriate and within the law. Staff will distinguish between legal facts, established evidence, religious belief and matters on which there is significant public debate.

Pupils will be supported to express views respectfully and to understand that bullying, harassment and disrespect are never acceptable.

Teaching about biological sex, gender reassignment and related legal rights will be accurate and respectful. Staff will not present contested views as fact, will avoid reinforcing gender stereotypes, and will not suggest that social transition is a simple solution to distress or discomfort. External materials on these topics will be scrutinised carefully, discussed with parents in advance where used, and made available on request.

Same sex parents and a wide range of family arrangements will be represented positively in primary Relationships Education. At secondary, pupils will have equal opportunity to explore the features of stable and healthy same-sex relationships, integrated across the programme rather than isolated in a standalone lesson. Sexual health teaching will be relevant to all pupils.

Faith perspectives may be taught, but staff will clearly identify when a view reflects religious belief. Teaching will respect the protected characteristic of religion or belief and will remain compliant with equality law.

Delivery, pedagogy and staff competence

Our RSHE curriculum is taught within classes by school staff. This delivery is enhanced by visits from external organisations and guest speakers where appropriate.

Sex Education teaching

- We provide a non-judgmental, factual approach within a safe environment that allows scope for pupils to ask questions in confidence. Staff are trained to use distancing techniques, to set ground rules and anonymous question boxes to help manage sensitive discussion and receive responses to these questions.
- It is important that responses are given that satisfy pupils' curiosity in order to prevent pupils seeking that information online, through a potentially harmful source that may contain inappropriate content, and encourage contact and conduct that is unsafe.
- Our online policy applies to all aspects of RSHE
- Language will be clear, factual and non-stigmatising. Teaching will not normalise harmful behaviour, stigmatise boys or suggest that girls are responsible for preventing abuse.
- Pupils will have opportunities to practise respectful communication and consider experiences different from their own. Single-sex grouping may be used exceptionally where it creates a safer space for a specific topic and does not stigmatise pupils.
- Staff know the curriculum boundaries, safeguarding procedure, disclosure response, confidentiality limits and sources of reliable support.

Equality statement

We are committed to anti-discriminatory practice as outlined within the provisions of the Equality Act 2010. We ensure that there is no discrimination towards anyone because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (protected characteristics).

In planning for delivery of Relationship, sex and health education, we make appropriate adjustments to alleviate disadvantage and adhere to the SEND Code of Practice.

We are also aware that some of our pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Therefore, RSHE is especially important for those pupils, for example those with social, emotional and mental health needs or learning disabilities. This is reflected within our planning for this subject.

Safeguarding and confidentiality

RSHE can increase safeguarding reports. All staff and visitors must follow the Child Protection and Safeguarding Policy and current Keeping Children Safe in Education. Concerns must be acted on immediately and passed to the Designated Safeguarding Lead or deputy. Staff must never promise absolute confidentiality.

Before sensitive teaching, pupils will be told in an accessible way how confidentiality works, what staff must do if a concern is disclosed, and where they can seek help inside and outside school. Victim blaming language is never used and pupils will be taught that abuse is never the victim's fault. Staff understand mandatory reporting duties, including FGM, and will remain alert to domestic abuse, sexual abuse, exploitation, harmful sexual behaviour and online harms.

Managing questions and disclosures

Teachers will answer questions honestly, factually and in a way that is appropriate to the pupil's age, stage, developmental understanding and the planned curriculum. Questions will not be used to invite personal disclosure in a group setting.

- If a question is suitable for the class, it will be answered using agreed language and within the lesson's learning objectives.
- If a question is unsuitable for a whole-class response, the teacher will acknowledge it and arrange a private, supported response, signposting the pupil to a parent, trusted adult, DSL, health professional or reliable service as appropriate.
- Questions relating to sex education not covered in primary, or content from which a pupil has been withdrawn, will be handled with emphasis on safeguarding and support rather than dismissal.
- Any question or disclosure indicating possible harm will be managed immediately under safeguarding procedures.
- Staff will receive support and training where questions require specialist handling.

Roles and responsibilities

Headteacher:

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school and for managing any requests to withdraw pupils from non-statutory components. They are also responsible for ensuring that staff have appropriate training and are given opportunities to keep up to date with local and national guidance.

Board of Trustees and Local Governing Bodies:

The LGB must:

- approve and keep this policy under review;
- ensure statutory duties are met and monitor pupil progress;
- seek quality assurance that the curriculum content and teaching is accessible and aligns with statutory guidance;
- ensure clear information is provided to parents about content, materials, external providers and withdrawal rights;
- support the headteacher to manage withdrawal requests fairly, lawfully and with written records;

RSHE Leads:

Every school has their own nominated RSHE Lead who holds the responsibility for leading the curriculum. In collaboration with other senior staff, the RSHE lead has responsibility for:

- Implementing, monitoring and evaluating the impact and appropriateness of the RSHE curriculum, reviewing provision as appropriate;
- Providing or sourcing appropriate training for colleagues as appropriate.
- Encouraging teachers to explore how new pedagogies and technology can be fully utilised to support the subjects;
- Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND;
- Ensuring that clear information is provided for parents on the subject content and the right to request that their child is withdrawn through regular consultation.

Designated Safeguarding Leads:

- advise on local and pupil-specific risks, safe sequencing and routes to support;
- ensure staff know how to respond to concerns and disclosures;
- review safeguarding themes arising from RSHE without compromising confidentiality, and inform curriculum improvement.

Teaching staff:

- deliver agreed content accurately, safely and accessibly;
- use approved resources and agreed vocabulary;
- assess learning, address misconceptions and identify pupils needing additional support;
- follow safeguarding procedures immediately and preserve appropriate confidentiality

Working with parents, carers and the wider community:

- We recognise the vital role of parents in the development of their children's understanding about relationships is vital and that they have the most significant influence in enabling their children to grow and mature and to form healthy relationships.
- We provide opportunities for parents to collaborate with the academy on planning and delivering RSHE via questionnaires and meetings.
- We ensure that parents are advised what will be taught and when and clearly communicate the fact that parents have the right to request that their child be withdrawn from some aspects RSHE.
- We provide parents/carers every opportunity to understand the purpose and content of RSHE through the content on our website, parents' / carers' consultations and personal communications.
- We welcome any questions about the school's approach to RSHE from parents/ carers to help increase confidence in the curriculum. We will also provide opportunities for parents to discuss what their children will be taught, address any concerns and help support parents in managing conversations with their children on these issues.
- Curriculum materials used to teach RSHE will be available for parents to view on request. Parents cannot veto statutory curriculum content.
- We will ensure that our parents and carers are fully informed about the RSHE curriculum through updates on our website and DOJO. Families will be informed in advance about sensitive content and any substantive change from the published programme.

Right to request withdrawal from sex education

Parents have the right to request withdrawal from some or all sex education delivered as part of RSE. There is no right to withdraw from Relationships Education, Health Education or science, including science content relating to puberty or sexual reproduction.

- A parent should submit the request to the Headteacher. The Headteacher will discuss it with the parent and, where appropriate, the pupil, explain the purpose and benefits of the curriculum, explore concerns and possible adverse social or emotional effects, and document the discussion.
- Up to Year 6, a request to withdraw from sex education will be granted automatically, except for content taught as part of science.
- From Year 7, the Headteacher may refuse a request in exceptional circumstances, for example where there are safeguarding concerns or a pupil has a specific vulnerability. Any decision will be reasoned, recorded and communicated sensitively. Headteachers will apply this with flexibility linked to pupils SEND needs. SEND, including having an Education, Health and Care Plan, will not by itself determine a withdrawal decision. The Headteacher may consider an individual pupil's needs and vulnerability where relevant, particularly in exceptional secondary cases.
- From three terms before the pupil turns 16, the pupil may choose to receive sex education even where a parent has requested withdrawal. Pupils will be told about this right in an accessible way.
- Where a pupil is withdrawn, the academy will provide appropriate, purposeful education for the period of withdrawal and will protect the pupil from stigma.

Working with external organisations or visitors

External providers may enhance but will not replace school-led curriculum delivery. The academy remains responsible for content, resources, safeguarding and pupils' learning.

To ensure best practice:

- Credentials, expertise, safeguarding suitability and any wider commercial or partisan

interests will be checked.

- Lesson plans and all materials will be reviewed in advance for factual accuracy, impartiality, age and stage appropriateness, accessibility and alignment with this policy.
- The academy and visitors will agree confidentiality and safeguarding reporting arrangements before delivery.
- Visitors will be briefed on communication needs, reasonable adjustments and how to respond to questions and disclosures.
- Provider contracts will permit parental access to all content, subject to lawful copyright controls.

Monitoring, evaluation and quality assurance

Provision will be monitored at least termly and more frequently where safeguarding, pupil need or national guidance requires. Evidence may include curriculum and resource audits, lesson visits, work scrutiny, assessment information, pupil and parent feedback, staff confidence, safeguarding themes, participation and accessibility checks.

Evaluation will consider whether pupils remember and apply essential knowledge and skills, can communicate boundaries and seek help, understand equality and the law at an appropriate level, and are prepared for increasing independence. It will not rely solely on completion of lessons or worksheets.

Findings and actions will be reported through academy and Trust governance. Any gap in statutory coverage, accessibility or safeguarding practice will be addressed through a time-bound action plan.

Review process

This policy will be reviewed annually. At every review, it will be approved by the BILTT Board of Trustees and individual Academy LGB.

Appendix 1: PSE outcomes for pupils at end of the primary and secondary phase

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
My healthy self	Connecting with others	The online world	Citizenship	Health protection/ Growing up/ Staying safe	Staying safe/ Citizenship Yr 6-Sex Education

PSE Overview – GEC Primary

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	My healthy self: How can we look after our emotions?	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?
Year 2	My healthy self: How can we look after our bodies?	Connecting with others: How can I build safe, kind and caring	The online world: How can we stay safe online?	Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we	Staying safe: How can I make safe choices in different places?
Year 3	My healthy self: How can I take care of my mind and body?	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond	Citizenship: What careers do people choose and why?
Year 4	My healthy self: How can I make healthy choices?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?	Citizenship: How can I spend money wisely?	Growing up: How will my body and emotions change as I grow up?	Staying safe: What signs help me recognise what is safe or unsafe?

Year 5	My healthy self: How can I support my mind and body as I grow?	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	Citizenship: How can we be in control of our money?
Year 6	My healthy self: How do my choices today shape my future health?	Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about the things I see online?	Citizenship: How can we protect everyone's rights?	Staying safe: How can I stay safe as I grow up?	Sex education: How do people become parents and carers?
Year 1						
Autumn 1	<u>My healthy self: How can we look after our emotions?</u> Recognising and naming a range of emotions, pupils learn to identify facial and body clues linked to feelings. They explore what helps them feel calm and happy, understand the importance of rest and enjoyable activities, and practise simple strategies for managing different emotions.		Autumn 2	<u>Connecting with others: How can I help myself and others feel happy and safe?</u> Identifying what makes them and others special, pupils learn how friends, family and classmates can help and support each other. They explore how respect is shown through behaviour in different situations and identify simple strategies for managing disagreements in families and friendships.		
Spring 1	<u>The online world: How do we spend time online?</u> Understanding how to stay safe and respectful online and recognising the different ways people use the internet in everyday life. Pupils compare online and offline activities, explore appropriate online behaviour and identify strategies for staying safe and responding to unsuitable content.		Spring 2	<u>Citizenship: How can I help others and the environment?</u> Learning how people can care for others and the environment through exploring the needs of babies, young children and pets, alongside ways to improve their school and local area. Pupils investigate how rules help communities stay safe, happy and fair, and consider how they can make a positive contribution to the world around them.		

Summer 1	<u>Health protection: How can I protect myself and others in daily life?</u> Exploring illnesses and injuries, understanding the roles of different healthcare workers in prevention and treatment and practising how to get medical help. Pupils investigate how germs spread, practise ways to reduce the risk of illness and learn when and how to seek help in an emergency.	Summer 2	<u>Staying safe: How can I stay safe?</u> Recognising how rules help to keep people safe by identifying everyday hazards and understanding situations that could cause harm. Pupils explore ways to stay safe around roads and potentially dangerous items, recognise body clues that signal a problem and learn how to seek help from a trusted adult when needed.
Year 2			
Autumn 1	<u>My healthy self: How can we look after our bodies?</u> Understanding how everyday choices support health and wellbeing by exploring the effects of movement, sleep, food and drink on the body. Pupils identify healthy habits, including eating fruit and vegetables, drinking water, resting well and caring for their teeth, before planning a simple healthy daily routine.	Autumn 2	<u>Connecting with others: How can I build safe, kind and caring relationships with others?</u> Recognising how families and communities can be similar and different, pupils learn about kindness, respect and positive relationships. Pupils recognise unkind behaviour, including bullying, explore personal space, privacy and boundaries and identify trusted adults who can help them when they feel worried or unsafe.
Spring 1	<u>The online world: How can we stay safe online?</u> Developing an understanding of how people use the internet safely, including sharing information, protecting private information and recognising that not everything online is real. Pupils apply their understanding by identifying safe and unsafe online situations, evaluating online content and explaining how to respond safely when they need help.	Spring 2	<u>Citizenship: How do people belong to a community and earn money?</u> Exploring communities, belonging and money through learning about the different groups people are part of and how decisions can be made fairly. Pupils reflect on similarities and differences within their community, use simple voting to consider different viewpoints and develop an understanding of where money comes from and how it is earned.

Summer 1	<u>Growing up: How can we look after and respect our bodies as we grow?</u> Recognising how people grow and change over time through learning about physical development, privacy and personal boundaries. Pupils learn that change is a normal part of growing up, use the correct scientific names for private body parts and identify trusted people who can help if they feel worried or unsafe.	Summer 2	<u>Staying safe: How can I make safe choices in different places?</u> Understanding that unsafe situations at home and in public, including common hazards and behaviours that can make someone feel unsafe. Pupils identify when words, actions or touch are not okay, practise saying no and learn how and when to seek help from a trusted adult.
Year 3			
Autumn 1	<u>My healthy self: How can I take care of my mind and body?</u> Examining the connection between the mind and body by recognising and describing a wide range of emotions and feelings. Pupils identify habits that support healthy sleep, consider the impact of bullying on wellbeing and learn how and where to access support when needed.	Autumn 2	<u>Connecting with others: What helps us feel safe and included?</u> Recognising their own strengths, qualities and boundaries, pupils develop self-worth and confidence in expressing themselves respectfully. Pupils explore how families and friendships provide support, practise ways to repair friendships and identify different types of bullying and how to respond to them.
Spring 1	<u>The online world: How should we communicate online?</u> Exploring online and in-person communication, including respectful behaviour, misunderstandings and how communication can affect safety online. Pupils identify unsafe online situations, consider how to respond to online bullying and apply their understanding to communicate safely and respectfully online.	Spring 2	<u>Citizenship: What rights and responsibilities do we have?</u> Learning about rights, responsibilities and citizenship by exploring children's rights, human rights and why they matter. Pupils explore how responsible choices support people and the environment, including reducing waste and understanding how local councils help meet the needs of their communities.

Summer 1	<u>Health protection: How can we prevent illness and injury and respond if they happen?</u> Investigating how healthy habits, medicines and healthcare help prevent illness and protect wellbeing. Pupils apply their understanding by making informed decisions about hygiene, sun safety and seeking medical help, while practising basic first aid and learning when to call 999.	Summer 2	<u>Citizenship: What careers do people choose and why?</u> Exploring careers, aspirations and equality by learning about different jobs, why people choose them and how careers can change over time. Pupils consider how interests, strengths and pay can influence career choices, while recognising and challenging gender stereotypes in the workplace.
Year 4			
Autumn 1	<u>My healthy self: How can I make healthy choices?</u> Understanding how healthy choices support both physical and mental wellbeing by exploring exercise, nutrition and hydration. Pupils identify strategies for developing a growth mindset and recognise how acts of kindness and helping others can have a positive impact on themselves and those around them.	Autumn 2	<u>Connecting with others: How can we respect each other?</u> Examining respectful and disrespectful behaviour by considering how actions and expectations can vary in different settings. Pupils develop strategies for building trust and resolving friendship challenges, practise responding to bullying and learn how stereotypes can negatively affect people and communities.
Spring 1	<u>The online world: How can we decide what to trust online?</u> Developing critical thinking skills through exploring how information is found, shared and presented online. Pupils evaluate the reliability of digital content by checking sources, identifying misleading information and comparing evidence before deciding what to believe.	Spring 2	<u>Citizenship: How can I spend money wisely?</u> Learning about managing money by examining the different ways people pay for goods and services, including cash and cards. Pupils develop an understanding of budgeting, value for money and financial decision-making, while considering how money can influence people's feelings and choices.
Summer 1	<u>Growing up: How will my body and emotions change as I grow up?</u> Learning about the physical and emotional changes that occur during puberty, pupils recognise that these changes are normal and happen at different times for	Summer 2	<u>Staying safe: What signs help me recognise what is safe or unsafe?</u> Developing personal safety skills by recognising warning signs, responding to uncomfortable situations and seeking help in an emergency. Pupils identify safe ways to cross

	everyone.		roads, explore the dangers of water and learn how to distinguish between medicines and harmful substances.
Year 5			
Autumn 1	<u>My healthy self: How can I support my mind and body as I grow?</u> Understanding how everyday choices can support physical and emotional wellbeing by exploring nutrition, physical activity and self-regulation. Pupils learn to read food labels, identify ways to build more movement into their routines and practise strategies for managing emotions and seeking support when needed.	Autumn 2	<u>Connecting with others: Why are healthy relationships important?</u> Investigating identity, values and relationships by considering how experiences and beliefs can influence choices and behaviour. Pupils examine the role of commitment and support within families, identify where to seek help if home feels unsafe and develop strategies for building and maintaining healthy friendships.
Spring 1	<u>The online world: How am I influenced by what I see online?</u> Considering how online content can influence choices by examining advertising, influencers and persuasive techniques used online. Pupils develop critical thinking skills by considering spending decisions, recognising possible scams and identifying strategies to respond safely to pressure and persuasion.	Spring 2	<u>Citizenship: How can we make a difference in our communities and beyond?</u> Developing active citizenship skills through exploring how people can make a difference in their communities and beyond. Pupils learn how individuals, community and pressure groups, local councillors and MPs can influence change in government.
Summer 1	<u>Growing up: How can I manage the changes to my body and emotions as I grow up?</u> Understanding the physical and emotional changes that happen during puberty, including their impact on feelings, behaviour and relationships. Pupils explore personal hygiene, periods, kindness, respect and personal boundaries, and identify trusted sources of support during puberty.	Summer 2	<u>Citizenship: How can we be in control of our money?</u> Exploring money management by learning how needs and wants can influence spending decisions and financial choices. Pupils develop budgeting skills, investigate borrowing and interest, and identify ways to manage money safely, including recognising the risks associated with online spending and gambling.

Year 6			
Autumn 1	<u>My healthy self: How do my choices today shape my future health?</u> Learning about the importance of daily dental care and how choices about food, drink and lifestyle can affect long-term health and wellbeing. Pupils think critically about healthy eating, including calories as a unit of energy, and consider how habits and reactions can influence relationships, learning and future success. They also explore how a growth mindset can build confidence and resilience when facing challenges.	Autumn 2	<u>Connecting with others: What does it mean to stand up for myself and others?</u> Developing self-respect and resilience by setting personal goals and practising respectful behaviour in different situations, including online. Pupils build skills in setting boundaries, challenging stereotypes, discrimination and bullying, and recognising when to seek help from trusted adults and support services.
Spring 1	<u>The online world: How do I feel about the things I see online?</u> Exploring how online experiences can influence our thoughts, feelings and behaviour, and recognising online risks to support safe decision-making, including learning how to respond to online bullying and other harmful behaviour.	Spring 2	<u>Citizenship: How can we protect everyone's rights?</u> Exploring human rights, laws and how the legal system helps uphold fairness in society. Pupils consider the consequences of breaking laws, examine prejudice and discrimination, and identify ways to challenge stereotypes to promote equality and inclusion.
Summer 1	<u>Staying safe: How can I stay safe as I grow up?</u> Developing understanding of hazards, risks and safer choices by exploring how to stay safe at home, outdoors, on public transport and around water. Pupils also consider how peer pressure, consent, boundaries and drug misuse can affect decisions and learn strategies to protect themselves and others.	Summer 2	<u>Sex education: How do people become parents and carers?</u> Learning the correct terminology for body parts, pupils develop an understanding of how babies are conceived, grow during pregnancy and are born. They learn about consent and the legal age of consent, explore different types of families, and understand the responsibilities and lifelong commitment involved in having a baby.

PSE Overview – GEC Secondary

	Autumn 1 Being Me in my world	Autumn 2 Celebrating Differences	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
Year 7	Unique me, differences and conflict, my influences, gateway emotions, belonging to a group, peer pressure, child-on-child abuse, online safety, sexting, consequences, online legislation, online identity, online gaming-safety and financial risks	Prejudice and discrimination, equality Act 2010, bystanders, assertiveness, positive and negative Influences, challenging attitude and negative behaviours, stereotypes, Human Rights, Inclusion, bullying, exclusion and respect	Defining success, seeing dreams and goals, skills for the future, what is failure, coping strategies for when things go wrong, building skills for the future and teamwork, health and wellbeing, gang culture and knife crime, county lines	Nutrition and exercise, managing physical activity and mental health, stress and anxiety, effects of substances (nicotine and caffeine), vaping, nutrition, sleep, health choices, physical illness and medicine, personal hygiene, contributing to your community	Changing relationships, consent, healthy relationships, falling out and friendships, social media vs reality, authenticity online, personal space and Setting boundaries, healthy and unhealthy relationships	Puberty changes, reproduction facts, menstrual cycle, responsibilities of parenthood, IVF, types of Command relationships and families, UN Rights of a child, media and self-esteem, self-image, FGM, factors affecting hormones and moods
PSHE statements	HWB1–7, R10–13, R14–18	R1–5, LWW11–15	HWB12–15, LWW1–5	HWB1–11	R1–9, R10–13	R19–24, HWB1–7
Links to SFG	Online Safety Gangs/Youth Violence Exploitation Domestic Abuse Drugs	Gangs/Youth Violence Exploitation Drugs	Gangs/Youth Violence Exploitation Drugs	Domestic Abuse Drugs	Online Safety Gangs/Youth Violence Exploitation Domestic Abuse	Domestic Abuse
Links to 9 PC	Age Disability	Age Disability		Age	Age Gender	Gender

	Gender Gender reassignment Race Sexual orientation	Gender Gender reassignment Race Religion and belief Sexual orientation			Sexual orientation	Gender reassignment Religion and belief
Year 8	Self-identity, influences, online influence, family and identity, managing expectations, active listening skills, personal beliefs and judgements, first impressions, positive self-talk, marriage, civil partnerships and the law, beliefs and religions, protected characteristics, online and online identity	Prejudice and persecution, LGBT bullying, the equality act, social justice and hate crimes, multiculturalism and religious tolerance, standing up for what you believe in, celebrating differences	Goal setting, grit and resilience, can money buy happiness? Keeping safe online, income and poverty, budgeting, expenditure, debt and budgeting, poverty, online scams, sextortion, taking risks, staying safe online	Types of health, cardiovascular health and diabetes. Risks, illegal and legal substances, dental health, skin protection, steps to protecting physical health, vaccinations, peer pressure, vaping	AI and media influence, maintaining positive relationships, assertiveness, sexting and sextortion, power dynamics, knife crime, social media platforms, neurodiversity: autism and ADHD, inclusion and equality	Types of close intimate relationships, behaviours in healthy and unhealthy romantic relationships, what makes a healthier relationship? harassment, attraction, love or lust? sexuality, pornography and the law, dealing with unwanted messages. Alcohol, risky behaviour and the law, sexual harassment and sexual violence
	HWB1–7, R10–13, R14–18	R10–13, LWW11–15	LWW1–10	HWB12–15, R10–13	R1–9, R14–18	R19–24

Links to SFG	Online Safety Gangs/Youth Violence Exploitation Domestic Abuse	Online Safety Gangs/Youth Violence Exploitation Domestic Abuse	Online Safety Domestic Abuse	Exploitation Domestic Abuse Drugs	Online Safety Gangs/Youth Violence Exploitation Domestic Abuse	Online Safety Exploitation Domestic Abuse Drugs
Links to 9 PC	Disability Gender Gender reassignment Marriage and civil partnerships Race Religion and belief Sexual orientation	Disability Gender reassignment Race Religion and belief Sexual orientation	Age	Disability	Gender Marriage and civil partnerships Sexual orientation	Age Gender Gender reassignment Marriage and civil partnerships Sexual orientation
Year 9	Being in a group, peer approval, perceptions about intimate relationships, consent and personal safety, sexual exploitation, grooming, radicalisation, county lines, positive and negative self-esteem and self-identity, influences, managing risk online and online, social media, abuse and coercive control	Power of positive language, prejudice, LGBT+ phobia, banter and bullying, reducing fear and promoting equality, cyber bullying and harassment, bias, discrimination, harassment and victimisation, non-consensual behaviours, changemakers, sexual harassment and sexual violence	SMART planning, changing appearances, cosmetic surgery and weight loss products, mental illness and stigma, social media, mental health and self-esteem, deepfakes and AI, harmful and illegal online content, misogyny	The teenage brain, risks and personal safety, drugs and alcohol- physical and psychological effects, belonging, loneliness and inclusion, emergency situations, CPR, cardiac arrest, mental health first aid and support, drugs- the law, safety, classification, supply and possession legislation, health choices (nutrition, stress, sleep), suicide awareness,	Equity and equality, healthy and unhealthy relationships, power dynamics, pornography, contraception, pregnancy, STIs, consent, factors to consider in intimate relationships, Gillick Competence Test	Change and managing emotions, importance of sleep in relation to mental health, self-expression, influences, body image, masculinity (positive), online influence, misogyny, incel culture and healthy vs unhealthy online communities, mental health and addiction, the importance of sleep and good routines

				prevention and how to seek help.		
	R6–13	LWW11–15	HWB1–7	HWB12–17	R19–24	HWB1–7
Links to SFG	Online Safety Gangs/Youth Violence Exploitation Domestic Abuse	Online Safety Gangs/Youth Violence Exploitation	Exploitation Domestic Abuse Drugs	Exploitation Drugs	Online Safety Exploitation Domestic Abuse Gender	Exploitation Domestic Abuse Drugs
Links to 9 PC	Age Disability Gender Pregnancy and Maternity Race Religion and belief Sexual orientation	Age Disability Gender Gender reassignment Marriage and civil partnerships Race Religion and belief Sexual orientation	Disability	Disability	Age Gender reassignment Pregnancy and Maternity Religion and belief Sexual orientation	
Year 10	Human rights, societal freedom, understanding safety in UK and beyond, stages of grief, loss and bereavement, the law and social media risks, algorithms and use of online data, GDPR the dark web and managing online content/screentime, dealing with disturbing online content (suicide, self-harm, violence), sharing/enhancing of images, risks associated with sharing personal	Human Rights, responsibilities, The European Convention on Human Rights, The European Court of Human Rights, The Human Rights Act 1998, multicultural societies, successful societies, Equality Act 2010, hidden disabilities,	Resilience, nurturing important relationships, achieving your goals and the impact of physical and mental health, taking care of your mind and body, real v online behaviours, social media usage, the impact of social	Improving health and good habits, cancer (skin, testicular and breast cancer), common mental health disorders and treatment, substance use and mental health, mental health stigma, sexual health, STIs (transmission, treatment, symptoms) HIV/Aids, safer sex,	Long-term relationships and legal status, the science of attraction, how to have a good relationship with yourself, why do relationships end, unsafe, toxic and unhealthy relationships staying safe and getting help, the law on marriage, cohabitation and the impact on	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully. Gaining independence, personal safety, cycling, railway, water safety, transport,

	data, AI chatbots and online scams	discrimination in the workplace, inequality and campaigning for equality, equality in relationships, empowered and disempowered, changing and ending relationships, UK healthcare and accessing a GP.	media on future employment, the body and vital organs, blood, organ and stem cell donation, opting out, balanced lifestyles, resilience toolkit	contraception (barrier/hormonal), threats to health (cancer, diabetes, cardiovascular disease), suicide awareness, prevention and how to seek help	children, the difference between real life and relationships that we see in the media and pornography stalking and harassment, coercion and abuse, free choice and pressure, the law on sex trafficking and modern slavery, sexual harassment and sexual violence	alcohol, drink spiking, gender stereotypes in romantic relationships, virginity testing and hymenoplasty, physical and emotional changes, family change, sources of support
	HWB1–7, R14–18	LWW11–15	HWB1–11	HWB12–15	R6–13	R25–30
Links to SFG	Online Safety Gangs/Youth Violence Exploitation Domestic Abuse	Gangs/Youth Violence Exploitation Domestic Abuse Marriage and civil partnerships	Online Safety Drugs	Domestic Abuse Drugs	Online Safety Gangs/Youth Violence Exploitation Domestic Abuse	Online Safety Gangs/Youth Violence Exploitation Domestic Abuse
Links to 9PC	Disability Race Religion and belief Sexual orientation	Disability Gender reassignment Pregnancy and Maternity Race Religion and belief Sexual orientation			Gender Marriage and civil partnerships Pregnancy and Maternity Sexual orientation	Disability Gender Gender reassignment Religion and belief Sexual orientation

Year 11	Becoming an adult, age limits and the law, relationships and the law, consent, coercive control, domestic abuse, honour based, violence, arranged and forced marriages, county lines, possession of drugs. The risks associated with gambling, AI and algorithms, emergency situations, first aid, the law on internet use, legal age limits and pornography, social media concerns, sexting		Sleep, anxiety, solutions focused thinking, money and employment, budgeting, tax, debt, credit cards, gambling, future jobs and employment opportunities, long-term family goals, marriage, civil partnership, parenting, developing resilience, types of technology and how it can help us to reach our future goals	Self-worth, identity. Relationships, consent and power imbalance, being ready for sex, coercion, contraceptives, sexual health, STIs and emergency contraception, male and female reproductive/health/fertility (PCOS, endometriosis, PMS, heavy periods), pregnancy choices including adoption, abortion, bringing up a baby, pregnancy-sources of support, including loss and miscarriage	Stages of a relationship, relationships in the media, our perceptions about sex and relationships, LGBT terminology, gender identity and expression, sexuality, The equality act 2010, perceptions of the LGBT+ community, LGBT+ rights, coming out as LGBT+, unbalanced relationships, domestic abuse and getting help, my body, my choice, FGM, challenging social norms and cultural practices, breast ironing/flattening, power in relationships	
	R6–13, LWW11–15		LWW1–10, HWB1–7		R25–30, LWW11–15	

Links to SFG	Online Safety Gangs/Youth Violence Exploitation Domestic Abuse		Online Safety Exploitation Domestic Abuse	Online Safety Exploitation Domestic Abuse Drugs	Online Safety Gangs/Youth Violence Exploitation Domestic Abuse	
Links to 9PC	Age Marriage and civil partnerships Pregnancy and Maternity Religion and belief Sexual orientation		Online Safety	Gender Pregnancy and Maternity	Gender Gender reassignment Marriage and civil partnerships Race Religion and belief Sexual orientation	

Assessment & Impact:

Baseline assessment, end-point reflection, scenario-based discussion, student voice, and application tasks to assess understanding and confidence

HWB = Health & Wellbeing | R = Relationships | LWW = Living in the Wider World

In addition to these one-off lessons are taught to meet the ongoing needs of the pupils.

Appendix 2: Health and Wellbeing

Health and wellbeing education gives pupils the knowledge and skills they need to make informed decisions about their physical and mental health and wellbeing. It supports pupils to understand the relationship between physical and mental health, recognise when things are not right in themselves or others, and know when and how to seek appropriate support.

At Greys Education Centre, health and wellbeing education will be delivered in an age-appropriate, inclusive and accessible way. Teaching will take account of pupils' individual circumstances, developmental stage, special educational needs and/or disabilities (SEND), vulnerabilities and prior experiences. As an alternative provision setting, particular consideration will be given to the needs and vulnerabilities of our pupils and to any adjustments required to enable them to access the curriculum effectively.

Teaching will promote positive physical and mental health, reduce stigma associated with health difficulties, and encourage pupils to seek appropriate help and support when needed.

By the end of primary education, pupils should know:

General Wellbeing	Pupils should know: • the benefits of physical activity, spending time outdoors and helping others for their health, wellbeing and happiness; • simple self-care approaches, including the importance of rest, spending time with friends and family, hobbies, interests and participation in their community; • the importance of promoting their general wellbeing and physical health; • that people experience a range and scale of emotions, including happiness, sadness, anger, fear, surprise and nervousness, in response to different experiences and situations; • that worrying and feeling down are normal experiences which affect everyone at different times and are not, in themselves, signs of a mental health condition; • how to recognise feelings and use a varied vocabulary to discuss their own and other people's feelings; • how to consider whether what they are feeling and how they are behaving is appropriate and proportionate; • that isolation and loneliness can affect children and that seeking help and support can be beneficial; • that bullying, including cyberbullying, can have a negative and sometimes lasting impact on mental wellbeing and how to seek help for themselves or others; • that change and loss, including bereavement, can lead to a range of feelings, that grief is a natural response to bereavement and that people experience grief differently; • where and how to seek support, including recognising when support may be needed and identifying trusted adults in school whom they can approach if they are worried about their own or another person's mental wellbeing or ability to manage their emotions, including concerns arising online; and • that experiencing mental health problems is common and that accessing appropriate support early can help.
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Wellbeing online	Pupils should know: • that the internet is an integral part of life for almost everyone and that it can have both positive and negative aspects; • how online relationships and communication can complement meaningful face-to-face relationships, while recognising that online relationships are not necessarily a substitute for high-quality in-person relationships; • the benefits of limiting time spent online and the potential risks of excessive time spent using electronic devices; • how positive and negative online content can affect their own and other people's physical and mental wellbeing; • how their behaviour online can affect other people and how to communicate and behave respectfully online; • why social media platforms, apps, computer games, online gaming and gambling sites may have age restrictions; • about risks associated with online gaming, including in-game/video-game monetisation, scams, fraud and other financial harms, and that gaming can become addictive; • how to think critically about information and content that they encounter online and make responsible decisions about whether content is appropriate for them; • that abuse, bullying and harassment can occur online, how these may affect wellbeing, and how to seek help from trusted adults; • how information found online, including through search engines, may be selected and targeted; • that they have rights relating to personal data, privacy and consent; and • where and how concerns about online activity can be reported and how to access support.
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
Healthy eating	Pupils should know: • the characteristics and mental and physical benefits of an active lifestyle; • the importance of incorporating regular physical activity into daily and weekly routines and ways of achieving this, including walking or cycling, an active mile and other forms of moderate and/or vigorous physical activity; • the risks associated with an inactive lifestyle, including obesity; and • how and when to seek support and which adults in school they can approach if they are worried about their health.
Healthy eating	Pupils should know: • what constitutes a healthy diet, including an age-appropriate understanding of calories and nutritional content; • the importance of developing a healthy relationship with food; • the principles involved in planning and preparing a range of healthy meals; and

	the characteristics of a poor diet and the health risks associated with unhealthy eating, including obesity and tooth decay, as well as the impact of behaviours such as alcohol consumption on diet and health.
Drugs, alcohol, tobacco and vaping	Pupils should know: - the facts about legal and illegal harmful substances and their associated risks, including smoking, vaping, alcohol consumption and drug-taking; and - the risks of nicotine addiction, including those associated with other nicotine-containing products such as nicotine pouches
Health protection and prevention	Pupils should know: - how to recognise early signs of physical illness, including unexplained weight loss or changes to the body; - about safe and unsafe exposure to the sun and how to reduce the risks of sun damage, including skin cancer; - the importance of sufficient, good-quality sleep for health, the amount of sleep recommended for their age and practical ways of improving sleep, including avoiding screens in the bedroom; - how poor sleep can affect weight, mood and the ability to learn; - about dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth and attending regular dental check-ups; - about personal hygiene and germs, including bacteria and viruses, how infections can spread and be treated, and the importance of effective handwashing; and - the facts and scientific evidence concerning vaccination and immunisation, with teaching appropriately aligned with the stages at which vaccinations are offered to pupils.
Personal safety	Pupils should know: - about hazards, including fire risks, which may lead to harm or injury and ways of reducing these risks; and - how to recognise risk and keep themselves safe around roads, railways and level crossings, and water, including understanding the water safety code.
Basic first aid	- how to make a clear and effective call to the emergency services when necessary; - the importance of reporting an incident rather than filming it; and - concepts of basic first aid and how to respond to common injuries and ailments, including head injuries
Developing bodies	- about growth and the different ways in which the body changes and develops, particularly during adolescence; - about the human lifecycle and puberty as a stage within this process; - the correct names for body parts, including the penis, vulva, vagina, testicles, scrotum and nipples; - that these parts of the body are private and how to understand and communicate their own boundaries concerning their bodies; and - the facts about the menstrual cycle, including physical and emotional changes. Teaching about menstruation will take place sufficiently early to prepare pupils for the possibility of periods beginning from around eight years of age.

Delivery at Greys Education Centre

Greys Education Centre recognises that pupils accessing alternative provision may have a broad range of educational, social, emotional, behavioural and additional needs. Teaching will therefore be carefully sequenced and adapted so that statutory health and wellbeing content is accessible, meaningful and appropriate to pupils' age, developmental stage and individual needs.

Reasonable adjustments will be made for pupils with SEND. Staff will consider pupils' communication needs, cognition and learning, sensory needs, emotional regulation and previous experiences when determining how content is presented and reinforced.

Teaching will be delivered sensitively and in ways that support rather than alarm pupils. Where discussions or disclosures raise safeguarding concerns, staff will follow the Centre's safeguarding and child protection procedures.