



Relationships, Sex Education and Physical Health and Mental Wellbeing Policy

Version control summary and overview details

TKAT Statutory Policy • All schools require a policy on this area. • There should be no changes to the core text. • LGBs will minute that they have noted Trust approval and will adopt the policy effective immediately. • This is a Trust policy to be implemented by all schools within The Keys Academy Trust to ensure a consistent approach for all.	
Version control Version 1 - March 2026 CECE approval in March 2026 based on requirement for consultation in Autumn 2026. Version 2 – June 2026 Updated to include DfE guidance for introduction 1 st September 2026. This policy is for full consultation Autumn 26.	
Reviewed by (Trust Officer)	Hester Wooller, CEO
Approved by TKAT Trustee Committee:	CECE
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TKAT vision

We are a family of distinctive schools at the heart of the diverse communities we serve. In line with our Christian ethos, we aspire to excellent learning and pastoral care for pupils and staff and are committed to being open and welcoming to all.

Key areas of note

Please note the following, which will be applicable throughout the policy:

- Any reference to 'headteacher' should read as whatever title is relevant to the school using the policy (i.e. Executive Headteacher/Head of School or Headteacher). Anything else will be explicitly referenced within the policy.
- Any reference to 'everyone' to staff, trustees, local governors and pupils.
- Any reference to 'we' should be read as The Keys Academy Trust.
- Any reference to 'parents' should be read as 'parents, carers and guardians'.

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1. Introduction

- 1.1 The Keys Academy Trust (TKAT) believes that in order to create a happy and successful adult life, children need to have the self-confidence to make informed decisions about their wellbeing, health and relationships. Relationships and sex education (RSE) is about giving children the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Health education is giving pupils information to make well-informed, positive choices about their own health and wellbeing. TKAT recognises that 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.
- 1.2 TKAT has a responsibility under the Equality Act 2010 to ensure the best for all pupils at its schools irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation. As a result, RSE will be sensitive to the different needs of individual pupils and may need to adapt and change over time to reflect the needs of the particular cohort. TKAT schools may also take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic.
- 1.3 All teaching will be sensitive and age appropriate in approach and content. At the point at which the Trust considers it appropriate to teach pupils about lesbian, gay, bisexual and transgender (LGBT), TKAT schools will ensure that this content is fully integrated into programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson.
- 1.4 TKAT is aware of the need to be mindful of, and respectful to a wide variety of faith and cultural beliefs within its schools which will make every attempt to be appropriately sensitive. Equally, it is essential that children still have access to the learning they need to stay safe, healthy, and understand their rights as individuals. TKAT believes that its pupils deserve the right to honest, clear, impartial scientific and factual information to help better form their own beliefs and values, free from bias, judgement, or subjective personal beliefs of those who teach them.

2. Aims

- 2.1 Through the delivery of high quality, evidence-based and age-appropriate RSE, the Trust aims to help prepare pupils for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships and to ensure pupils know how and when to ask for help and where to access support. By the end of their education TKAT hopes pupils will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life.
- 2.2 Relationships education, RSE and health education are intended to help pupils to:
- Build healthy, respectful relationships focusing on family and friends.
 - Understand how to be healthy and be aware of potential risk areas (such as drugs and alcohol).
 - Learn about relationships and sex.
 - Learn about mental wellbeing.
 - Develop key personal attributes, such as kindness, integrity, generosity and honesty.
- 2.3 The RSE curriculum will be implemented in a sensitive way, in accordance with the Christian values of TKAT, taking into account the diverse backgrounds of the communities we serve.

3. Statutory requirements

- 3.1 TKAT primary schools, must ensure that all pupils receiving primary education are taught relationships and health education under section 34 and 35 of the Children and Social Work Act 2017. This would include the elements of sex education contained in the science curriculum. At TKAT schools we teach RSE as set out in this policy.
- 3.2 In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.
- 3.3 We also have regard to legal duties set out in:
- Section 80A of the Education Act 2002
 - 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.

4. Policy development

- 4.1 TKAT schools will consult parents and stakeholders when developing and reviewing this RSE policy. This policy has been developed in consultation with staff, pupils and parents and then agreed by Trustees.
- 4.2 TKAT has agreed the definition and aims, and will review them annually while individual schools will review and revise the other elements of the policy annually.
This policy should be read alongside the following TKAT policies:
- TKAT Child Protection and Safeguarding
 - TKAT E-Safety
 - TKAT SEND
 - Local school policies for curriculum delivery in RE and Science.
- 4.3 The policy was developed in line with *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers DfE July 2025* <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

5. Definition of relationships and sex education (RSE)

- 5.1 Relationship Education concerns the development of pupils' understanding and ability to have positive, healthy, meaningful and sustained relationships of all kinds. It concerns the emotional, social and cultural development of pupils, and includes healthy living, personal identity, the importance of being in relationships with others, healthy relationships and staying safe, and respecting others.
Primary schools in TKAT may also choose to teach Sex Education.

5.2 Sex education concerns the development of pupils' understanding of sex, sexual health and human sexuality. Although this is not a statutory requirement for primary schools it is recommended that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject 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. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.

5.3 All RSE involves a combination of sharing information, and exploring issues and values.

5.4 RSE will always be taught in an age appropriate manner, and will be taught in ways which recognise the cultural and religious backgrounds of all those in the school community.

6. Curriculum

6.1 Our curriculum is set out as per Appendix 3 but we may need to adapt/amend curriculum content to respond to the context and issues affecting pupils in an age-appropriate manner. TKAT reserves the right to amend this policy and its implementation in response to statutory requirements, safeguarding concerns, emerging issues, and the needs of our school communities. Our schools will inform parents of any significant changes to curriculum content.

6.2 We have developed the curriculum in consultation with parents, pupils and staff, taking into account the needs and feelings of pupils. If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so pupils are fully informed and don't seek answers online. If appropriate, staff will inform parents if particular questions are raised by a child for them to discuss at home.

6.3 For more information about our curriculum, see our curriculum map in Appendix 3.

7. Delivery of RSE

7.1 RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum. Lessons will typically be delivered by the class teacher; however, health professionals may be used to support the delivery of teaching if available. Each school will ensure the delivery and content will be made accessible to all pupils, including those with special educational needs.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work.

- 7.2 These skills 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. **See Appendix 2 for an overview of curriculum content taught.**
- 7.3 Pupils in Year 5 and Year 6 also receive stand-alone sex education sessions. Please see Appendix 3 for information about what is covered. Parents have the right to withdraw their child from these sessions. Information will be provided to parents regarding the curriculum content of these sessions. If a parent is considering withdrawing their child from these sessions, we encourage them to speak to the Headteacher.
- 7.4 We will teach about these topics in a manner that is inclusive and:
- 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.
- 7.5 We will also:
- 7.5.1 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
- 7.5.2 Consider the level of differentiation needed

8. Pupils with special educational needs and/or disabilities

- 8.1 The Trust will endeavor to ensure that RSE, relationships education and health education is accessible for all pupils. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and RSE, relationships education and health education may be particularly important for such pupils, for example those with social, emotional and mental health needs or learning disabilities. Teaching will be sensitive, age-appropriate, developmentally appropriate, differentiated and personalised to meet the specific needs of pupils at different developmental stages. Staff will make reasonable adjustments to alleviate disadvantages faced by pupils with disabilities and will be mindful of the SEND Code of Practice and the Trust's SEND policy when planning for these subjects.

9. Use of Resources

- 9.1 The Trust will 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 available to parents and carers on request
 - Are evidence-based and contain robust facts and statistics
 - Fit into our curriculum plan
 - Are from credible sources
 - Are compatible with effective teaching approaches
 - Are sensitive to pupils' experiences and won't provoke distress

10. Roles and responsibilities

10.1 Local Governing Bodies

10.1.1 TKAT Board of Trustees will review and approve the Definition and Aims of RSE across the Trust. The Local Governing Body will review the remainder of the policy and approve the RSE policy for their school, and hold the headteacher/head of school to account for its implementation. The headteacher/head of school is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

10.2 Head Teacher/Head of School

10.2.1 The headteacher/head of school will ensure that staff are supported, receive regular professional development training in how to deliver RSE and are up to date with policy changes. They will ensure that RSE is well led, effectively managed and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The headteacher/head of school will ensure that teaching is age-appropriate, delivered in ways that are accessible to all pupils with SEND, and that the subjects are resourced, staffed and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for pupils and will liaise with parents about any concerns or opinions regarding RSE, relationships and health education provision.

10.3 Staff

10.3.1 Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils, including those with SEND
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory 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.

10.4 Pupils

10.4.1 Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.
Subject content will be made accessible to all pupils, including those with special educational needs or disabilities (SEND).

10.5 Parents

10.5.1 TKAT will consult parents about the content of anything that will be taught within the sex education policy.
10.5.2 TKAT will offer parents support in talking to their children about sex education and how to link this with what is being taught in school.
10.5.3 TKAT will ensure the parents know their right to request withdrawal from sex education sessions.

11. Parents' right to withdraw

- 11.1 TKAT hopes that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Parents do not have the right to withdraw their pupils from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.
- 11.2 Requests for withdrawal should be put in writing and addressed to the headteacher/head of school. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.
- 11.3 If the decision to withdraw is made, alternative work will be given to pupils who are withdrawn from RSE.

12. Training

- 12.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.
- 12.2 The headteacher/head of school will also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RSE.

13. Monitoring arrangements

- 13.1 The delivery of RSE is monitored by the subject leader and headteacher/head of school in a variety of ways. These may include:
- Learning walks
 - Planning monitoring
 - Pupil conferencing
 - Book monitoring
- 13.2 Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by TKAT annually. Following review, the policy will be approved by the Local Governing Body.

APPENDIX 1- DfE Guidance for Parents and Carers

Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching **'relationships and health education'** on GOV.UK.

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco

- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



Right to withdraw your child



Department
for Education

If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.



You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

APPENDIX 2- Curriculum Overview

13.3

By the end of primary school children will learn:

Families and people who care for me	Curriculum content: 1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as 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. 3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect all people, however different their family may be, and know that other children's families are also characterised by love and care. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. 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	Curriculum content: 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships	Curriculum content: 1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners. 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online safety and awareness	Curriculum content: 1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.

	5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being safe	Curriculum content: 1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 1. 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

APPENDIX 3

PSHE Knowledge Content Snapshot Overview

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Achieving and setting goals Overcoming obstacles Seeking help Jobs	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition

PSHE Knowledge Content Snapshot Overview

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Celebrating difference and remaining friends	Achieving realistic goals Staying healthy to achieve goals Perseverance and strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Healthy eating and nutrition Safety in the home Safety out and about Medicines	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning Processes Contributing to the community Managing feelings Simple budgeting	Exercise Food labelling and healthy swaps Attitudes towards drugs Keeping safe online and off line Respect for myself and others Healthy and safe choices outdoors Water safety Asking for help	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Media influence Being a global citizen How my choices affect others Awareness of other children's different lives Expressing appreciation for family and friends	How babies grow Outside body changes Inside body changes Personal hygiene Family stereotypes Challenging my ideas Preparing for transition

PSHE Knowledge Content Snapshot Overview

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Peer influences Railway safety Staying safe with friends Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Girls and puberty Being part of a family Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Future dreams Spending, saving and value of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition/ self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and risks Reducing screen time Dangers of online grooming Internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys <i>Conception (including IVF)</i> Growing responsibility Coping with change Preparing for transition

PSHE Knowledge Content Snapshot Overview

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings <i>Conception to birth</i> Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education

