

Personal, Social, Health Education (PSHE) Policy

Swanbourne CE School

Mursley CE School

Drayton Parslow Village School

Kingfishers Pre-School (Mursley)

(In this policy known as the Three Schools)



This policy was agreed by the Governing Body- **September 2025**

The policy is to be reviewed by - **September 2026**

(Copies of this policy are available for staff, parents, visitors and
volunteers on request from the school office)

Personal, Social, Health and Economic Education (PSHE)

1. School ethos/rationale

Personal, Social, Health and Economic Education is a distinct curriculum subject and has both statutory and non-statutory elements as defined by the DfE. High quality PSHE education supports pupils' personal, social, health and economic development, helps to give them the knowledge, skills, strategies and attributes to make informed choices and decisions about the different opportunities and challenges life presents. Pupils will learn about relationships, health and wellbeing, keeping safe, managing their off and online lives, living in the wider world and financial education at an age appropriate level. Providing a high quality PSHE curriculum gives pupils opportunities to explore issues that are real and relevant to them in their daily lives in a safe and managed environment.

2. The aim of this policy is to:

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching **PSHE** Education
- Help parents and carers to understand **PSHE** Education and support them to work with their child to secure the very best outcomes for all pupils
- Demonstrate how the school meets legal requirements with regards to teaching **Relationships Education, Sex Education and Health Education**.

3. Legal Requirements

At The Three Schools we teach the statutory parts of PSHE - Relationships education (please see our **Relationships Education Policy**) and Health Education through our PSHE curriculum. We also teach non-statutory Sex Education as part of PSHE provision (please see our **Sex Education policy**.)

The **Relationships Education, Relationships and Sex Education and Health Education** (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and **Relationships and Sex Education** (RSE) compulsory for all pupils receiving secondary education. They also make **Health Education** compulsory in all schools except independent schools.

We comply with the '**Relationships Education, Relationships and Sex Education** (RSE) and **Health Education** statutory guidance issued by the DfE

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

Whilst primary schools are not mandated to provide sex education, we offer this as part of our **PSHE** curriculum in addition to the statutory elements of sex education contained in the science curriculum. We are required to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

We follow the DfE guidance for teaching **PSHE** (updated June 2019)

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

It is the statutory responsibility of the governing body to ensure the school has a compliant and up to date **Relationships and Sex Education** policy.

4. The Curriculum

Intent

Why do we teach it?

We aim to provide high quality **PSHE** provision that will support pupils to develop life skills which will enable them to manage change, make healthy and safe choices, build character and be resilient, reflective and responsible members of society.

Our **PSHE** provision has been designed to be age appropriate, whilst being sensitive to the needs of our whole school community to ensure **PSHE** provision gives our pupils an education, which will support them both now and in the future.

Our **PSHE** provision is underpinned by the 2010 Equalities Act and provides an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no pupil feels excluded and teach pupils to understand, respect and celebrate difference and challenge stigma.

Our **PSHE** provision extends beyond the curriculum and includes themed days / weeks, assemblies and fully supports our school's ethos and values. **PSHE** is part of our school's broad and balanced curriculum supporting spiritual, moral cultural, social and cultural education, citizenship, equalities, and safeguarding.

The personal, social, health and economic development of our pupils is a vital element of education and we aim to work collaboratively with parents/ carers to ensure our children are well informed and supported to make healthy, safe and positive choices in all aspects of their daily lives.

Implementation

What, where and when is PSHE taught?

What

At The Three Schools Statutory Relationships Education and Health Education are taught as part of a structured **PSHE** curriculum. We also teach Economic Education and relevant themes to support our pupils to manage their lives both now and in the future.

At The Three Schools we use the **PSHE Association's scheme of work** for the planning and delivery of **PSHE**. The programme of study is adapted to provide a relevant and age appropriate curriculum. We also use other programmes to supplement our **PSHE** curriculum including resources from the **NSPCC** and **Medway PSHE Association**. We provide a spiral curriculum to ensure pupils are taught key aspects of **PHSE** at a relevant and age appropriate level and in line with their continuing personal, social and emotional development.

Relationships Education

Our **PSHE** curriculum covers statutory Relationships education (**please see Relationships Education policy for further details**). Relationships Education in primary schools focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.

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

- Families and people who care for us
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Pupils will be taught **Relationships Education** from Year 1 at an age appropriate level. Further details on what we are required to teach and further information can be found in the **Relationships Education policy**.

Sex Education

As part of our **PSHE** provision we teach **Sex Education**, this is an important and recommended aspect of the curriculum. As a non-statutory element of **PSHE**, parents/carers have the right to withdraw their child from designated **Sex Education** lessons. We encourage parents and carers to talk through any concerns they may have and make an informed choice about whether to exercise the right to withdraw their child. **(See our Sex Education policy for further details).**

Health Education

We deliver statutory **Health Education** through our **PSHE** curriculum. **Health Education** aims to teach pupils about physical and mental wellbeing and give pupils the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue with regards to themselves and others; pupils will be taught how to seek support as early as possible and from a safe and trusted source. 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 prevention
- Basic first aid
- Changing adolescent body*

*The changing adolescent body and puberty education is part of the statutory Health Education curriculum and is mandatory for all pupils. We teach the correct scientific names of all body parts from Year 1 onwards. It is recommended children are taught the correct names of all body parts.

A list of key vocabulary **(See Appendix 3)** is used to introduce the scientific names of genitalia is recommended by the **NSPCC**, the **PSHE Association** and **Medway PSHE Association** and is recognised good practice, supporting the safeguarding of pupils.

Further information and details of the intended outcomes for **Health Education** by the end of Primary School can be found in the DfE's information from statutory guidance Physical and Mental Health **(See Appendix 4).**

Living in the wider world/Economic Education

Our **PSHE** curriculum covers **Economic Education** and **Living in the Wider World**. Pupils will learn about managing money, saving and enterprise skills, careers education and climate change. The **PSHE** curriculum will cover the following key areas in the indicated year groups **(See Appendix 1 for more details)**:

- **Year 1 - What can we do with money?**
What money is (different forms of money); making choices about money; difference between needs and wants
- **Year 1 - How can we look after each other and the world?**
Ourselves and others: the world round us; caring for others and our responsibilities; growing and changing (how needs change as they grow from young to old)
- **Year 2 - What jobs do people do?**
People and a range of jobs; earning money; role of the internet
- **Year 3 - What makes a community?**
Community: belonging to groups; similarities and differences; respect for others
- **Year 4 - How can our choices make a difference to others and the environment?**
Caring for others and the environment and animals; shared responsibilities; making choices and decisions
- **Year 5 - What decisions can people make with money?**
Money: making decisions, keeping track of spending and saving
- **Year 5 - What jobs would we like?**
Careers; aspirations; role models; the future (what might influence their decisions)
- **Year 6 - How can the media influence people?**
Media literacy and digital resilience - evaluating inline content and media; influences and decision making - debate and consider different viewpoints; online safety- reporting concerns and identifying risk.

When/How

At The Three Schools **PSHE** is a taught subject. **PSHE** is timetabled once a week and delivered by class teachers. The **PSHE** curriculum has been designed to help pupils develop their knowledge and skills over time, embedding learning to ensure pupils receive a relevant and age appropriate education to support them in their lives now and in the future. **PSHE** is taught in units and the themes are available to view on the school website.

Managing difficult Questions and confidentiality

In **PSHE**, pupils learn about personal safety and the law. Should a pupil make a disclosure to a member of staff this will be reported to a designated safeguarding lead and followed up in accordance with our disclosure procedures. Please see our safeguarding policy on the school website for further information.

All aspects of **PSHE** are underpinned by shared and understood *G.R.O.U.N.D* rules **(See Appendix 2)** with lessons being delivered in a safe and well managed environment. To ensure the content and delivery of **PSHE** education is appropriate and relevant to our pupils we use simple baselines to ascertain what pupils already know, and what they would like to learn. Distancing techniques are used in **PSHE** education, which provide depersonalised examples, which support children to explore what is being taught without sharing their own personal experiences in the lesson. Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis.

A question box is available for pupils who do not feel confident to ask questions or wish to have a separate conversation with a member of staff. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

We also respect that some questions are better addressed at home with parents/carers and the school will share information with parents/carers on an individual basis should the need arise.

Confidentiality and Safeguarding

In PSHE, pupils learn about personal safety and the law. Should a pupil make a disclosure to a member of staff this will be reported to a designated safeguarding lead and followed up in accordance with our disclosure procedures. Please see our Child Protection policy on the school website for further information.

Whilst it is vital to have trust and openness we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures.

Impact

- **PSHE** provision provides pupils with well-chosen opportunities and contexts to explore and embed new knowledge that can be used confidently in real life situations
- Pupils are able to form healthy, happy relationships with other children and adults and recognise the features of unhealthy relationships and have strategies to challenge negative behaviour of others and seek help when needed
- Pupils know how and when to ask for help and where to access support
- Pupils are well informed and recognise the risks they may encounter both on and off line and are able to make safe choices
- Pupils are enabled to take responsibility for their actions and understand the implications and consequences of their own decisions
- Pupils are well prepared for the next steps of their lives
- Pupils have the knowledge, skills and attributes to live healthy, happy lives
- Pupils understand and respect differences between themselves and others

Entitlement and equality of opportunity

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstances. Teaching of the **PSHE** curriculum will take into account the age, ability, readiness and cultural backgrounds of children (including those with English as an additional language) to ensure that all can fully access **PSHE** education provision. We will teach and encourage children to be aware of the needs of others and considerate of other's beliefs and opinions. We recognise the right for all pupils to have access to a **PSHE** curriculum that meets their learning needs. We will ensure that pupils with SEND receive access to **PSHE** through an inclusive and differentiated curriculum. All pupils will have access to the teaching of **PSHE**.

5. Roles and Responsibilities

- The Governing Body will approve the policy and hold the Headteacher to account for its implementation.
- The Headteacher is responsible for ensuring **PSHE** is taught consistently across the school and for managing requests with regards to the parental right to withdraw from non-statutory Sex Education.
- The PSHE lead is responsible for leading and managing the subject.
- Teachers are responsible for delivering **PSHE**.
- Pupils are expected to fully engage with **PSHE** provision and treat others with respect.

6. Working with outside agencies and visiting speakers

The **PSHE** curriculum will be led by the **PSHE** lead (Charlene Smuts) and will be taught by Class Teachers and Teaching Assistants as appropriate. If we use the services of external contributors in some circumstances such as the delivery of **Health Education**, before a visitor is invited to take part in sessions, staff will ensure that they understand the ethos and values of The Three Schools, has a clear knowledge of the schools' **PSHE** programme of study and understands the objectives of the session and the aims and outcomes of the learning.

7. Working with parents

It is vital that parents and carers know what is being taught and how to support their child/children. The **PSHE** curriculum overview is published on the school website along with the **PSHE** policy, **Relationships Education** policy and **Sex Education** policy. (See Appendix 1) to see what is taught by year group.

Across the Three Schools, we operate an open-door policy in relation to queries or questions. We are committed to working with parents and carers. We will communicate with parents and carers at the start of each academic year such as informing them of the **PSHE** curriculum including intended content for a particular year group.

Parents and carers are only entitled to withdraw their child from designated **Sex Education** lessons. Parents and carers do not have the right to withdraw their child from **PSHE**, which includes statutory **Relationships Education** and **Health Education** (including the changing adolescent body/puberty). The **Science** curriculum also includes content on human development, including reproduction, which there is no right to withdraw from. We highly recommend all students receive the full **PSHE** curriculum.

Our **PSHE** policy and **PSHE** curriculum overview can be found on the school website. We welcome and encourage parents and carers to make an appointment with the class teacher or the Executive Co-Headteachers to discuss any aspect of the **PSHE** curriculum or to raise any concerns they may have regarding this vital area of education.

Useful information for parents

It is a good idea to have a designated area of the School website signposting to trusted external websites e.g. **Parent Zone**, **NSPCC** and **ThinkUKnow**.

DfE guide for parents

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

8. Linked policies

- Safeguarding and Child Protection Policy
- Online Safety Policy
- Anti - Bullying and Behaviour Policy
- Relationships Education Policy
- Sex Education Policy

9. Policy development

- Who wrote the policy? - PSHE lead with staff pulled together all relevant information including relevant national and local guidance, including advice and guidance from Public Health PSHE lead for Buckinghamshire Council (Carol Stottor).
- Were parents consulted? - This policy has been consulted on with parents and Governors through the use of consultation periods and questionnaires.
- Were staff consulted? - All school staff were given the opportunity to look at the policy and make recommendations before the final policy was completed.
- Were parent/stakeholder groups consulted - LPPA parent action group and any interested parties were invited to provide feedback following receipt of PSHE overview, policy, statement of intent and information regarding **Relationships** lessons.
- Ratification - This policy was shared and ratified with governors in June 2020.

10. Monitoring, evaluation and training

- **PSHE** teaching and learning will be monitored and evaluated by the **PSHE** lead, SLT and Governors in line with the monitoring cycle agreed by the school.
- The **PSHE** policy will be reviewed annually.
- To ensure staff are confident to deliver all aspects of the **PSHE** curriculum including **Sex Education** and **Relationships Education**, access to online, in school, local and national training will be made available in accordance with the school's CPD programme for staff development.

11. Policy monitoring and review

- We will formerly review this policy every year as well as if incidents occur that suggest the need for review.
- Parents/carers will be involved in policy review and monitoring via participation in and communication from The Three Schools' **PSHE** working party which will include members or the LPPA parent action group.

David May (**Executive Headteacher**)

Charlene Smuts (**PSHE Leader**)

Kaye Rudd (**Chair of Governors - Swanbourne**)

Alison Terry (**Chair of Governors - Mursley and Drayton Parslow**)

Policy created - **September 2025**

Policy to be reviewed - **September 2026**



The Three Schools PSHE Long-Term Overview (2024/2025)

Relationships

Health and Wellbeing

Living in the Wider World

Drayton Parslow Village School
Kingfishers Preschool
Mursley CE School
Swanbourne CE School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>What is the same and different about us? <i>Ourselves and others: similarities and differences; individuality; our bodies (correct names for main body parts, including external genitalia)</i></p>	<p>Who is special to us? <i>Ourselves and others: people who care for us; groups we belong to; families (similarities and differences)</i></p>	<p>What helps us stay healthy? <i>What being healthy means; hygiene; medicines that help us stay healthy; people who help us with health</i></p>	<p>What can we do with money? <i>What money is (different forms of money); making choices about money; difference between needs and wants</i></p>	<p>Who helps to keep us safe? <i>Keeping safe (who can help them and how to get help); People who help us (different roles in the community)</i></p>	<p>How can we look after each other and the world? <i>Ourselves and others: the world round us; caring for others and our responsibilities; growing and changing (how needs change as they grow from young to old)</i></p>
Year 2	<p>What makes a good friend? <i>Friendship and how to make friends; feeling lonely; managing arguments</i></p>	<p>What is bullying? <i>How behaviour affects other; bullying; words and actions; respect for others</i></p>	<p>What jobs do people do? <i>People and a range of jobs; earning money; role of the internet</i></p>	<p>What helps us to stay safe? <i>How rules and restrictions help keep them safe; recognising risks; what to do when they feel unsafe or worried</i></p>	<p>What helps us grow and stay healthy? <i>Different things that help us to be healthy: eating and drinking, exercising, playing and resting (sleep)</i></p>	<p>How do we recognise our feelings? <i>Recognising and describing feelings; mood; times of change; loss and bereavement; growing up</i></p>
Year 3	<p>How can we be a good friend? <i>Friendships: making positive friendships; managing loneliness; dealing with arguments.</i></p>	<p>What keeps us safe? <i>Keeping safe (at home and school); how to keep their body safe; hygiene; medicines and household products</i></p>	<p>What are families like? <i>How family structures differ from each other; features of family life; caring for each other</i></p>	<p>What makes a community? <i>Community: belonging to groups; similarities and differences; respect for others</i></p>	<p>Why should we eat well and look after our teeth? <i>Being healthy: eating, dental care</i></p>	<p>Why should we keep active and sleep well? <i>Being Healthy: keeping active; resting</i></p>

Year 4	What strengths, skills and interests do we have? <i>Self-esteem; self-worth; personal qualities; goal setting; managing set backs</i>	How do we treat each other with respect? <i>Respect for self and others; courteous behaviour; how to respond to inappropriate behaviour; human rights; rights of children and importance of protecting it</i>	How can we manage our feelings? <i>What affects feelings and emotions; expression of feelings; behaviour and managing feelings</i>	How can we help in an accident or emergency? <i>Basic First Aid; accidents; dealing with emergencies</i>	How can our choices make a difference to others and the environment? <i>Caring for others and the environment and animals; shared responsibilities; making choices and decisions</i>	How can we manage risk in different places? <i>Keeping safe; out and about; managing others' influence; keeping safe online; recognising and managing risk; reporting concerns; awareness of laws and restrictions</i>
Year 5	What makes up a person's identity? <i>Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes</i>	What decisions can people make with money? <i>Money; making decisions, keeping track of spending and saving</i>	How can drugs common to everyday life affect health? <i>How drugs like alcohol and tobacco can affect health; laws to protect us; healthy habits</i>	How can friends communicate safely? <i>Different types of relationships; how internet and social media can be used to communicate with friends and family; online safety</i>	How will we grow and change? <i>How bodies change during puberty; how puberty affects emotions and feelings; personal hygiene; advice and support during puberty</i>	What jobs would we like? <i>Careers; aspirations; role models; the future (what might influence their decisions)</i>
Year 6	How can we keep healthy as we grow? <i>Link between mental and physical health; how positive friendships support wellbeing; making choices to support a balanced lifestyle; becoming independent; taking more responsibility for physical and mental health; strategies and support</i>		How can the media influence people? <i>Media literacy and digital resilience - evaluating online content and media; influences and decision making - debate and consider different viewpoints; online safety-reporting concerns and identifying risks</i>	What will change as we become more independent? <i>Different relationships (including romantic or intimate relationships); choices people make about relationships and commitment; changing and growing (puberty, reproductive organs, contraception), becoming more independent (increased opportunities and responsibilities); how to manage change (including moving to secondary school)</i>		

Appendix 2 - G.R.O.U.N.D Rules (Ground rules) for PSHE Lessons

Work with pupils to establish a list of Ground rules that will increase their feelings of safety and comfort during PSHE classes.

It is essential that the following ground rules be included:

- No personal questions or sharing of private information.
- You have the right to pass on a question.
- No question is silly or stupid.
- Use dictionary words whenever possible.
- Post the list in the classroom and refer to it as needed.

There is a balance between encouraging pupils to talk about real life and over disclosure of private information. Encourage pupils to use the phrase "Someone I know..." instead of the person's name if sharing information of a personal nature.

The Three Schools **G.R.O.U.N.D** rules for PSHE lessons;

G...Gigging is okay but laughing at others is not

R...Respect for myself and others is important

O...Option to pass on answering questions is available to all

U...Use dictionary words when describing the body

N...No question is a silly question!

D...Do use "Someone I know..." instead of the person's name

Appendix 3 – A list of key vocabulary used in Year 1 Autumn 1

(What is the same and different about us?) Ourselves and others: similarities and differences; individuality; our bodies (correct names for main body parts, including external genitalia)

Schools can decide which terminology to introduce to younger pupils, in accordance with their RSE policy.

The following gives definitions that are suitable and recommended to use with younger pupils at Key Stage one by **Medway Primary PSHE Association** and **The PSHE Association**;

Female genitalia (parts that determine sex)

Vulva:

- The area between the legs, which includes the openings to the vagina and urethra, the clitoris and the soft skin covering them

Vagina:

- The small opening between the legs – a small tube from the outside to the inside of the body

Clitoris:

- The button-shaped bump above the vagina

It may also be useful for pupils to know about:

Urethra:

- The tiny opening near the vagina of a tiny tube through which urine 'wee' leaves the body

Male genitalia (sex parts)

Penis:

- The spongy tissue that dangles between the legs.
- Boys urinate 'wee' through a tube in their penis (the urethra)

Testicles:

- Two plum-shaped 'balls' in a squashy bag (the scrotum) behind the penis.
- When talking about the male and female genitalia, it may be useful to highlight the NSPCC underwear rule (<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/underwear-rule/>) whilst noting that this does not need to be taught in-depth in this lesson—as it should be covered in separate lessons on keeping safe.
- One way of doing this in the lesson is to point out that we do not usually look at or touch each other's private parts: these are parts of the body covered by our underwear that we have the right to keep private or to ourselves.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary>

By the end of primary school:

Mental wellbeing

Pupils should know:

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

Internet safety and harms

Pupils should know:

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

Physical health and fitness

Pupils should know:

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

Healthy eating

Pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content)
- the principles of planning and preparing a range of healthy meals
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

Drugs, alcohol and tobacco

Pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health and prevention

Pupils should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- the facts and science relating to allergies, immunisation and vaccination

Basic first aid

Pupils should know:

- how to make a clear and efficient call to emergency services if necessary
- concepts of basic first-aid, for example dealing with common injuries, including head injuries

Changing adolescent body

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- about menstrual wellbeing including the key facts about the menstrual cycle

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/SE_primary_schools_guide_for_parents.pdf

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.

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.

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:

- 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

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.



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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.