

Arnold Lodge Juniors

Personal, Social, Health and Economic Education & Relationships and Sex Education policy

Approved by: Matt James, Head of Juniors

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This policy is part of a portfolio of policies associated with 'Safeguarding' and must therefore, be read in conjunction with the other policies. All policies are available on the website or in school.

About this Policy

PSHE (including Relationships and Sex Education) helps to give pupils the knowledge, skills and understanding they need to lead confident and healthy, independent lives. It can also help children to develop resilience, to know how and when to ask for help and to know where to access support. A comprehensive PSHE & RSE curriculum helps prepare children for the opportunities, responsibilities and experiences of adult life and promotes the spiritual, moral, social, cultural, mental and physical development of children at school and in society. The purpose of this policy is to set out the ways in which the school's provision for sex and relationships education will support pupils through their spiritual, moral, social, emotional and physical development, and prepare them for the opportunities, responsibilities and experiences of life.

Introduction

Our personal, social and health education (PSHE) programme promotes children's personal, social and economic development, as well as their health and wellbeing. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. At Arnold Lodge, children's wellbeing, happiness and safety are our first priority, and PSHE is the key vehicle through which we share this with children. We regard PSHE as an important, integral component of the whole curriculum; it is central to our approach and at the core of our ethos. PSHE plays an important part of ensuring the SMSC development of pupils at Arnold Lodge. We want our children to thrive now and in their futures.

Aims of PSHE & RSE at Arnold Lodge

We seek to nurture in the children the Arnold Lodge values of honesty, hard work and kindness. The PSHE/RSE provision at Arnold Lodge aims to provide children with meaningful learning experiences that will equip them with the skills and understanding required to live healthy, safe, productive and fulfilled lives, both now and in the future. We aim to encourage parents and the whole community to play an active part in life at the school. Through our PSHE/RSE curriculum, wider school curriculum and pastoral provision we aim to:

- Plan and deliver a curriculum which takes into account the religious backgrounds of all pupils.
- Teach the children about faith perspectives within the context of the Relationships Education curriculum.
- Teach children the facts, such as those relating to health issues, which are key to their growth and development as individuals and as members of a wider community.
- Enable children to acquire the skills, such as those relating to personal safety, discussion and decision making, which are vital to their well-being and their interaction with others.
- Encourage children to develop informed opinions and attitudes for themselves about a range of personal and social issues.
- Actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Actively promote the principles of: enabling children to develop their self-knowledge, self-esteem and self-confidence; enabling children to distinguish right from wrong and to respect the civil and criminal law of England; encouraging children to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely; enabling children to acquire a broad general knowledge of, and respect for, public institutions and services in England; furthering tolerance and harmony between different religious and cultural traditions by enabling children to acquire an appreciation of, and respect for, their own and other religions and cultures; encouraging respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and encouraging respect for democracy and support for participation in the democratic process, including respect of the basis on which the law is made and applied in England.

- Teach the children in a sensitive, age-appropriate and developmentally appropriate way.
- Teach the requirements of the DfE statutory guidance on Relationships Education.
- Develop in children the skills and understanding to have the confidence to approach their relationships in a positive way.
- Enable children to move with confidence from childhood through adolescence to adulthood.
- Teach the children to live confident and healthy lives.
- Ensure children are aware of personal space and their right to privacy.
- Help the children to understand the changes that occur to the human body during puberty at the end of Years 5 and 6.

Organisation of the curriculum

Every primary school is required to deliver statutory relationships education. The statutory requirement to provide health education does not apply to independent schools – PSHE is already compulsory as independent schools must meet the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014. However, at Arnold Lodge we recognise the importance of health education and embrace the intention to raise the profile of this aspect of the PSHE curriculum further still.

Relationships and Sex Education Context

Sex and Relationships Education (RSE) is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity.

The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. RSE helps young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood and works in tandem with our Protective behaviours work. RSE forms part of the PSHE curriculum and is taught throughout all the key stages.

Our RSE programme is one of the most important ways we act on our responsibility to safeguard and protect our children, as set out in our Safeguarding/Child Protection policy. We also refer to guidance from the government and expert organisations on specific safeguarding issues, which are relevant to our cohort of children, as listed in *Keeping Children Safe in Education*. To safeguard children effectively it is vital that opportunities are created in the curriculum to teach about healthy behaviour, caring relationships, online safety and when and how to get help. At Arnold Lodge we encourage children to develop skills in these areas so that they are equipped with strategies to help themselves in preventing or reporting harm or abuse.

In line with *Keeping Children Safe in Education (2025)*, paragraphs 128–132, the school recognises that effective preventative education through RSE is most effective in the context of a whole-school approach that creates a culture of zero tolerance for sexism, misogyny, misandry, homophobia, biphobia and sexual violence or harassment. The school ensures that the RSE programme is fully inclusive and developed to be age- and stage-appropriate, with particular attention to the needs of children with SEND, disabilities and other vulnerabilities. The RSE curriculum is designed to support children in developing the building blocks of all positive relationships, understanding boundaries and consent, recognising and reporting concerns about abusive relationships (including coercive and controlling behaviour), and understanding what constitutes sexual harassment and violence. The school recognises that pupils with SEND may face additional vulnerabilities and ensures that RSE teaching is tailored to address these risks appropriately.

The school's RSE curriculum is regularly reviewed to ensure it addresses emerging online risks at an age-appropriate level. In line with the DfE RSE Statutory Guidance (July 2025, paragraph 63) and the ISA 'Keeping Up 2025/26' briefing, this includes awareness of: the Online Safety Act and its implications for pupils; risks associated with AI-generated content and deepfakes, including AI-generated sexual imagery; sextortion and online sexual harassment; and the risks associated with vaping and nicotine products alongside existing content on smoking and alcohol. The curriculum is responsive to emerging risks specific to the school's

locality or the wider community, ensuring that pupils are equipped with the knowledge to navigate these challenges before they arise.

In developing this policy and the RSE curriculum, the school has had regard to the seven guiding principles set out in the DfE RSE Statutory Guidance (July 2025): engagement with pupils through pupil voice activities, pre- and post-unit assessments, and class representatives; engagement with parents through drop-in sessions, online feedback, and accessible communications; positivity in promoting healthy attitudes, norms and relationships; careful sequencing through a progressive, spiral curriculum built on prior learning; relevance and responsiveness to emerging risks and the needs of the school community; an evidence-based approach using the SCARF programme, underpinned by ongoing evaluation of effectiveness; and accessibility for all pupils, including those with SEND and EAL, as set out in this policy.

For the purpose of this policy, “relationships education” is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

For the purpose of this policy, “health education” is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices. This includes developing pupils’ awareness of how their and their peers’ bodies will change during puberty, including physical and emotional changes, it also includes understanding of menstrual wellbeing. Within this, themes also include wet dreams and masturbation.

For the purpose of this policy, “sex education” is defined as teaching pupils about conception and contraception.

- The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school’s PSHE curriculum – predominantly through ‘Growing and Changing’ SCARF unit alongside our Protective behaviours work.
- The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2025) ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’ statutory guidance (July 2025, statutory from September 2026).
- The relationships and health curriculum takes into account the views of: teaching assistants, teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.
- The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils’ needs; for example, if there was a local prevalence of specific online threat, our curriculum would be tailored to address this issue.
- The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.
- When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught taking account of the range of beliefs of our families, where possible. Whilst adhering to the Equalities Act 2010, protected characteristics and associated human rights.

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

The Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019 make Relationships Education compulsory for all pupils receiving primary education. This Policy and the practice within the school complies with the DfE statutory guidance, 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (July 2025, statutory from September 2026). This Policy also has regard to the DfE non-statutory guidance, 'Teaching online safety in school'. It was devised in consultation with parents, staff and governors.

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2025) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' Statutory Guidance, July 2025
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

Pupil and parent Input

We recognise the importance of pupil voice and involving the children in their learning as much as possible. PSHE is an area that naturally lends itself to pupil engagement. We have class representatives that meet regularly with the Head of Junior School. Year 6 prefects help monitor and set standards of behaviour.

The school is well aware that a significant role in children's RSE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- inform parents about the school's RSE policy and practice;
- answer any questions that parents may have about the RSE of their child;
- take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for RSE in the school;
- encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary;
- inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home;
- make the RSE resources used in our lessons available for viewing;
- ensure parents are aware of the school's mandatory duty to protect children at risk of the illegal practice of FGM.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Protective Behaviours

Protective Behaviours (PBs) is a safety awareness and life skills programme which builds confidence and resilience by exploring our right to feel safe. It starts from the belief that we cannot be scared into feeling safe, and therefore it avoids a focus on scary scenarios and rigid sets of rules for how to deal with unsafe

situations. Instead, it teaches an ability to recognise when we are not feeling safe, and provides skills and tools to enable individuals to take action and get help when they need it.

The PB framework helps children and adults to recognise any situation where they feel worried or unsafe, such as feeling stressed, bullied or threatened. It can be used as an abuse prevention strategy, as well as promoting good citizenship. Additionally, it recognises that life is also about challenging ourselves and taking safe risks in order that we try new things, and that this is both part of our development and an important life skill.

The programme also looks at identifying support networks for times when we need someone to listen and help.

Protective Behaviours is based on two key messages:

- **We all have the right to feel safe all of the time.**
- **We can talk with someone about anything, even if it feels awful or small.**

At Arnold Lodge, we follow these two themes along with the language of safety to ensure all children feel safe in school all the time.

As well as following these key themes and the language of safety throughout daily life at school we also teach a Protective Behaviours unit to each year group during the academic year.

We value how children feel and ensure children have a right to talk about their feelings throughout the school day.

Curriculum outcomes:

Relationships Education overview

Families and positive relationships

By the end of primary school, pupils will know:

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

Caring friendships

By the end of primary school, pupils will know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.

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

Respectful relationships

By the end of primary school, pupils will know:

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

Online relationships

By the end of primary school, pupils will know:

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

Being safe

By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.

- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

Animal welfare

By the end of primary school, pupils will know:

Reception – Year 2

- Understand the importance of food, water, exercise and stimulation for animals
- Understand that there are domesticated and wild animals
- Understand the impact of our own actions on our environment and how this links to animal welfare
- Begin to understand the threats facing animals globally
- Be aware of boundaries when approaching local wildlife/domesticated animals
- Talk about where our food comes from – meat and dairy products

Year 3- 6

- Explore the issues and responsibility of pet ownership
- Explore and understand the habitats of wild animals and the role these play in the natural world
- Explore different jobs and the impact working animals have
- Understand the issues around animal welfare in food production
- Explore how perceptions and attitudes towards animal welfare have changed over time
- Understand the needs of aquatic animals and the effects of plastic pollution on these
- Recognise the role of charities and how to investigate their spending and financial conduct

Relationships Education per year group

- The school is free to determine, within the statutory curriculum content outlined in section above, what pupils are taught during each year group.
- The school always considers the age and development of pupils when deciding what will be taught in each year group.
- The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

Reception

Me and my family; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.

Year 1

Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to an extended family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles); respecting my body and understand which parts are private.

Year 2

Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); 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; appreciate that some parts of my body are private.

Year 3

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; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect others, awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; family stereotypes.

Year 4

Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; showing appreciation to people and animals; being unique; girls and puberty; boys and puberty; confidence in change; accepting change.

Year 5

Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMART internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; growing responsibility; coping with change.

Year 6

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; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; respect and consent; boyfriends/girlfriends within understanding friendships and relationships.

Girl's understanding of sanitary products and disposal in school

As part of lessons on puberty, girls will be made aware of the procedures in place for accessing and the safe disposal of sanitary products. The school is aware that period poverty can be an issue for some pupils, and will, to the best of its ability, ensure that girls have access to appropriate sanitary products during school time.

RSE Week- SCARF 'Growing and Changing unit'

Aims

The focus for Arnold Lodge's RSE curriculum to teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with children and adults. Alongside this, we aim to build informed young people, who are confident and empowered in their understanding of their own, and their peers' bodies and the changes that take place during puberty. To do this, we provide children with a safe space to ask questions and offer fun and responsible support, which enables children to express and deal with their feelings in a positive manner. Our RSE curriculum helps to tackle many of the issues that arise naturally in school, from dealing with crushes and friendships and understanding the social rules and boundaries that exist around us and our bodies.

Curriculum content

As a junior school, we follow SCARF PSHE. SCARF is a long-running provider of quality PSHE education resources, that has a strong basis on up-to-date research relevant to the needs of modern-day primary pupils. The development of our Relationships and Sex Education (RSE) curriculum has been anchored in the principles delineated within SCARF's 'Growing and Changing' unit. This comprehensive framework serves as a foundational guide, informing our curriculum planning process. Our staff meticulously evaluate the unique needs of pupils across different year groups, ensuring that the content is not only developmentally appropriate but also sensitive to the diverse cultural and religious backgrounds prevalent within our school community. Moreover, we actively engage parents and pupils, providing opportunities for their invaluable feedback and input, thereby fostering a collaborative and inclusive approach to RSE education.

Our 'Growing and changing' unit has links with our Science and PSHE curriculum and takes place over 1 week during the summer term where all year groups, from Reception to Year 6 will be looking at their relevant content in tandem. During RSE sessions, genders will be taught together to foster mutual understanding, empathy, and compassion, with the aim of empowering students to confidently navigate their bodies and their needs, ultimately mitigating potential experiences of sexism in the future. However, in upper Key Stage 2, pupils will have separate drop-in sessions about puberty to provide a comfortable environment for asking questions they may feel hesitant to pose in a mixed-gender setting. It's important to note that despite this separation, both boys and girls will still receive education about the biological changes and experiences associated with puberty relevant to all genders.

While class teachers are primarily responsible for delivering the RSE content, there exists flexibility within our approach, allowing staff to exchange or collaborate in teaching specific lessons, particularly those addressing the divergent experiences of puberty between genders and the nuanced discussions surrounding period products, as deemed appropriate and beneficial to student understanding and support.



DfE Statutory Requirements- End of primary statements	Lesson Plan title	Lesson Plan learning outcomes
FPC2, FPC3, FPC4, FPC5, CABI, BS3	Life Stages: Human life stage- Who will I be?	<ul style="list-style-type: none"> Retell a story and respond to questions about the story. Use the language and describe the different life stages of: baby, child, teenager, adult, older age. Talk about their own experience of growing up.
FPC1, FPC3, FPC4, RRI, CABI	Where do babies come from?	<ul style="list-style-type: none"> Explain that a baby is made by a woman and man, and grows inside a mother's tummy. Understand that every family is different. Talk about similarities and differences between themselves.
FPC1, FPC3, FPC4, RRI, CABI, HE1, HE3, HP3	Getting bigger	<ul style="list-style-type: none"> Talk about how they have changed as they have grown. Explain the different between babies, children, and adults. Understand that we are unique.
BS2, BS3, BS7, RR7, RR8	Me and my body- girls and boys	<ul style="list-style-type: none"> Name parts of the body (including reproductive parts) using the correct vocabulary. Explain which parts of their body are kept private and safe and why. Tell or ask an appropriate adult for help if they feel unsafe.
Year 1		
PHF1, PHF3, HP3, HP4	Healthy me	<ul style="list-style-type: none"> Understand that the body gets energy from food, water and air (oxygen); Recognise that exercise and sleep are important parts of a healthy lifestyle.
CABI	Then and now	<ul style="list-style-type: none"> Identify things they could do as a baby, a toddler and can do now; Identify the people who help/helped them at those different stages.
FPC2, CABI	Taking care of a baby	<ul style="list-style-type: none"> Understand some of the tasks required to look after a baby; Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.
FPC6, CF2, CF3, CF4, RR5, RR6, BS5, MW8	Who can help? (2)	<ul style="list-style-type: none"> Explain the difference between teasing and bullying; Give examples of what they can do if they experience or witness bullying; Say who they could get help from in a bullying situation.
FPC6, CF4, RR8, BS1, BS2, BS4, BS5, BS6, BS7, BS8	Surprises and secret	<ul style="list-style-type: none"> Explain the difference between a secret and a nice surprise; Identify situations as being secrets or surprises; Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.
BS3, BS7	Keeping privates private	<ul style="list-style-type: none"> Identify parts of the body that are private; Describe ways in which private parts can be kept private; Identify people they can talk to about their private parts.
Year 2		
CABI	Haven't you grown!	<ul style="list-style-type: none"> Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);

		<ul style="list-style-type: none"> Understand and describe some of the things that people are capable of at these different stages.
BS2, CAB1	My body, your body	<ul style="list-style-type: none"> Identify which parts of the human body are private; Explain that a person's genitals help them to make babies when they are grown Understand that humans mostly have the same body parts but that they can look different from person to person.
BS2	Respecting privacy	<ul style="list-style-type: none"> Explain what privacy means; Know that you are not allowed to touch someone's private belongings without their permission; Give examples of different types of private information.
BS1, BS2, BS3, BS4, MW2	Some secrets should never be kept	<ul style="list-style-type: none"> Identify how inappropriate touch can make someone feel; Understand that there are unsafe secrets and secrets that are nice surprises; Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.
Year 3		
CF1, CF2, CF5, OR2	Relationship tree	<ul style="list-style-type: none"> Identify different types of relationships; Recognise who they have positive healthy relationships with.
BS3, BS7	Body space	<ul style="list-style-type: none"> Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to allow someone into their body space; Rehearse strategies for when someone is inappropriately in their body space.
OR1, OR2, OR3, OR4, OR5, BS1, BS4, BS5, MW3, MW4, ISH3, ISH5, ISH7, RR8	None of your business!	<ul style="list-style-type: none"> Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; Recognise and describe appropriate behaviour online as well as offline; Identify what constitutes personal information and when it is not appropriate or safe to share this; Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.
BS2, RR8	Secret or surprise? (repeated in Year 4 upon teacher discession)	<ul style="list-style-type: none"> Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
BS7, CAB1, CAB2	My changing body	<ul style="list-style-type: none"> Recognise that babies come from the joining of an egg and sperm; Explain what happens when an egg doesn't meet a sperm; Understand that for girls, periods are a normal part of puberty.
Year 4		
MW2, MW3, MW9	Moving house	<ul style="list-style-type: none"> Describe some of the changes that happen to people during their lives;

		<ul style="list-style-type: none"> Explain how the Learning Line can be used as a tool to help them manage change more easily; Suggest people who may be able to help them deal with change.
FPC1, FPC2, FPC3, FPC4, CF5, RR2, MW3, MW4, CABI	My feelings are all over the place!	<ul style="list-style-type: none"> Name some positive and negative feelings; Understand how the onset of puberty can have emotional as well as physical impact Suggest reasons why young people sometimes fall out with their parents; Take part in a role play practising how to compromise.
BS7, CAB1	All change!	<ul style="list-style-type: none"> Name some positive and negative feelings; Understand how the onset of puberty can have emotional as well as physical impact Suggest reasons why young people sometimes fall out with their parents; Take part in a role play practising how to compromise.
CABI, CAB2	Preparing for changes at puberty	<ul style="list-style-type: none"> Know the key facts of the menstrual cycle; Understand that periods are a normal part of puberty for girls; Identify some of the ways to cope better with periods.
RR8, BS1, BS2, BS3, BS4, BS5, BS7, MW2, MW3	Secret or surprise? (repetition from Year 3 upon teacher discussion)	<ul style="list-style-type: none"> Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
FPC3, FPC4, FPC5, CFI, CF2, CF4, CF5, RR1	Together	<ul style="list-style-type: none"> Understand that marriage is a commitment to be entered into freely and not against someone's will; Recognise that marriage includes same sex and opposite sex partners; Know the legal age for marriage in England or Scotland; Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.
Year 5		
MW2, MW3, MW4	How are they feeling?	<ul style="list-style-type: none"> Use a range of words and phrases to describe the intensity of different feelings Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; Explain strategies they can use to build resilience.
RR5, BS1, BS3, BS4, BS5, BS7, BS8	Taking notice of our feelings	<ul style="list-style-type: none"> Identify people who can be trusted; Understand what kinds of touch are acceptable or unacceptable; Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.
BS2, BS4, BS5, BS6, BS7, BS8	Dear Ash	<ul style="list-style-type: none"> Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe.
FPC6, BS2, BS3, CABI, CAB2	Growing up and changing bodies	<ul style="list-style-type: none"> Identify some products that they may need during puberty and why; Know what menstruation is and why it happens.

BS7, CABI	Changing bodies and feelings	<ul style="list-style-type: none"> Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty.
FPC2, FPC4, RR1, RR2, RR3, RR4, CABI	Help! I'm a teenager- get me out of here!	<ul style="list-style-type: none"> Recognise how our body feels when we're relaxed; List some of the ways our body feels when it is nervous or sad; Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Dear Hetty (OPTIONAL)	<ul style="list-style-type: none"> Explain how someone might feel when they are separated from someone or something they like; Suggest ways to help someone who is separated from someone or something they like.
Year 6		
RR1, RR2, RR4, RR6, OR2, MW3, ISH2, CABI	I look great!	<ul style="list-style-type: none"> Understand that fame can be short-lived; Recognise that photos can be changed to match society's view of perfect; Identify qualities that people have, as well as their looks.
RR1, RR4, RR7, ORI, ISH2, ISH5	Media manipulation	<ul style="list-style-type: none"> Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people.
ORI, OR3, OR4, OR5, OR6, BS1, BS3, BS4, BS5	Pressure online	<ul style="list-style-type: none"> Understand the risks of sharing images online and how these are hard to control, once shared; Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.
FPC2, FPC6, MW2, MW4, MW6, MW9	Helpful or unhelpful? Managing change	<ul style="list-style-type: none"> Recognise some of the changes they have experienced and their emotional responses to those changes; Suggest positive strategies for dealing with change; Identify people who can support someone who is dealing with a challenging time of change.
FPC3, CF1, CF2, RR2, RR3, RR8, BS3, MW3, MW4	Crushes?	<ul style="list-style-type: none"> Identify different types of attraction and the types of people we might find attractive. Describe how we feel when we are attracted to someone and the different ways we can be attracted to others. Explain how we feel when we have a crush and how we can all differ in our feelings and the types of people we find attractive.
RR1, BS7, CABI, CAB2	Is this normal?	<ul style="list-style-type: none"> Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; Suggest strategies that would help someone who felt challenged by the changes in puberty; Understand what FGM is and that it is an illegal practice in this country; Know where someone could get support if they were concerned about their own or another person's safety.

FPC3, FPC4, BS3, BS6, BS7, BS8, CABI, CAB2	Making babies	<ul style="list-style-type: none"> • Identify the changes that happen through puberty to allow sexual reproduction to occur; • Know a variety of ways in which the sperm can fertilise the egg to create a baby; • Know the legal age of consent and what it means.
HP5	What is HIV? (OPTIONAL)	<ul style="list-style-type: none"> • Explain how HIV affects the body's immune system; • Understand that HIV is difficult to transmit; • Know how a person can protect themselves from HIV.

Each year group will commence their RSE unit by establishing explicit ground rules and expectations, aimed at equipping students with the necessary tools to approach potentially sensitive or embarrassing content in a mature and thoughtful manner. These universally applicable guidelines will ensure consistency across all year groups, fostering an environment where all pupils are held to the same standards of conduct and respect.

Additionally, every year group will conduct pre- and post-unit assessments to facilitate staff understanding of the children's experiences and progress throughout the RSE unit. This valuable information will be utilised to inform and enhance future iterations of our RSE curriculum, ensuring its continued effectiveness and relevance in meeting the evolving needs of our students.

Protective behaviour themes will be woven throughout the teachings across all year groups, with explicit protective behaviour lessons also integrated into the units to ensure clarity on safety-related topics. This approach is paramount from a safeguarding perspective as it equips pupils with the knowledge to discern their feelings of safety and provides them with guidance on appropriate actions to take if they ever feel unsafe.

There can be a lot of misunderstanding about what a comprehensive relationship and sex education package might contain, especially when aimed at primary school children. There is the worry that children will lose their innocence if we give them certain information too soon. The evidence suggests that this couldn't be further from the truth.

Please note: OPTIONAL lessons will be included in the curriculum following teacher discretion. Pupil need, societal/community context and parent feedback will be considered when making this decision. Each year, parents will be informed of the choice teachers have made; whether to include or not to include these lessons.

Questions

Throughout the meticulous planning of our RSE curriculum, we utilise resources to anticipate and address common questions that pupils may have. These resources ensure that our staff are well-prepared to provide comprehensive and accurate information to our students.

However, it is essential to acknowledge that while SCARF provides valuable guidance, staff members also bear the responsibility of ensuring that pupils receive accurate information and have any misconceptions corrected promptly. In cases where questions prove challenging, our teachers may consult with their colleagues to formulate appropriate responses that align with our educational objectives and values.

All responses provided to pupils are approached objectively and aim to educate and inform in a respectful manner. While we strive to provide a clear overview of lesson objectives, it is important to recognise that we cannot fully predict or control the questions pupils may pose during RSE lessons.

To ensure transparency and collaboration with parents, staff members will exercise professional judgment when addressing pupil questions, considering the appropriateness and relevance of each inquiry within the

context of the planned curriculum. If a topic arises that extends beyond the scope of the planned curriculum, parents will be promptly informed, allowing for further discussion and collaboration in their child's educational journey.

Evaluation and monitoring of curriculum content

Our school is committed to ensuring the effectiveness of our relationships and sex education unit through a comprehensive evaluation and monitoring process.

Prior to implementing the unit, staff will engage in pupil voice activities to assess the specific needs of each year's cohort, thereby informing the fine-tuning of the curriculum planning. Staff will collaborate as a team to finalize the proposed unit of study, taking into consideration the input gathered from both pupils and parents. While parents will be consulted and encouraged to provide feedback on the proposed curriculum, it is important to note that the final review and approval will be conducted by teachers and staff.

Throughout the implementation of the unit, pupil understanding and progress will be closely monitored through the completion of pre and post-unit assessments. This continuous assessment will ensure that children's understanding is progressing and that the curriculum remains responsive to the evolving needs of the cohort.

Inclusivity and accessibility of the unit

Our curriculum is designed to continually evolve and remain relevant to the diverse cohort of pupils in each year group.

Through an inclusive process of staff, pupil, and parent consultation conducted annually, we ensure that the curriculum addresses the needs of all sexes, genders, and transgender pupils, as well as those from various ethnic, religious, and cultural backgrounds, diverse home situations, different sexual orientations, and those with additional learning, emotional, and behavioral needs.

The year group teacher has the discretion to make adaptations as necessary, ensuring that relationship and sex education is delivered at an appropriate level for children's age, physical development, and cognitive abilities. This includes providing alternative methods of communication for pupils with physical, visual, or hearing impairments, or those unable to use speech, thus fostering an inclusive learning environment where every child can fully participate and benefit from the curriculum.

Parental concerns and withdrawal of students

At Arnold Lodge, we prioritise active partnership with parents and carers regarding our relationships and sex education unit. We value and welcome parental feedback, which is actively sought through regular parent consultation opportunities such as parent drop-in sessions, online feedback forms, and relationships and sex education (RSE) specific drop-in sessions held prior to the teaching of this unit. We believe in transparent collaboration, and therefore, the intended planning, resources, and schedule of lessons for this unit will be readily available for parents to view through email communication, the parent OneDrive link and RSE drop in sessions.

This open communication fosters a collaborative approach, ensuring that parents are informed and involved in their child's education, and enables us to address any concerns or queries parents may have regarding the content or delivery of the RSE curriculum.

We respect the rights of parents to make informed decisions regarding their child's education, including their participation in relationships and sex education (RSE). For Reception age pupils, parents have the right to withdraw their child from this unit of work. From Year 1 to Year 6, parents have the right to request withdrawal from some or all of the sex education component delivered as part of statutory RSE, excluding Relationships and Health Education. To facilitate this, lessons and activities falling under the umbrella of sex education, and therefore eligible for withdrawal, will be clearly outlined in the planning for each year group, provided to parents before teaching commences.

During the RSE parent drop-in sessions, parents will have the opportunity to provide feedback on proposed lessons and gain understanding of the purpose and content of Relationships Education and RSE. In the event a parent cannot attend, they are encouraged to communicate via email.

If a parent wishes to withdraw their child from non-statutory lessons under the umbrella of sex education, a formal email to the Head of Juniors is required. The Head of Juniors will then meet with the parents, and if appropriate, the child, to ensure understanding of their wishes, clarify the curriculum's nature and purpose, and discuss potential benefits and detriments of withdrawal, including the likelihood of the child hearing peer interpretations of the classes. This process aims to facilitate open dialogue and support parents in making informed decisions regarding their child's education.

Dissemination of the policy

The dissemination of our Relationships and Sex Education (RSE) policy is a comprehensive process aimed at ensuring transparency and collaboration among all stakeholders. The policy has been meticulously crafted by the PSHE lead with valuable input from the Head of Juniors, ensuring alignment with educational objectives and best practices. Prior to implementation, all Year group teachers have had the opportunity to review the policy, providing valuable feedback to enhance its effectiveness and relevance. Furthermore, we recognise the importance of parental involvement in shaping their child's education. Therefore, parents will also be provided with the opportunity to review the policy ahead of the commencement of teaching the unit, enabling them to understand the objectives, content, and approach of our RSE curriculum. This inclusive approach to policy dissemination fosters a shared understanding and commitment to providing high-quality relationships and sex education that meets the needs of our students and aligns with the values of our school community.

In accordance with ISSR Part 1 paragraph 2A(1)(f), the school consults parents of registered pupils before making or revising this policy. A record of parental consultation is maintained by the Head of Juniors, including the dates and methods of consultation (such as RSE drop-in sessions, email communications, and online feedback forms), a summary of the views expressed, and an explanation of how parental feedback has been taken into account in shaping the policy and curriculum content. This policy is published on the school website and a copy is provided free of charge to anyone who requests one, in accordance with ISSR Part 1 paragraph 2A(1)(g).

Policy review and development plan

This Relationships and Sex Education (RSE) policy is reviewed annually to ensure its continued alignment with educational standards, statutory requirements and evolving needs of our school community. The review process is conducted collaboratively by the PSHE lead, Head of Juniors, teaching staff, and parents, fostering

a holistic approach to policy development. This policy was last reviewed in September 2025 and updated to reflect the DfE RSE Statutory Guidance (July 2025), Keeping Children Safe in Education (2025), and the ISI Inspection Framework (September 2025). A record of revisions and the rationale for changes is maintained by the Head of Juniors.

Additionally, upon completion of the RSE unit, staff will conduct a thorough review of its effectiveness, using feedback and insights gathered to inform future unit developments. This comprehensive evaluation encompasses various aspects, including staff training, parent education, and investment in resources, ensuring that our RSE curriculum remains relevant, impactful, and responsive to the needs of our students and community.

Sources of Further Information

This policy has drawn on:

- DfE (2025) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' Statutory Guidance, July 2025
- Keeping Children Safe in Education (KCSIE) 2025; ISI Inspection Framework (September 2025); Education (Independent School Standards) Regulations 2014, Part 1 paragraph 2A
- SEND Code of Practice: 0 to 25 years (2015); Equality Act 2010 (Schedule 10)

This policy should be read in conjunction with the following policies:

- Schools own Safeguarding (inc. responding to disclosures)
- Schools own Anti-bullying
- Schools Equality, diversity and inclusion policy
- DfE Keeping Children Safe in Education (2025)
- ALS Juniors PSHEE DfE statutory requirements document
- Schools own SEND Policy
- Schools own Accessibility Plan 2024–2027
- Schools own Behaviour Policy
- DfE Keeping Children Safe in Education (KCSIE) 2025

Curriculum outcomes:

Health and well-being

By the end of primary school, pupils will 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 by 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 lifestyle to include:

Healthy eating

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of 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 obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

Drugs alcohol and tobacco

By the end of primary school, pupils will know:

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

Health and prevention

- By the end of primary school, pupils will 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 and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

Basic first aid

By the end of primary school, pupils will 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.

Ourselves, growing and changing - changing adolescent body

By the end of primary school, pupils will 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 and key facts relating to the menstrual cycle.

Curriculum outcomes:

Education per year group

The school is free to determine, within the statutory curriculum content outlined in section 7, what pupils are taught during each year group.

The school will always considers the age and development of pupils when deciding what will be taught in each year group.

Arnold Lodge plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school

Foundation Stage:

Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations; people who can help me; how to help a friend in need (let a teacher know, reassure them, be kind etc.)

Recognise the Eatwell Guide and name some of the food in each food group, recognise that the Eatwell Guide food groups are different sizes and that this shows us the amount of food needed from each group.

Healthy eating topics - various food groups and healthy snacks. Taste new food and recognise that sometimes we need to try a new food a few times to find out if we like it. Name and describe the 'get ready to cook' steps. Name a range of kitchen equipment and explain how different pieces of kitchen equipment are used. Make a simple dish using basic food skills.

What to do in an emergency (999) How to stay safe and avoid accidents (Examples: Lollipop man, bike-ability, road safety, rules in the hall and studio to help us stay safe, careers week etc.)

Year 1

Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change. How first aid works and why it is important. What to do in an emergency (999). How to stay safe at home (hot water, plugs, road safety etc.) How to spot danger. We need food and drink to stay alive. We eat different food according to what we like and dislike. We eat different food on special occasions. The UK's healthy eating model is called The Eatwell Guide and it has five groups. Everyone should eat at least 5 portions of fruit and vegetables every day. We can be active in different ways. People eat different foods; recipes can be modified; there are many types of food; ingredients are available from different shops, markets or grown at home. There are lots of pieces of equipment used in cooking; some equipment has a special job; it is important to use a range of equipment; there are hygiene and safety rules that have to be followed. There is a range of basic cooking skills; basic cooking skills are required to make a dish. Chop and prepare Crudités using a wide variety of vegetables.

Year 2

Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old. How to stay safe at home (hot water, plugs, road safety etc.) How to spot danger. Basic first aid – what is found in a first aid kit? (i.e. what would I put on a cut? What would I do with a burn?) How to be safe with medicines! We need food to grow, be active and maintain health. We eat different food according to what we like and dislike. We eat different food depending on the time of day, occasion and lifestyle. Different food belongs in different Eatwell Guide food groups. Most meals should include food from the main four Eatwell Guide food groups. Everyone should eat at least 5 portions of fruit and vegetables every day. Children should be active for 60 minutes a day.

Children take part in a tasting session and preparing a recipe. Food can be found in the UK; some ingredients must be prepared before they are eaten. There are lots of pieces of equipment used in cooking;

some equipment has a special job; it is important to use a range of equipment; different foods need to be stored differently; there are hygiene and safety rules that have to be followed. There is a range of basic cooking skills, basic cooking skills are required to make a dish. Prepare fruit kebabs and soup.

Year 3

Self-identity and worth; positivity in challenges; responsible choices; giving and receiving compliments; difficult challenges and achieving success; dreams and ambitions; new challenges; motivation and enthusiasm; recognising and trying to overcome obstacles; evaluating learning processes; managing feelings; simple budgeting; exercise; fitness challenges; food labelling and healthy swaps; attitudes towards drugs; keeping safe and why it's important online and off line; respect for myself and others healthy and safe choices; body changes at puberty. Bites and stings, allergic reactions. Head injuries, calling for help. Caring for an injured person, communication. Meals and snacks can be sorted into the Eatwell Guide food groups, A range of factors determine what people eat. Dishes and meals eaten around the world often comprise similar food (or ingredients) combined in different ways, people all around the world need a variety of food from different food groups to have a healthy diet. There are a vast array of ingredients from around the world. Food can spoil and decay due to the action of microbes, insects and other pests. Prepare salads using a wide variety of ingredients.

Year 4

What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams; overcoming disappointment; creating new and realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty.

Asthma, what it is, how to look after yourself with Asthma, how to support someone else with asthma. Head injuries, calling for help – revisited. Carrying out a 'primary survey' on an injured person.

The Eatwell Guide shows the proportions in which different types of food are needed for a well-balanced and healthy diet. The process of digestion. Being active is important for health. Diets around the world are based on similar food groups. Food needs to be stored properly and within its date mark. Prepare and cook Pizza using a variety of ingredients.

Year 5

Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation; smoking, including vaping; alcohol; alcohol and anti-social behaviour; emergency aid; body image; relationships with food; healthy and safe choices; motivation and behaviour; changes in the body at puberty.

Bleeding, what to do, how to support someone who is bleeding. Head injuries, calling for help – revisited. Recovery position The Eatwell Guide can be used to devise meals and snacks for yourself and others. Different types of food provide different amounts of energy; different amounts of food and drink provide different amounts of energy; different amounts of energy are needed by the body for different activities. Food is prepared in different ways due to a number of factors. Including: country, culture, custom and

religion. Good personal hygiene is vital when cooking to avoid the risk of food poisoning. Design a recipe and cook biscuits using a variety of appropriate ingredients.

Year 6

Choices, consequences and rewards; group dynamics; democracy, having a voice; 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; impact of media; discernment; puberty; reflections about change; respect and consent. Choking, signs and symptoms, what to do to help someone who is choking. Head injuries, calling for help – revisited. CPR. Revisit the Eatwell plate. Food and drinks provide nutrients, fibre and water; the amount of a nutrient or fibre provided by a food or drinks, depends on the serving size consumed; energy is provided by the nutrients carbohydrate, fat and protein. Children should be active for 60 minutes a day. There are a number of simple healthier ways to prepare and cook foods. Food can be purchased from a variety of sources; food labels provide information to the consumer. Good food safety and hygiene is vital when cooking, to avoid accidents and risk of food poisoning. Plan, prepare a cook bread from different cultures.

Sex education

- All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how they changes as we grow from birth to old age, including puberty, and the reproductive process in some plants and animals.
- The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum.

Curriculum outcomes: Living in the wider world overview

By the end of primary school, pupils will know:

Shared responsibilities

Reception – Year 2

- about what rules are, why they are needed, and why different rules are needed for different situations
- how people and other living things have different needs; about the responsibilities of caring for them
- about things they can do to help look after their environment

Year 3- 6

- to recognise reasons for rules and laws; consequences of not adhering to rules and laws
- to recognise there are human rights, that are there to protect everyone
- about the relationship between rights and responsibilities

- the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
- ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)

Communities

Reception – Year 2

- about the different groups they belong to
- about the different roles and responsibilities people have in their community
- to recognise the ways they are the same as, and different to, other people

Year 3- 6

- about the different groups that make up their community; what living in a community means
- to value the different contributions that people and groups make to the community
- about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
- about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
- about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

Media literacy and digital resilience

Reception – Year 2

- about how the internet and digital devices can be used safely to find things out and to communicate with others
- about the role of the internet in everyday life
- that not all information seen online is true

Year 3- 6

- Recognise ways in which the internet and social media can be used both positively and negatively
- how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results
- about some of the different ways information and data is shared and used online, including for commercial purposes
- about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information
- recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images
- about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

Economic well-being : money

Reception – Year 2

- what money is; forms that money comes in; that money comes from different sources
- that people make different choices about how to save and spend money

- about the difference between needs and wants; that sometimes people may not always be able to have the things they want
- that money needs to be looked after; different ways of doing this

Year 3- 6

- about the different ways to pay for things and the choices people have about this
- to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'
- that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
- to recognise that people make spending decisions based on priorities, needs and wants
- different ways to keep track of money
- about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
- about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations
- to identify the ways that money can impact on people's feelings and emotions

Economic well-being : aspiration

Reception – Year 2

- that everyone has different strengths
- that jobs help people to earn money to pay for things
- different jobs that people they know or people who work in the community do
- about some of the strengths and interests someone might need to do different jobs

Year 3- 6

- to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
- that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life
- about stereotypes in the workplace and that a person's career aspirations should not be limited by them about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)
- that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
- about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
- to identify the kind of job that they might like to do when they are older
- to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

Climate education

Reception – Year 2

- Begin to understand what climate change is and the key vocabulary associated with this
- Know why recycling is important and our own role and responsibilities

- Understand how different environments across the world are being affected and the causes of this
- Begin to understand the idea of carbon footprint and how we can minimize our own carbon footprint

Year 3- 6

- Know what climate change is and how it impacts our own lives and the lives of others both locally and in the wider world
- Understand how rubbish is disposed of and the impact this has on the environment
- Understand the important role of the oceans in regulating the environment
- Understand and investigate renewable energy technology
- Investigate how Government policy impacts our actions and leads the actions of the country
- Understand individual choices we make and the impact these have on ourselves and the wider community

Cross-curricular

Examples of cross curricular links include:

- English: skills in enquiry and communication; stories that illustrate aspects of personal and social development;
- Maths: counting, sharing and economics
- Science: Drugs, including medicine, health, safety and the environment;
- Design and Technology: health and safety, healthy eating, realising that people have needs as they generate design ideas, use of technology;
- ICT: communicating with others via e-mail; finding information on the internet and checking its relevance; e-safety
- History: reasons for and results of historical events, situations and changes, events, ideas and experiences of people from the past;
- Geography: topical issues concerning environment, sustainable development, land use, study of pupils' own locality and places in different parts of the world, including less economically developed countries;
- Art and Design: reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures;
- Music: making the most of abilities in playing or singing; issues of cultural diversity, their value and their expression;
- P.E: teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports; importance of keeping healthy through physical activity
- R.E: religious and moral beliefs, values and practices that underpin and influence personal and social issues, and relationships.

Dealing with Sensitive Issues

Confidentiality

Confidentiality for young people cannot and must not be guaranteed by school staff (see Child Protection and Safeguarding Policy).

The boundaries of confidentiality should be made clear to young people. If a pupil discloses information which is sensitive, not generally known, and which the pupil asks not to be passed on, the request should be honoured unless this is unavoidable for teachers to fulfil their professional responsibilities in relation to Child protection. It is the responsibility of every member of staff to know and abide by the school's safeguarding children procedures. If any member of staff has a concern about the safety of a pupil these must be recorded and passed on to the school's Designated Safeguarding Lead (DSL) or the Deputy DSL in their absence.

Answering difficult questions

Teachers must be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE. To this end, ground rules need to have been agreed to provide a common values framework within which to teach. There must also be clear parameters as to what will be taught in whole class settings and what will be dealt with on an individual basis.

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.

Dealing with Sensitive Questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a question box, the teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the pupil of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a teacher is concerned that a pupil is at risk of abuse the DSL and the Head of School should be informed and the school's child protection procedures followed.
- Where appropriate, other professional could be invited in to provide follow-up and deal with some of the questions.

Equality and accessibility

All children have an entitlement to access the PSHE curriculum. All children will have access to appropriate resources available in school, which will reflect a multicultural society, without stereotyping or discrimination. All children will be given the opportunity to participate in all activities, regardless of gender, race or disability. Throughout the teaching of PSHE, explicit teaching and learning about discrimination and stereotyping takes place. (Please refer to our Equal Opportunities Policy for further clarification)

In an age and stage appropriate way the school adheres to the following legislation.

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.

The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

“Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.” (DfE, 2019)

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, and health education, and the programme will be designed to be inclusive of all pupils.

We recognise that pupils with SEND may be more vulnerable to harmful sexual behaviour, sexual abuse, exploitation, violence and bullying (Keeping Children Safe in Education 2025, paragraph 128; DfE RSE Statutory Guidance July 2025, paragraph 76). RSE can therefore be particularly important for these pupils, especially those with social, emotional and mental health needs or learning disabilities. In accordance with the SEND Code of Practice 2015, section 7.38, the RSE curriculum supports the preparation of all pupils for adulthood.

To ensure the RSE curriculum is accessible to pupils with SEND, the school employs the following strategies: key RSE vocabulary is pre-taught using visual supports and concrete resources before lessons; social stories and visual aids are used to support understanding of abstract concepts such as consent, boundaries and emotions; additional processing time and opportunities for repetition and reinforcement are provided; assessment methods are adapted so that pupils with SEND can demonstrate their understanding in ways appropriate to their individual needs; the SENDCO reviews RSE planning and resources annually for accessibility; and consideration is given to how individual pupils’ IEP or EHCP targets (for example, in social communication) may be supported through and intersect with RSE learning outcomes. Where pupils are

neurodiverse, particular attention is paid to sensory considerations within the learning environment during RSE lessons and the use of concrete, explicit language rather than abstract or idiomatic expressions.

Provision for Pupils with English as an Additional Language (EAL)

Arnold Lodge recognises that RSE content carries a high linguistic demand, with specialist vocabulary relating to bodies, relationships, emotions and consent. For pupils for whom English is an additional language, the school takes the following steps to ensure accessibility and compliance with the Education (Independent School Standards) Regulations 2014, Part 6 paragraph 32(3)(b) and the ISI Inspection Framework (September 2025), paragraph 56: key RSE vocabulary is pre-taught with visual support, using images, diagrams and realia where appropriate; staff consider the cultural backgrounds of EAL pupils and their families and exercise particular sensitivity in the delivery of topics that may have significant cultural dimensions; parental communications about RSE content, including information about the right to request withdrawal from sex education, are made available in accessible formats and, where possible, supported by translation or interpretation for parents who may have limited English; the EAL lead reviews RSE planning for linguistic accessibility, with differentiation calibrated to pupils' English language proficiency levels; and dual-language resources or visual glossaries are provided where available to support comprehension. In the Early Years Foundation Stage, in accordance with paragraphs 1.14–1.15 of the EYFS Statutory Framework, providers ensure that children whose home language is not English have sufficient opportunities to develop and use their home language in play and learning alongside the development of English.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

When deciding whether it is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

Parents and the wider community

Parents are the children's first educators. Our children tell us that their parents and carers are the people they go to, to get information about growing up, relationships and feelings. Across the school, we recognise that parents are a vital source of support and learning in the topic of Relationships and Sex Education and that the work school does complements the beliefs and wishes of parents.

Parents are informed of the curriculum content for PSHE lessons and in particular in regard to sex education. They are also invited to meetings and presentations to discuss the curriculum content and any concerns they may have.

Right to Withdraw

Parents will have an opportunity to discuss the content of the RSE module with PSHE lead and class teachers. Following the drop-in session, if parents still have concerns regarding their child's involvement in this unit, or wish to withdraw them from non-statutory lessons, they must email the Head of Juniors directly to discuss this further.

Parents do not have the right to withdraw their child from Relationships and Health Education; this is compulsory for all children receiving primary education. However, parents have the right to withdraw their children from all or part of the sex education provided at school except for the statutory elements which form part of the National Curriculum for science. The Headteacher will automatically grant a request to withdraw a child from sex education other than that which is part of the primary science curriculum. Parents will need to put this request in writing to the Headteacher using the form in Appendix 2.

Working with Outside visitors

At Arnold Lodge all outside visitors who visit to provide curriculum support, should not be left alone with children and their delivery should be shared with staff before presentation to pupils. External speakers will be invited to school only following a check on their suitability by the Deputy Head Pastoral and/or the Head of Junior School. All visitors will be required to sign in at reception, receive a safeguarding briefing and where a lanyard with a clear "Visitor" badge including their photograph, full name and person they are visiting at all times. Following a visit, it is evaluated to determine its effectiveness and value for money.

Assessment Reporting and Recording

Assessment is an integral part of teaching and learning. Its purpose is to highlight success and achievement as well as identifying areas of weakness, which can then be used to inform the planning of future work. Summative and formative records are completed and will reflect the child's development and achievements in relation to the PSHE & RSE curriculum, relevant to the year group outcomes of the child.

Professional Development

All staff will be given the opportunity to receive support and development in PSHE. This will be through:

- school-based inset related to PSHE
- relevant courses held by outside agencies
- regular staff meetings, to review current school issues and to make aware new initiatives, practices and resources

In addition, all staff who deliver RSE content receive subject-specific training prior to the annual RSE unit. This includes training on sensitive topics such as puberty, consent, FGM, LGBT+ content, and responding to disclosures during RSE lessons. Staff are also trained on adapting RSE delivery for pupils with SEND and EAL, including the use of visual supports, pre-teaching of vocabulary, and strategies for neurodiverse learners. The DfE teacher training modules on RSHE topics (referenced in KCSIE 2025, paragraph 131) are used to support staff confidence and competence. A log of RSE-specific CPD is maintained by the PSHE lead and made available for inspection purposes.

Monitoring and Review

This policy is monitored and reviewed annually by the Arnold Lodge Standards and Compliance Committee.

The effectiveness and the implementation of this policy will be monitored by the Senior Management Team and the PSHE Coordinator. Certain sensitive aspects of the curriculum and their implementation will be regularly reviewed by the Head of School, PSHE Coordinator and the staff and, if appropriate, parents will be consulted.

New initiatives will similarly be reviewed and implemented when appropriate

<p>Families and people who care for me (FPC)</p>	<ol style="list-style-type: none"> 1. that families are important for children growing up because they can give love, security and stability. 2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. 5. that marriage represents 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.
<p>Caring friendships (CF)</p>	<ol style="list-style-type: none"> 1. how important friendships are in making us feel happy and secure, and how people choose and make friends. 2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 5. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
<p>Respectful relationships (RR)</p>	<ol style="list-style-type: none"> 1. importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 2. practical steps they can take in a range of different contexts to improve or support respectful relationships. 3. the conventions of courtesy and manners. 4. the importance of self-respect and how this links to their own happiness. 5. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 6. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 7. what a stereotype is, and how stereotypes can be unfair, negative or destructive. 8. the importance of permission-seeking and giving in relationships with friends, peers and adults.
<p>Online relationships (OR)</p>	<ol style="list-style-type: none"> 1. that people sometimes behave differently online, including by pretending to be someone they are not. 2. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. 3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 5. how information and data is shared and used online.
<p>Being safe (BS)</p>	<ol style="list-style-type: none"> 1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 2. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 5. how to recognise and report feelings of being unsafe or feeling bad about any adult. 6. how to ask for advice or help for themselves or others, and to keep trying until they are heard, 7. how to report concerns or abuse, and the vocabulary and confidence needed to do so. 8. where to get advice e.g. family, school and/or other sources.

<p>Mental wellbeing (MW)</p>	<ol style="list-style-type: none"> 1. that mental wellbeing is a normal part of daily life, in the same way as physical health. 2. 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. 3. 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. 4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 9. 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). 10. 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.
<p>Internet safety and harms (ISH)</p>	<ol style="list-style-type: none"> 1. that for most people the internet is an integral part of life and has many benefits. 2. 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. 3. 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. 4. why social media, some computer games and online gaming, for example, are age restricted. 5. 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. 6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 7. where and how to report concerns and get support with issues online.
<p>Physical health and fitness (PHF)</p>	<ol style="list-style-type: none"> 1. the characteristics and mental and physical benefits of an active lifestyle. 2. 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. 3. the risks associated with an inactive lifestyle (including obesity). 4. how and when to seek support including which adults to speak to in school if they are worried about their health.
<p>Healthy eating (HE)</p>	<ol style="list-style-type: none"> 1. what constitutes a healthy diet (including understanding calories and other nutritional content). 2. the principles of planning and preparing a range of healthy meals. 3. 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).
<p>Drugs, alcohol and tobacco (DAT)</p>	<ol style="list-style-type: none"> 1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
<p>Health and prevention (HP)</p>	<ol style="list-style-type: none"> 1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. 6. the facts and science relating to allergies, immunisation and vaccination.

<p>Basic first aid (BFA)</p>	<ol style="list-style-type: none"> 1. how to make a clear and efficient call to emergency services if necessary. 2. concepts of basic first-aid, for example dealing with common injuries, including head injuries.
<p>Changing adolescent body (CAB)</p>	<ol style="list-style-type: none"> 1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 2. about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix I: DfE topics and related codes:

Relationships Education	Code	Health Education	Code
Families and people who care for me	FPC	Mental wellbeing	MW
Caring friendships	CF	Internet safety and harms	ISH
Respectful relationships	RR	Physical health and fitness	PHF
Online relationships	OR	Healthy eating	HE
Being safe	BS	Drugs, alcohol and tobacco	DAT
		Health and prevention	HP
		Basic first aid	BFA
		Changing adolescent body	CAB

