



Relationships and Health Education Policy (RHE)

Statutory updates from 2026

- Relationships Education – Statutory for Primary Education
- Relationships & Sex Education – Non-statutory for Primary Education
- Health Education – Statutory for all maintained schools

Oliver Goldsmith Primary ***“Inspiring a love of learning.”***

Relationships Education is set in the context of clear values, including the value of family life, marriage, civil partnerships and the importance of loving and stable relationships to bring up children. It supports lifelong learning about physical, moral and emotional development and is part of our personal, social, health and economics education (PSHE) programme. It is not about the promotion of sexual orientation or sexual activity. The school uses the PSHE Association Programme of Study which we adapt to meet the needs of our pupils.

Date Ratified:

July 2026

Date to be reviewed:

July 2029

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1. Aims

The aims of relationships education and health education at OGPS are to:

- Provide a framework in which sensitive discussions can take place.
- To provide age-appropriate knowledge and information to which all pupils are entitled.
- Teach pupils the correct vocabulary, age appropriate, to describe themselves and their bodies.
 - In KS1, the use of private areas/parts will be used in line with NSPCC 'PANTS talk' initiative
 - In KS2, the use of the correct terminology for body parts will be used.
- To raise pupils' self-esteem, emotional wellbeing and confidence, especially in their relationships with others. This will help pupils to form and maintain positive relationships based on respect for themselves and for others, at home, at school and in the wider community.
- To develop skills for a healthier, safer lifestyle and enable pupils to recognise and reflect qualities that help them to grow and develop.
- Prepare pupils for puberty and adulthood, understanding the importance of health and hygiene.
- To help pupils develop relationship and communication skills to cope with the influences of their peers and the media.
- To safeguard children from abuse and protect them from being exploited.

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach elements of the national curriculum contained in the science curriculum related to the human body and reproduction (see appendix 1).

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Oliver Goldsmith Primary School, we teach Relationships Education and Health Education as set out in this policy.

3. Policy development

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

1. Review – a working group from the staff team, including the PSHE Leader, Deputy Headteacher and Headteacher pulled together all relevant information including relevant national and local guidance as well as our current PSHE scheme of work, the PSHE Association Programme of Study.
2. Staff Consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and interested parties were invited to take part in the consultation in the following ways:
 - a. The policy and PSHE curriculum map were sent home for parents to read. Parents had an opportunity to provide their feedback and opinions.
 - b. A drop-in session was held where parents were invited to share their views.
4. Pupil Consultation – we investigated what pupils wanted to learn about in PSHE/Relationships and Health Education lessons. This was carried out through pupil interviews.
5. Governor Discussion – governors reviewing the policy in light of the consultation feedback gathered.
6. Ratification – the policy was ratified by the board of governors and will be reviewed every 3 years.

4. Definition

Relationships and health education is about the emotional, social and cultural development of pupils, and involves learning about relationships and healthy lifestyles.

Relationships and health education involves a combination of sharing information, and exploring issues and values.

Relationships and health education is **NOT** about the promotion of sexual orientation or sexual activity.

At Oliver Goldsmith Primary school, we will be covering the statutory aspects of;

- KS1 & KS2 Science Curriculum (see appendix 1)
- Relationships Education for primary schools
- Health and Wellbeing Education

5. Curriculum

Our curriculum is set out in the appendices at the end of this policy but we may need to adapt it as and when necessary. It builds upon the personal and social development work carried out to meet the Early Learning Goals at the Foundation Stage. It builds a foundation of emotional and social skills which is central to all later relationships and health education work.

The curriculum has been adapted from the PSHE Association Programme of Study by senior leaders and our PSHE leader. It has been developed taking into account the age, needs and feelings of our pupils.

If families would like the opportunity to review teaching materials within RHE, resources for specific topics will be made available upon request.

6. Delivery of Relationships and Health Education

Relationships and health education is taught within the personal, social, health and economic (PSHE) education curriculum. Some aspects are taught within science, computing and design technology. We also use our assembly programme to support the curriculum.

The curriculum has been adapted from the **PSHE Association Programme of Study** by senior leaders and our PSHE leader. It has been developed taking into account the age, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in a sensitive, honest and age-appropriate manner so pupils are fully informed and don't seek answers online.

The scheme of work provides a sequenced, spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended. This ensures progression in the teaching of relationships and health education from the start of key stage one to the end of key stage two.

Our PSHE scheme is categorised by the following topics:

Relationships Education	Health & Wellbeing Education	Living in the Wider World
Families Friendships Respecting self and others Safe relationships Safe and respectful behavior online	Mental health and wellbeing Keeping healthy and well Physical activity and nutrition Changing and growing up Personal safety and first aid Online safety Drug education	Economic wellbeing Careers education, aspirations, learning and work

Relationships and health education is delivered using participatory methods for learning and these include whole class discussion, circle time and the use of small groups. Teaching in single sex groups is used in years five and six.

Resources such as books, videos and photographs will be appropriate for the age, developmental stage and cultural background of pupils.

We have a commitment to ensure that all pupils have equal access to the relationships and health education curriculum following guidelines in the special educational needs and equal opportunities policies. We use inclusive strategies to support the learning of all pupils e.g., pictures, word banks, key words, writing frames, ICT, dual language resources as well as using Learning Support Assistants to support pupils who have additional needs.

We have a commitment to providing all children with an equal entitlement to relationship and health education regardless of race, gender, culture, disability or class.

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

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the relationships and health education policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that relationships and health education is taught consistently across the school.

7.3 Staff

Teaching Staff are responsible for:

- Delivering relationships and health education in a sensitive and inclusive way.

- Modelling positive attitudes to relationships and health education.
- Monitoring progress.
- Responding to the needs of individual pupils, including the effective use of Learning Support Assistants
- Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

Staff do not have the right to opt out of teaching relationships and health education. Staff who have concerns are encouraged to discuss this with the headteacher.

7.4 Pupils

Pupils are expected to engage fully in relationships and health education and, when discussing issues, treat others with respect and sensitivity according to the 'ground rules' for PSHE lessons which we review at the start of each academic year and refer to in PSHE lessons.

The 'ground rules' for PSHE lessons which link closely to our own school rules, says:

- We take turns to speak.
- We use kind words and actions.
- We listen to each other.
- We have the right to pass.
- We only use names when giving compliments or when being positive.
- We respect each other's privacy.

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

8. Parents' right to withdraw

Parents **do not** have the right to withdraw their children from relationships education and health education or science lessons derived from the national curriculum. Where parents have questions, they can contact the headteacher via the school office.

9. Training

This key policy will be part of the staff induction process. Staff are trained on the delivery of relationships and health education, it is included in our continuing professional development calendar.

The headteacher may also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching relationships and health education.

10. Monitoring arrangements

The delivery of relationships and health education is monitored by the PSHE leader alongside senior members of staff (Assistant Headteacher, Deputy Headteacher and Headteacher) and members of the school leadership team through the use of planning scrutinies, learning walks, pupil interviews and book looks.

Pupils' development in relationships and health education is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PSHE leader every three years. At every review, the policy will be approved by the board of governors.

Appendix 1 – PSHE and RHE Curriculum

Families	
KS1	KS2
Pupils will have the opportunity to learn...	Pupils will have the opportunity to learn...
1. what a family is and who is in our family 2. that there are different types of family, and that everyone's family is unique and special 3. how families show love and care, and different ways they can spend time together and share each other's lives 4. what to do if anything about family life is upsetting or concerning	5. how and why families differ and that all families should be respected 6. that families should provide love, care, protection, and safety for children as they grow up 7. that there are different types of relationships (e.g. friendships, family and romantic relationships); about committed, stable relationships, including marriage and civil partnerships 8. that families can go through changes (e.g. new siblings, moving home) and experience difficult times, and can support each other through these 9. what to do and who to talk to if someone is worried about their family or feels unsafe

Friendships	
KS1	KS2
Pupils will have the opportunity to learn...	Pupils will have the opportunity to learn...
1. what friendship is and what makes a good friend 2. how people make friends and how to be kind and caring in friendships 3. that friends can argue, and they can also make up 4. simple ways to resolve arguments between friends positively; that physically hurting someone is never the right way to solve an argument 5. how to ask for help if a friendship is making them feel unhappy	6. about the importance of friendships; that positive friendships support wellbeing 7. what constitutes a positive, healthy friendship (e.g. mutual respect, trust, kindness, generosity, sharing interests, enjoying being together, and support with problems and difficulties); that truthfulness and loyalty are also part of this, but when these might be less appropriate 8. how people choose and make friends; skills for building caring, kind friendships (e.g. mutual support, listening, respecting boundaries, celebrating friends' successes) 9. that healthy friendships are not controlling or possessive; that everyone can have more than one friend, and that having different friends can bring different positive experiences 10. that healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the importance of seeking support if feeling lonely or excluded 11. strategies for recognising and managing peer influence and the desire for peer approval in friendships 12. about balancing the needs and wishes of different people, e.g. in families or friendships; the importance of balancing their own needs with being kind to others 13. that friendships have ups and downs and can change over time; that working through differences can sometimes strengthen friendships 14. how to recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; how to manage this and ask for help if necessary

Respecting self and others	
KS1	KS2
Pupils will have the opportunity to learn...	Pupils will have the opportunity to learn...
1. what makes them unique and special; how they are the same as, and different to, others; about the different groups they are part of, and how this can contribute to a sense of belonging 2. that they have likes, dislikes and needs; why it is important to understand that not everyone likes, dislikes and needs the same things 3. how to respectfully express their likes, dislikes and needs, and listen to other people 4. ways to show politeness and respect 5. how to play cooperatively; what they can do if they feel upset or angry with someone 6. how to share, take turns and include others 7. about kind and unkind behaviour; that someone's actions and words can be hurtful 8. how to recognise bullying; how people may feel if they experience hurtful behaviour or bullying; the importance of telling an adult if they experience or witness bullying 9. how to identify people they can tell, and get help from, if they are worried, upset, uncomfortable or unsure about relationships or someone's behaviour, and why it is important to do so	10. the shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others 11. about diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect 12. how courtesy and manners can be used to show respect; that different cultures can use different customs and behaviours to show courtesy; to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own 13. how to communicate effectively and assertively, including expressing needs and boundaries; how being assertive differs from being controlling 14. ways to reconcile differences and conflict positively and safely, including avoiding physical aggression and finding a compromise 15. how to respond to situations where they experience disappointment or frustration with others 16. about different types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all involved (including on wellbeing) and how to report and seek help for themselves or others 17. what stereotypes are and how they can be unfair; how stereotypes can negatively influence behaviours and attitudes towards others, including leading to bullying; strategies for challenging stereotypes 18. about prejudice and discrimination; to recognise behaviours that discriminate against others; ways of responding to discrimination, including when and how to seek help

Safe relationships: consent, boundaries and trust	
KS1	KS2
Pupils will have the opportunity to learn...	Pupils will have the opportunity to learn...
1. when to ask for permission and when others should ask for theirs, e.g. during play or when negotiating shared space, toys and resources; how to give or not give permission clearly and respectfully 2. that everyone's body belongs to them; simple rules to protect privacy, recognise safe and unsafe touch, assert boundaries, and who to tell if concerned (YR 2) 3. basic strategies for resisting pressure to do something they don't want to do, that makes them uncomfortable, or that might be unsafe 4. what is meant by a 'trusted adult' (i.e., someone they know who makes them feel safe, listened to and cared for); how to ask for help from a trusted adult 5. to distinguish between trusted adults who are familiar to them, adults they recognise in the	8. the difference between public and private; why something might be private, and when children and adults have a right to privacy 9. about seeking and giving/not giving permission (consent) in different situations with friends, peers and adults 10. what is meant by boundaries; how to set and communicate appropriate boundaries in friendships and other relationships; the importance of respecting others' boundaries 11. about parts of the body that are private; that other people's bodies belong to them and should be respected; how to express boundaries about these body parts (YR 4/5) 12. how to identify acceptable/appropriate physical contact, and how to tell if physical contact is inappropriate (e.g. contact or touch that makes them feel uncomfortable, worried, confused, embarrassed,

community, and adults they don't know 6. about the importance of not keeping adults' secrets (only happy surprises), and of telling a trusted adult about any secrets that make them feel uncomfortable, worried, embarrassed, or unsafe 7. what to do if they feel unsafe or worried for themselves or others; who and how to ask for help	hurt or unsafe); how to respond to inappropriate or unwanted physical contact, including who to tell (YR 4/5) 13. how to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing that 14. about keeping something confidential or secret, when this should not be agreed to, and when it is right to break a confidence or share a secret; who and how to tell about secrets that make them feel uncomfortable, worried or unsafe 15. different ways to respond safely and appropriately to adults who are known or unknown to them, in a range of contexts; who to talk to if feeling uneasy about, or unsafe around, any adult 16. that some relationships can be harmful, dangerous or abusive; how to recognise signs that a relationship may be harmful, dangerous or abusive, and how to report abuse 17. how to identify trusted adults, and other sources of support and advice, in different contexts; the vocabulary and skills needed to seek help if they are concerned about their own or others' safety or if they feel worried, upset or frightened about something, including violence or harm; how to keep trying until they are heard
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Mental health and wellbeing	
KS1	KS2
Pupils will have the opportunity to learn...	Pupils will have the opportunity to learn...
1. how to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly 2. that being aware of their thoughts and feelings can help someone to manage them and is an important part of keeping healthy and well 3. that someone's feelings can affect how they behave; ways to manage strong feelings, reactions and responses 4. about things that can help people feel good (e.g. playing outside, being in nature, physical activity, doing things they enjoy, spending time with family and friends, getting enough sleep) 5. simple strategies to manage distraction, unhelpful thoughts and strong, unpleasant or uncomfortable feelings; that the brain can get better at remembering how to use these strategies 6. about different kinds of change and loss; how change and loss can affect people and who can help 7. about preparing to move to a new class or year group and how to manage feelings during times of change 8. who they can talk to if finding things difficult, or needing help with feelings (including adults in school) and how to ask for help	9. the importance of taking care of mental health and wellbeing, as well as physical health 10. how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time 11. about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups) 12. how feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses 13. how to direct attention and manage distractions to support mental health and wellbeing 14. self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations 15. that when someone practises self-regulation strategies, over time their brain will help them to use these strategies automatically and effectively 16. how to manage emotional responses to events outside of their control (e.g. climate change or distressing events) 17. that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad 18. if unpleasant thoughts and feelings are strong, last a long time, or cause problems that affect daily wellbeing (e.g. by making it difficult to do important things, such as learning or playing), this can be a sign

	of a mental health difficulty, and there is support available to help people manage this 19. about change, loss and grief, including bereavement; that people feel, express, and manage grief in different ways; strategies that can help with change, loss and grief 20. about preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition 21. when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school
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Keeping healthy and well	
KS1	KS2
Pupils will have the opportunity to learn...	Pupils will have the opportunity to learn...
1. people who help us stay healthy and who can help if feeling unwell or hurt 2. how to brush teeth correctly; about visiting the dentist and how food and drink choices affect dental health 3. how to keep safe and well in the sun and protect skin from sun damage 4. why sleep is important; bedtime routines and ways to rest and relax 5. simple hygiene routines that can stop germs from spreading 6. who to talk to if they are worried about their health	7. how to maintain good oral hygiene (including correct brushing and cleaning between teeth); why regular visits to the dentist are essential; the impact of lifestyle choices on dental health 8. about the benefits and risks of sun exposure (including sun damage, heat stroke and skin cancer); how to keep safe and well in the sun and cool during heatwaves 9. how sleep quality and quantity support a healthy lifestyle; the effects of lack of sleep on the body, feelings, behaviour, and ability to learn, and routines for good quality sleep 10. why and how to maintain personal hygiene; about bacteria and viruses and ways to limit the spread of infection (e.g. hygiene routines, vaccination, immunisation) 11. the role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health

Physical activity and nutrition	
KS1	KS2
Pupils will have the opportunity to learn...	Pupils will have the opportunity to learn...
1. what being healthy means and how physical activity helps people to stay healthy 2. ways to be physically active every day 3. that there are different types of food and drink, with different tastes and textures, and people enjoy different foods 4. that people often share food together, e.g. during mealtimes or special occasions 5. that food and drink come from different sources (e.g. eggs from chickens, fruit from trees/plants) and how some foods can be changed (e.g. grains into bread) before they are eaten or drunk 6. that what someone eats and drinks can affect their health; about food and drink that support good health, the importance of eating a range of foods, the effects of consuming too much sugar; who to talk to if worried about what they eat and drink 7. when and how children can make choices about what they eat and drink and who can help them	8. what good physical health means; the characteristics of a balanced, healthy lifestyle 9. the benefits of regular physical activity for mental and physical health; how to build moderate and vigorous exercise into daily/weekly routines 10. about choices that support a healthy lifestyle and what might influence these; risks associated with an inactive lifestyle, such as unhealthy weight gain 11. the elements of a healthy, balanced diet; foods that should be eaten often or less often, and the benefits of eating a variety of nutritionally rich foods for health and wellbeing 12. about the effects of different food and drink on the body and the effects of eating a less healthy diet, including ultra-processed foods 13. how to develop healthier eating and drinking habits and how to manage influences on their choices 14. some benefits of preparing meals at home; how to plan and prepare healthy meals

make healthier choices	15. how and when to speak to adults (including in school) if they are worried about their health
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Changing and growing up	
KS1	KS2
Pupils will have the opportunity to learn...	Pupils will have the opportunity to learn...
1. about growing and changing from young to old and how people's needs change	2. the correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples; pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts (YR 5/6) 3. the emotional and physical changes that occur during puberty in both males and females strategies to prepare for and manage these changes (YR 5/6) 4. the facts about the menstrual cycle and menstrual wellbeing, including what period products are available; where to get help and advice for menstrual wellbeing (YR 5/6)

Personal safety and first aid	
KS1	KS2
Pupils will have the opportunity to learn...	Pupils will have the opportunity to learn...
1. what rules are, some basic safety rules and how different rules can help to keep people safe in different situations 2. how to recognise potentially harmful or hazardous situations in everyday life, including at home 3. ways to keep safe when out and about, e.g. near railways, on the street and in busy places 4. how to cross the road safely with adult support 5. how to keep safe around water, using the water safety code 6. about the people whose job it is to help keep children safe and how to get help from an adult if there is an accident or emergency 7. how to dial 999 in an emergency (including from a locked mobile phone), and what to say	8. about the role of rules and laws in keeping people safe 9. about hazards that may cause harm or injury in the home e.g. fire risks; how to help keep themselves safe, including around electrical appliances 10. how to predict, assess and manage risk in different situations 11. strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (e.g. rail, water, road, cycle and firework safety) 12. what is meant by first aid; basic techniques for dealing with common injuries (e.g. bruises, scalds, burns, bleeds) 13. when and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them

Online life and safety	
KS1	KS2
Pupils will have the opportunity to learn...	Pupils will have the opportunity to learn...
1. different ways people use the internet in everyday life 2. that not everything on the internet is true or real 3. how the internet and digital devices can be used to safely and respectfully communicate with others 4. that it is important to be kind online; that people's feelings can be hurt by unkindness online 5. that sometimes people may behave differently online, including by pretending to be someone they're not or saying things that aren't true 6. basic rules to keep safe online, including which personal details should be kept private online; that anything shared online can be used or shared by other people 7. how rules and age restrictions help protect	Understanding the internet 10. about ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online 11. about rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent 12. how content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see 13. how text and images in the media and online can

children's wellbeing online; why it's important to limit time on, and take breaks from, digital devices
8. some benefits and risks of watching videos or playing games online
9. how to tell a trusted adult if they have worries about something online

be manipulated or fabricated; strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation
14. what AI is (including generative AI) and where it might be encountered in everyday life
Risks, rules and wellbeing online
15. reasons for following rules and age restrictions; how rules and age restrictions for some apps, streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing
16. the minimum age requirement for social media; how this protects children from inappropriate content or unsafe contact with other social media users
17. about the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing
18. how AI chatbots work; similarities and differences between interacting with an AI chatbot and a human, and the implications for wellbeing
19. how to assess and manage risks relating to online gaming, including the impact of compulsive gaming on health and wellbeing; the risks relating to video game monetisation and loot boxes, as well as other online financial harms including scams and fraud, and their impact on wellbeing
20. why and how to use privacy and location settings to protect information
21. where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online
Safe and respectful behaviour online
22. similarities and differences between communicating with someone online and offline; the importance of meaningful in-person relationships; that while online communication might enhance some relationships, purely online relationships may be less fulfilling
23. that the same principles about how to treat others apply in all contexts, including online
24. how someone's online behaviour can affect other people; the importance of, and how to maintain, positive, kind and respectful communication online, including when anonymous
25. strategies for managing peer influence on their online behaviour; the importance of not pressuring others, and how to resist pressure from others, to share personal information or images online
26. about why someone may behave differently online, including pretending to be someone they are not; strategies for evaluating online relationships, recognising risks, harmful content and contact; how to report concerns to trusted adults and reliable sources of support
27. the risks of sharing things online, including images or words; that once these have been circulated online, they might spread quickly and far; that it can be difficult to control who sees them and to remove them from everywhere on the internet

	28. how to decide what is appropriate to share online and what should not be shared 29. the importance of telling a trusted adult and getting support with anything that worries, scares or concerns them online; when, why, and how to report concerns online
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Drug education	
KS1	KS2
Pupils will have the opportunity to learn...	Pupils will have the opportunity to learn...
1. that medicines can help people to stay healthy or feel better if they are unwell 2. that some things that go into or onto bodies can be harmful and how we might know if something is harmful 3. to recognise risk in relation to medicines, cleaning fluids and other potentially harmful products that might be in the home; what to do and who to tell if they think they are at risk	4. the facts, risks and effects of legal drug products common to everyday life 5. how medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies and asthma 6. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others 7. what can influence people to use or not use drugs recognise that drug use can become a habit which is difficult to break 8. that there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know

Economic wellbeing	
KS1	KS2
Pupils will have the opportunity to learn...	Pupils will have the opportunity to learn...
1. what money is, how people get money, and what it is used for 2. that money needs to be looked after; different ways of doing this, including keeping money in an account 3. different ways of paying for things 4. that money can be saved or spent; that people make different choices about saving and spending money 5. the difference between needs and wants; that people may not always be able to have the things they want	6. that people have different attitudes towards saving and spending money 7. what influences people's decisions about saving and spending, including individual priorities, needs and wants 8. how money can affect someone's emotions and wellbeing; how to manage feelings about money, including who to talk to 9. that what people do with their money can affect others and the environment (e.g. giving to charity, buying fair trade, buying single-use plastics) 10. different ways to keep track of money; how to keep money safe at home, outside the home or in a bank account 11. advantages and disadvantages of different ways of paying for things

Careers education, aspirations, learning and work	
KS1	KS2
Pupils will have the opportunity to learn...	Pupils will have the opportunity to learn...
1. that everyone has different strengths and interests; to identify what they enjoy, are good at or feel proud of 2. that people can earn money to pay for things by having a job 3. different jobs that people do, including roles and responsibilities people have in their community 4. some of the strengths and interests someone might need to do different jobs	5. to recognise their achievements and personal strengths; how to set targets to help achieve their goals 6. to identify and build skills that might help them in their future careers e.g. teamwork, communication, negotiation, critical thinking and digital literacy 7. that there is a broad range of different jobs that people can have; that people often have more than one type of job during their career 8. that a person's career aspirations should not be limited by stereotypes about particular jobs or career pathways

	9. how different factors (e.g. personal interests, values and aspirations, family connections to certain trades or businesses, strengths and qualities, stereotypical assumptions) might influence people's decisions about a job or career 10. that people doing different jobs are paid different salaries and money is one factor that may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid 11. that there are different routes into careers (e.g. college, apprenticeship, university) 12. about the kind of job that they might like to do when they are older, whilst recognising that they may do a job that does not yet exist, due to societal, environmental and technological changes
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