

RELATIONSHIPS EDUCATION PRIMARY

Topic	Content grids from the DfE statutory guidance: Relationships Education (Primary) By the end of primary school <u>pupils should know</u> :	PSHE education Planning Framework for Pupils with SEND KEY STAGES 1 AND 2 Section and row references:
Families and people who care for me	<ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. 	Self-Awareness: SA4
	<ul style="list-style-type: none"> 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. 	Self-Awareness: SA4, SA5 Changing and Growing: CG4
	<ul style="list-style-type: none"> 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. 	Changing and Growing: CG4 Self-Awareness: SA5
Caring friendships	<ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends. 	Self-Awareness: SA4
	<ul style="list-style-type: none"> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 	Self-Awareness: SA5
	<ul style="list-style-type: none"> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 	Self-Awareness: SA5
	<ul style="list-style-type: none"> 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. 	Self-Awareness: SA4, SA5
	<ul style="list-style-type: none"> 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. 	Self-Awareness: SA4, SA5 Self-Care, Support and Safety: SSS3
Respectful relationships	<ul style="list-style-type: none"> the 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. 	Self-Awareness: SA3
	<ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships. 	Self-Awareness: SA3 Managing Feelings: MF2
	<ul style="list-style-type: none"> the conventions of courtesy and manners. 	Self-Awareness: SA3

Respectful relationships (continued...)	<ul style="list-style-type: none"> the importance of self-respect and how this links to their own happiness 	Self-Awareness: SA4, SA5
	<ul style="list-style-type: none"> 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. 	Self-Awareness: SA2
	<ul style="list-style-type: none"> 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. 	Self-Awareness: SA2 The World I Live In: WILI 1
	<ul style="list-style-type: none"> what a stereotype is, and how stereotypes can be unfair, negative or destructive. 	The World I Live In: WILI 1
	<ul style="list-style-type: none"> the importance of permission-seeking and giving in relationships with friends, peers and adults. 	Changing and Growing: CG1
Online relationships	<ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. 	Self-Care, Support and Safety: SSS4
	<ul style="list-style-type: none"> 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. 	Self-Care, Support and Safety: SSS4
	<ul style="list-style-type: none"> how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 	Self-Care, Support and Safety: SSS4 Self-Awareness: SA2
	<ul style="list-style-type: none"> how information and data is shared and used online. 	Self-Care, Support and Safety: SSS4
	<ul style="list-style-type: none"> the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 	Self-Care, Support and Safety: SSS2, SSS3, SSS4
Being safe	<ul style="list-style-type: none"> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 	Self-Care, Support and Safety: SSS3
	<ul style="list-style-type: none"> 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. 	Self-Care, Support and Safety: SSS3
	<ul style="list-style-type: none"> that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 	Self-Care, Support and Safety: SSS5 Changing and Growing: CG3
	<ul style="list-style-type: none"> how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 	Self-Care, Support and Safety: SSS2, SSS3
	<ul style="list-style-type: none"> how to recognise and report feelings of being unsafe or feeling bad about any adult. 	Self-Care, Support and Safety: SSS3, SSS4
	<ul style="list-style-type: none"> how to ask for advice or help for themselves or others, and to keep trying until they are heard. 	Self-Care, Support and Safety: SSS2, SSS4

Being safe	<ul style="list-style-type: none"> how to report concerns or abuse, and the vocabulary and confidence needed to do so. 	Self-Care, Support and Safety: SSS4, SSS5 Changing and Growing: CG3 Self-Awareness: SA2
	<ul style="list-style-type: none"> where to get advice (e.g. family, school and/or other sources). 	Self-Awareness: SA2, SA5 Self-Care, Support and Safety: SSS3, SSS4 Changing and Growing: CG3

HEALTH EDUCATION PRIMARY

Topic	Content grids from the DfE statutory guidance: Health Education (Primary) By the end of primary school <u>pupils should know</u> :	PSHE education Planning Framework for Pupils with SEND KEY STAGES 1 AND 2 Section and row references:
Mental wellbeing	<ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health. 	Managing Feelings: MF1
	<ul style="list-style-type: none"> 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. 	Managing Feelings: MF1 Self-Care, Support and Safety: SSS2
	<ul style="list-style-type: none"> 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. 	Managing Feelings: MF1, MF3
	<ul style="list-style-type: none"> how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 	Managing Feelings: MF1 Self-Awareness: SA2, SA4, SA5 Self-Care, Support and Safety: SSS2
	<ul style="list-style-type: none"> the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 	Healthy Lifestyles: HL2
	<ul style="list-style-type: none"> simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 	Managing Feelings: MF2
	<ul style="list-style-type: none"> that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 	Self-Awareness: SA2
	<ul style="list-style-type: none"> 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). 	Self-Care, Support and Safety: SSS3
<ul style="list-style-type: none"> 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. 	Relationships: Managing Feelings: MF1	
Internet safety and harms	<ul style="list-style-type: none"> that for most people the internet is an integral part of life and has many benefits. 	Self-Care, Support and Safety: SSS4
	<ul style="list-style-type: none"> 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. 	Healthy Lifestyles: HL2 Self-Care, Support and Safety: SSS3, SSS4

Internet safety and harms	<ul style="list-style-type: none"> 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. 	Self-Care, Support and Safety: SSS3, SSS4
	<ul style="list-style-type: none"> why social media, some computer games and online gaming, for example, are age restricted. 	Self-Care, Support and Safety: SSS4
	<ul style="list-style-type: none"> 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. 	Self-Awareness: SA2 Self-Care, Support and Safety: SSS4
	<ul style="list-style-type: none"> how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 	Self-Care, Support and Safety: SSS2 (Secondary framework)
	<ul style="list-style-type: none"> where and how to report concerns and get support with issues online. 	Self-Care, Support and Safety: SSS4
Physical health and fitness	<ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. 	Healthy Lifestyles: HL2
	<ul style="list-style-type: none"> 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. 	Healthy Lifestyles: HL3
	<ul style="list-style-type: none"> the risks associated with an inactive lifestyle (including obesity). 	Healthy Lifestyles: HL2
	<ul style="list-style-type: none"> how and when to seek support including which adults to speak to in school if they are worried about their health. 	Healthy Lifestyles: HL3
Healthy eating	<ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). 	Healthy Lifestyles: HL1
	<ul style="list-style-type: none"> the principles of planning and preparing a range of healthy meals. 	Healthy Lifestyles: HL1
	<ul style="list-style-type: none"> 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). 	Healthy Lifestyles: HL1
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	Healthy Lifestyles: HL3

Health and prevention	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 	Healthy Lifestyles: HL3
	<ul style="list-style-type: none"> • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 	Healthy Lifestyles: HL2
	<ul style="list-style-type: none"> • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 	Healthy Lifestyles: HL2
	<ul style="list-style-type: none"> • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 	Self-Care, Support and Safety: SSS1
	<ul style="list-style-type: none"> • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. 	Healthy Lifestyles: HL1
	<ul style="list-style-type: none"> • the facts and science relating to allergies, immunisation and vaccination. 	Healthy Lifestyles: HL1, HL3
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. 	Self-Care, Support and Safety: SSS2
	<ul style="list-style-type: none"> • concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	Self-Care, Support and Safety: SSS2
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 	Changing and Growing: CG2
	<ul style="list-style-type: none"> • about menstrual wellbeing including the key facts about the menstrual cycle. 	Changing and Growing: CG2

RELATIONSHIPS AND SEX EDUCATION SECONDARY

Topic	<p>Content grids from the DfE statutory guidance: Relationships and Sex Education (Secondary)</p> <p>By the end of secondary school <u>pupils should know</u>:</p>	<p>PSHE education Planning Framework for Pupils with SEND KEY STAGES 3 AND 4</p> <p>Section and row references:</p>
Families	<ul style="list-style-type: none"> that there are different types of committed, stable relationships. 	Changing and Growing: CG4, CG5
	<ul style="list-style-type: none"> how these relationships might contribute to human happiness and their importance for bringing up children. 	Changing and Growing: CG3
	<ul style="list-style-type: none"> what marriage is, including their legal status (e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony). 	Changing and Growing: CG5
	<ul style="list-style-type: none"> why marriage is an important relationship choice for many couples and why it must be freely entered into. 	Changing and Growing: CG5
	<ul style="list-style-type: none"> the characteristics and legal status of other types of long-term relationships. 	Changing and Growing: CG3, CG5
	<ul style="list-style-type: none"> the roles and responsibilities of parents with respect to the raising of children, including characteristics of successful parenting. 	Changing and Growing: CG5
	<ul style="list-style-type: none"> how to: determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. 	Managing Feelings: MF2 Changing and Growing: CG2, CG5 Self-Care, Support and Safety: SSS2, SSS6
Respectful relationships including friendships	<ul style="list-style-type: none"> the characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. 	Self-Awareness: SA4, SA6 Changing and Growing: CG2, CG3 Managing Feelings: MF1
	<ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships 	Self-Awareness: SA3, SA5 Changing and Growing: CG3
	<ul style="list-style-type: none"> how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). 	Self-Awareness: SA3

	<ul style="list-style-type: none"> 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 tolerance and respect to others and others' beliefs, including people in positions of authority and due tolerance of other peoples' beliefs. 	Self-Awareness: SA3
	<ul style="list-style-type: none"> about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. 	Self-Awareness: SA4
	<ul style="list-style-type: none"> that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. 	Managing Feelings: MF3 Self-Awareness: SA4 Changing and Growing: CG3
	<ul style="list-style-type: none"> what constitutes sexual harassment and sexual violence and why these are always unacceptable. 	Changing and Growing: CG3
	<ul style="list-style-type: none"> the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. 	The world in which I live: WILI 1
Online and media	<ul style="list-style-type: none"> their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts including online. 	Self-Care, Support and Safety: SSS2
	<ul style="list-style-type: none"> about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. 	Self-Care, Support and Safety: SSS3, SSS6
	<ul style="list-style-type: none"> not to provide material to others that they would not want shared further and not to share personal material which is sent to them. 	Self-Care, Support and Safety: SSS6
	<ul style="list-style-type: none"> what to do and where to get support to report material or manage issues online. 	Self-Care, Support and Safety: SSS2, SSS4, SSS6
	<ul style="list-style-type: none"> the impact of viewing harmful content. 	Self-Care, Support and Safety: SSS2 Changing and Growing: CG4
	<ul style="list-style-type: none"> that specifically sexually explicit material (e.g. pornography) often presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. 	Changing and Growing: CG4 Self-Care, Support and Safety: SSS6
	<ul style="list-style-type: none"> that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. 	Self-Care, Support and Safety: SSS6
	<ul style="list-style-type: none"> how information and data is generated, collected, shared and used online (partly). 	Self-Care, Support and Safety: SSS2
Being safe	<ul style="list-style-type: none"> the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour based violence and FGM, and how these can affect current and future relationships. 	Self-Care, Support and Safety: SSS2 Changing and Growing: CG4

••	<ul style="list-style-type: none"> • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts including online). 	Changing and Growing: CG4
Intimate and sexual relationships including sexual health	<ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. 	Changing and Growing: CG3, CG4
	<ul style="list-style-type: none"> • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively (e.g. physical, emotional, mental, sexual and reproductive health and wellbeing). 	Healthy Lifestyles: HL1
	<ul style="list-style-type: none"> • the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. 	Changing and Growing: CG4
	<ul style="list-style-type: none"> • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. 	Changing and Growing: CG4 Self-Care, Support and Safety: SSS1
	<ul style="list-style-type: none"> • that they have a choice to delay sex or to enjoy intimacy without sex. 	Changing and Growing: CG4, CG5
	<ul style="list-style-type: none"> • the facts about the full range of contraceptive choices, efficacy and options available. 	Changing and Growing: CG4
	<ul style="list-style-type: none"> • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). 	Changing and Growing: CG5
	<ul style="list-style-type: none"> • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. 	Changing and Growing: CG4
	<ul style="list-style-type: none"> • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. 	Changing and Growing: CG4
	<ul style="list-style-type: none"> • how the use of alcohol and drugs can lead to risky sexual behaviour. 	Changing and Growing: CG4
	<ul style="list-style-type: none"> • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. 	Changing and Growing: CG4

HEALTH EDUCATION SECONDARY

Topic	Content grids from the DfE statutory guidance: Health Education (Secondary) By the end of secondary school <u>pupils should know</u> :	PSHE education Planning Framework for Pupils with SEND KEY STAGES 3 AND 4 Section and row references:
Mental wellbeing	<ul style="list-style-type: none"> how to talk about their emotions accurately and sensitively, using appropriate vocabulary. 	Self-Awareness: SA1, SA2 Managing Feelings: MF2
	<ul style="list-style-type: none"> that happiness is linked to being connected to others. 	Managing Feelings: MF2
	<ul style="list-style-type: none"> how to recognise the early signs of mental wellbeing concerns 	Self-care, support and Safety: SSS1 Healthy Lifestyles: HL2
	<ul style="list-style-type: none"> common types of mental ill health (e.g. anxiety and depression). 	Self-care, support and Safety: SSS1
	<ul style="list-style-type: none"> how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. 	Self-Awareness: SA1
	<ul style="list-style-type: none"> the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. 	Healthy Lifestyles: HL2, HL3
Internet safety and harms	<ul style="list-style-type: none"> the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. 	Healthy Lifestyles: HL5 Self-care, support and Safety: SSS7
	<ul style="list-style-type: none"> how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. 	Self-care, support and Safety: SSS4, SSS6
Physical health and fitness	<ul style="list-style-type: none"> the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. 	Healthy Lifestyles: HL1, HL2
	<ul style="list-style-type: none"> the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health. 	Healthy Lifestyles: HL1
Healthy eating	<ul style="list-style-type: none"> how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. 	Healthy Lifestyles: HL4

Drugs, alcohol and tobacco	<ul style="list-style-type: none"> the facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions 	Healthy Lifestyles: HL6, HL7
	<ul style="list-style-type: none"> the law relating to the supply and possession of illegal substances. 	Healthy Lifestyles: HL7
	<ul style="list-style-type: none"> the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. 	Healthy Lifestyles: HL7
	<ul style="list-style-type: none"> the physical and psychological consequences of addiction, including alcohol dependency. 	Healthy Lifestyles: HL7
	<ul style="list-style-type: none"> awareness of the dangers of drugs which are prescribed but still present serious health risks. 	Healthy Lifestyles: HL6
	<ul style="list-style-type: none"> the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so. 	Healthy Lifestyles: HL7
Health and prevention	<ul style="list-style-type: none"> about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. 	Self-care, support and Safety: SSS4
	<ul style="list-style-type: none"> about dental health and the benefits of good oral hygiene and flossing, including healthy eating and regular check-ups at the dentist. 	Healthy Lifestyles: HL1
	<ul style="list-style-type: none"> (late secondary) the benefits of regular self-examination and screening. 	Self-care, support and Safety: SSS1
	<ul style="list-style-type: none"> the facts and science relating to immunisation and vaccination. 	Self-care, support and Safety: SSS1
	<ul style="list-style-type: none"> the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. 	Healthy Lifestyles: HL1
Basic first aid	<ul style="list-style-type: none"> basic treatment for common injuries (partly). 	Self-care, support and Safety: SSS4
	<ul style="list-style-type: none"> life-saving skills, including how to administer CPR (partly). 	Self-care, support and Safety: SSS4
	<ul style="list-style-type: none"> the purpose of defibrillators and when one might be needed (partly). 	Self-care, support and Safety: SSS4
Changing adolescent body	<ul style="list-style-type: none"> key facts about puberty and the changing adolescent body and menstrual wellbeing. 	Changing and Growing: CG1
	<ul style="list-style-type: none"> the main changes which take place in males and females, and the implications for emotional and physical health. 	Changing and Growing: CG1