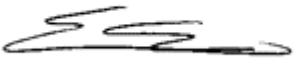




St. Helen's Catholic Primary School

LEARNING ABOUT ME POLICY (RSHE)

Policy Type	Statutory
Review Period	Biennial
Date of last review	Spring 2026
Next review	Spring 2028
Approved by Governing Body and signed by Elsa Corr, Chair of Governors	
Date	19 March 2026
Published on St Helen's Website	

POLICY FOR LEARNING ABOUT ME

MISSION

Our Mission

Respect yourself.
Respect everyone in our school community.
Respect everyone in our local community.
Respect everyone in our global community.
But most of all, respect God our Father in Heaven.

Aims of the policy

- To ensure that the dignity of the human person, enshrined in the declaration of the Catholic Church *Dignitas Infinita*, is central to school life at every level
- To provide guidance and information on our approach to pupils' personal development through the RSE (Relationships and Sex Education) and PSHE (Personal, Social and Health Education) curricula
- To ensure that staff, pupils and home settings have a full understanding of the school's approach to the RSE and PSHE curricula
- To ensure that our pupils develop into well-informed, responsible, caring and thoughtful beings who respect and value the feelings, opinions, beliefs and property of others.
- To support our pupils in developing a holistic understanding of themselves and how their bodies and minds work together towards strengthening their own health and wellbeing and as a result help them to establish healthy and meaningful relationships with others
- To help our pupils feel good about themselves and others
- To encourage our pupils to cooperate with one another and with adults
- To work alongside home settings to encourage our pupils to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society

This policy should be read in conjunction with all other school policies as the dignity of the human person forms the basis of the school culture. Everything we do starts with Learning About Me.

Rationale for the policy

The roots of the policy are two fold.

Firstly, it embeds the fundamental principles of *Dignitas Infinita* (2 April 2024):

"Every human person possesses an infinite dignity, inalienably grounded in his or her very being, which prevails in and beyond every circumstance, state, or situation the person may ever encounter. This principle, which is fully recognizable even by reason alone, underlies the primacy of the human person and the protection of human rights. In the light of Revelation, the Church resolutely reiterates and confirms the ontological dignity of the human person, created in the image and likeness of God and redeemed in Jesus Christ. From this truth, the

Church draws the reasons for her commitment to the weak and those less endowed with power, always insisting on “the primacy of the human person and the defense of his or her dignity beyond every circumstance.”

Secondly, it is rooted firmly in Maslow’s Hierarchy of Need (see Appendix I). We believe that a person will only be able to reach their potential if their needs are fully met and where they are not, this can lead to dysfunction and issues with emotional and mental well-being which then limit or prohibit achievement and the establishment of meaningful, healthy relationships.

Therefore, we place “Learning About Me” at the very centre of everything we do. We have a wholly person-centred approach to life at the school, where each and every individual has the right and freedom to learn about themselves and others at every level and at every opportunity. Our approach is fully integrated, using a variety of different strategies, teaching techniques and resources to ensure that our pupils receive the best possible provision with them at the very heart.

Respect and Safety

The concepts of respect and safety are central to life at St Helen’s. We strongly encourage the pupils to respect themselves and each other and to keep themselves and each other safe at all times. This underpins every aspect of the day, from how to socialise during lunchtimes and break times to how to walk around the site.

MY BODY

HOW IT WORKS.
MY PHYSICAL HEALTH

RESPECT AND SAFETY

MY MIND

MY EMOTIONS. MY BELIEFS. MY ACTIONS.
MY REACTIONS. MY ATTITUDES. MY VALUES.
MY OPINIONS.

RESPECT AND SAFETY

RESPECT AND SAFETY

LEARNING ABOUT ME

MY RELATIONSHIPS

MY FAMILY. MY FRIENDS. MY PEERS.
ADULTS. STRANGERS. COMMUNITIES.



The Core Values

The Core Values of St Helen's Catholic Primary School and the supporting framework underpins all aspects of life here. We believe that if pupils can live out the values they will grow and mature into responsible young people, confidently able to manage their thoughts and feelings and have a strong awareness of how their actions impact on others.

The Core Values are derived from the Sermon on the Mount (Matthew 5) and have been developed by the staff to support pupils' spiritual and personal development. The values have been chosen especially to reflect the school's mission statement which is founded on RESPECT.

Above all, the values are deeply rooted in the seven principles of Catholic Social Teaching:

- **Dignity of the Human Person** – *God made each person, so every life is important and should be protected*
- **Family & Community** – *God made us to be part of communities, families and countries, so all people can share and help each other*
- **Rights & Responsibilities** – *God wants us to help make sure everyone is safe and healthy and can have a good life*
- **Option for the Poor & Vulnerable** – *God wants us to help people who are poor, who don't have enough food, a safe place to live, or a community*
- **Dignity of Work** – *Work is important in God's plan for adults and their families, so jobs and pay should be fair*
- **The Common Good** – *God made everyone, so we are all part of God's family wherever we live*
- **Stewardship** – *The world was made by God, so we take care of all creation*

All members of the school community, including staff, governors and families, are expected to be role models for the Core Values, which are described below. We recognise that the language contained within the framework is challenging. Staff will work with pupils on their understanding of the vocabulary and the concepts it underpins through PSHE lessons, assemblies and opportunities that arise for personal development. The framework will be adapted for younger pupils and those who may find the language inaccessible. The full framework can be found in Appendix 1 of our Rights & Responsibilities Policy.

Resilience

*Key Concepts – * Resourceful * Persistent * Adaptable **

When we are resilient, we understand there are different ways to solve a problem, we are independent in our choices and we seek to promote independence in others. We understand the importance of not giving up and we are unafraid to make mistakes. In fact, we accept that mistakes are a valuable part of learning and that it's important to try new things. We demonstrate a "can do" attitude when faced with a challenge.

Empathy

*Key Concepts – * Accepting * Understanding * Compassionate**

When we have empathy, we allow others to join in shared activities and discussions. We actively include and invite others to join in those activities and discussions and we encourage others to be inclusive and engage with others beyond their immediate friendship group. We are aware of different points of views and differences. We listen to, take an interest in and consider different points of view and understand how differences can impact a situation. We encourage and offer support to others facing challenges and we make choices, adjusting our approach to accommodate others' needs.

Service

*Key Concepts - * Courteous * Generous * Team-oriented **

When we act out of service to others, we are polite and well-mannered. We understand why courtesy is important at all levels. We are consistently polite without being prompted and we encourage others to have good manners. We understand how to share and we share happily without prompting. We show care for others by freely sharing time, resources, skills and talents. We go the extra mile when need arises. We are there for others and we play our part in a team, supporting and encouraging. We understand the importance of helping others and team work. We notice opportunities to lend a helping hand. We enjoy being part of a team and consistently look out for others, both within school and beyond.

Patience

*Key Concepts - * Fair * Calm * Slow to anger **

When we are patient, we are able to wait our turn. We understand that fairness looks different in different situations and we are able to help others negotiate outcomes appropriately. We demonstrate calmness for increasing periods throughout the day. We are able to regulate our own emotions in a range of situations and we can help others to do the same. We think before we react and are able to react appropriately. We are able to show that we can see a number of points of view and we encourage others to do the same.

Enjoyment

*Key Concepts - * Passionate * Curious * Participates freely **

When we enjoy ourselves, we demonstrate that we love what we are doing and we show enthusiasm both in and out of school. We are proud of our achievements. We have a cheerful outlook and share this with others, actively encouraging them to pursue their passion. We actively promote the activities we enjoy and encourage others to participate. We show enjoyment of learning new skills and ask questions to deepen our understanding. We strive to find out more by using a range of research methods. We actively share our new learning and are an inspiration to others. We demonstrate genuine commitment and are excited to get started. We pursue our hobbies and interests consistently over time. We are happy to lead groups and participate in activities at a more senior level.

Courage

*Key Concepts - * Embraces change * Independent * Self-reflective **

When we show courage, we are unafraid to try new things and we encourage others to take part in new experiences. We are keen to participate in unfamiliar situations and we suggest new ideas and ways of doing things, persuading others to come on the journey. We are willing to take a stand on our own principles, even in the face of resistance. We stand up for the school's core values in the face of adversity and we make and carry through decisions, even if they are unpopular, difficult or controversial. We are unafraid to take accountability when things go wrong. We are honest and take steps towards putting things right. We reflect freely on our actions, honestly and independently and we try to make amends without having to be asked.

Trustworthiness

*Key Concepts - * Reliable * Honest * Shows integrity **

When we are trustworthy, we can be relied upon to carry out a task without being prompted or reminded. We can identify a situation where others may need help and support and we readily step in. Other people turn to us for help and support. We can be relied upon to give a truthful account in a challenging situation and we understand the importance of honesty. We encourage others to be honest and truthful and own up if they have made a mistake. We uphold spiritual and moral values and we are unafraid to hold others to account for the school's core values. We will always do the right thing, even when no one is looking and we consistently treat others as we would want to be treated ourselves.

Mind

Our pupils' emotional and mental well-being are at the forefront of everything we do. As outlined above, much of the development around this comes through the school's core values: Resilience – Empathy – Service – Patience – Enjoyment – Courage – Trustworthiness. Since they are themselves derived from Catholic social teaching, these underpin all aspects of life at the school, including attitudes to self-development and successful engagement in learning. Our belief is that if our children aspire to these values, they will grow up to be well balanced, well-adjusted individuals. The Core Values are therefore woven through the entire fabric of the school community.

Some aspects of development in this area are delivered through the human and social areas of experience. This would include tolerance of other faiths and understanding of other social issues such as racism, homophobia and gender equality, protected characteristics covered by the Equality Act 2010 (see also the school's Equality & Diversity Policy available on the website). Many opportunities to develop cultural awareness involve discussion and debate and this is often the forum for topical social issues to be discussed. Issues around social injustice may be delivered through opportunities to develop a persuasive argument or participate in a debate and the school events calendar also considers religious festivals and other multi-cultural events such as black history month. Home settings which originate in cultural backgrounds other than white British are warmly encouraged to share their cultural heritage and this may include, for example, celebrating the end of Ramadan or Hindu festivals.

The development of emotional regulation is driven through a programme called "Zones of Regulation" and again this is woven through all aspects of school life, including our Values Framework (see Appendix II). This is delivered through a range of approaches which may include whole class lessons, as a group or as individuals, depending on need. All provision for emotional regulation is highly tailored and delivered when appropriate either by the class teacher, a teaching assistant or a member of the inclusion team. Occasionally the Headteacher, members of the Senior Leadership Team or member of the senior management team may become involved with therapeutic internal restorative work for identified pupils.

Opportunities for learning about and understanding emotions, actions, reactions, stress responses and how to manage them are taken through planned discussions or specific lessons or, more significantly, when they arise. "Teachable moments" are central to our approach to our children's personal development as we feel that learning in this regard will be more meaningful at the appropriate time. "Teachable moments" reflect the key characteristics of effective learning and teaching. In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Therefore:

Children must have opportunities to:

- play, explore and discover themselves and the world around them;
- be fully immersed and enjoy achieving what they set out to do;
- have agency, that is, to have their own ideas, choose ways to do things and find new ways

Working in this way involves working with home settings too as we feel it is important for the whole community to understand our approach. Occasionally videos that may be helpful to home settings are broadcast on the school Facebook page.

A variety of programmes, strategies and resources are used as and when appropriate including but not limited to Thrive, comic strip conversations, social stories, SMART thinking, ABC thinking, PDMA (Personal Development through Martial Arts), moments of quiet reflection and some cognitive behavioural therapy techniques. The school uses the TenTen resources, which support learning in this way from a Catholic perspective and is also a member of the PSHE Association which provides a wealth of information and resources to support staff in their planning for these aspects of learning.

We have dedicated wellbeing practitioners, including a Senior Mental Health Lead and a Lead Thrive Practitioner, who, under the direction of the Senior Leadership Team, provide a range of programmes for pupils and their home settings, including but not limited to friendship groups, transition programmes and challenge management support for families. The Thrive Approach is a therapeutic framework used in schools and other settings to support children's social and emotional development, helping them build resilience and manage their feelings. It uses a developmental model to understand children's behavior as communication and offers practical strategies and activities to help them thrive, often through building positive relationships with adults and peers. The approach is informed by neuroscience, attachment theory, and child development principles, and it provides a way to identify and meet individual emotional and social needs. It acknowledges that the way we react or respond in certain situations is a form of communication and that emotions are key to learning. It helps adults understand children's actions and reactions as a way of expressing feelings.

The school also engages the services of a counsellor from the Brentwood Catholic Children's Society and an independent play therapist.

We believe that for development in this area to be as effective and meaningful as possible teaching approaches need to be flexible, adaptable and timely and that messages must be consistent across everything we do. All members of the community, including home settings, members of the governing body and visitors, are expected to be good role models for the school values.

Body

Aspects of the curriculum involving how the human body works, for example, breathing, reproduction, healthy eating and the importance of physical activity are taught through scientific and physical experience.

This is largely knowledge-based and pupils are taught correct terminology for all body parts, internal and external. This includes the correct vocabulary for genitalia: we believe it is important for children to know how to describe their body correctly as this gives them confidence in owning and respecting their bodies and the bodies of others.

From a safeguarding perspective, it is vital that children are aware of appropriate, inappropriate and unsafe physical contact, their right to establish their own boundaries and their responsibility to respect the boundaries of others. The school approach takes into full consideration the guidance found in *Sexual violence and sexual harassment between children in schools and college* (September 2021) which states, "An understanding for all pupils of healthy relationships, acceptable behaviour and the right of everyone to equal treatment will help ensure that pupils treat each other well and go on to be respectful and kind adults."

These matters are addressed from the onset of a pupil's time at the school and ensures that they gain confidence and self-assurance as they grow and mature. It also minimises embarrassment as they go through life and ensures that they are aware of how to discuss and identify potential medical issues as adults, for example, lumps or rashes which may appear on their bodies.

In terms of physical education, strong emphasis is placed on the benefits of physical activity for mental health and well-being. Children are actively encouraged to take part in fitness activities beyond the PE curriculum, for example, through the Daily Mile and a wide range of sports-based clubs. The school recently launched a #fitnessfriday initiative to further reinforce the impact on mental health and wellbeing and enrich the range of activities on offer throughout the school year. From time to time, families are encouraged to come and join in, for example with the Big Lent Walk which takes place on Fridays during Lent. The school participates in both the district and Catholic Sports competitions and a range of other tournaments, challenges and fun events within the Trust and across the city.

Relationships

Supporting our children to form healthy, meaningful relationships across a variety of contexts is a high priority for us as a school. Many of the strategies and approaches outlined in the previous paragraphs will support the pupils in developing respect, acceptance, empathy and boundaries in a range of situations which will ultimately enable them to strengthen their relationships in whichever area of their life they happen to be. We are confident that the skills they learn through our approach at St. Helen's will help them understand and tackle the many challenges that they will face in their relationships throughout their lives.

We are aware that in our ever-changing society, the structure of a home context will be different for each young person and that some pupils may, for example, reside in different households from week to week. We work closely with all our home settings to ensure that the relationship between the school and home context is strong and stable and facilitates open and honest discussion of the child's needs. We actively promote understanding and acceptance of different home contexts, of which there are many and varied within our school community and more still will almost certainly be encountered in the wider world. Safeguarding also forms an integral part of our work in this field and relationships between pupils and staff are strong and built on trust so that our young people know that they can report any concerns they have to any member of staff.

The school's Rights & Responsibilities policy and Anti-bullying policy give a detailed outline of what

is expected of the pupils among their peers and within their friendship groups or individual friendships.

The school's Online Safety policy outlines the guidance given to home settings and children when engaging with activity on the internet. Regular sessions with the local police and fire brigade are provided for pupils to explore internet safety in more depth.

Aspects of sex education are taught throughout the school using a graduated, age-appropriate programme. This is driven largely through the science programme of study, for example, through life cycles of plants and animals and the naming of external parts of the body.

Sex education is taught in line with the statutory programme of study (Appendix III). This is taught as a discrete unit of work and builds on previous understanding. (Appendix IV sets out the topics which are expected to be covered in each year group. These follow the "teachable moments" principle and coverage is tracked retrospectively and where gaps are identified, discrete units of work are planned). We are aware that, as they move into secondary education, our older pupils may encounter other young people who are already sexually active and that having the information they need to make informed decisions about what they are comfortable and uncomfortable with is essential in order to express themselves confidently and from an assertive perspective.

This confidence and self-respect will enable them as they mature to recognise and report anything with which they are unhappy but will also enable them to form meaningful, healthy relationships with clear boundaries as they become adults. It is equally important that they develop a clear awareness of how their actions can impact on others and in some cases be misinterpreted if intentions are unclear.

Monitoring and Evaluation

This policy will be monitored by the Senior Leadership Team and evaluated on an annual basis.

Appendix I – Maslow's Hierarchy of Need



Maslow's hierarchy of needs

Appendix II – Values Framework

Value	Key Concept	Developing the Values	Embedding the Values	Living the Values
Resilience	• Resourceful	Is beginning to understand there are different ways to solve a problem	Demonstrates independence of choice	Promotes independence in others
	• Persistent	Is beginning to understand the importance of not giving up and to be unafraid of making mistakes	Accepts that mistakes are a valuable part of learning and that it's important to try new things	Demonstrates a "can do" attitude when faced with a challenge
	• Adaptable	Is prepared to be flexible and can adapt to changing situations	Shows flexibility and accepts change willingly	Demonstrates to others how a flexible attitude can lead to success
Empathy	• Accepting	Allows others to join in shared activities and discussions	Actively includes and invites others to join in shared activities and discussions	Encourages others to be inclusive and engages with people other than immediate friendship group
	• Understanding	Is aware of different points of view and differences	Listens to, takes an interest in and considers different points of view and how differences can impact a situation	Encourages and offers support to others facing challenges
	• Compassionate	Gives others space when needed	Willingly offers a listening ear	Makes choices and adjusts approach to accommodate others' needs
Service	• Courteous	Is always polite and demonstrates good manners	Demonstrates understanding of why courtesy is important at all levels	Actively offers help to others and seeks help to support others
	• Generous	Is beginning to understand how to share and shares happily with prompting	Shows care for others by freely sharing time, resources, skills and talents	Is consistently polite without prompting and encourages others to demonstrate good manners
	• Team-oriented	Is there for others and fulfils their role in a team, supporting and encouraging	Understands the importance of helping others and team work	Goes the extra mile when need arises
Patience	• Fair	Is able to take turns	Notifies opportunities to lend a helping hand	Enjoys being part of a team and consistently looks out for others, both within school and beyond
	• Calm	Demonstrates calmness for increasing periods of time throughout the day	Understands that fairness looks different in different situations	Is able to help others negotiate outcomes appropriately
	• Slow to anger	Thinks before they react	Is able to regulate their own emotions in a range of situations	Always able to help others regulate their emotions in a range of situations
Enjoyment	• Passionate	Demonstrates they love what they do Demonstrates enthusiasm in or out of school Is proud of their achievements	Thinks and reacts appropriately	Shows that they can see both sides of a situation and encourages others to do the same
	• Curious	Shows enjoyment of learning new skills Asks questions to deepen their understanding	Has a cheerful outlook and shares this with others Actively encourages others to pursue their passion	Actively promotes this activity and encourages others to participate
	• Participates freely	Demonstrates genuine commitment Is excited to get started	Strives to find out more using a range of research methods	Actively shares new learning and is an inspiration to others
Courage	• Embraces change	Unafraid to try something new and encourages others to take part in new experiences	Continues pursuing their hobby or interest consistently	Is happy to lead groups and participates at a wider or more senior level
	• Independent	Willing to take a stand and act on own principles even in the face of resistance	Is keen to try new things and encourages others to participate cheerfully	Suggests new ideas or ways of doing something and persuades others to take part
	• Self-Reflective	Unafraid to take accountability when things go wrong	Stands up for the school's values, even in the face of adversity	Makes and carries through decisions even if they are unpopular, difficult or controversial
Trustworthiness	• Reliable	Can be relied upon to carry out a task without being reminded or prompted	Is honest, takes accountability when things go wrong and takes positive steps to make improvements	Reflects freely on their actions, honestly and independently and tries to make amends without prompting
	• Honest	Can be relied upon to give an truthful account in a challenging situation	Readily identifies situations where help and support are needed and steps in	Is someone that others choose to go to for help or support
	• Shows integrity	Upholds moral and spiritual values	Understands the importance of being honest and truthful	Encourages others to be honest and truthful
			Unafraid to hold others to account for the core values	Will always do the right thing, even when no one is looking Consistently treats others how they would want to be treated

Appendix III – Primary Programme of Study for RSE

24. The focus for primary relationships education should be on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.

25. Building children's understanding and skills at primary is essential for preparing them for more complex content at secondary. For example, in primary, children will learn skills for managing difficult feelings in their friendships, like disappointment or anger. This prepares them to reflect on how to behave with kindness in more complex or challenging relationships at secondary.

26. Schools should be sensitive to pupils' circumstances, recognising that families of many forms provide a nurturing environment for children, and can include single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents/carers. Teaching should illustrate a wide range of family structures in a positive way, and care should be taken to ensure that children are not stigmatised based on their home circumstances.

27. Primary relationships education should be anchored in an understanding of positive relationships, but should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This can be delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information. Pupils should be able to recognise emotional, physical and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right. In addition, pupils should understand about bullying, and that this can include the use of derogatory terms relating to sex, race, disability or sexual orientation.

28. Pupils should know how to report concerns and seek advice. While teaching children how to stay safe, including online, teachers should be clear that being a victim of abuse is never the fault of the child.

29. Primary children should be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. For example, in late primary, schools may decide to discuss the pressure to share naked images if this is affecting pupils in the school. There may also be cases, such as when they know that pupils have seen pornography, in which schools may feel the need to discuss online sexual content. Teaching should be age appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion. Schools should also inform parents of any deviation from their published RSE policy in advance and share any relevant materials with them on request.

Content to be covered by the end of primary school:

Families and people who care for me

Curriculum content

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

Caring friendships

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with

friends, family, peers and adults.

3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.

4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.

5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.

6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.

7. The conventions of courtesy and manners.

8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.

9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.

10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.

11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety & awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.

2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.

4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.

5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being safe

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Sex Education (Primary)

30. Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.

31. Primary schools should consult parents about the content of anything that will be taught within sex education. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education.

Parents' right to request withdrawal from sex education

16. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

17. Before granting any request for withdrawal of a child from sex education, it is good practice for the head teacher to discuss the request with parents, and the child if appropriate, to understand the request and to clarify the nature and purpose of the curriculum. This is likely to include discussing the benefits of sex education, and any detrimental effects of withdrawal, including social and emotional impacts on the child, and the likelihood that the child will hear their peers' version of what was said in class, which may not be accurate. Schools will want to document this process to ensure a record is kept.

18. Where primary schools provide sex education, head teachers must automatically grant a request to withdraw a pupil from it, other than content that is taught as part of the science curriculum. In secondary, head teachers can refuse a request in exceptional circumstances, for example because of safeguarding concerns or a pupil's specific vulnerability.

19. From three terms before the pupil turns 16, a pupil can choose to opt back into sex education even if their parent has requested withdrawal. For example, if a pupil turns 16 during the autumn term, the pupil can opt back into sex education at any time after the start of the previous autumn term. Schools should ensure that pupils know they have this option.

20. If a pupil is withdrawn from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

21. Parents do not have the right to withdraw their pupils from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

22. Everyone has relationships with others, and most pupils will develop sexual relationships at some point in their lives. Relationships education should equip pupils with the knowledge and skills they need to act with kindness and respect in all their relationships as they grow into adulthood, to enjoy their relationships, and to keep themselves and others safe.

23. Relationships education will focus on how to form and sustain positive relationships but will also help children identify risks and harms. Relationships education may therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. This can be done without describing the detail of any sexual activity involved. Similarly, good safeguarding practice requires young people to understand the correct terms for different parts of the body and to be able to confidently use these terms. This can be provided as part of health education in primary, without describing any detail of sexual activity.

Health and wellbeing

37. The aim of teaching about health and wellbeing is to enable pupils to make good decisions about their own health and wellbeing, to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to seek support when needed. Schools should support pupils to develop strategies for self-regulation, perseverance

and determination, even in the face of setbacks.

38. Effective teaching should aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health. Schools should promote openness, so that pupils can check their understanding and seek any necessary help and advice.

39. Curriculum content related to puberty and menstruation should be complemented by sensitive arrangements to help girls prepare for and manage menstruation, including with requests for period products. Schools should use appropriate language such as period pads and menstrual products instead of sanitary items or feminine hygiene products. The Department for Education's Period Products Scheme is available for statefunded primary schools, secondary schools, and colleges in England.

Health & Wellbeing: Primary

40. Health education in primary starts with the benefits and importance of physical activity, good nutrition and sufficient sleep, and supports pupils to develop emotional awareness. Schools should emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors. As in all of RSHE, care should be taken to avoid exposing pupils to concepts which are not appropriate for them. Schools should continue to build on the primary health and wellbeing curriculum content in secondary.

Primary health and wellbeing: content to be covered by the end of primary:

General Wellbeing

Curriculum content:

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.

8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who 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. That it is common to experience mental health problems, and early support can help.

Wellbeing online

Curriculum content:

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting 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.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

Physical health & fitness

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity 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, moderate and/or vigorous physical activity.
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.

Healthy Eating

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol, tobacco and vaping

Curriculum content:

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health Protection & Prevention

Curriculum content:

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 health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety

Curriculum content:

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic First Aid

Curriculum content:

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies

Curriculum content:

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
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.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress

Appendix IV – Learning About Me Topic Overview

Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Personal Safety & British Values	Bullying & British Values	Online Safety & British Values	Managing Relationships	Community, responsibility & British Values	Transitions
• Risk management • Making safe choices • Healthy eating • Personal hygiene • Physical activity • Personal wellbeing • Democracy	• Resisting peer influence • Anti-bullying week • Rule of Law • UK Parliament week • Gangs	• Online presence and reputation • Online choices & influences • Digital & media literacy • Critical thinking • Freedom of speech • Individual liberty	• Conflict resolution • Challenges in friendships • Relationship boundaries • Respect & healthy relationships • Expectations • Consent: unwanted or unwelcome treatment and how to respond	• Rights in the community • Diversity, equality & discrimination • Prejudice • Extremism • Mutual respect and tolerance of different faith & beliefs	• Moving on • Change Management • Developing resilience