



"I can do all things through Christ who strengthens me," (Philippians 4:13) so that I can be the best that I can be, for myself, for others and for God.



HILDENBOROUGH CHURCH OF ENGLAND PRIMARY SCHOOL

"I can do all things through Christ who strengthens me," (Philippians 4:13) so that I can be the best that I can be, for myself, for others and for God.

Relationships, Sex and Health Education Policy

September 2026

We aspire for our community to flourish as we journey together to fulfil our God given potential by encouraging a delight in the pursuit of wisdom and knowledge. We cherish each person as unique and special, and celebrate God's creation through providing rich experiences, which enlighten, challenge, shape and enhance life's opportunities for all.

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Introduction

This policy outlines Hildenborough CE Primary School’s commitment to provide effective Relationships, Sex and Health Education (RSHE) for all pupils.

Legal Context

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017*).

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- 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.

Following this change in the law, the Department for Education published *Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)* (Appendix 1). This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

This statutory guidance has been updated and the revised guidance came into effect on 1st September 2026. Our policy has therefore been reviewed and updated in line with the changes.

There is no equivalent requirement for a health education policy but, in line with best practice, this RSHE policy also covers health education.

This RSHE policy also supports legal requirements relating to the following:

- *The Equality Act 2010.*
- *The Education Act 1996.*
- *Statutory guidance, Keeping Children Safe in Education 2020.*

The following policies are also relevant to this Relationships and Health Education policy: Behaviour policy, Anti-Bullying Policy, Safeguarding policy, Equalities Policy, Online Safety Policy and the Health and Safety policy.

What is RSHE?

RSHE supports children and young people’s personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

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In primary school, we are building the foundations of skills and knowledge that will be developed further at secondary level. The focus will be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The children will also learn about their bodies, reproduction and puberty within the context of emotions, relationships and healthy choices. This learning lays the foundation for future work on sexual and reproductive health and so helps to prepare children for adulthood.

RSHE learning at Hildenborough CE Primary School has three broad elements:

- acquisition of accessible, relevant and age-appropriate information;
- development of personal and social skills for developing healthy and safe relationships;
- clarification and development of attitudes and values that support self-esteem and are positive to health and well-being.

RSHE is not a stand-alone subject but firmly rooted in our school's Personal, Social and Health Education (PSHE) Curriculum and is also delivered as part of other curriculum areas, such as Science and Computing. The PSHE Curriculum further compliments RSHE by helping children to understand and manage feelings and develop positive friendships and relationships, including how to maintain safe and healthy relationships online.

Key Objectives

Our key aim in providing RSHE throughout the school is to safeguard our pupils. During their time at Hildenborough CE Primary School, children will learn key knowledge and skills to help keep them safe and prepare them for adult life.

The key objectives of our RSHE programme are to:

- Build confidence and self-esteem.
- Develop knowledge and understanding of positive and healthy relationships.
- Enable the development of social and relationship skills.
- Make pupils aware of their rights, especially in relation to their bodies.
- Prepare children for the physical and emotional changes of puberty.
- Develop understanding of reproduction and birth within the context of loving and caring relationships.
- Explore attitudes and values around sex, relationships and identity.
- Ensure children are able to make informed choices.
- Ensure children know how and where to access appropriate support.

The RSHE Curriculum

At Hildenborough CE Primary School, RSHE is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our pupils. We recognise the need to work as a whole school community to ensure a shared understanding of RSHE, the values under-pinning it, and to deliver an effective programme that meets the needs of all our pupils. RSHE will be taught in each year group throughout the school at an age-appropriate level. The curriculum we deliver is progressive, building the children's knowledge, understanding and skills year on year.

Relationships Education is a statutory part of the primary curriculum and focuses on building positive, healthy and respectful relationships, including friendships, family relationships, online relationships and

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understanding personal boundaries. Sex Education, which is not statutory at primary school beyond the requirements of the National Curriculum for Science, covers how babies are conceived and born. Parents do not have the right to withdraw their child from Relationships Education but may request to withdraw their child from any non-statutory Sex Education lessons delivered as part of the school's RSHE programme.

The table below outlines the elements of the Sex Education curriculum that are taught within the statutory Science curriculum.

<u>National Curriculum Science</u>	
Key Stage 1	
1	b) That animals, including humans, move, feed, grow, use their senses and reproduce.
2	a) To recognise and compare the main external parts of the bodies of human. f) That humans and animals can produce offspring and these grow into adults.
4	a) To recognise similarities and differences between themselves and others and treat others with sensitivity.
Key Stage 2	
1	a) That the life processes common to humans and other animals include nutrition, growth and reproduction.
2	f) About the main stages of the human life cycle.

The school has chosen to use the *Kapow Primary RSE scheme of work*, which provides full curriculum coverage, including all the statutory content, for each year group.

Our programme provides a gentle introduction to some key RSHE themes in Years 1, 2 and 3. Children are introduced to the scientific terms ‘penis’ and ‘vagina’ to describe the private areas of their body and are given key safety messages around safe and unsafe touches and who can help them. They also look at differences between boys and girls, families and hygiene. From Year 4, we start to teach about puberty as some children may start to experience some of the physical or emotional changes. This learning is built upon in Year 5, and in Year 6 the children are taught about conception and birth.

For our full PSHE (including RSHE) scheme of work, see Appendix 2.

The organisation of RSHE

Co-ordination

RSHE is co-ordinated by the PSHE Subject Leader (Rachel Forward). She is responsible for the overall planning, implementation and review of the programme. She monitors the planning and delivery of content, provides appropriate resources, and offers guidance and support in the delivery and assessment of RSHE.

The PSHE Subject Leader, in line with other curriculum areas, will endeavour to keep up-to-date with materials and guidance for RSHE. They may lead, organise or inform staff and the wider school community of training and current issues.

Staffing

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Class teachers, with their understanding and knowledge about their pupils in terms of age, maturity, development, religious, cultural and special needs are in the best position to deliver RSHE. Therefore, it is our aim that all teachers will be able to deliver RSHE within their classes with support and training. Support staff and Teaching Assistants will receive appropriate support from their class teacher so they can work with teachers effectively.

Role of Governors

The governors have been consulted on this policy and scheme of work and have ratified it. The governor for PSHE (Emma Challis) supports the PSHE Subject Leader in monitoring the implementation of this policy.

Training and Development Needs

We will provide appropriate training for all staff and governors when appropriate in order to ensure effective teaching of RSHE.

Curriculum Delivery

Curriculum planning for RSHE is part of the whole school planning process for PSHE and is informed by the National Curriculum for Science.

The content of the RSE programme will be delivered in a variety of ways:

- **Designated RSE curriculum times:** focused opportunities for raising specific issues in a safe and structured session.
- **PSHE lessons:** weekly PSHE lessons may be used to cover some of the RSE programme.
- **Cross-curricular links:** when appropriate, RSE may also be delivered in Science, RE, Computing, Humanities and English.
- There may be other opportunities such as assemblies or ‘health days’ to cover the content or develop the skills involved in the RSHE programme, but these **one-off events** will always be part of the planned programme.

Appropriate arrangements will be made for pupils who are withdrawn from certain aspects RSHE. For example, they will be able to participate in a lesson in another class.

Delivering the RSHE Curriculum

Teaching and learning methodology

Teachers and staff will use a range of strategies to deliver RSHE but will focus on active learning techniques. This will enable pupil participation and involvement in their learning and develop pupil’s confidence in talking, listening and thinking about Relationships, Sex and Health.

These techniques include:

- Establishing ground rules with pupils - as in all aspects of PSHE a set of ground rules helps create a safe learning environment.
- Spend time exploring the meaning of confidentiality and guide children about what is appropriate to share.
- Reflect on the needs of vulnerable children in these lessons and discuss with parents/carers and SENCO (if appropriate) before the module begins. Arrange ‘get outs’ from the lessons if the material is too sensitive for some children.

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- Be clear about school policy on child safeguarding (child protection) in case a child makes a disclosure in these lessons.
- Knowing how to deal with unexpected questions or comments from pupils.

All resources are selected to ensure that they are consistent with the school’s ethos and values and support the RSHE aims and objectives. Care is taken to ensure resources comply with the school’s equal opportunities policy.

The materials are available for parents/carers to view on request to the PSHE Subject Leader or class teacher. Resources can also be shared when consulting with parents and governors and when the policy is reviewed.

Difference, Diversity and Inclusion

At Hildenborough CE Primary School, we are committed to working towards equality of opportunity in all aspects of school life. The RSHE policy reflects and is in line with the schools’ equal opportunities policy and we will make sure that our RSHE programme is inclusive and considers the needs of all pupils, including those with SEN and disabilities, in the planning and delivery of our programme.

Generally, RSHE will be taught in mixed groups so that boys and girls are encouraged to work with each other. We will explore gender stereotyping in mixed classes and try to explore attitudes with pupils that contribute to teasing and bullying when a girl or boy is perceived not to fit in with the gender norm. It is important that both boys and girls know about the experience of puberty for the opposite gender.

There will be planned opportunities for single gender question and answer sessions for pupils in Year 5 and Year 6. These will also take into account the different ways boys and girls learn effectively and provide a forum to ask ‘embarrassing’ questions. We will also endeavour to provide male role models in the delivery of our RSHE programme e.g. have a male class teacher to facilitate the single question and answer sessions for boys.

Sexual Orientation

Many different types of family will be represented in our school and we will ensure that the RSHE programme is sensitive to these, including families with lesbian, gay, bisexual or transgender parents. When delivering the curriculum, we strive not to make assumptions about the sexual orientation of pupils or their family members.

Religion and Ethnicity

The teaching of RSHE is underpinned by our Christian values, including love. We accept that pupils and adults in our school may hold very different religious and cultural beliefs about RSHE. We will encourage consultation and discussion with pupils, parents and community leaders to ensure that we consider cultural, religious and linguistic needs in the development and review of our RSHE policy and programme.

Whilst we will always try to work with parents to accommodate their wishes, we will also accept that parents can exercise their right to withdraw their children from sex education outside National Curriculum Science.

Specific Issues related to teaching RSHE

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We recognise that some aspects of RSHE for teachers, pupils, parents and the wider school community may be considered sensitive or challenging. What constitutes a sensitive/challenging issue is likely to vary according to the individual, group, place or context.

We respect the varied beliefs and values held by our school community. However, personal beliefs and attitudes will not influence the teaching of RSHE. Teachers and all those contributing to RSHE are expected to work within our agreed values framework as described in this policy and supported by current legislation and guidelines.

Teachers will be offered support and training to deliver the programme sensitively and effectively. This may involve support from the PSHE Subject Leader, the Senior Leadership Team, outside agencies and the school health team.

Pupils may ask questions or seek information about specific issues. It is school policy to address these questions and provide information in a straightforward age and maturity appropriate way. The school health team may be used to support this process, if required. In this way, pupils will be offered reassurance and will have misinformation corrected. In all cases, pupils are encouraged to speak to parents in the first instance.

Dealing with questions

Having a set of ground rules provides boundaries over what is and is not appropriate, and about how to respond to unexpected, ‘embarrassing’ questions or comments from pupils in a whole-class situation.

Suggestions for responding to questions:

- If a question is of a personal nature, remind the pupil of the ground rule: ‘no one has to answer personal questions’.
- Question boxes will be used, when appropriate, to collect questions. The teacher will read these questions and decide on appropriate responses before answering them in class.
- If a teacher or member of staff does not know or is unsure of an answer, they will say so and explain that they will get back to the pupil later (and try to specify when).
- The teacher could respond to a question by checking out what the pupil already knows, why they asked the question or by asking for further clarification.
- Colleagues or the PSHE Subject Leader can always be consulted for support. It may be appropriate (having agreed with the pupil) to liaise with parents/carers.
- Lengthy or complicated responses are not usually necessary; a simple and concrete piece of information offers clarity and may avoid confusion.
- Recognise different views are held, for example, about contraception.
- Place within the context of the schools RSHE curriculum past and in the future. “At the moment we are looking at ‘X’, in year 4 you will look at ‘Y’ in more detail”.
- If a question is very explicit; seems too old for a pupil; or inappropriate for a whole class session, acknowledge the question and arrange to respond later on an individual basis. It maybe appropriate (having agreed with the pupil) to liaise with parents/carers.
- If a pupil needs further support, s/he could be referred to the school nurse or an outside agency.
- If you have concerns about sexual abuse, follow the school’s child protection procedures.

Confidentiality

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Our school is committed to acting in the best interest of all the individuals within the school community. RSHE should take place within a safe and supportive environment that facilitates relevant discussion. Confidentiality contributes to this and will be used as a ground rule for all RSHE lessons.

Teachers and support staff are aware that teaching RSHE can lead to pupil disclosures of abuse. All staff and visitors involved in the delivery of RSHE are also clear that they cannot offer or give unconditional confidentiality to children in the school. If the member of staff believes that a pupil is at risk or in danger or has concerns about any information disclosed, s/he will talk to the named Designated Safeguarding Lead who will take action as set out in the Child Protection Policy. All staff are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. Staff will reassure pupils that, if confidentiality has to be broken, they will be informed first and supported.

Liaison with Parents and Carers

Our school shares responsibility with parents and carers in the delivery of RSHE. We are confident that good communication and sharing our philosophy, aims and the purpose of RSHE will and does enable parents/carers to support our RSHE programme.

Prior to the delivery of the RSHE programme, parents and carers will be consulted via email regarding its content. Relevant information, including the RSHE policy, scheme of work and associated resources, will be shared with parents and carers. They will be invited to provide feedback, ask questions, discuss any concerns, and will be informed of their right to withdraw their child from the sex education elements of the programme, where applicable.

We also give parents/carers the option of discussing any concerns with their class teacher or PSHE Subject Leaders and will do our best to support parents in talking to their children about RSHE.

Parents and carers have the right to withdraw their children from Sex Education provided at school, except for those parts included in the statutory Science National Curriculum. Parents and carers who wish to exercise this right should talk with the class teacher, the PSHE Subject Leader or the Headteacher. 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. The issue of withdrawal will be handled as sensitively as possible and alternative arrangements will be made for any child withdrawn from this aspect of the curriculum.

Implementation of Policy

This policy, including the supporting guidance, will be implemented and delivered by all staff. It will be available for parents and carers on the school website.

Policy Monitoring and Review

The review and monitoring of this policy will be the responsibility of the PSHE Subject Leader and will include:

- Review of planning and guidance.
- Liaison with class teachers.

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- Carrying-out a regular audit of provision in order to ensure we are meeting the needs of all our pupils and delivering an effective programme.

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Appendix 1

For further information, please see the DFE’s ‘*Relationships Education, Relationships and Sex Education (RSE) and Health Education*’ statutory guidance for schools. This details the expectations of what content should be covered through our RSHE curriculum.

https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026_.pdf

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Appendix 2

Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
R	Self-Regulation: My feelings <i>Understanding feelings and emotions by recognising and expressing emotions appropriately, managing strong feelings effectively and developing positive strategies for responding to emotions in themselves and others.</i>	Building relationships: Special relationships <i>Learning about families, friendships and positive relationships by exploring the importance of special people in the children’s lives. They consider the value of sharing, learn strategies for sharing fairly and recognise their own strengths as individuals.</i>	Managing self: Taking on challenges <i>Considering the value of perseverance in facing challenges, the children learn to communicate effectively with others, recognise the importance of rules and practise simple coping strategies.</i>	Self-regulation: Listening and following instructions <i>Developing listening and communication skills through stories and games that encourage careful attention to spoken language. The children explore how information can change as it is passed from person to person and how rumours spread.</i>	Building relationships: My family and friends <i>Developing an understanding of sharing, turn-taking and positive relationships. The children consider the qualities of a good friend, recognise how kind words affect others and work collaboratively to develop teamwork skills.</i>	Managing Self: My wellbeing <i>Recognising how rules help to keep people safe by identifying everyday hazards and understanding situations that could cause harm. Pupils explore ways to stay safe around roads and potentially dangerous items, recognise body clues that signal a problem and learn how to seek help from a trusted adult when needed.</i>
1	My Healthy Self: How can we look after our emotions? <i>Recognising and naming a range of emotions, pupils learn to identify facial and body clues linked to feelings. They explore what helps them feel calm and happy, understand the importance of rest and enjoyable activities, and practise simple strategies for managing different emotions.</i>	Connecting with Others: How can I help myself and others feel happy and safe? <i>Identifying what makes them and others special, pupils learn how friends, family and classmates can help and support each other. They explore how respect is shown through behaviour in different situations and identify</i>	The Online World: How do we spend time online? <i>Understanding how to stay safe and respectful online and recognising the different ways people use the internet in everyday life. Pupils compare online and offline activities, explore appropriate online behaviour and identify strategies for staying safe and responding to unsuitable content.</i>	Health Protection: How can I protect myself and others in daily life? <i>Exploring illnesses and injuries, understanding the roles of different healthcare workers in prevention and treatment and practising how to get medical help. Pupils investigate how germs spread, practise ways to reduce the risk of illness and learn when and</i>	Staying Safe: How can I stay safe? <i>Recognising how rules help to keep people safe by identifying everyday hazards and understanding situations that could cause harm. Pupils explore ways to stay safe around roads and potentially dangerous items, recognise body clues that signal a problem and learn how to seek help from a trusted adult when needed.</i>	

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		<i>simple strategies for managing disagreements in families and friendships.</i>		<i>how to seek help in an emergency.</i>		
2	My Healthy Self: How can we look after our bodies? <i>Understanding how everyday choices support health and wellbeing by exploring the effects of movement, sleep, food and drink on the body. Pupils identify healthy habits, including eating fruit and vegetables, drinking water, resting well and caring for their teeth, before planning a simple healthy daily routine.</i>	Connecting with others: How can I build safe, kind and caring relationships with others? <i>Recognising how families and communities can be similar and different, pupils learn about kindness, respect and positive relationships. Pupils recognise unkind behaviour, including bullying, explore personal space, privacy and boundaries and identify trusted adults who can help them when they feel worried or unsafe.</i>	The Online World: How can we stay safe online? <i>Developing an understanding of how people use the internet safely, including sharing information, protecting private information and recognising that not everything online is real. Pupils apply their understanding by identifying safe and unsafe online situations, evaluating online content and explaining how to respond safely when they need help.</i>	Staying safe: How can I make safe choices in different places? <i>Understanding that unsafe situations at home and in public, including common hazards and behaviours that can make someone feel unsafe. Pupils identify when words, actions or touch are not okay, practise saying no and learn how and when to seek help from a trusted adult.</i>		Growing Up: How can we look after and respect our bodies as we grow? <i>Recognising how people grow and change over time through learning about physical development, privacy and personal boundaries. Pupils learn that change is a normal part of growing up, use the correct scientific names for private body parts and identify trusted people who can help if they feel worried or unsafe.</i>
3	My Healthy Self: How can I take care of my mind and body? <i>Examining the connection between the mind and body by recognising and describing a wide range of emotions and feelings. Pupils identify habits that support healthy sleep, consider the impact of bullying on wellbeing and learn how and where to</i>	Connecting with others: What helps us feel safe and included? <i>Recognising their own strengths, qualities and boundaries, pupils develop self-worth and confidence in expressing themselves respectfully. Pupils explore how families and friendships provide support, practise ways to repair friendships and identify</i>	The Online World: How should we communicate online? <i>Exploring online and in-person communication, including respectful behaviour, misunderstandings and how communication can affect safety online. Pupils identify unsafe online situations, consider how to respond to online bullying and apply their</i>	Health protection: How can we prevent illness and injury and respond if they happen? <i>Investigating how healthy habits, medicines and healthcare help prevent illness and protect wellbeing. Pupils apply their understanding by making informed decisions about hygiene, sun safety and</i>	Citizenship: What rights and responsibilities do we have? <i>Learning about rights, responsibilities and citizenship by exploring children's rights, human rights and why they matter. Pupils explore how responsible choices support people and the environment, including reducing waste and</i>	

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	<i>access support when needed.</i>	<i>different types of bullying and how to respond to them.</i>	<i>understanding to communicate safely and respectfully online.</i>	<i>seeking medical help, while practising basic first aid and learning when to call 999.</i>	<i>understanding how local councils help meet the needs of their communities.</i>	
4	My Healthy Self: How can I make healthy choices? <i>Understanding how healthy choices support both physical and mental wellbeing by exploring exercise, nutrition and hydration. Pupils identify strategies for developing a growth mindset and recognise how acts of kindness and helping others can have a positive impact on themselves and those around them.</i>	Connecting with others: How can we respect each other? <i>Examining respectful and disrespectful behaviour by considering how actions and expectations can vary in different settings. Pupils develop strategies for building trust and resolving friendship challenges, practise responding to bullying and learn how stereotypes can negatively affect people and communities.</i>	The Online World: How can we decide what to trust online? <i>Developing critical thinking skills through exploring how information is found, shared and presented online. Pupils evaluate the reliability of digital content by checking sources, identifying misleading information and comparing evidence before deciding what to believe.</i>	Staying safe: What signs help me recognise what is safe or unsafe? <i>Developing personal safety skills by recognising warning signs, responding to uncomfortable situations and seeking help in an emergency. Pupils identify safe ways to cross roads, explore the dangers of water and learn how to distinguish between medicines and harmful substances.</i>		Growing up: How will my body and emotions change as I grow up? <i>Learning about the physical and emotional changes that occur during puberty, pupils recognise that these changes are normal and happen at different times for everyone.</i>
5	My Healthy Self: How can I support my mind and body as I grow? <i>Developing personal safety skills by recognising warning signs, responding to uncomfortable situations and seeking help in an emergency. Pupils identify safe ways to cross roads, explore the dangers of water and learn how to distinguish between medicines and harmful substances.</i>	Connecting with others: Why are healthy relationships important? <i>Investigating identity, values and relationships by considering how experiences and beliefs can influence choices and behaviour. Pupils examine the role of commitment and support within families, identify where to seek help if home feels unsafe and develop strategies for</i>	The Online World: How am I influenced by what I see online? <i>Considering how online content can influence choices by examining advertising, influencers and persuasive techniques used online. Pupils develop critical thinking skills by considering spending decisions, recognising possible scams and identifying strategies to respond safely to pressure and persuasion.</i>	Citizenship: How can we be in control of our money? <i>Exploring money management by learning how needs and wants can influence spending decisions and financial choices. Pupils develop budgeting skills, investigate borrowing and interest, and identify ways to manage money safely, including recognising the risks associated with online spending and gambling.</i>		Growing up: How can I manage the changes to my body and emotions as I grow up? <i>Understanding the physical and emotional changes that happen during puberty, including their impact on feelings, behaviour and relationships. Pupils explore personal hygiene, periods, kindness, respect and personal boundaries, and identify trusted sources of support during puberty.</i>

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		<i>building and maintaining healthy friendships.</i>				
6	My Healthy Self: How do my choices today shape my future health? <i>Learning about the importance of daily dental care and how choices about food, drink and lifestyle can affect long-term health and wellbeing. Pupils think critically about healthy eating, including calories as a unit of energy, and consider how habits and reactions can influence relationships, learning and future success. They also explore how a growth mindset can build confidence and resilience when facing challenges.</i>	Connecting with others: What does it mean to stand up for myself and others? <i>Developing self-respect and resilience by setting personal goals and practising respectful behaviour in different situations, including online. Pupils build skills in setting boundaries, challenging stereotypes, discrimination and bullying, and recognising when to seek help from trusted adults and support services.</i>	The Online World: How do I feel about what I see online? <i>Exploring how online experiences can influence our thoughts, feelings and behaviour, and recognising online risks to support safe decision-making, including learning how to respond to online bullying and other harmful behaviour.</i>	Staying Safe: How can I stay safe as I grow up? <i>Developing understanding of hazards, risks and safer choices by exploring how to stay safe at home, outdoors, on public transport and around water. Pupils also consider how peer pressure, consent, boundaries and drug misuse can affect decisions and learn strategies to protect themselves and others.</i>	First Aid <i>Practising basic first aid skills through learning how to stay calm, assess a situation and respond to common emergencies. Pupils learn how to make an effective 999 call and identify when emergency services or other sources of help are needed.</i>	Sex Education: How do people become parents and carers? <i>Learning the correct terminology for body parts, pupils develop an understanding of how babies are conceived, grow during pregnancy and are born. They learn about consent and the legal age of consent, explore different types of families, and understand the responsibilities and lifelong commitment involved in having a baby.</i>