MARNER
PRIMARY SCHOOL

Relationships, sex and health education (RSHE) Policy

Policy Owner	Carol Doherty (AH)
Approval Body	Governing Body
Approval Date	October 2026
Review Date	September 2027

The main aims and outcomes of our school RSHE policy are:

1. Marner school is committed to putting safeguarding at the heart of everything we do, and this includes teaching RSHE to pupils.
2. To teach RSHE as outlined by the Department of Education (DfE) and comply with the relevant provisions of the Equality Act 2010.
3. These are our school values - At Marner Primary School, we believe in fostering a community where every child strives to be the best they can be. *Our shared mission is to nurture happy, confident, and resilient life-long learners who are ready to thrive in the next stage of their lives.*

Our six core values – respect, happiness, growth, hope, motivation and community – guide all that we do at Marner and underpin RSHE provision.

4. The DfE definition of Relationships Education is: "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."
5. Children are supported to understand the changes to their bodies as they grow and develop.
6. To build knowledge, skills and confidence within a safe and supportive learning environment.

Context

Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.

Subject Content

Relationships Education

Content to be delivered by the end of primary: We use a bespoke Jigsaw Curriculum for PHSE mapped out in collaboration with Parents/Staff/Tower Hamlets

We have assemblies on people who keep us safe and how to be safe around water, roads and railways. Also externally from Breck for online safety

1: Families and people who care for me
2: Caring friendships
3: Respectful, kind relationships
4: Online safety and awareness
5: Being Safe

Health and Wellbeing

Content to be delivered by the end of primary:

1: General Wellbeing
2: Wellbeing Online
3: Physical Health and Fitness
4: Healthy Eating
5: Drugs, Alcohol, Tobacco and vaping
6: Health and Prevention
7: Personal Safety
8: Basic first aid
9: Developing Bodies

National Curriculum Science (Statutory)

Key Stage 1:

- *Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.*
- *notice that animals, including humans, have offspring which grow into adults*
- *describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.*

Key Stage 2:

Year 5

- *describe the changes as humans develop to old age*

Year 6

- *recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.*
- *recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.*

From the DFE Guidance Puberty and National Curriculum Science referenced in the DfE guidance (2025):

- *"…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…"*

Sex Education non Statutory

also make sure that:

- *Factual descriptions Human reproduction and conception and birth (DfE recommend in Year 5 and or 6).*

Definition of Sex Education:

"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."

Marner school will talk with parents about what will be taught in sex education, give them help to talk with their children about these topics at home, and explain their right to take their child out of sex education if they want to.

Disclosures FGM and Safeguarding

"Discussions about sensitive topics in RSHE can lead to increased safeguarding reports. All staff should know what to do if they have concerns that a pupil is being neglected or abused, including those who have seen, heard or experienced the effects of domestic abuse."

"Staff should also be aware of mandatory reporting duties, including relating to FGM, and that virginity testing and hymenoplasty became illegal in 2022. The Government is also introducing a new law which will create a legal requirement for anyone in regulated activity relating to children in England, including teachers, to report if they are made aware a child is being sexually abused."

The school will make sure that all staff and visitors know what to do if they are worried a child is being neglected, abused, or affected by domestic abuse, including reporting concerns straight away to the Designated Safeguarding Lead (DSL), writing down what they saw or heard, and not investigating themselves; staff will also be given clear guidance on how to report concerns about Female Genital Mutilation (FGM), including the legal duty for teachers to report it to the police if a child discloses it, and what to do if they believe a child is being sexually abused, full details are available in the Child Protection Policy or report to any DSL.

Monitoring

The subjects will be monitored and evaluated by Carol Doherty (AH) and Yasmina Bibi. It is important these subjects are consistently monitored to ensure confidence levels of teachers are maintained and the delivery and content is consistent across the school.

Assessment

The school will identify and build on pupils' prior knowledge term on term year on year following the Jigsaw lessons. Our work on oracy will combine with discussions around some of the jigsaw topics where relevant.

The right to withdraw

No right to withdraw

"The curriculum should build knowledge and skills sequentially, with regular feedback provided on pupil progress. Lessons should ensure that all pupils are challenged, and assessments should identify where pupils need extra support or intervention"

Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers (2025) – Pg. 6 Relationships Education, Relationships and Sex Education and Health Education guidance.

Right to withdraw

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE [For example, how a baby is conceived and born] …
…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."

Withdrawal Process

The guidance states that it is good practice for the headteacher to discuss the request to withdraw with parents. It is therefore not best practice to accept letters as a means of withdrawal but conduct an individual meeting to discuss parental concerns.

"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."

The guidance states that the RSHE policy should detail how teachers will respond to questions from pupils about topics that are not covered in primary related sex education. Staff are guided to the set script and ask children to ask parents at home.

If a child has questions about sex education and they have been withdrawn, the school should be aware of how teachers will respond to these enquiries as well. Children are asked to discuss with parents at home.

Staff will not answer questions about topics in sex education that the school does not cover (in primary) or that relates to sex education from which the child has been withdrawn but will refer to parents or NSPCC guidance.

Equality and Safeguarding

Equality and addressing Prejudice

"Schools are required to comply with relevant requirements of the Equality Act 2010, including the Public sector equality duty (PSED) (s.149), when teaching RSHE."

"RSHE should be sensitive to the religious background of pupils, and schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics."

School is clear that bullying or disrespectful language or behaviour is never appropriate. At Marner we should encourage young people to consider how to express their views while remaining respectful of the opinions of others.

Violence Against Women and Girls

Both within and beyond the classroom, staff should be conscious of everyday sexism, misogyny, homophobia and stereotypes, and should take action to build a culture where prejudice is identified and tackled. Staff have an important role in modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes. Pupils should understand the importance of challenging harmful beliefs and attitudes and should understand the links between sexism and misogyny and violence against women and girls. Where misogynistic ideas are expressed at school, staff should challenge the ideas, rather than the person expressing them.

Lesbian, Gay, Bisexual and Transgender Content

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…
…pupils should understand about bullying, and that this can include the use of derogatory terms relating to sex, race, disability or sexual orientation.

At Marner, we teach about healthy loving relationships, and include same-sex parents along with other family arrangements when discussing families.

Developing Bodies correct Names and Body Parts (Statutory)

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

Developing bodies

Curriculum content includes:
The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples, bottom. 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.

At Marner we know that 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.

At Marner school we have chosen to teach the correct names of the body parts in statutory Health Education within Key Stage 1 from Y2.

Puberty

The school has also chosen to teach puberty starting in Year 5 to prepare boys and girls for puberty and menstruation in girls, before it occurs. The same curriculum will be taught to both boys and girls.

Developing bodies

Curriculum content:

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.

Menstruation

Curriculum content related to puberty and menstruation will be complemented by sensitive arrangements to help girls prepare for and manage menstruation, including with requests for period products. At Marner we 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 state- funded primary schools, secondary schools, and colleges in England and Marner has claimed these.

"RSE lessons should ensure that both boys and girls have opportunities to practice respectful communication and understand experiences which are different from their own, including menstruation…"

SEND

The delivery of the content will be made accessible to all pupils, including those with SEND.
"Teaching should be developed to ensure these subjects are accessible for pupils with SEND and prepare pupils for adulthood, as set out in the SEND code of practice: 0 to 25 years.", "This applies to both mainstream and special schools."

At Marrner we are aware that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. RSHE can be particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities.

Marner will adapt where necessary the content into visual social stories and use widgets to aid teaching.

Teaching Resources
Our school is committed to being fully transparent and engage with parents about resources and lesson plans used to teach RSHE.

The school will use the Jigsaw teaching resources which have been developed and made bespoke for Marner. Parent meetings have been arranged bi-annually for parents to see all the lessons and resources being used to teach their children. Marner will again be inviting parents in January 2027 to see the content being taught to their child's year group.

Our school will reference school initiatives in conjunction with the Tower Hamlets healthy lives team;; NHS dentist visits and assemblies on school values, online safety railways Bewell and Water Safety and the school nurse.

Teaching Sensitive Topics
When teaching sensitive topics, teachers will use distancing techniques, such as setting ground rules, using scenarios and using question boxes to allow pupils to raise issues anonymously.

"…Effective, high quality teaching will break down core knowledge and skills into manageable and well sequenced units, including opportunities for pupils to practise skills so that they will be confident to use them in real-life situations."

The school will separate classes by sex/gender for lessons on puberty or sex education.
If we have separated classes by sex, we have ensured that both girls and boys have learnt about all of the content of the statutory Developing Bodies unit, as outlined on page 25 of the Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers (2025) (Relationships Education, Relationships and Sex Education and Health Education guidance).

RSHE lessons will ensure that both boys and girls have opportunities to practise respectful communication and understand experiences which are different from their own, including menstruation and menopause. However, in some cases, such as when a school identifies a specific need, the school may consider that separating classes by sex is the best way to create a safe space for discussion of a particular topic. This should be done in a way that avoids stigmatising boys or making girls feel like they will inevitably be victims of abusive behaviour or that it is their responsibility to protect themselves.

Consultation and Partnerships - Parents

Curriculum
At Marner school our relationship with parents/carers is very important. We aim to support them with the opportunity to view curriculum materials, ask questions and offer feedback through bi-annual parent engagement meetings, held separately for each phase, in the hall. This allows parents the opportunity to share any concerns or issues they may have about any aspect of the RSE provision.

Policy
Parents are not able to veto curriculum content, but we will consult with parents when developing ourRSHE policy and enable parents to see what their children are being taught, especially in relation to sensitive topics, and respond positively to requests from parents to see material.

Emerging needs and new content
"…Schools may need to include new content in RSHE to respond to emerging needs or issues in the school but should be careful to inform parents of any shifts away from the policy and continue to share relevant materials on request."

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 RSHE policy in advance and share any relevant materials with them on request.

Pupils
The school will ensure that the curriculum is inclusive, well-sequenced, relevant and engaging by encouraging pupils to offer feedback on their curriculum.

Some examples of how our school does this might include pupil surveys, school council, end of unit reflections, assessment etc).

"An inclusive and well-sequenced RSHE curriculum should be informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging."

Staff
The school encourages staff to contribute and support this RSHE policy. The school holds staff meetings and training on RSE to ensure that all staff feel confident to deliver this content.

Governors
Governors, in conjunction with the Headteacher and SLT, ultimately make the decision about which topics should be taught and at what stage in the curriculum and whether they should be in the statutory or non-statutory part of the curriculum. Governors also decide which resources are used to teach RSE and how RSE is taught within the school.

The DfE RSHE guidance (2025) provides further clarification as to the role of Governors:

"As well as fulfilling their legal obligations, governing boards and proprietors of academy trusts should also make sure that:

- *all pupils make progress in achieving the expected educational outcomes*
- *teaching is accessible to all pupils with SEND*
- *curriculum content and teaching materials are aligned with this statutory guidance*
- *clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education*

Foundation governors of maintained schools and trustees of academy trusts that include schools with a designated religious character will also have wider responsibilities in relation to maintaining and developing the religious ethos of their faith school."

LBTH Primary Schools RSHE Mapping
Relationships, Health, Sex Education and Science – Tower Hamlets

DfE Statutory Guidance Relationships Education (Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025) Relationships Education, Relationships and Sex Education and Health Education guidance	**DfE Non-statutory** Sex Education (Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025) Relationships Education, Relationships and Sex Education and Health Education guidance	**Statutory Guidance** National Curriculum Science (Statutory guidance - National curriculum in England: science programmes of study – Updated 6 (May 2015) National curriculum in England: science programmes of study - GOV.UK	**DfE Statutory Guidance** Health and Wellbeing (Health Education) (Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025) Relationships Education, Relationships and Sex Education and Health Education guidance
Content to be covered by the end of primary 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.	• Questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. • Sexual reproduction in humans • Reproductive cycle in humans • Conception (Year 5 or 6 only) • Lessons directly teaching about FGM • Addressing Emerging needs for safeguarding: "…in late primary, schools may decide to discuss the pressure to share naked images if this is affecting pupils in	Key Stage 1: • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • notice that animals, including humans, have offspring which grow into adults • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene Key Stage 2: Year 5 • describe the changes as humans	**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. 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:	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." Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers (2025) – Pg. 7,8. <u>Relationships Education, Relationships and Sex Education</u>	develop to old age Year 6 ● recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents From the DfE guidance 2025 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…" Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers (2025) – Pg. 11 <u>Relationships Education, Relationships and Sex Education and Health Education guidance</u>	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.

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	and Health Education guidance		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 and 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,

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 and 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			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 Curriculum content: 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 and 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

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: at sorts of boundaries are opriate in friendships with peers others (including online). This can de learning about boundaries in and in negotiations about space, 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			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 check-ups 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.

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.			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

USEFUL LINKS and SUPPORTING ORGANISATIONS

Name of Organisation	Description	Telephone Number / Email	Website
The Healthy Lives Team	Tower Hamlets Council's Healthy Schools Team working with all schools throughout the Borough to promote health and wellbeing	sultanax.begum@towerhamlets.gov.uk or David.Banks@towerhamlets.gov.uk	Healthy Lives | Services for Schools
VAWG – Violence Against Women and Girls School Pledge Form	Schools can sign a pledge committing themselves to maintain a school environment that is a safe place for girls to thrive free from abuse	020 7364 6636 / 07834405911 Amy-kate.garwood@towerhamlets.gov.uk Amy-Kate Garwood Violence against Women and Girls (VAWG) Training and Awareness Officer VAWG and Hate Crime Team	Domestic abuse
VAWG – Violence Against Women and Girls Training	FREE VAWG training offer for those that work or volunteer in Tower Hamlets	vawg@towerhamlets.gov.uk	VAWG Training opportunities
VAWG – Violence Against Women and Girls Service Directory	The directory is aimed at those who want help and professionals who would like to refer people experiencing abuse, as well as perpetrators of abuse, to supporting services	vawg@towerhamlets.gov.uk	Violence Against Women and Girls (VAWG) service directory
Tender	Online training and toolkit support teachers and governors in London to address gender-based violence in schools.	rose@tender.org.uk	Toolkit training - Tender
Ofsted - State-funded school inspection toolkit - for use from 7th	This toolkit sets out the areas that will be evaluated and graded on inspections of state-funded schools under	Read The Sections on Personal Development and Wellbeing and Attendance and Behaviour	State-funded school inspection toolkit

September 2026	sections 5 and 8 of the Education Act 2005. It can also be used by leaders to support self-evaluation and continuous improvement.		
NSPCC PANTS resources, including for SEND	Talk Pants Talk PANTS is an NSPCC campaign to keep children safe from sexual abuse. There are videos, lesson plans, classroom activities and supporting resources to help schools to deliver age-appropriate sessions with children aged 3- to 11-years-old. Now includes SEND resources, Makaton and Sign-Along		Resources for schools and teachers: PANTS resources for schools and teachers | NSPCC Learning | NSPCC Learning Parent Packs in a range of languages, including Bengali: PANTS guides and resources | NSPCC Staff Training: Safeguarding children training courses | NSPCC Learning