



Relationships and Health Education Policy

Status: Policy

Applies to: All schools within Attenborough Learning Trust

Approved by: Trust Board

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Policy owner: CEO

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1 Introduction

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Health education compulsory for all pupils receiving primary education. Sex education is not compulsory in primary schools, and schools within the Trust do not cover this area of the curriculum. As such, we have chosen to omit the word Sex from this policy, to be known as the Relationships and Health Education Policy (RHE)

All our schools also teach the mandatory Science National Curriculum, however physical changes and puberty are covered in our Primary and Junior schools in Years 5 and 6 only, (not in Infant schools).

Rationale and Ethos

This policy covers our approach to Relationship and Health Education. It was reviewed in light of updates to the statutory RHE framework which becomes mandatory in September 2026 and developed after many years of joint working and consultation with parents and other interested stakeholders.

We define relationships education as enabling children to embrace the challenges of creating a happy and successful adult life.

We believe relationships and health education is important for our pupils and our school because:

- It is giving children the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self- efficacy.
- It is about giving children the opportunity to put knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.
- It is the recognition that everyone faces difficult situations in their lives and how relationship education can support young people to develop resilience, to know how and when to ask for help, and to know where to access support

We view the partnership of home and school as vital in providing the context to both complement and reinforce what pupils learn at home about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as how to be healthy.

Our overarching aims for our pupils are:

- to foster pupil wellbeing and develop resilience and characters that we know are fundamental to pupils being happy, successful and productive members of society
- to know how to be safe, including online
- to be both mentally and physically healthy
- to be able to manage their academic, personal and social lives in a positive way
- to demonstrate personal attributes including kindness, integrity, generosity, honesty, respect and tolerance in order to contribute to adult life

We ensure RHE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND). This will be achieved by ensuring content and teaching is scaffolded to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, we will ensure that their teaching is sensitive, age-appropriate, and developmentally appropriate and delivered with reference to the law.

We will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. As a school we will ensure we comply with the relevant provisions of the

Equality Act 2010, ensuring that content is age and developmentally appropriate. Content will be integrated into programmes of study for RHE within our Personal Social and Health Education (PSHE) curriculum.

The intended outcomes of our programme are that pupils will:

- know and understand the characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.
- know that their peers within school may have family makeups different to their own.
- understand they have a right to personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical touch. Recognise and know how to report abuse, including emotional, physical and sexual abuse
- understand they have a responsibility to treat each other with kindness, consideration and respect including when on line
- develop the skills of being able to express their emotions and seek help where needed, to build friendships and recognise how this can support mental well being
- develop the personal attributes of honesty, integrity, courage, humility, kindness, generosity, trustworthiness and sense of justice, and character traits such as perseverance, working towards long term goals, dealing with setbacks, resilience, permission seeking and giving, and the concept of personal privacy
- understand how the Equality Act 2010 relates to them as a child and through adult life, to recognise and challenge any form of discrimination

Roles and Responsibilities

The RHE programme will be led by PSHE leaders with the support of senior leaders and the governing board and trustees.

It will be taught by class teachers and delivered through the school curriculum and wider opportunities within the school.

The RHE programme will be supported by additional staff in school, appropriate external visitors and developed through advice from professional associations.

Trustees

As well as fulfilling their legal obligations, including establishing the overarching policy, the Trustees should also make sure that:

- Local Governing Boards review the policy appendices on an annual basis
- Local Governing Boards have a named link governor for safeguarding (including RHE)

Governors

As well as fulfilling their legal obligations, the Local Governing Boards should also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Headteacher and PSHE Leader

It is the responsibility of the Head Teacher/PSHE leader to ensure that

- both staff and parents are informed about our RHE policy, and that the policy is implemented effectively
- staff are given sufficient training, so that they can teach about relationship and health education effectively, and handle any difficult issues with sensitivity
- they liaise with external agencies regarding the school RHE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework
- they monitor this policy on a regular basis, and report to governors and trustees, when requested, on the effectiveness of the policy

Adults working with children are entitled to:

- access to high quality, up-to-date, accurate information, resources and training
- mutual understanding of roles and responsibilities in relation to the planning and delivery of RHE
- contribute their views and ideas in support of the development of RHE for children
- professional guidance and support and opportunities to share good practice
- be informed about issues of confidentiality and procedures to be followed

External Visitors

Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people.

School will ensure:

- Validity of the visitor or visiting organisation's credentials.
- Teaching delivered by the visitor fits with the planned programme and published policy.
- Discussion occurs in relation to the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.
- A review of the materials visitors will use as well as a lesson plan in advance, so that they can ensure it meets the full range of pupils' needs (e.g. special educational needs).
- Agreement of how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy
- All visitors are given a copy of the RHE policy
- In class teaching situations, visitors will not be asked to work alone with pupils but will be supported by a member of staff.
- The contributions of visitors will be regularly monitored and evaluated.

Parents, carers and other adults in the community are entitled to:

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs
- A safe and supportive environment for their children
- Information on how and when RHE is taught
- Understand their rights and responsibilities in relation to RHE policy and curriculum
- Be informed about issues of confidentiality and how it affects them and their children
- Have their views and ideas received in a respectful, non-judgemental manner.

Legislation

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Health education compulsory for all pupils receiving primary education.

The RHE policy supports/complements the following policies

- Safeguarding Policy
- Anti-Bullying Policy
- Equality Policy and statement
- Acceptable use of IT policy

Documents that inform our RHE policy include:

- Education Act 1996
- Section 80A and section 403 of the Education Act 2002
- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE (2025) 'Science programmes of study: key stages 1 and 2'
- DfE (2025) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE 'Keeping children safe in education ' (latest version – updated annually)

Curriculum Design

Our RHE programme is an integral part of our whole school PSHE. High quality relationships and health education helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. We teach RHE on the understanding that:

- it is taught in the context of family life;
- it is part of a wider process of social, personal, spiritual and moral education;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others
- it is important to build positive relationships with others, involving trust and respect, both in person and online;
- it makes a significant contribution to our duty to safeguard and protect all children;
- it plays a key role in improving health outcomes for children and young people such as risk-taking behaviour, including online behaviour

We teach about relationships through different aspects of the curriculum. While we carry out the main RHE in our PSHE curriculum, we also do some RHE through the statutory science curriculum and other subject areas, such as PE and ICT. We believe all these contribute significantly to children's knowledge and understanding of positive relationships, their own bodies, and how they are changing and developing.

Our relationship and health education provision and will cover the following statutory areas, following age-appropriate themes. (see Appendix two)

Relationships	Health and mental well being
Families and people who care for me Caring friendships Respectful, kind relationships Online Safety and Awareness Being Safe	General well being Well-being Online Physical health and fitness Healthy Eating Drug, alcohol and tobacco Health protection and prevention Personal Safety Basic First Aid Developing Bodies

The overriding concepts explored through the curriculum are:

- Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
- Relationships (including different types and in different settings, including online)
- A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
- Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
- Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
- Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
- Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
- Career (including enterprise, employability and economic understanding)

We understand the importance of ensuring that all children in our school receive their entitlement to RHE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RHE.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the RHE Curriculum meets the needs of all:

- We will accept and celebrate difference.
- We will encourage respect and discourage abuse and exploitation.
- We will not put children on the spot to speak for a religious or cultural group, although they are welcome to share their own views if they wish.

In relation to those with special educational needs or disability, we will review our RHE Programme to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including support staff and carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

Our RHE programme will be taught through a range of teaching methods and interactive activities. Lessons will be scaffolded by all staff or visitors delivering sessions to ensure that individual needs of children are met. We will select resources which:

- are consistent with our Curriculum for RHE
- relate to the aims and objectives of this Policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for RHE.

In learning about relationships and health education, lessons will complement learning in Science, Personal, Social, and Health Education (PSHE) and Religious Education.

An overview of the learning in each year group can be found in appendix 3 and on the school website.

Staff Training

Teaching RHE can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop the knowledge, skills and attitudes. We recognise that all adults have different personal beliefs and attitudes about RHE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the curriculum for RHE. We will also encourage the sharing of good practice.

Safe and effective practice

We will ensure a safe learning environment through ensuring RHE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected.

Teachers and pupils will agree ground rules at the beginning of any RHE work, in addition to those already used in the classroom.

They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information.

We acknowledge that sensitive and potentially difficult issues will arise in RHE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RHE. As a first principle, we will answer questions relating to the taught planned curriculum for that age group to the whole class. Where questions asked are beyond the taught curriculum, children will be directed back to speak to their parents/carers and staff will make parents/carers aware. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it, they will seek guidance from the PSHE coordinator before answering the child or directing the child back to their parents/carers and making parents aware.

We encourage other valued members of the community to work with us to provide advice and support to the children about relationship and health education. In particular, members of the local health authority, such as the school nurse and other health professionals, and our local community police officer, all of whom can give us valuable support with our RHE programme. We will follow this Code of Practice when working with visitors:

Safeguarding

Our RHE programme is one of the most important ways we act on our responsibility to safeguard and protect our children, as set out in our Safeguarding policy. We also refer to guidance from the government and expert organisations on specific safeguarding issues, which are relevant to our cohort of children, as listed in the current version of Keeping Children Safe in Education. To safeguard children effectively it is vital that opportunities are created in the curriculum to teach about healthy behaviour, caring relationships, online safety and when and how to get help. At our schools we encourage children to develop skills in these areas so that they are equipped with strategies to help themselves in preventing or reporting harm or abuse.

Teachers are aware that effective RHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Where a concern or disclosure is raised teachers or other adults working with the child will consult with the designated safeguarding lead and in his/her absence their deputy safeguarding lead. Staff will respond in the same way as if a child indicates that they may have been a victim of any other type of abuse, including FGM (Female Genital Mutilation). Staff should be familiar with the specific procedures relating to the reporting of FGM (see our Safeguarding Policy). The Designated Safeguarding Lead will then deal with the matter in consultation with other social, health and education professionals, in accordance with statutory safeguarding procedures, following protocols identified in the school safeguarding policy.

Visitors/external agencies which support the delivery of RHE will be required to inform the designated safeguarding lead or deputy in accordance to the school policy.

Engaging Stakeholders

The school acknowledges that the primary role in children's RHE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation.

Parents will be informed about updates and changes to the policy through consultation, information meetings and through written correspondence.

The policy will be available to parents through each school website

We are committed to working with parents and carers by holding in person sessions and providing information in written form or via each school's website.

We work closely with parents to ensure that they are fully aware of what is being taught. As part of our whole school approach to RHE, Parent Information sessions and opportunities for parents to view the materials and resources used will be held.

We will notify parents of pupils in year 5&6 when the puberty elements of the science curriculum will be taught, by written communication and through the sharing of our curriculum coverage plans.

From September 2020 parents/carers do not have the right to withdraw their children from relationship or health education or the science national curriculum.

Monitoring, reporting and evaluation

Teachers will critically reflect on their work in delivering RHE through the evaluation of lessons, discussion with senior leaders and through monitoring activities led by the PSHE leader.

We will involve children in the evaluation and development of their RHE in ways appropriate to their age.

- We will refer to local/countywide/national data
- We will ask children to reflect on their learning and set goals for future learning.
- We will consult children (e.g. through School Council) about their perception of the strengths of our RHE programme and the areas to be further developed.

The local governing board is responsible for monitoring the delivery of our RHE policy. Governors give due consideration to any comments from parents about the RHE programme, and require the Head Teacher to keep a written record of parents' comments.

Appendix 1 Health and Wellbeing Elements of the Science National Curriculum

Appendix 2 Example curriculum Map based on Statutory Guidance from the DFE

Appendix 3 Schools own curriculum map

Health and Wellbeing Elements of the Science National Curriculum

Year 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.
Year 2	- 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.
Year 3	- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. - Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
Year 4	- Recognise that environments can change and that this can sometimes pose dangers to living things. - Describe the simple functions of the basic parts of the digestive system in humans. - Identify the different types of teeth in humans and their simple functions. - Construct and interpret a variety of food chains, identifying producers, predators and prey.
Year 5	Describe the changes as humans develop to old age. (This includes changes experienced in puberty)
Year 6	- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. - Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. - Describe the ways in which nutrients and water are transported within animals, including humans. - Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Appendix 2 Example curriculum Map based on Statutory Guidance from the DFE

Theme	EYFS	Years 1-2	Years 3-4	Years 5-6
Families and people who care for me	Recognise family members and carers and the different roles that they can have in a family	Understand different types of families and talk about why cooperation and care are important.	Recognise that in our school families can be different.	Explore family roles, responsibilities, and challenges Reflect on own qualities
Caring friendships	Play cooperatively and take turns, start to identify what makes a good friend.	Identify qualities of a good friend and start to learn how to manage arguments with friends.	Manage friendship issues and peer pressure, exploring different emotions.	Understand loyalty, trust, and resolving conflict
RESPECTFUL, KIND RELATIONSHIPS	Show kindness to others and start to recognise when others are upset	Learn about manners honesty and respect and who can help them in the school community.	Understand personal boundaries and consent. Reflect on what makes healthy relationships.	Explore prejudice, discrimination, and respectful disagreement
Online safety and awareness	Recognise technology in daily life. Know that they should tell if something on-line worries them.	Understand safe use of devices People should be respectful in on-line interactions. Knowing that we do not share personal information on-line. Know who to go to if they feel worried about anything they see on-line.	Identify risks online, explore how to stay safe, think critically about what they see on line. How to report on-line content that they recognise as harmful. There are minimum ages for social media sites.	Explore digital wellbeing (including screen time), influencers, and online safety strategies. Not sharing inappropriate images on -line. Explore how to judge what is real or fake.
Being Safe	Know trusted adults, know who to go to if they don’t feel safe	Understand rules and routines that keep us safe, recognising dangers and road safety.	Recognise unsafe situations and how to respond, who to talk to.	Learn about consent, privacy, and personal safety in public spaces
General wellbeing	Express and start to identify different emotions and feelings	Learn calming strategies Talk about the difference between worrying and good secrets. Identify adults who can help	Understand mental health as part of overall wellbeing, develop strategies for managing difficult emotions.	Explore grief, loss, loneliness, and seeking help
Wellbeing online	Know about time limits for being on-line. Know that they should only be on-line when an adult is there to help and supervise them.	On-line relationships are not a replacement for in-person relationships. Know about time limits for being on-line That bullying and harassment can take place on line and how to seek help.	Understanding that the internet has positives and negative aspects. Consider the impact of their on-line behaviour on others. That apps and websites are age restricted.	Understand the benefits of limiting time spent on-line and the impact of excessive time spent on-line of their mental and physical wellbeing. Consider the impact of their behaviours on-line on others. Why apps and websites are age restricted. Understand the risks of monetisation, scams and fraud.
Physical health and fitness	Enjoy active play	Learn about exercise and rest, keeping healthy through sleep, exercise	Understand how some foods affect their bodies, exploring physical activity and energy.	Explore fitness, body image, and healthy routines

Healthy eating	Try new foods, talk about some foods being healthier than others	Learn about balanced diets	Understand nutrition and food choices	Explore sugar, energy drinks, and media influence on diet. Explore how peer pressure can influence choices.
Drugs, alcohol, tobacco and vaping	Not covered	Learning about medicine safety	Understand key risks of smoking, vaping and alcohol, think about their attitudes to these drugs. Think about pressure from others and how to manage this.	Explore peer pressure and decision-making around substances. Look at the health risks linked to use of drugs.
Health protection and prevention	Talk about the importance of sleep and handwashing.	Understand keeping clean, germs and recognising when they feel ill	Explore dental health, sleep, and sun safety and safety near water	Learn about vaccinations, hygiene, and self-care. Recognise signs of stress and practice strategies for managing pressure.
Personal safety Basic first aid	Know when they need to ask an adult for help.	Know how to call 999	Learn basic first aid (e.g. cuts, burns)	Understand CPR basics and emergency responses. Know the importance of reporting incidents rather than filming them.
Developing bodies	Think about how they have changed since they were a baby. Name parts of the body	Think about how their bodies change as they get older. Think about parts of their bodies that are private and about appropriate and inappropriate touch.	Begin understanding body changes and what makes them unique Understanding personal hygiene as they grow and change	Explore media influences on appearance and well-being, reflect on their identity. The science curriculum covers puberty.

Appendix 3. School's Own Curriculum Map

Theme	Nursery	Reception	Year 1	Year 2
Families and people who care for me	I can tell you about my family. I know that all families are different.	I can identify the members of my family and understand that there are lots of different types of families. I know how it feels to belong to a family and care about the people who are important to me.	I can identify the members of my family, understand my relationship with each of them and know why it is important to share and cooperate. I accept that everyone's family is different and understand that most people value their family. I recognise and appreciate people who can help me in my family, my school and my community.	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. I can describe how taking some responsibility in my family makes me feel. I know how to express my appreciation to my family and friends. I enjoy being part of a family and friendship groups.
Caring friendships	I can tell you how I could make new friends. I understand how to make friends if I feel lonely. I can tell you some of the things I like about my friends. I can work together and enjoy being with my friends.	I can identify what being a good friend means to me. I know how to make a new friend. I know how it feels to make a new friend.	I can identify some of the things that cause conflict with my friends. I can demonstrate how to use the positive problem-solving technique to resolve conflicts.	I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener. I know how to negotiate in conflict situations to try to find a win-win solution.
Respectful, kind relationships	I can tell you some of the things I like about my friends. I know what to say and do if somebody is mean to me.	I can identify what being a good friend means to me. I know appropriate ways of physical contact to greet my friends and know which ways I prefer. I can tell you why I appreciate someone who is special to me.	I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. I can express my appreciation for the people in my special relationships.	I know how to express my appreciation to my friends and family. I enjoy being part of a family and friendship groups. I can identify someone I love and can express why they are special to me.
Online safety and awareness	I know who to ask for help if I am worried (have a funny feeling in my tummy) about anything online	I know our online safety rules: Keep information private Not everything online is safe or true Tell a grown up if you feel worried or confused I know who to ask for help if I am worried or concerned about anything online.	I know our online safety rules: Keep information private Not everything online is safe or true Tell a grown up if you feel worried or confused I know who to ask for help if I am worried or concerned about anything online.	I know our online safety rules I know and can use some strategies for keeping myself safe online. I know who to ask for help if I am worried or concerned about anything online.
Being safe	I know who my safe adults are and how to stay safe if they are not close by me.	I know how to keep safe when crossing the road, and about people who can help me to stay safe.	I can recognise hazards in my home, including fire risks and hot things, and know how to reduce risks and keep myself safe.	I can identify things, people and places that I need to keep safe from I know some strategies for keeping myself safe, who to go to for help

		I can recognise when I feel frightened and know who to ask for help.	I can recognise when I feel worried or unsafe and know to tell an adult straight away. I can recognise risks and know how to keep safe around roads, railways, and water, and can explain why safety rules help protect me. I can recognise some of the feelings I get when something feels unsafe and know some ways to manage these to make a safer choice.	and how to call emergency. I can identify when something feels safe or unsafe. I can take responsibility for keeping myself and others safe.
General wellbeing	I can tell you how I am special.	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.	I can explain how to keep my body healthy and safe at home and when I'm out. I can make good choices that help me stay healthy and safe.	I understand how complex my body is and how important it is to take care of it. I respect my body and appreciate what it does for me.
Wellbeing online	I know who to ask for help if I am worried (have a funny feeling in my tummy) about anything online	I know who to ask for help if I am worried (have a funny feeling in my tummy) about anything online	I know who to ask for help if I am worried or concerned about anything online. I can explain why it is important to be kind to people online.	
Physical health and fitness	I know the names for some parts of my body and am starting to understand that I need to be active to be healthy. I can tell you some of the things I need to do to be healthy.	I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy. I feel good about myself when I make healthy choices. I know how to make healthy lifestyle choices.	I know how my body feels before, during and after exercise, and I know why it is important to warm up and cool down. I know how my body feels when I am being active, I know that exercise is important for keeping my body healthy.	I understand how exercise affects my body and know why my heart and lungs are such important organs. I can set myself a fitness challenge.
Healthy eating	I can tell you some of the things I need to do to be healthy. I know what the word 'healthy' means and that some foods are healthier than others. I can tell you some things I can do and some food I can eat to be healthy.	I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy. I feel good about myself when I make healthy choices. I know how to make healthy lifestyle choices.	I can sort foods into the correct food groups and know which foods my body needs to keep me healthy. I have a healthy relationship with food and know which foods I enjoy the most. I can make some healthy snacks and explain why they are good for my body and give me energy. I can express how it feels to share healthy food with my friends.	I know that the amount of calories, fat and sugar I put into my body will affect my health. I know what it feels like to make a healthy choice.
Drugs, alcohol, tobacco and vaping		I know that all household products including medicines can be harmful if not used properly.	I understand how medicines work in my body and how important it is to use them safely.	I can tell you my knowledge and attitude towards drugs. I can identify how I feel towards drugs.

		I am special so I keep myself safe. I understand how medicines can help me if I feel poorly and I know how to use them safely. I know some ways to help myself when I feel poorly.		
Health protection and prevention	I can wash my hands and know it is important to do this before I eat and after I go to the toilet.	I know how to make healthy lifestyle choices. I know how to keep myself clean and healthy, and understand how germs cause disease/illness.		I know some simple ways of keeping clean which can keep me healthy and protect me from some infections.
Personal safety Basic first aid	I know who my safe adults are and how to stay safe if they are not close by me.	I know who my safe adults are and how to stay safe if they are not close by me.	I can explain how to keep my body healthy and safe at home and when I'm out.	I can identify things, people and places that I need to keep safe from. I know some strategies for keeping myself safe, who to go to for help and how to call emergency services.
Developing bodies	I can name parts of my body and show respect for myself. I understand that we all start as babies and grow into children and then adults. I know that I grow and change.	I can tell you how my body has changed since I was a baby. I understand that growing up is natural and that everybody grows at different rates. I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vulva, anus. I respect my body and understand which parts are private.	I can tell you about the natural process of growing from young to old and understand that this is not in my control. I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private.	Can identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up. Recognise how I feel about these changes happening to me and know how to cope with those feelings. Can identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up. I understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy.