



PSHE Policy

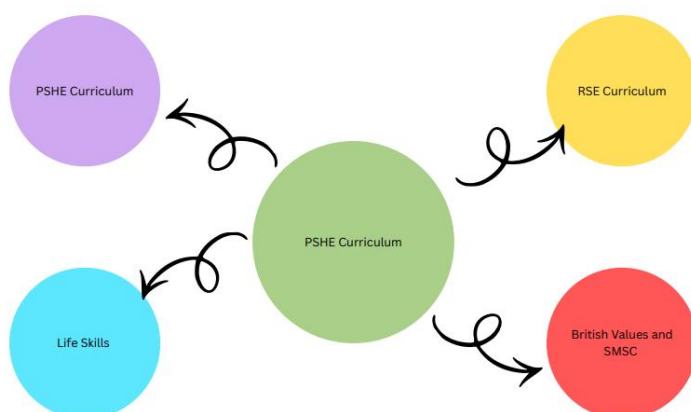
September 2026

Introduction and the PSHE Aims

At Birtley House School, our PSHE curriculum enables our pupils to understand the world around them and develop their skills and understanding when faced with the new experiences, meeting new challenges and finding themselves in unfamiliar situations in order for them to become healthy, independent and responsible members of society. Our Personal Social Health Education (PSHE) including Relationships Sex and Health Education (RSHE) and British Values (BV) curriculum are at the heart of our school values and ethos and run throughout all that we do. We incorporate Spiritual, Moral, Social and Cultural (SMSC) teaching throughout our PSHE curriculum as we do across our school community. Our curriculum at Birtley is shaped by our wider vision which aims to help pupils to be healthy, safe, independent, responsible and prepared for life-and work-in modern Britain. We want our pupils to be inquisitive with high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it.

Aims and Objectives

We want to provide out pupils with the next steps in life and support them for their futures. We have created a curriculum that support them with this by incorporating life skills within. We provide children with opportunities beyond what school can offer by collaborating with external agencies and organisations that are specialist in certain subjects. We encourage pupils to become as independent as possible which is a key thread to our PSHE curriculum.



Legislation

Within our PSHE curriculum we ensure we meet all the statutory requirements. The statutory requirements for the teaching of RSE are outlined in a document and are also clearly explained in the RSE policy. Our PSHE policy is written from the PSHE Association with external agencies and organisations also being incorporated. This ensures there is coverage across the PSHE curriculum and there are progression of skills and knowledge.

We also ensure our RSE curriculum meets the Independent School Standards below:

- *ensures that every registered pupil who is provided with primary education at the school is provided with relationships education*
- *makes and keeps up to date a separate written statement of its policy with regard to the provision of education as required by each of paragraphs (a) and (b)*
- *publishes a copy of the statement on the school website and provides a copy of the statement free of charge to anyone who asks for one.*
- *Arrangements made by the proprietor for the purposes of sub-paragraph (1)(b) must ensure that where a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of 15 relationships and sex education, the pupil is so excused until the request is withdrawn, unless or to the extent that the head teacher considers that the pupil should not be so excused.*
- *Sub-paragraph (1)(a) and (c) do not apply to a pupil who is under compulsory school age*

PSHE Curriculum and Implementation

At Birtley House pupils have weekly timetabled PSHE lessons that incorporate RSE. All staff and pupils follow our PSHE curriculum that has been created from the PSHE Association alongside external agencies and organisations.

The curriculum is mapped from Year 1 to Year 6 with topics each half term, these topics ensure progression of content and include all statutory RSE content. The statutory RSE content is linked directly to the PSHE lessons to ensure full coverage. The progression of skills across the curriculum is also linked to the PSHE lessons.

We plan age-appropriate lessons to develop respect for others and oneself. In an ever-changing world, it is important that pupils are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being. We implement the new government guidance regarding the statutory content and adapt the content to ensure it is suitable for the children and their additional needs. Meanwhile, those of ages Year 6 still learn about puberty, reproduction and pregnancy with the teacher ensuring their adapt the resources and lesson style to make it accessible for these children. To ensure these sensitive topics are considered parents and carers have full access to the PSHE resources on the school website.

Lessons for PSHE vary across all school pathways, however the intended outcomes and core lesson skills remain the same. Lessons are delivered in a way that ensures pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills. In every pathway the learning is taught with learning outcomes and a task or a workshop. The lessons give pupils purposeful learning experiences to help them understand their world and to how to develop positive relationships with themselves and others. Our lessons are exciting, multi-sensory and even include external visitors and resources. We ensure we are able to engage all pupils in PSHE lessons as we understand the importance of these. In Waterfalls and Rivers pathway learning is more practical while in Oceans pathway the learning is more structured and teacher-led.

Our whole school curriculum is divided into 6 topics per year:

	Year 1	Year 2	Year 3	Year 4/5	Year 6
Autumn 1	Making friends	Mental Health and wellbeing	Me and my friends and belonging	Mental health, wellbeing and families	Mental Health and wellbeing
Autumn 2	Mental health and wellbeing	Keeping safe online	Mental Health and Wellbeing	Managing Risk and online safety	Managing money and online spending
Spring 1	Celebrating me, you and families	Me, my body and staying safe	Healthy Habits	Respectful relationships and bullying	Changes in puberty
Spring 2	Safety at home	Money and work	Online Safety	Money Matters and the news	Drug education
Summer 1	Being healthy	Keeping safe outside	Keeping safe outside	My body while growing up and respecting boundaries	AI Literacy
Summer 2	Showing kindness to ourselves and others	Moving On	Looking out for each other	Healthy Habits and First Aid	Looking to the future

Protected characteristics

At Birtley House we ensure that we promote the nine protected characteristics to ensure we prevent discrimination, foster respect and celebrate diversity. These include:

- Age

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- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

These can be challenging ideas to understand and due to our pupils' additional needs these can be difficult to grasp. Teachers teach the protected characteristics within the weekly PSHE lessons so they can adapt resources and lesson content to meet the needs of the pupils. We also incorporate the protected characteristics within the whole school community through:

- Vocabulary in the whole school curriculum – ensuring the vocabulary reflects careful consideration to the protected characteristic.
- Our assemblies both whole school and reward assemblies.
- Our behaviour policies also ensure there are proactive strategies to address discrimination or prejudice.
- Our personal development curriculum ensures that pupils experience equality throughout their whole time at school.

Safeguarding

RSE plays an important part in fulfilling our statutory safeguarding duties.

Links to safeguarding policy

This policy should be read in conjunction with our Child Protection and Safeguarding Policy. RSE lessons may lead to disclosures of safeguarding concerns, and all staff delivering RSE are trained to recognise and respond appropriately to safeguarding issues.

If a disclosure is made:

- Staff will follow the school's safeguarding procedures immediately
- Staff will not promise confidentiality if a safeguarding concern is raised
- The Designated Safeguarding Lead (DSL) will be informed as soon as possible
- The DSL will follow safeguarding procedures, which may include referral to external agencies

Creating a safe learning environment

To enable open discussion while maintaining safety, we:

- Establish clear ground rules at the start of RSE lessons
- Use distancing techniques (e.g., discussing scenarios rather than personal experiences)
- Provide question boxes for anonymous questions

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- Ensure pupils know how to access support if they have concerns
- Make it clear that some information cannot be kept confidential

Confidentiality

Staff will:

- Not provide pupils with personal information about themselves or others
- Encourage pupils to talk to parents/carers about issues arising from RSE
- Follow the school's safeguarding policy if a child is at risk of harm

SEND Adoptions

At Birtley House School, all pupils have additional needs. We recognise that our pupils may need more time and support to develop knowledge and skills in this area, and we are committed to ensuring RSE is accessible, relevant and appropriate for every child.

Our approach includes:

- Differentiated delivery
- Visual supports, including symbols, pictures and social stories
- Concrete resources and practical activities
- Simplified language and key vocabulary focus
- Repetition and reinforcement of key concepts
- Small group or 1:1 teaching where appropriate

Personalised content

- Teaching matched to developmental stage rather than chronological age
- Content adapted to individual communication needs
- Focus on practical, relevant scenarios from pupils' own lives
- Additional time given for processing and understanding

Safeguarding focus

Given that pupils with SEND can be more vulnerable to exploitation and abuse, our RSE curriculum places particular emphasis on:

- Understanding body autonomy and privacy
- Recognising appropriate and inappropriate touch

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- Knowing who to talk to if worried or uncomfortable
- Understanding consent in age-appropriate ways
- Developing assertiveness skills

Resources

We use a range of SEND-appropriate resources including:

- The PSHE association scheme, adapted for our pupils' needs
- Visual timetables and now/next boards
- Social stories and comic strip conversations
- Age-appropriate books and videos
- Anatomically correct dolls and body part resources

British values and personal development links

The British Values are included within our PSHE curriculum, we address these explicitly with the children to ensure they are common themes within our school community. The British values are:

- Democracy
- The Rule of Law
- Individual liberty
- Mutual respect and tolerance

These are addressed in weekly PSHE lessons as well as

- School councils
- School rules
- Behaviour and reward system
- School trips and extra-curricular activities
- Cultural and Curriculum Day
- Assemblies

The personal development curriculum is also linked to the PSHE curriculum in many ways:

- Developing emotional literacy and well-being
- Developing relationships and social skills
- Decision making skills
- Career preparation.

RSE

Our RSE policy is taught within our weekly PSHE sessions which are planned for all children in the school. We use the PSHE association to develop our RSE lessons, these include lesson plans and resources to support with the teaching of the statutory topics. The statutory topics that are included in our PSHE lessons are:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Our RSE curriculum is aimed to:

- Focus on teaching children the skills and knowledge required to form positive relationships
- Support children to develop into caring adults who show respect for others
- Have the knowledge and skills to keep themselves and others safe
- Provide pupils with the skills to manage difficult feelings and ways to manage their emotions
- Be sensitive to personal circumstances, it is always adapted to support pupils from a range of family structures
- Manage risks, including those from online, and how to handle these risks
- Understand bullying and how people are different using the protected characteristics

Appendix 1 maps how our curriculum topics ensure that the statutory content provided by the DfE (2025) is met within our lessons.

Impact

The overall impact of our curriculum will be visible within the development of the pupils themselves. Our aim to create well-rounded, independent, healthy and safe individuals that are prepared well for their life and future will be visible within our pupils. This will also be clearly demonstrated from parent questionnaires as they explain how well their children are prepared for their future. This will therefore have an impact on the wider community and create more well-rounded and successful citizens.

Management, monitoring and evaluation

Pupils' RSE and PSHE learning is assessed through formative teacher assessment throughout the sessions. This ensure the learning is tailored to pupils needs and readiness rather than age-related expectations. Teachers also are provided with key assessment criteria for skills

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based on Key Stage 1 and 2 to support teachers with summative assessment. Our PSHE and RSE is also constantly monitored regularly through a range of ways:

- Pupil Feedback: Pupil voice questionnaires and interviews throughout the school year with the PSHE Curriculum lead. This information is shared with SLT, staff and parents through our school website
- Lesson Objective RAG: On learning objectives in pupils' workbooks teachers can use the RAG system to provide a colour to represent pupils progress based on individual lessons.
- Learning walks: PSHE curriculum leads and SLT take part in learning walks throughout the year to monitor lessons. Lesson observation feedback is shared with teaching staff as a cycle of improvement.
- Staff feedback: Staff questionnaires are provided twice throughout the academic year. These are used to provide communication between the PSHE curriculum lead and teaching staff. Feedback from these questionnaires are used to plan further staff CPD on specific areas to support staff with teaching PSHE.
- Parent/ Carer Feedback: Parent questionnaires are provided throughout the year to allow parents to comment on the provision and teaching of PSHE and RSE. These are also carried out through emails, newsletter and ongoing dialogue.

Our evaluation and further development is based on:

- How well the pupils are achieving the intended learning outcomes
- Pupil engagement and response to lessons
- Appropriateness of content and resources for pupils needs
- Staff confidence in delivering RSE
- Parental satisfaction with the RSE curriculum
- Safeguarding concerns that have arisen from RSE lessons

Staff Development

At Birtley House we recognise the importance of training and keeping staff updated in developments in the curriculum and training. This is especially current as there is new statutory content for RSE to begin September 2026. Through lesson observation key areas identified in professional development are discussed with the senior leadership team. The professional development CPD is then planned for staff through staff briefing, training days and directed time. Staff are also encouraged to attend any relevant CPD training that may develop the delivery of PSHE.

Review

Policy review: This policy will be reviewed annually by the Head Teacher and Directors. The review will consider:

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- Any changes to statutory guidance
- Feedback from staff, pupils and parents
- Safeguarding data related to RSE and PSHE topics
- Emerging issues or concerns
- Best practice from other schools

Curriculum review:

- Our PSHE and RSE curriculum content will be reviewed annually to ensure:
- It remains age-appropriate and relevant
- It reflects current guidance and best practice
- Resources are up-to-date and appropriate
- It meets the needs of our pupils with SEND
- It addresses any emerging issues (e.g., new online safety concerns)

Reporting: The Head Teacher will provide an annual report to Directors on:

- Implementation of the PSHE and RSE curriculum
- Any issues or concerns arising
- Staff training undertaken
- Parental engagement
- Recommendations for policy or curriculum updates

Appendix RSE and PSHE coverage

Appendix 1 – Statutory Content in the RSE and PSHE Curriculum

	Statutory Content	Taught within:
Families and people who care for me	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	Year 1 – Making friends, celebrating me, you and families Year 3 – Me and my friends and belonging Year 4/5 – Families growing, Respectful relationships and

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	spending time together and sharing each other's lives. 3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	bullying, Respecting boundaries
Caring friendships	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	Year 1 – Making friends, celebrating me, you and families Year 3 – Me and my friends and belonging Year 4/5 – Families growing, Respectful relationships and bullying, Respecting boundaries

	uncomfortable, and how to get support when needed.	
Respectful, kind relationships	1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners. 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily	Year 1 – Making friends, celebrating me, you and families Year 3 – Me and my friends and belonging Year 4/5 – Families growing, Respectful relationships and bullying, Respecting boundaries

	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	1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.	Year 2 – Keeping safe online Year 3 – Online Safety Year 4/5 – Managing risk and online safety Year 6 – Managing money and online spending, AI literacy

	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	1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	Year 1 – Safety at home Year 2 – Me, my body and staying safe, keeping safe outside the home Year 3 – Healthy habits, keeping safe outside Year 4/5 – Healthy habits and first aid
<i>Sex Education</i> <i>Non-Statutory guidance</i>	1. about parts of the body that are private; that other people's bodies belong to them and should be respected; how to express boundaries about these body parts 2. the external genitalia and internal reproductive organs in males and females 3. the emotional and physical changes that occur during puberty in both males and females	Year 6 – Changes in puberty

	4. that people can develop crushes and be attracted to others romantically; that people may be attracted to someone of the same sex or different sex to them 5. the facts about the menstrual cycle and menstrual wellbeing, including what period products are available; where to get help and advice for menstrual wellbeing 6. about the processes of reproduction and birth as part of the human lifecycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for	
General Wellbeing	1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2. The importance of promoting general wellbeing and physical health. 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6. That isolation and loneliness can affect children, and the benefits of seeking support. 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to	Year 1 – Mental health and wellbeing Year 2 – Mental health and wellbeing Year 3 – Mental health and wellbeing Year 4/5 – Mental health and wellbeing Year 6 – Mental Health and wellbeing

	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	1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. 3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. 6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.	Year 2 – Keeping safe online Year 3 – Online safety Year 4/5 – Managing risk and online safety Year 6 – Managing money and online spending

	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	1. The characteristics and mental and physical benefits of an active lifestyle. 2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. 3. The risks associated with an inactive lifestyle, including obesity. 4. How and when to seek support including which adults to speak to in school if they are worried about their health.	Year 1 – Being healthy Year 2 – Me, my body and staying safe Year 3 – Healthy habits Year 4/5 – My body growing up, healthy habits and first aid
Healthy eating	1. What constitutes a healthy diet (including understanding calories and other nutritional content). 2. Understanding the importance of a healthy relationship with food. 3. The principles of planning and preparing a range of healthy meals. 4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	Year 1 – Being healthy Year 2 – Me, my body and staying safe Year 3 – Healthy habits Year 4/5 – My body growing up, healthy habits and first aid
Drugs, alcohol, tobacco and vaping	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.	Year 6 – Drug education

Health protection and prevention	1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. 4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist. 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.	Year 1 – Being healthy Year 2 – Keeping safe online Year 3 – Keeping safe outside Year 4/5 – Healthy habits and first aid
Personal safety	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.	Year 1 – Safety at home Year 3 – Keeping safe outside Year 4/5 – Managing risk
Basic first aid	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.	Year 3 – Keeping safe outside, looking out for each other Year 4/5 – Managing risk, healthy habits and first aid
Developing bodies	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.	Year 1 – Me, my body and staying safe Year 4/5 – Respectful relationships and bullying, me body

	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.	growing up and respecting boundaries Year 6 – Changes in puberty
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