Relationships Education, Relationships and Sex Education (RSE) and Health Education at Colmore Junior School

Families and people who care for me *Pupils should be taught…*	**Where is this covered?**	**7KP/Values Link**
1. That families are important for children growing up safe and happy because they can provide love, security and stability.	PSHE Unit 1: Relationships. Y3,4,5,6	Healthy and Well Respectful Rabbit
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.	PSHE Unit 1: Relationships. Y3,4,5,6 RE: Y3 Unit 4, Y4 Unit 2, Y6 Units 4and5	Healthy and Well Inclusivity Kind Koala
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.	PSHE Unit 1: Relationships. Y3,4,5,6 Colmore Family Day ACW *Class Act Theatrix 'Everyone Belongs' workshop (LGBT+ History Month – Feb 2027)*	Inclusivity Respectful Rabbit
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.	PSHE Unit 1: Relationships. Y3,4,5,6	Healthy and Well Inclusivity Respectful Rabbit Kind Koala
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.	PSHE Unit 1: Relationships. Y6 RE: Y5 Unit 3	Globally and Locally Aware Healthy and Well
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.	PSHE Unit 1: Relationships. Y4, Y5, Y6 RE: Y5 Unit 1 *(2026–27): NSPCC 'Speak out, Think twice' (recognising unsafe/unhappy situations and speaking to a trusted adult / Childline)*	Healthy and Well Respectful Rabbit

Caring friendships *Pupils should be taught…*	**Where is this covered?**	**7KP/Values Link**
1. How important friendships are in making us feel happy and secure, and how people choose and make friends.	PSHE Unit 1: Relationships. Y3, Y4, Y5, Y6	Healthy and Well Inclusivity Respectful Rabbit Kind Koala
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.	PSHE Unit 1: Relationships. Y3, Y4, Y5, Y6 ACW	Healthy and Well Inclusivity Respectful Rabbit Kind Koala
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	Wellbeing Ambassadors; ACW *Spring term*	
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.	PSHE Unit 1: Relationships. Y3, Y4, Y5, Y6	Healthy and Well Inclusivity Respectful Rabbit Kind Koala
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.	PSHE Unit 1: Relationships. Y3, Y4, Y5, Y6	Healthy and Well Inclusivity Respectful Rabbit Kind Koala
6. How to manage conflict, and that resorting to violence is never right.	PSHE Unit 1: Relationships. Y3, Y4, Y5, Y6 ACW	Healthy and Well Inclusivity Respectful Rabbit Kind Koala
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	PSHE Unit 1: Relationships. Y3, Y4, Y5, Y6	Healthy and Well Inclusivity Respectful Rabbit Kind Koala

Respectful, kind relationships *Pupils should be taught…*	**Where is this covered?**	**7KP/Values Link**
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.	PSHE Unit 1: Relationships. Y3, Y4, Y5, Y6	
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	PSHE Unit 1: Relationships. Y3, Y4, Y5, Y6	Healthy and Well Respectful Rabbit
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.	PSHE Unit 1: Relationships. Y3, Y4, Y5, Y6	Healthy and Well Inclusivity Respectful Rabbit Kind Koala
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.	PSHE Unit 1: Relationships. Y3, Y4, Y5, Y6 ACW *(2026–27): Class Act Theatrix 'Fearless Voices' workshop (International Women's Day – Mar 2027)*	
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.	PSHE Unit 1: Relationships. Y3, Y4, Y5, Y6 Throughout RE curriculum Colmore Family Day	Inclusivity Respectful Rabbit
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	PSHE Unit 1: Relationships. Y3, Y4, Y5, Y6 *(Y4): The Playhouse Birmingham 'STEM' session (teamwork, communication and collaborative problem-solving)*	Inclusivity Respectful Rabbit
7. The conventions of courtesy and manners.	Behaviour policy and expectations; ACW	Polite Peacock Respectful Rabbit
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.	ACW Colmore Family Day Children's Mental Health Week *Class Act Theatrix 'Fearless Voices' (Mar 2027)*	Healthy and Well Respectful Rabbit

9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.	PSHE Unit 1: Relationships. Y4 and Y5 ACW *(October Term – Whole School Assembly): Bully Busters assembly (types of bullying including online, bystander responsibilities and reporting to an adult)*	Leadership Healthy and Well Helpful Hawk Kind Koala
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	PSHE Unit 1: Relationships. Y5 *Class Act Theatrix 'Fearless Voices' (International Women's Day – Mar 2027), (Y4): The Playhouse Birmingham 'STEM' session (challenging gender and background stereotypes in STEM)*	Inclusivity Kind Koala Respectful Rabbit
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	PSHE Unit 1: Relationships. Y3, Y4, Y5, Y6 *(2026–27): NSPCC 'Speak out, Think twice' (identifying trusted adults, Childline, and speaking out about harm)*	Leadership Healthy and Well Independence

Online safety and awareness *Pupils should be taught…*	**Where is this covered?**	**7KP/Values Link**
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.	PSHE Unit 2: Health and Wellbeing Y3, 4, 5, 6 Safer Internet Day Loudmouth 'Screentime' production Y6 ACW through Loudmouth anti-bullying assembly	Globally and Locally Aware Respectful Rabbit Kind Koala
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.	PSHE Unit 2: Health and Wellbeing Y3, 4, 5, 6 Safer Internet Day Loudmouth 'Screentime' production Y6 *(2026–27): NSPCC 'Speak out, Think twice' (thinking critically before acting/sharing*	Globally and Locally Aware Healthy and Well Independence

	online, spotting risks, and reporting concerns) *(2026–27 Computing – Junior Jam): Y4 Autumn 1 'iCommunicate L2: iIntelligence' (AI awareness, critical thinking and interacting safely with AI)*	
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.	Safer Internet Day Loudmouth 'Screentime' production Y6	Globally and Locally Aware Healthy and Well Independence Rule of Law Lion
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.	PSHE Unit 2: Health and Wellbeing Y3, 4, 5, 6 Safer Internet Day Loudmouth 'Screentime' production Y6 *(2026–27): NSPCC 'Speak out, Think twice' (thinking twice before sharing personal information/images online)* *(2026–27 Computing – Junior Jam): Y3 Spring 1 'iSecure L1' (location permissions, digital reputation and online privacy) and Y4 Spring 1 'iSecure L2: iSocial'*	Globally and Locally Aware Healthy and Well Independence Rule of Law Lion
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.	PSHE Unit 2: Health and Wellbeing Y3, 4, 5, 6 Safer Internet Day Loudmouth 'Screentime' production Y6 *(2026–27): NSPCC 'Speak out, Think twice' (long-term risks of circulating words/images online)*	Globally and Locally Aware Healthy and Well Independence Rule of Law Lion
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.	PSHE Unit 2: Health and Wellbeing Y3, 4, 5, 6 Safer Internet Day	Globally and Locally Aware Healthy and Well

	Loudmouth 'Screentime' production Y6 *(2026–27): NSPCC 'Speak out, Think twice' (seeking advice and support via trusted adults and Childline)*	Independence Rule of Law Lion

Being safe *Pupils should be taught…*	**Where is this covered?**	**7KP/Values Link**
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.	PSHE Unit 1: Relationships Y3,4,5,6 Behaviour Policy and expectations ACW PSHE Unit 2: Health and Wellbeing Y3,4,5,6	Healthy and Well Respectful Rabbit
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.	PSHE Unit 1: Relationships Y4 The Playhouse productions Y5and6 *(2026–27): NSPCC 'Speak out, Think twice' (safe vs unsafe secrets and right to privacy)*	Healthy and Well Respectful Rabbit
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	PSHE Unit 1: Relationships Y4 Puberty and Sex Education Workshops *(2026–27): NSPCC 'Speak out, Think twice' (body autonomy and recognising forms of abuse/hurt)*	Healthy and Well Respectful Rabbit
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.	Safer Internet Day PSHE Unit 1: Relationships Y3	Healthy and Well Respectful Rabbit Polite Peacock
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	PSHE Unit 1: Relationships Y3,4,5,6 *(2026–27): NSPCC 'Speak out, Think twice' (recognising signs of abuse/harm and identifying trusted adults)*	Healthy and Well Independence
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.	PSHE Unit 1: Relationships Y3,4,5,6 PSHE Unit 2: E-safety lessons NSPCC workshops (every other year)	Healthy and Well Independence

	Safer Internet Day *(2026–27): NSPCC 'Speak out, Think twice' (vocabulary and confidence to report concerns online/offline and Childline 0800 1111)*	
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.	PSHE Unit 1: Relationships Y3,4,5,6 NSPCC workshops (every other year) Safer Internet Day *(2026–27): Class Act Theatrix Everyone belongs'* *(2026–27): NSPCC 'Speak out, Think twice' (keep speaking out until heard; school, family and Childline)*	Healthy and Well Independence

Sex Education (Primary)

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.	Puberty workshops are run every year in Y5. These complement the science curriculum, in which children are taught about the changes humans and animals go through from birth to old age. Sex education sessions are run every year in Y6. These revise the emotional and physical changes children go through during puberty, and explain the basics of human conception and reproduction.

Primary schools should consult parents about the content of anything that will be taught within sex education. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education.	Parents are invited to come into school to hear the content that is covered in the sex education and puberty workshops. They are given the opportunity to ask questions and to look at the resources used in these workshops. 'Top tips' are discussed to support parental conversations with their children around puberty and reproduction. These are also given out on an information sheet. Annual consultation around the content of the RSHE curriculum content, including sharing policies and medium-term planning. Parents are invited into school to discuss any concerns or questions they have.

General wellbeing	**Where is this covered?**	**7KP/Values Link**

Pupils should be taught…		
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.	PE curriculum ACW – 5 ways to well being	Healthy and Well
2. The importance of promoting general wellbeing and physical health.	PE curriculum ACW	Healthy and Well
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.	Children's Mental Health Week Circle time *(2026–27): 'Finding Your Voice' – May 2027, or 'It's Good to Talk' – Oct 2027)*	Healthy and Well
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	Children's Mental Health Week Circle time PSHE Unit 1: Relationships; Unit 2: Health and Wellbeing Y3,4,5,6 *(2026–27): Class Act Theatrix 'Finding Your Voice' – May 2027, or 'It's Good to Talk' – Oct 2027)*	Healthy and Well
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Children's Mental Health Week Circle time PSHE Unit 1: Relationships; Unit 2: Health and Wellbeing Y3,4,5,6 *(2026–27): Class Act Theatrix mental health workshop (Feb/May/Oct 2027)*	Healthy and Well
6. That isolation and loneliness can affect children, and the benefits of seeking support.	ACW – Spring 1 *(2026–27): Class Act Theatrix mental health workshop ('Step Into My World' – Feb 2027*	Healthy and Well
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	PSHE Unit 1: Relationships Y3,4,5,6 Safer Internet Day NSPCC workshops Loudmouth 'Screen time' production and workshops (Y6)	Healthy and Well

	Mapped (October Term – Whole School Assembly): Bully Busters assembly (impact of bullying on mental wellbeing and how to seek help)	
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.	PSHE Unit 1: Relationships Y6 Children's Mental Health Week *(Autumn Term – Whole School Assembly): Beyond the Horizon bereavement and loss assembly (reinforces that grief is a natural response to loss and everyone grieves differently)*	Healthy and Well
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).	Children's Mental Health Week Wellbeing Ambassadors *Proposed (2026–27): Class Act Theatrix mental health workshop ('Step Into My World' – Feb 2027, 'Finding Your Voice' – May 2027, or 'It's Good to Talk' – Oct 2027)*	Healthy and Well
10. That it is common to experience mental health problems, and early support can help.	Children's Mental Health Week Wellbeing Ambassadors ACW – Ways to wellbeing *(2026–27): Class Act Theatrix mental health workshop ('Step Into My World' – Feb 2027, 'Finding Your Voice' – May 2027, or 'It's Good to Talk' – Oct 2027)*	Healthy and Well

Wellbeing online *Pupils should be taught…*	**Where is this covered?**	**7KP/Values Link**
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.	Computing curriculum Safer Internet Day PSHE Unit 2: Health and Wellbeing Loudmouth 'Screen time' production and workshops Y6	Healthy and Well Globally and Locally Aware

	(2026–27 Computing – Junior Jam): Y4 Autumn 1 'iCommunicate L2: iIntelligence' (role of AI in everyday life, benefits and challenges)	
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.	Safer Internet Day PSHE Unit 2: Health and Wellbeing Loudmouth 'Screen time' production and workshops Y6 *(2026–27 Computing – Junior Jam): Y4 Spring 1 'iSecure L2: iSocial' and Y4 Autumn 1 'iCommunicate L2: iIntelligence' (reinforce difference between AI chatbots and human relationships)*	Healthy and Well Globally and Locally Aware
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.	Safer Internet Day PSHE Unit 2: Health and Wellbeing Loudmouth 'Screen time' production and workshops Y6	Healthy and Well Globally and Locally Aware
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	Computing curriculum Safer Internet Day PSHE Unit 2: Health and Wellbeing Loudmouth 'Screen time' production and workshops Y6	Healthy and Well Respectful Rabbit Kind Koala Polite Peacock
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.	Safer Internet Day *(2026–27 Computing – Junior Jam): Y4 Spring 1 'iSecure L2: iSocial' (how social media platforms operate and age-appropriate design)*	Healthy and Well
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.	Safer Internet Day PSHE Unit 2: Health and Wellbeing *(2026–27 Computing – Junior Jam): Y3 Spring 1 'iSecure L1' (online gaming risks and online contact)*	Healthy and Well

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.	Safer Internet Day PSHE Unit 2: Health and Wellbeing Loudmouth 'Screen time' production and workshops Y6 *(2026–27): NSPCC 'Speak out, Think twice' (taking a critical approach and making responsible online decisions)* *(2026–27 Computing – Junior Jam): Y4 Autumn 1 'iCommunicate L2: iIntelligence' (critically evaluating AI-generated/manipulated content) and Y4 Spring 1 'iSecure L2: iSocial'*	Healthy and Well
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.	PSHE Unit 1: Relationships and Unit 2: Health and Wellbeing Y3,4,5,6 Safer Internet Day Loudmouth 'Screen time' production and workshops Y6	Healthy and Well Independence Globally and locally aware
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.	Safer Internet Day Loudmouth 'Screen time' production and workshops Y6 *(2026–27 Computing – Junior Jam): Y5 Autumn 1 'iCommunicate L3: iAdvertise' (how digital advertising and content are targeted at consumers)*	Globally and locally aware
10. That they have rights in relation to sharing personal data, privacy and consent.	Safer Internet Day PSHE Unit 2: Health and Wellbeing Loudmouth 'Screen time' production and workshops Y6 *(2026–27 Computing – Junior Jam): Y3 Spring 1 'iSecure L1' (location permissions and privacy) and Y4 Spring 1 'iSecure L2: iSocial' (personal data and platform privacy)*	Healthy and Well Independence Globally and locally aware
11. Where and how to report concerns and get support with issues online.	Safer Internet Day PSHE Unit 2: Health and Wellbeing	Healthy and Well Independence

	Loudmouth 'Screen time' production and workshops Y6 *(2026–27): NSPCC 'Speak out, Think twice' (reporting online concerns to trusted adults and Childline)*	Globally and locally aware

Physical health and fitness *Pupils should be taught…*	**Where is this covered?**	**7KP/Values Link**
1. The characteristics and mental and physical benefits of an active lifestyle.	PE curriculum- links to the 5 ways to wellbeing ACW Children's Mental Health Week	Healthy and Well
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.	PE curriculum Active Minutes programme	Healthy and Well
3. The risks associated with an inactive lifestyle, including obesity.	PE curriculum Science curriculum	Healthy and Well
4. How and when to seek support including which adults to speak to in school if they are worried about their health.	School rules and expectations led by class teachers	Healthy and Well
Healthy eating *Pupils should be taught…*	**Where is this covered?**	**7KP/Values Link**
1. What constitutes a healthy diet (including understanding calories and other nutritional content).	Science curriculum- Y3 and Y5 DandT curriculum – nutrition units – Y3,4,5,6	Healthy and Well
2. Understanding the importance of a healthy relationship with food.	Science curriculum- Y3 and Y5	Healthy and Well

3. The principles of planning and preparing a range of healthy meals.	Science curriculum- Y3 and Y5 DandT curriculum – nutrition units – Y3,4,5,6	Healthy and Well
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).	Science curriculum- Y3 and Y5 *(Y5 DandT): Healthy pasta sauces unit (comparing fresh ingredients against ultra-processed foods / UPFs and their effects on health)*	Healthy and Well
Drugs, alcohol, tobacco and vaping *Pupils should be taught…*	**Where is this covered?**	**7KP/Values Link**
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.	Science curriculum- Y5 *(2026–27 – Y5 Science): 'The facts about smoking and vaping' (covers nicotine pouches, vapes, addiction and Tobacco and Vapes Act laws) + PSHE Association KS2 Drug and Alcohol Education pack (Lesson 2: Smoking, vaping and alcohol)*	Healthy and Well Independence Leadership

Health protection and prevention *Pupils should be taught…*	**Where is this covered?**	**7KP/Values Link**
1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	*(2026–27 – Circle Time and PSHE Unit 2: Health and Wellbeing): Recognising early signs of physical illness (e.g. fever, persistent tiredness, rashes, unexplained weight loss/body changes) and telling a trusted adult at home or school*	Healthy and Well
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	ACW	Healthy and Well
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended	ACW	Healthy and Well

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.	Science Y3 *(2026–27 – Y3 Science Teeth unit): explicit teaching on cleaning between teeth (flossing) and regular dental checkups using Oak National Academy KS2 'Healthy teeth' lesson (plaque, brushing and flossing) / UKHSA e-Bug KS2 'Oral Hygiene' pack*	Healthy and Well
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	ACW PSHE Unit 3: Y6	Healthy and Well
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.	*(2026–27 – Y4 Science / ACW): UKHSA e-Bug KS2 'Vaccinations' lesson (how vaccines prevent infection, immune response and Edward Jenner) delivered in Y4 Science / aligned with annual school flu immunisation programme*	Healthy and Well
Personal safety *Pupils should be taught…*	**Where is this covered?**	**7KP/Values Link**
1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	Science curriculum PSHE Unit 2: Health and Wellbeing Y3,4,5,6	Healthy and Well Leadership Independence
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	ACW – add in roads and railways *(2026–27): Rail safety company video + follow-up discussion/scenario activity (covers railways and level crossings)* *Road safety assembly using THINK! (DfT) KS2 films/interactive hazard spotting and Birmingham City Council Road Safety Toolkit / Modeshift STARS resources*	Healthy and Well Leadership Independence

	(Y5): The Playhouse Birmingham 'Split Second' drama-in-education workshop (pedestrian road safety, distractions and safe crossing choices) Mapped (Y6): The Playhouse Birmingham 'The Last Train' drama-in-education production	
Basic first aid *Pupils should be taught…*	**Where is this covered?**	**7KP/Values Link**
1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.	PSHE Unit 2: Health and Wellbeing Y3,4,5,6 *(2026–27): Reinforce emergency reporting (999 / BTP 61016 rather than filming) alongside the Rail safety company video session* *(Summer 1 Term 2027 – Y6): Flat Stan First Aid full-day workshop across all 4 Year 6 classes (practising when and how to call 999 calmly and accurately)* *(Y6): The Playhouse Birmingham 'The Last Train' production (reinforces reporting railway hazards/incidents rather than filming or taking risks)*	Healthy and Well Leadership Independence
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.	PSHE Unit 2: Health and Wellbeing Y3,4,5,6 *(Summer 1 Term 2027 – Y6): Flat Stan First Aid full-day workshop across all 4 Year 6 classes (hands-on CPR on Flat Stan manikins, checking responsiveness/breathing, choking, burns, bleeds, bandages and head bumps)*	Healthy and Well Leadership Independence

Developing bodies *Pupils should be taught…*	**Where is this covered?**	**7KP/Values Link**
1. About growth and other ways the body can change and develop, particularly during	Science curriculum Y5 Puberty workshops Y5	Healthy and well

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.	Science curriculum Y3, Y5 Puberty workshops Y5 NSPCC workshops (biannually)	Healthy and well Respectful Rabbit
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.	Puberty workshops Y5 *(2026–27 – Y5 Science): Taught within Y5 Science (Animals including humans / human lifecycle) alongside Y5 Puberty workshops (covering physical/emotional changes, menstrual cycle and period products; consider Y4 spring/summer introduction for early onset)*	Healthy and well Independence Respectful Rabbit