



La Petite École Française

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Personal, Social, Health and Economic education (PSHE) and Relationships and Sex (RSE) Education policy

1. Aims of the School

At La Petite École Française, we aim to achieve high academic standards within a culture of respect, trust and inclusion. Through our PSHE and RSE provision, we support pupils to become responsible, healthy and self-confident individuals who understand the importance of positive relationships, appropriate behaviour and their role within a diverse society. Pupils are encouraged to value themselves and others, contribute to their community and develop a clear sense of right and wrong, supported by adults who model and promote these values.

2. Statutory Guidance

This policy follows UK statutory guidance on Relationships Education, Relationships and Sex Education (RSE), and Health Education (2019, updated 2025), and is fully compliant from September 2026. It also follows the Early Years Foundation Stage (EYFS) statutory framework, and draws on the French national framework, Le Socle Commun des Connaissances et de Compétences et de Culture (2016) and Les Programmes de l'Éducation Nationale, to provide a comprehensive approach to pupils' personal, social, and moral development.

This policy is available to parents on request and published on the school website.

3. Curriculum Framework, Value and Inclusion

La Petite École Française delivers PSHE, Relationships Education, and Health Education through a combination of the French national curriculum (Enseignement moral et civique and related subjects) and the statutory requirements of the English curriculum. The French curriculum provides the core structure for pupils' personal, social and moral development, while the school ensures that all statutory content required under the Department for Education's Relationships Education, and Health Education guidance is fully covered. Where necessary, additional content is incorporated to ensure full compliance with UK statutory expectations. This integrated approach enables pupils to benefit from both educational frameworks while meeting all legal requirements in England.

Whilst following the French curriculum, La Petite École Française integrates key elements of British Values and Citizenship, including British culture, history, political institutions, democracy, and the rule of law. Pupils are taught the importance of respect, tolerance, and inclusion, and no staff member expresses discriminatory views based on race, religion, gender, disability, or sexual orientation.

We ensure the curriculum is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by providing extra adult support and various teaching methods to suit all learners. We ensure RSE fosters gender equality and LGBT equality by challenging all forms of

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discrimination and bullying. As such, we are respectful as to how pupils would like to identify themselves, understanding that their sexual orientation and gender may be ‘emerging’.

4. Parental Rights and Consultation

Pupils cannot be withdrawn from Relationships Education or Health Education, which are compulsory. Parents do not have the right to withdraw their child from the statutory science curriculum, which includes teaching about the human life cycle, puberty, and the biological aspects of human reproduction, including how a baby is conceived and born.

At La Petite École Française, sex education is currently limited to this statutory content. In the event that any additional non-statutory sex education is introduced, parents will be informed and will have the right to request withdrawal from that provision.

Parents and carers are consulted and provide feedback to the headteacher whenever the policy is updated, or non-statutory Relationships Education or Sex Education content is introduced. Parents and carers are informed about the PSHE curriculum, and have the right to see curriculum material and resources, on request. The policy is made available to parents in print via the school office, or online on the school’s website.

5. Roles and Responsibilities

The Headteacher is responsible for ensuring the PSHE and RSE curriculum meets statutory requirements. Class teachers deliver lessons and create a safe learning environment, and receive training during staff meeting time. The Designated Safeguarding Lead (DSL) and deputies oversee safeguarding, and the proprietor monitors compliance with this policy.

6. What is PSHE?

PSHE (Personal, Social, Health and Economic education) helps pupils develop into responsible, healthy, and confident individuals. At La Petite École Française, PSHE supports pupils’ personal development, promotes positive relationships, encourages respect for themselves and others, and prepares them to contribute to their community and wider society. Our curriculum combines the French national curriculum with UK statutory requirements to ensure pupils develop the knowledge, skills, and attitudes needed for wellbeing, citizenship, and lifelong learning.

a. The French Curriculum - PSHE

The French curriculum for PSHE is based on two key aspects:

‘Le SOCLE COMMUN des Connaissances et de Compétences et de culture’ (2016) is the programme of Knowledge and Skills established by the French Government, which sets out what all pupils must know and master by the end of their obligatory schooling. The Socle Commun divides a child’s obligatory schooling into 3 phases or ‘paliers’. These phases each conclude at the end of Year 4 (CE2), Year 7 (6ème) and Year 10 (3ème) respectively. ‘Paliers’ are composed of five skill sets, which include *humanist culture*, *social and civil skills* and *autonomy and initiative*. These evolve in increasing complexity as the pupil moves through the school. The Socle Commun programme over-arches the French National Curriculum.

<i>Palier 1: (evaluated end of Year 4)</i> <i>Social and Civic Skills</i>	<i>Palier 2: (evaluated end of Year 7)</i> <i>Social and Civic Skills</i>
• Knowing the principles and basis of social and	• Knowing the principles and the basis of social life and

civic life. • Having responsible behaviour.	civility. • Being a responsible student. <i>Autonomy and Initiative</i> • Relying on good work habits to be autonomous. • Showing initiative. • Managing one's body and practising an athletic or artistic activity.
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Les Programmes de l'Education Nationale, the French equivalent of the National Curriculum. Les Programmes de l'Education Nationale are the equivalent of the National Curriculum and are divided into 'Cycles' or key stages. Programmes for each 'Cycle' include a section entitled Enseignement moral et Civique (EMC), the French equivalent of PSHE, with content as follows:

Cycle 1 = PS to GS • Understand the notion of rights and duties. • Identify and express by regulating one's emotions and feelings. • Be able to listen and show empathy. • Respect of others. • Learn how to be positively part of a group. • Learn the principles of good communication. • Developing self-esteem. • Personal hygiene. • Working together.	Cycle 2 = CP to CE2 • Becoming conscious of the notion of rights and duties. • Politeness. • Respect of others. • Collaborative working. • Personal hygiene. • Eating a balanced diet. • Keeping safe and what to do in an emergency. • Internet safety (to always use the internet in the presence of an adult). • Road safety. • Symbols of the French Republic: flag, meaning of the colours.	Cycle 3 = CM1 to CM2 • Politeness and respect of others. • Collective life: personal liberty contrasted with living in a society. • Safety. • First aid. • Road safety. • Using the Internet safely. • Responsibility for one's actions. • Respect of shared values. • Rights and duties. • Identifying and understanding the importance of fundamental texts and symbols of the French Republic and the European Union. • Rejecting discrimination. • Representative democracy. • The legal system. • National solidarity. • Understanding how the French nation
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		was formed. • Cultural diversity in a political context and the construction of the E.U. • Francophone communities: language and culture.
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PSHE is taught through cross-curricular lessons or discrete units, supported by a positive school ethos. Teaching uses diverse strategies such as group work, debate, role-play, visits, and external speakers. It connects with Literacy and research activities, helping pupils consider others' experiences, express opinions, and engage in critical thinking. PSHE also develops skills in communication, decision-making, understanding organisations, and environmental awareness.

b. The French Curriculum - Relationships Education

Our Relationships Education programme is an integral part of the French curriculum (Questionner le monde – Sciences – Enseignement Moral et Civique) and will cover the topics described above in the PSHE section as well as the topics below:

Cycle 1 = PS to GS • Pupils respect similarities and differences between people. • Pupils learn about different emotions and feelings. • Pupils learn about right and wrong and teasing	Cycle 2 = CP to CE2 • Pupils learn about animal life cycles. • Pupils learn about healthy habits for our body (teeth, healthy food, physical activity, hygiene etc) • Pupils learn about healthy relationships with others with both children and adults. • Pupils learn about fairness and unfair. • Pupils learn about persistence.	Cycle 3 = CM1 to CM2 • Pupils learn about human life cycle. • Pupils learn about online safety. • Pupils learn about race and ethnicity, gender stereotypes.
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In primary education, Relationships Education focuses on the development of positive relationships, including friendships, family relationships and respectful interactions with others. Pupils progressively learn about emotions, personal boundaries, respect, online safety and how to seek help if they feel unsafe. Teaching is age-appropriate and builds from early understanding of relationships in Cycle 1 to more complex topics in Cycle 3, including puberty, human development and reproduction, in line with the statutory science curriculum. The programme promotes inclusion, respects pupils' backgrounds and ensures all teaching is adapted to meet the needs of all learners. Parents are informed of the Year 6/CM2 content in advance, and all teaching is delivered sensitively and appropriately.

c. The English Curriculum - Relationships Education (including Sex Education)

Relationships Education (including Sex Education) is the fundamental building block and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. It is also about establishing personal space and boundaries, showing respect

and understanding for themselves and others. As part of the approach to Relationships Education, pupils will also learn about the links between sexism and misogyny and violence against women and girls; how to identify and learn from positive male role models, and ethical behaviour in relationships, beyond respecting boundaries and consent. Staff will also actively challenge everyday sexism, misogyny, homophobia and stereotypes.

Our curriculum also covers science, which includes the main external body parts; how the human body grows from birth to old age (including puberty), and reproduction in humans and some plants and animals. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The school needs to ensure that both boys and girls are prepared for the changes that adolescence brings and, drawing on knowledge of the human life cycle set out in the English national curriculum for science, how a baby is conceived and born.

Full details of the curriculum can be found in Appendix A - Curriculum Map.

d. The English Curriculum - Health Education

Health Education is taught as part of PSHE and complements Relationships and Sex Education. It covers physical health, mental wellbeing, healthy lifestyles, personal hygiene, basic first aid, and safety, including online safety. Pupils are supported to develop knowledge, skills, and attitudes to make informed choices about their health and wellbeing.

Full details of the curriculum can be found in Appendix A - Curriculum Map.

7. Safeguarding and Child Protection

Effective PSHE and Relationships Education teaching is a vital part of safeguarding. It helps pupils understand what is appropriate and inappropriate in relationships, including online, and supports them in recognising and reporting abuse. All staff are aware that pupils may make disclosures about abuse or unsafe situations and understand that such disclosures cannot be kept confidential. Staff will follow the school's Safeguarding Children Policy and report any concerns immediately to the Designated Safeguarding Lead (DSL), or in their absence, the deputy DSL. Relationships Education lessons are planned carefully to ensure children feel safe, supported, and able to ask questions, and pupils are reminded of trusted adults they can approach for help both in and out of school.

8. Pastoral Care

The school promotes pupils' health, wellbeing and emotional development through a strong pastoral system, which supports the delivery of PSHE and Relationships Education. Staff are attentive to pupils' wellbeing and work closely with families where concerns arise, ensuring that pupils feel safe, supported and able to seek help when needed.

9. Equal Opportunities

The school complies with the Equality Act 2010, and the school's policy on equal opportunities and racial equality applies to PSHE. Where appropriate, teaching materials and activities should reflect the cultural and ethnic diversity of society. Stereotyping in terms of ethnicity, race and gender should be avoided. A pupil's religious and cultural background will always be respected. *For more details on this, please see our Equal Opportunities Policy.*

10. Monitoring and Evaluation of the curriculum

Provision for PSHE and Relationships Education (including Sex Education) is monitored and reviewed regularly to ensure quality and compliance with statutory requirements. This includes ongoing monitoring of

teaching and learning by the Headteacher, regular reviews of the curriculum at both year group and Cycle level, as well as lesson observations and pupil surveys to evaluate effectiveness and inform future development.

11. Policy review

This policy is reviewed annually, or sooner if national guidance or school practice requires an update. Next review: April 2027.

Appendix A - Curriculum Map

TPS	PS
• Explain the reasons for rules, know right from wrong and try to behave accordingly.	• Explain the reasons for rules, know right from wrong and try to behave accordingly.
• Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.	• Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
• Work and play cooperatively and take turns with others.	• Work and play cooperatively and take turns with others.
• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.	• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

MS	GS
• Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.	• How and when to seek support including which adults to speak to in school if they are worried about their health.
• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.	• Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
• Give focused attention to what the teacher says, respond appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	• Give focused attention to what the teacher says, respond appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
• Explain the reasons for rules, know right from wrong and try to behave accordingly.	• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	• Explain the reasons for rules, know right from wrong and try to behave accordingly.
• Work and play cooperatively and take turns with others.	• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
• Form positive attachments to adults and friendships with peers.	• Work and play cooperatively and take turns with others.
• Show sensitivity to their own and to others' needs.	• Form positive attachments to adults and friendships with peers.
	• Show sensitivity to their own and to others' needs.

CP	
• That families are important for children growing up because they can give love, security and stability.	• How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
• The characteristics of healthy family life, 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.	• 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.
• That other people's families, 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.	• The concept of privacy and the implications of it for both children and adults (including that it's not always right to keep secrets if they relate to being safe).
• That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong.	• That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact.
• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do and do not know.
• How important friendships are in making us feel happy and secure, and how people choose and make friends.	• 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.
• 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.	• The importance of promoting general wellbeing and physical health.
• 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.	• 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.
• 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.	• How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
• That most friendships have ups and downs and that these can often be worked through so that the friendship is repaired or even strengthened.	• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
• How to manage conflict, and that resorting to violence is never right.	• 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.
• How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	• What constitutes a healthy diet (including understanding calories and other nutritional content).
• 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.	• Understanding the importance of a healthy relationship with food.
• The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	• The principles of planning and preparing a range of healthy meals.
• 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.	• 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).
• 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.	• 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.
• 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.	• 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.
• The conventions of courtesy and manners.	• The characteristics and mental and physical benefits of an active lifestyle.
• 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.	• 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.
• What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	• The risks associated with an inactive lifestyle, including obesity.

CE1	
• 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.	• 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.
• How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	• 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.
• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.	• 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.
• That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact.	• That most friendships have ups and downs and that these can often be worked through so that the friendship is repaired or even strengthened.
• 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.	• How to manage conflict, and that resorting to violence is never right.
• 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.	• How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
• The concept of privacy and the implications of it for both children and adults (including that it's not always right to keep secrets if they relate to being safe).	• 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.
• 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.	• What constitutes a healthy diet (including understanding calories and other nutritional content).
• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	• 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).

• 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.	• 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.
• The conventions of courtesy and manners.	• 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.
• How important friendships are in making us feel happy and secure, and how people choose and make friends.	• Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.

CE2	
• 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.	• How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
• 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.	• 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.
• How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	• Understanding the importance of a healthy relationship with food.
• 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.	• 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.
• That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact.	• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
• What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	• 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.
• What constitutes a healthy diet (including understanding calories and other nutritional content).	• 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.
• 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).	• That most friendships have ups and downs and that these can often be worked through so that the friendship is repaired or even strengthened.
• 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.	• How to manage conflict, and that resorting to violence is never right.
• About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	• How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

• How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	• The conventions of courtesy and manners.
• How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.	• 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.
• Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.	• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
• 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).	

CM1	
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.	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.
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.	How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do and do not know.
The conventions of courtesy and manners.	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.
How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	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.
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.	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.
The concept of privacy and the implications of it for both children and adults (including that it's not always right to keep secrets if they relate to being safe).	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.
That isolation and loneliness can affect children, and the benefits of seeking support.	How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
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.	The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
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.	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.

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.	How to understand the information they find online, including from search engines, and know how information is selected and targeted.
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.	That they have rights in relation to sharing personal data, privacy and consent.
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.	Where and how to report concerns and get support with issues online.
The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.	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.
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.	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.

CM2	
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.	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.
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.	How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do and do not know.
The conventions of courtesy and manners.	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.
How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	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.
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.	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.
The concept of privacy and the implications of it for both children and adults (including that it's not always right to keep secrets if they relate to being safe).	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.
That isolation and loneliness can affect children, and the benefits of seeking support.	How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
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.	The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily	How to take a critical approach to what they see and read online and make responsible decisions about which content,

reporting bullying to an adult), and how to get help.	including content on social media and apps, is appropriate for them.
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.	That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
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.	How to understand the information they find online, including from search engines, and know how information is selected and targeted.
That it is common to experience mental health problems, and early support can help.	That they have rights in relation to sharing personal data, privacy and consent.
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.	Where and how to report concerns and get support with issues online.
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.	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.
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.	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.
The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.	The facts about the menstrual cycle, including physical and emotional changes. While 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.
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.	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.
	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.

