LATYMER PREP SCHOOL

RELATIONSHIPS AND HEALTH EDUCATION (*RHE*) POLICY

PERSON(S) RESPONSIBLE:	Head of PSHE
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1. Introduction

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.'

> *Extract from the Secretary of State's forward to statutory guidance on 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (June 2019)*

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

> *Introductory paragraph to the updated guidance from the DfE (July 2025)*

The above extracts summarise the rationale behind updated statutory requirements - launched on 15th July 2025 - from the Department for Education (***DfE***) which originally made Relationships Education and Health Education compulsory in all primary schools as of September 2020.

The new guidance updates and replaces the existing guidance, and must be implemented by 1st September 2026.

2. Guidance

The 2025 updated guidance provides a backdrop of seven 'Guiding principles for relationships, sex and health education':

1. ***Engagement with pupils:*** *An inclusive and well-sequenced RSHE curriculum should be informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging.*
2. ***Engagement and transparency with parents:*** *Schools should engage with parents on the content of RSHE and be transparent with parents about all materials used in RSHE.*
3. ***Positivity:*** *Schools should focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. Schools should avoid language which might normalise harmful behaviour among young people – for example gendered language which might normalise male violence or stigmatise boys.*
4. ***Careful sequencing:*** *Schools should cover all statutory topics, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school. Schools should sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.*
5. ***Relevant and responsive:*** *Schools should develop the curriculum to be relevant, age and stage appropriate and accessible to pupils in their area, where appropriate working with local partners and other bodies to understand specific local issues and ensure needs are met.*
6. ***Skilled delivery of participative education:*** *The curriculum should be delivered by school staff or, where schools choose to use them, external providers who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm pupils. Staff should be*

trained in safeguarding and offering support, recognising the increased possibility of disclosures.

7. ***Whole school approach:*** *The curriculum is best delivered as part of a whole school approach to wellbeing and positive relationships, supported by other school policies, including behaviour and safeguarding policies.*

In the 2025 guidance there is newly highlighted emphasis and content to teach as part of Relationships Education, this includes:

- Incorporating diverse family set ups;
- Managing difficult feelings in the context of relationships (such as frustration, disappointment and loneliness);
- Greater focus on skills to manage relationships, including communicating effectively;
- Greater focus on online risks and inappropriate content;
- Protections on social media, including age requirements and location settings;
- Seeking help if concerned about violence and harm, or unsure who to trust.

There is also the option to teach about the pressure to share nude images or online sexual content within Relationships Education, where there is a community driven need.

For statutory Health Education (which is in actual fact already a requirement for independent schools), new content in the 2025 update includes:

- Managing change and loss, including bereavement;
- Scams, fraud and video game monetisation;
- Media literacy e.g. taking a critical approach to online content;
- Personal safety including recognising hazards, fire safety and travel safety e.g. water, road, rail;
- Facts and risks associated with vaping;
- Correct names for body parts including penis, vulva, vagina, testicles, scrotum, nipples.

In the original guidance of 2019, Sex Education, while strongly recommended, was not compulsory outside of content in the Science curriculum.

While Sex education is still not compulsory for primary schools in 2025, the DfE continues to *'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.'*

Where primary schools provide the recommended Sex Education, Head Teachers must automatically grant a request to withdraw a pupil from it, other than content that is taught as part of the science curriculum. Where this happens, good practice is for the Head Teacher to discuss the request with parents.

There is no right to withdraw from Relationships Education or Health Education.

The updated 2025 statutory guidance on relationships, sex and health education published by the Department for Education (DfE) continues to state that all primary schools must have a written policy for relationships education – and sex education (if they choose to teach it).

This policy is refreshed as a consequence of the updated statutory requirements and is written with due regard to the following DfE guidance:

- Relationships and sex education (RSE) and health education (DfE statutory guidance (updated July 2025));
- Relationships Education, Relationships and Sex Education and Health Education guidance: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams (June 2019 updated July 2020)'[1]; and
- 'Personal, social, health and economic (PSHE) Education' (September 2021); and
- 'Teaching online safety in school' (2023); and
- Sexual Violence and Sexual harrassment between children in schools and colleges (May 2018);

and it should be read in conjunction with relevant school policies including the School's:

- Anti-Bullying Policy; and
- Safeguarding Policy; and
- Child-on-Child Abuse Policy (including Youth Generated Sexual Imagery Policy); and
- PSHE Policy

Our RSHE policy is reviewed every two years, and is made available on the School Website, and is also available in hard copy from the Prep School Office on request. Also available for parents is the DfE document, 'Understanding Relationships and Health Education in your child's primary school: A Guide for Parents'.

3. Aims

At Latymer Prep School, we define Relationships Education as being the teaching and learning of the fundamental building blocks and characteristics of positive, healthy and respectful relationships. The focus is on family, friendships and relationships with other children and adults in all contexts, including online. Relationships Education is about understanding the importance of stable and loving relationships, respect and care, and learning how to keep safe, how to recognise and report risk and abuse.

Relationships Education aims to give pupils an understanding of the changes they experience as they grow up, physically and emotionally. This is a continual preparation for the next stage in their development, helping them to understand their feelings and to respect those of others. Also, to enable the pupils to build self esteem so that they can have the confidence to sustain relationships and also resist inappropriate advances, know how to report concerns and seek advice.

The learning is linked to Health Education by providing the knowledge, attributes and skills needed to stay healthy physically and mentally, and how to find help if problems arise.

Given the ease of access to inappropriate sources of information primarily on account of the internet, sex and sexuality is taught within the context of the subject, so that misinformation is avoided.

We will advise parents about the content of anything that will be taught within sex education. This process will 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.

[1] Issued under Section 80A of the Education Act 2002

The overarching aim of Relationships, Sex and Health Education at LPS is, therefore, to support young people through their physical, emotional and moral development enabling them to be happy, healthy and safe, and equipped for life as an adult in British society.

Indeed, it is directly relevant to the SMSC development of children and is essential to prepare children for the opportunities, responsibilities and experiences, as well as challenges to a happy and successful adult life.

Providing Relationships, Sex and Health Education is an integral part of our whole school ambition and is also a significant part of the personal, social, health and economic (***PSHE***) Education in our school, with certain aspects of the subject being covered in science, and other curriculum subjects.

Policies, content and documentation related to this area of the curriculum will be shared with parents for their consultation.

Serious consideration will be made to any comments from parents about the programme, and a record will be kept of all such comments.

4. Objectives

While we can clearly only ever aspire to a whole school approach to Relationships and Health Education, the learning very explicitly falls under the umbrella of PSHE, with especially significant input from Science and ICT.

Relationships and Health Education is incorporated into the curriculum of all years within school by a progressive programme in PSHE containing the knowledge, understanding of values and communication skills leading to the Relationships Education and Health Education content outcomes outlined by the DfE.

DfE outcomes are, for ease of reference, contained in Appendix 1 and Appendix 2 of this policy.

Appendix 3 and Appendix 4 maps these outcomes to whole school RSHE contributions outside the planned PSHE Programme at LPS.

At LPS, in Year 6, we also aim to cover non-statutory Sex Education depending on what is appropriate to the age and circumstances of the cohort of pupils being taught.

5. Content

Relationships, Sex and Health Education supports wellbeing and we teach RSHE in the context of the school's aims and values, following our mission statement: *Nurturing the individual in a vibrant learning community*.

We teach the pupils about:

- Healthy loving relationships, the importance and value of diverse family life (including e.g. same-sex parents) and stable relationships, recognizing the responsibilities and benefits associated with it;
- Relationship issues;
- Expressing their views while remaining respectful for the opinions of other people (including the fact that disrespectful or bullying language or behavior is never appropriate);
- Moral questions;
- Risk assessment and informed choices and how to keep themselves safe;

- The physical development of their bodies as they grow into adults and that there is variation in rates of growth and development (physical, social and emotional);
- The way humans reproduce: how a baby is conceived and born;
- The beginnings of consent so they have the confidence to resist unwanted touches or advances;
- Respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship.

While Relationships, Sex and Health Education in our school means that we give our pupils information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school.

In particular, we teach Relationships, Sex and Health Education in the belief that:

- Relationships, Sex and Health Education is part of a wider social, personal, spiritual and moral education process;
- It is important to build positive relationships with others, involving trust and respect;
- Pupils should learn about their responsibilities to others, and be aware of the consequences of sexual activity; and
- Pupils should be taught to have respect for their own bodies.

Our Relationships, Sex and Health Education programme is planned and it is tailored to the age and the physical and emotional maturity of the pupils so that themes are revisited in ever more depth as the children move through school.

We endeavour to check that all external resources that we use in lessons are accurate, age and stage appropriate, as well as unbiased. Where external visitors/ organisations are involved in supporting the curriculum, their credentials and their materials are also vetted in advance.

As well as content being age appropriate and developmentally appropriate, we take into consideration the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law as well as the opportunity to practise skills to help children flourish in a variety of scenarios that they would expect to come across in their lives.

Teaching is sensitive and inclusive with respect to SEND accessibility and equality especially as pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence and bullying.

Please see the School's Equality, Diversity and Inclusion Policy and the SEN/LDD Policy which are available on the School's website and for staff on Latymer Links under Staff/Policies.

6. Organisation

- We teach Relationships, Sex and Health Education through different aspects of the curriculum. While we carry out the main Relationships, Sex and Health Education teaching in our PSHE curriculum, we also teach Relationships, Sex and Health Education content through other subject areas, where we feel that it contributes significantly to a pupil's knowledge and understanding of his or her own body, and how it is changing and developing. Indeed, regular audits are carried out to confirm, illustrate and make use of the depth of RSHE across school subjects and whole school activity.

- In PSHE Education, we teach pupils about feelings and relationships, and we encourage pupils to discuss issues such as diversity, equality, rights and responsibilities, assessing risk, making choices, critical thinking, wellbeing including self-care and how to keep safe, and seek help.

- In science lessons, for instance, we follow the guidance material in the national curriculum scheme of work for science. We teach about life processes and the main stages of the human life cycle.

- In Years 5 and 6 we place a particular emphasis on Health Education, as many pupils are starting to experience puberty at this age. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty in both Science and PSHE.

- All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. All pupils' questions are met with sensitivity, care and honesty.

- By the time the pupils leave Year 6 we aim to ensure that they know how babies are conceived and born; how their bodies change during puberty, when these changes are likely to happen and what issues may cause anxiety and how they can deal with these.

- We always notify parents if we are about to embark on Sex Education lessons so they are aware that they may need to discuss issues before and afterwards with their children. This gives them an opportunity to see the teacher beforehand and review relevant material if they are concerned. If they still have very serious reservations then they are at liberty to withdraw their children from Sex Education classes.

- Acknowledging that this part of the curriculum can be sensitive, we promote a safe learning environment through the establishment of class ground rules. As per our PSHE policy, techniques to distance the learning are utilised. Notwithstanding these precautions, should a question be asked that is not age appropriate or is inappropriate in any other way, we will revisit it and deal with it after the class and on an individual basis.

- The teacher has a close relationship with the pupils. We are always sensitive to their anxieties. If there is a problem the teacher will make the Form Teacher aware and if appropriate the concerns will be discussed with the parents. If it is deemed that the child may be at risk then the Designated Safeguarding Lead (***DSL***) and Principal will be informed.

7. Assessment

Assessment is as per the school subject in which the teaching and learning happens.

8. The Role of Parents

8.1 The School is aware that parents and carers are the prime educators of children and that the primary role in children's Relationships, Sex and Health Education lies with parents. We wish to proactively build a positive and supporting relationship with parents through mutual understanding, trust and co-operation to complement, reinforce and build on what children learn at home.

In promoting this objective we:

- Inform parents about this policy and practice;
- Share the PSHE and other subject curricular with the community on a half-termly basis;
- Communicate regularly with the community regarding whole school RSHE activities e.g. Assemblies, special related activities;

- Aim to engage and consult with parents and children through a variety of methods (e.g. using questioning and surveys or in parent evenings and talks by external speakers);
- Share representative examples of resources, including any resources used by external workshop providers, at meetings or by ad hoc request;
- Operate an 'Open Door' policy to respond to any questions that parents may have;
- Inform parents when the topics on the main stages of the life cycle are being covered in depth;
- Ensure that sensitive issues and questions arising from the programme of study will be dealt with as honestly as possible and if felt necessary, staff will consult with parents.
- Take seriously any issue that parents raise about this policy or the arrangements for Relationships, Sex and Health Education in the school.

8.2 **Parents do NOT have the right to withdraw their child from any part of the compulsory Relationships and Health Education programme.** If a parent wishes their child to be withdrawn from Sex Education lessons outside of the Science curriculum, they should discuss this with the Principal, making it clear which aspects of the programme they do not wish their child to participate in. The School will always aim to encourage participation in the full RSHE programme but will ultimately comply with the wishes of parents in this regard. Children withdrawn from Sex Education lessons will be provided with an alternative meaningful activity to undertake. Their questions - if there are any - about Sex Education content will be shared with their parents in order that they don't go unanswered.

9. Confidentiality & Safeguarding

Teachers conduct Relationships, Sex Health Education lessons in a sensitive manner and in confidence.

However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and respond in accordance with the procedures set out in the School's Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse.

Teachers cannot offer unconditional confidentiality to pupils, and this is explained to pupils. If the teacher has concerns, they will draw their concerns to the attention of the DSL and the Principal who will then deal with the matter in consultation with health care professionals and the relevant authorities.

External workshop providers enlisted to support the Curriculum will be apprised of our policy, and know how a safeguarding concern should be dealt with in our setting.

10. General Guidance For Teachers: A Safe Teaching Environment

- We acknowledge that RSHE explores feelings and behaviors about issues that can be very close to people's values and sense of identity. Topics can sometimes feel upsetting or embarrassing to talk about. Historically, some topics have involved social stigma.

- Pupils or teachers may have personal experience of topics. Parents or other members of the school community might have strong views about the subject matter influenced by worldwide and interpretation of messages from the media.

- For these reasons, teachers and all those contributing to Relationships, Sex and Health Education will undertake a range of CPD to support them in their teaching and they will always work to the framework set out in this policy.

- Teachers must always remember that children will respond to some aspects of Relationships, Sex and Health Education in varying ways. Teaching methods need to take into account and be sensitive to the developmental differences of pupils and thus the potential need for discussion in small groups and, at times, separated by gender.

- If there are known vulnerabilities relating to topic matter, it is good practice to discuss the lessons with the child's form tutor and parents ahead of the lesson.

- When teaching sensitive topics, teachers should aim to use protective approaches such as distancing techniques.

- Incorporating balanced information and different views is important and the teacher must be careful expressing their own views in view of the fact that teachers are in an influential position and must ensure that they work within the school's values, policies and the law.

- In all areas, teachers should have the mindset of supporting children and should not aim to alarm children about certain topics, but to give children the opportunity to learn and practise a variety of skills that will enable them to participate and respond in a safe and healthy way to scenarios that they might realistically encounter in their lives.

- A set of ground rules must be set to help teachers create a safe environment in which inappropriate or unintended disclosures are minimised and they themselves or the pupils do not feel embarrassed or anxious to discuss and learn about complex issues. These rules should promote openness and encourage children to not make assumptions and to have a non-judgemental approach. The rules should ensure language used is respectful. There should be acknowledgement that asking questions is a good thing and that what is discussed in class is not shared outside the class (unless there are safeguarding reasons to do so). Equally, the rules should allow children to not have to answer questions that they are not happy to answer, but incorporate access to answers through, for instance, an Ask-it-Basket.

- Class ground rules might look like this, for example:

  - ❏ no one will have to answer a personal question
  - ❏ no one will be forced to take part in a discussion
  - ❏ only the correct names for body parts will be used
  - ❏ meanings of words will be explained in a sensible and factual way

- Questions should be answered simply but frankly having set clear parameters of what is appropriate and inappropriate in a whole class setting.

- Checking and clarifying a question before responding is sometimes helpful e.g. 'I think you are asking me…' Often, by reversing the roles and asking children a few leading questions it is possible to discover just how much information they are ready to understand or absorb.

- If a question is too explicit, feels too mature for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher does not need to answer it in front of the whole class but should respectfully acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information.

- Limiting public disclosures should be paramount. In such instances, protective interrupting may be used.

- In order that all children have an opportunity to get answers to their questions, we use an Ask-It-Basket and encourage the children to make use of this (anonymously or - preferably - not) so that we can address all concerns.

- In addition, help seeking behavior is to be encouraged and children should be regularly signposted to other avenues of support.

11. The Role of the PSHE Teacher/Principal

- It is the responsibility of the Head of PSHE/RSHE to ensure that the Principal, staff and parents are informed about the Relationships, Sex and Health Education Policy, and that the policy is implemented effectively, it is also the responsibility of the Head of PSHE/RSHE and the Principal to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

- The Head of PSHE/RSHE monitors this policy on a regular basis and reports to the Principal, (who reports to the governors), when requested, on the effectiveness of the policy.

Appendix 1

Statutory RSHE 2025 guidance

Relationships education (Primary)

Topic	Pupils should know
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 spending time together and sharing each other's lives. or advice from others if needed.
	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.
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 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 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.
	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.

Appendix 2

Statutory RSHE 2025 guidance

Physical health and wellbeing (Primary)

Topic	Pupils should know
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 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.
	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.
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).
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.
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.
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.
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.
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.

	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.

Appendix 3

Relationship Education learning opportunities outside of the planned PSHE Curriculum at Latymer Prep School

Relationship Education Topic	Examples of CROSS-CURRICULAR & WHOLE SCHOOL CONTRIBUTIONS outside of PSHE Lessons	Pupils should know
Families and people who care for me	International Day of Families Assembly + Special Person Day + Open House + Diversity Day in Diversity Week + Open Door Policy (Pupils & Parents) + Community Events (e.g. Musical Performances, Band Stand, Sports Day, Plays etc) + FORM TIME + ENGLISH + HISTORY + RSP + F&N + MFL	1. That families are important for children growing up safe and happy because they can provide love, security and stability.
		2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. or advice from others if needed.
		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.
Caring friendships	The Wind Assembly (Strength and kindness above force and pressure) + Anti-Bullying Week / Workshops / Visits + Anti-Bullying Ambassador Training and Club + Random Act of Kindness Day Assembly + Child Mental Health Week + Residentials to Spain & Norfolk + FORM TIME + RSP + ICT + ART + HISTORY + F&N + ENGLISH + MFL	1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
		2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
		3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
		4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
		5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
		6. How to manage conflict, and that resorting to violence is never right.
		7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
Respectful, kind relationships	Sams Magic Backpack Assembly (School Ethos & Values) + School Rules Assemblies + The Wind Assembly (Strength and kindness above force and pressure) + Anti-Bullying Week / Workshops / Visits + Anti-Bullying Ambassador Training and Club + Random Act	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.

	of Kindness Day Assembly + Diwali Event + Thanksgiving Assembly + World Religion Day Assembly + Remembrance Day + Bursary Fundraising (e.g. Crochet sale) + Uganda Awareness + International Volunteer Day Class Assembly + Advent/Christmas Class Assembly + Carol Service + Child Mental Health Week + Chinese New Year Assembly + St David's Day Assembly + International Women's Day Assembly + Ramadan Observation + Neurodiversity Week inc Assembly + Class Assembly on Religion + Eid-El-Adha Assembly + World Refugee Day + Diversity Day + Assemblies on Respect in general + Chaplain Assembly + Diversity Day in Diversity Week + Residentials to Spain & Norfolk + Lords Disability Day + ALL School Plays and Music Recitals and Events + FORM TIME + RSP + ICT + ART + HISTORY + F&N + ENGLISH + MFL	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 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	Child Mental Health Week + Safer Internet Day Class Assembly + Open Door Policy (Pupils & Parents) + ICT	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.
		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	Joiners Booklet + NSPCC Resources + Community Police Visits + Residentials to Spain & Norfolk + Open Door Policy (Pupils & Parents) + ICT	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.

Appendix 4

Health Education learning opportunities outside of the planned PSHE Curriculum at Latymer Prep School

Health Education Topic	Examples of CROSS-CURRICULAR & WHOLE SCHOOL CONTRIBUTIONS outside of PSHE Lessons	Pupils should know
General wellbeing	Sam's Magic Backpack Assembly (School Ethos & Values) + School Break and After School Clubs + STARS TfL Activities + Upper Room Harvest Collection + Charities Committee + Anti-Bullying Week / Workshops / Visits + Anti-Bullying Ambassador Training and Club + Parliament Visit + Mock Debates + Mock Elections + HSBC Financial Workshops + Visit to Bank of England + Letters to Care Homes at Christmas + Christmas Fair + Make your Dreams Come True Day + The Big Garden Birdwatch + All about Spring Assembly + Attendance & Wellbeing Assembly + Child Mental Health Week + Random Act of Kindness Day Assembly + Class Assembly on Hobbies + Energy Saving Week + Earth Day + Environment Assembly + Fairtrade Day + World Environment Day + World Water Day + Greenpower Club with another local school + Eco-Committee + Sports Day + Chaplain Assembly + Summer Fair + Opportunities to Perform (e.g. School Plays/ Musical Concerts/ Class Assemblies of which there are many!) + Grow-a-Fiver Campaign + Student-run Sales + Local School Trips (e.g. Thames Explorer Trust) + Other School Trips (e.g. Roald Dahl Museum) + School Events (e.g. World Book Day) + Residentials to Spain & Norfolk + House System + House Points + Open Door Policy (Pupils & Parents) + FORM TIME + MFL + RSP + SCIENCE + F&N + HISTORY + ENGLISH + MUSIC + ICT	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 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	Anti-Bullying Week / Workshops / Visits + Anti-Bullying Ambassador Training and Club + HSBC Community Workshops + Child Mental Health Week + Random Act of Kindness Day Assembly + Open Door Policy (Pupils & Parents) + ICT + MFL	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.
		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	Sports Facilities (e.g. pool and grounds) + Sports Fixtures + WoW Initiative + STARS TfL Activities + Bikeability Training + Bandstand Run + Walking Trips + Participation in Beat the Street Initiative + School Nurse support + Science Week + Class Assembly on Hobbies + Triathlon Participation & Fundraising + Swimathon + Swim Galas + Sports Day + Assemblies on Sporting Events (e.g. Women's Football + Olympics) + Residentials to Spain & Norfolk + MFL + HISTORY + SCIENCE + F&N + PE	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.
Healthy eating	Leadership Assemblies + Dining Hall Staff Assemblies + Masterchef Competition Criteria + Nurse Support + Science Week + HISTORY + MFL + SCIENCE + F&N	1. What constitutes a healthy diet (including understanding calories and other nutritional content).
		2. Understanding the importance of a healthy relationship with food.
		3. The principles of planning and preparing a range of healthy meals.
		4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol, tobacco and vaping	The Big Legal Assembly + SCIENCE	1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.
Health protection and prevention	Leadership Assemblies + Dining Hall Staff Assemblies + Advice from Nurses + Science Week + SCIENCE + HISTORY + RSP + F&N	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.
Personal safety	Regular Leadership Assemblies on e.g. Playground Rules or Dining Hall expectations or about moving around school carefully + Regular Fire Alarm and Be Safe Indoor Drills + Regular Comms from Nurses to Community + STARS TfL Gold Award Activities (inc e.g. Bikeability + Bikeworks Safety Checks + Road Safety Week Assembly etc) + Community Police Visits + Science Week + School Day Trips/Events + Residentials to Spain & Norfolk + F&N + SCIENCE	**1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.**
		2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic first aid	Leadership and Medical Staff Assemblies and Training + Hands on Workshops + School Trips + F&N	**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.
Developing bodies	Medical Department and Office support (with e.g. products and needs) + External Workshops for Pupils & Parents + SCIENCE	**1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.**
		2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
		3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.