


# Policy for Relationships, Sex Education and Health Education

**Ellingham C of E Primary School**

**Vision Statement**

**'A small school with a big heart!' - a Christ centred community where each person can become who God intended them to be.**

**This is founded in the commandments:**

**Luke 10:27**

**'Love the Lord your God with all your heart and all your soul and all your strength and all your mind;' and 'Love your neighbour as yourself.'**

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| **This policy was adopted by Governors at the meeting held on :** | |
| **Signed (Chair of Governors):** | |
| **Governing Body minute ref:** | |
| **Date of Review:** | |

## Introduction

At Ellingham Church of England Primary School Relationships and Sex Education will be appropriate to the age and development of the child. It will be taught with sensitivity and an appreciation of children's differing needs.

## Statement of Intent

1. At Ellingham C of E Primary School, we understand our responsibility to deliver a high-quality, age appropriate and evidence based relationships, sex and health curriculum for all of our pupils. This policy sets out the framework for our relationships, sex and health curriculum providing

clarity on how it is informed and delivered. In developing this policy, we have followed the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE) (Appendix 1)

**2.** The school is committed to making reasonable adjustments, wherever possible, to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education and the programme will be designed to be inclusive of all pupils.

**Legal Framework**

3. This policy has been developed with regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE Guidance 'Plan your relationships, sex and health curriculum' - Information to help school leaders plan, develop and implement the new statutory curriculum. September 2020 **https://www.gov.uk/guidance/plan-your-relationships-sex-and-health-curriculum#creating-a-policy-for-the-new-curriculum**

4. This policy works in conjunction with the following policies:

- Safeguarding
- Behaviour, incl. anti-bullying
- SEND
- Equalities
- Mental Health and Well-being

5. **Definitions**

For the purposes of this policy **"Relationships and Sex Education"** is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

For the purpose of this policy **"Health Education"** is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

## 6. Roles and Responsibilities

6.1 The Governing Body is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring the religious ethos of the school is maintained and developed through the subjects.

6.2 The Headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

6.3 The relationships, sex and health education subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Headteacher.

6.4 The appropriate teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.

- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCo to identify and respond to individual needs of pupils with SEND.
- Liaising with the School Nurse, where appropriate, to support the delivery of the curriculum.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

6.5 The SENCo is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.
- Determining interventions and accessibility to the correct intervention.
- Ensuring:

    - The needs of all pupils are met
    - The curriculum is fully accessible
    - education, health and care (EHC) plans are followed
    - that teaching is differentiated to support pupils with SEND to fully access the curriculum. This might include revisiting earlier topics or spending longer on a topic.

  The specific duties set out in:
  - schedule 10 of the Equality Act 2010 to support the participation of disabled pupils
  - chapter 6 of the SEND code of practice, to support the participation of pupils with SEND

## 7. Curriculum organisation

7.1 Our curriculum intent states: "Our ambitious curriculum is designed to develop, in all of our pupils, curiosity about the world around them, so they are eager to develop the skills, knowledge and understanding they need to succeed in life and be life-long learners." Our PSHE intent is to enable our pupils to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up.

7.2 The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school's PSHE curriculum.

7.3 We will take into account local health profiles of children and young people within the catchment area of our school, which can help to identify local priorities in the curriculum.

7.4 The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance.

7.5 The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.

7.6 The relationships and health curriculum is informed by issues in the school and wider community, to ensure it is tailored to pupil's wider needs and we have consulted with parents, pupils and staff on the development of this policy in line with section 12 of this policy.

7.7 Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by contacting the Headteacher.

7.8 When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

7.9 An overview of Relationships Education and what pupils will know by the end of primary school is at Appendix 2. An overview of Health Education and what pupils will know by the end of primary school is at Appendix 3.

7.10 The school is free to determine within the statutory curriculum content outlined in Appendix 2 what pupils are taught during each year group and the school always considers the age and development of pupils when deciding what will be taught in each year group. A summary of the content that will be taught during each Year Group is outlined at Appendix 4.

## 8. Sex Education

8.1 The DfE recommends that *all* primary schools should have a sex education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.

8.2 All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

8.3 At our school, we teach pupils sex education beyond what is required of the science curriculum.

8.4 Parents are consulted on the organisation and delivery of our sex education curriculum in accordance with section 6 and section 12 of this policy and are given the opportunity to feedback on what should be taught through sex education.

8.5 The age and development of pupils is always considered when delivering sex education.

8.6 A summary of the content that is currently taught during each Year Group is outlined at Appendix 5.

## 9. Resources and Delivery of Curriculum

9.1 We will teach the curriculum to reflect the requirements set out in law, particularly the Equalities Act 2010, so that pupils understand what the law does, and does not, allow, and the wider implications of decisions they make.

9.2 At the point we consider it appropriate to teach pupils about LGBTQ+, we will ensure that this content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a stand-alone lesson.

9.3 Pupils learn about LGBTQ+ from Early Years onwards and are formally taught about this in Upper Key Stage 2, however, we will always consider the development and maturity of pupils before teaching this topic.

9.4 Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately to the pupil's age. This includes time for open discussion of topics that pupils tell us they find particularly difficult, such as sexual harassment and sexual violence, including that online.

9.4 The school ensures that all teaching resources and materials are appropriate for the age and maturity of pupils, their religious backgrounds and sensitive to their needs.

9.5 We consult with parents, and at all points of delivery of this programme will provide examples of the resources that we plan to use as we want to reassure parents and enable them to continue the conversations started in class at home.

9.6 Inappropriate videos, images etc. will not be used and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.

9.7 Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils.

9.8 We will not, under any circumstances, use resources produced by organisations that take extreme political stances on matters. This is the case even if the material itself is not extreme, as the use of it could imply endorsement or support of the organisation.

**https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/annex-b-resources-for-relationships-education-relationships-and-sex-education-rse-and-health-education**

9.9 Teachers will have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.

9.10 Lessons should be planned to ensure that all pupils of differing abilities are suitably challenged. Teachers will identify and assess the needs of pupils who may require extra support or intervention.

9.11 Whilst there is no formal examined assessment for these subjects, we will written assignments or self-evaluations, to capture progress.

**10. External Partners**

10.1 External partners may be invited to assist from time to time with the delivery of this programme and will be required to comply with this policy. The school will ensure that the teaching delivered by the external partner fits with the planned curriculum and this policy. The use of external partners is to enhance curriculum rather than as a replacement for the teachers delivering the curriculum.

External agencies can provide speakers, tools and resources to enhance and supplement the curriculum. When using external agencies, particular care needs to be taken to ensure materials used are appropriate and in-line with our legal duties regarding political impartiality. We will:

- Forbid the pursuit of partisan political activities by pupils
- Forbid the promotion of partisan political views in the teaching of any subject in the school
- Take reasonably practicable steps to secure that where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views.

10.2 Before delivery of the session the school will discuss the partner's lesson plan and any materials the partner intends to use and ensure that the content is age appropriate for the pupils and meets pupil's needs.

10.3 The school will ensure any external partner complies with the Child Protection and Safeguarding Policy.

**11. Links with other curriculum areas**

The school seeks to draw links between Relationships, sex and health education and other curriculum subjects wherever possible. Relationships, sex and health education will be linked to the following subjects in particular:

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty (Y5).
- English – when literary texts which touch on emotional aspects of relationships are studied in the English curriculum.
- Computing – pupils learn about e-safety, including how to conduct themselves in their use of technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support, and how content in computing relates to online and media topics.
- PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- Citizenship – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.

- PSHE – pupils learn about respect and difference, values and characteristics of individuals, in the local context and wider community.

## 12. Consultation with parents and carers

12.1 We understand the important role parents play in enhancing their children's understanding of relationships, sex and health. We also understand how important parents' views are in shaping the curriculum.

12.2 The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum through some of the following:

- Questionnaires and surveys
- Focus groups
- Meetings- in person or remotely
- Training sessions
- Newsletters and letters
- Website

12.3 Parents are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

## 13. Right to withdraw from sex education

13.1 Relationships and health education are statutory in primary school and parents do not have the right to withdraw their child from these subjects.

13.2 Parents have the right to request that their child be withdrawn from some, or all, of sex education delivered (other than what must be taught as part of the statutory science curriculum). The Headteacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Headteacher will document this process to ensure a record is kept.

13.3 The Headteacher may discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This includes social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

13.4 Once those discussions have taken place, the Headteacher will respect the parents' request to withdraw the child, except where in respect of content that must be taught as part of the science curriculum.

13.5 This process is the same for pupils with SEND. However, there may be exceptional circumstances where the Headteacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

13.6 The Headteacher will not grant a request to withdraw a pupil from any sex education delivered as part of the science curriculum.

13.7 If a pupil is withdrawn from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal.
13.8 Where there is shared parental responsibility, both parties should, where possible, reach a shared agreement to request that their child is withdrawn from sex education.

**14. Staff training**

14.1 Teacher wellbeing -

It is essential that teachers can maintain their own wellbeing when delivering the curriculum. There may be times that a topic triggers feelings or thoughts, including of historic, recent or current trauma.

14.2 It is important for school leaders to appreciate the different nature of these subjects, and be understanding of teachers' individual circumstances and the support they may need.

14.3 Leaders will engage teachers in considering their own needs in advance.

14.4 It is important that teaching is balanced and not dependent on any personal views teachers may have. Teachers should operate at all times within the framework of this policy, the Teaching Standards and comply with the Equality Act. There is no obligation on teachers to offer information personal to themselves or to share personal views.

14.5 Teachers are not required to answer personal questions asked by pupils and should consider, with the support of leaders, how best to handle any such questions.

14.6 All staff members will receive appropriate training to ensure they are up-to-date with the relationship, sex and health education programme and any associated issues.

14.7 Members of staff responsible for teaching the subjects will undergo further training to ensure they are fully equipped to teach the subjects effectively.

14.8 Training of staff will also be scheduled around any updated guidance on the programme and any new developments.

14.9 The DfE training modules provide some examples of good practice and approaches to support staff preparing to teach about individual subjects.

https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health#train-teachers-on-relationships-sex-and-health-education

## 15. Bullying and Confidentiality

15.1 The school has a zero tolerance approach to bullying. Any bullying incidents arising out of the relationships, sex and health education, such as those relating to sexual orientation, will be dealt with as seriously as any other bullying incidents in school in accordance with the Behaviour Policy.

15.2 Confidentiality within the classroom is an important aspect of relationships, sex and health education and teachers should respect the confidentiality of pupils as far as possible. Pupils will be informed of the duty of confidentiality and will be made aware of what action may be taken if they choose to report a concern or make a disclosure.

15.3 If a teacher has any suspicion of inappropriate behaviour or potential abuse, or if any reports are made during lessons as a result of the content of the curriculum, this will be reported to the Designated Safeguarding Lead and this will be dealt with in line with the Child Protection and Safeguarding Policy.

15.4 Dealing with sensitive issues - Conversations within lessons should not lead to any type of bullying, ostracising or other forms of social or emotional harm. Pupils should be aware of this and lessons should be delivered in such a way to ensure this does not happen.

15.5 To help create a safe environment for pupils when teaching these topics, we will consider:

- setting ground rules for lessons, where needed, particularly around not sharing personal information (there is guidance on how to create ground rules in the individual subject training modules)
- stopping discussions if personal information is shared in lessons and following up with pupils later where needed
- not promising confidentiality if a pupil confides something concerning
- telling pupils they can ask for help and they will be taken seriously

## 16. Monitoring and evaluating the policy

16.1 This policy will be monitored and reviewed on an annual basis by the relationships, sex and health education subject leader and Headteacher.

16.2 This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The Governing Body is responsible for approving this policy.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

**Appendix 1**

## A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)[1]

In Ellingham C of E Primary School, we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

**We commit:**

1. **To work in partnership with parents and carers**. This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.

2. **That RSHE will be delivered professionally and as an identifiable part of PSHE**. It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.

3. **That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act[2] and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

4. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms**. It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

5. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development**. It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral

[1] RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

[2] The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.

6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights**. It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.

7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.

8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

## Appendix 2

### Relationships education overview

### Families and people who care for me

By the end of primary school, pupils will know:

17. That families are important for them growing up because they can give love, security and stability.
18. 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.
19. That others' 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.
20. 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.
21. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
22. 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

By the end of primary school, pupils will know:

23. How important friendships are in making us feel happy and secure, and how people choose and make friends.
24. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
25. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
26. That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
27. How to recognise who to trust and who not to trust.
28. How to judge when a friendship is making them feel unhappy or uncomfortable.
29. How to manage conflict.
30. How to manage different situations and how to seek help from others if needed.

### Respectful relationships

By the end of primary school, pupils will know:

31. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
32. Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
33. The conventions of courtesy and manners.

34. The importance of self-respect and how this links to their own happiness.
35. That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
36. About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
37. What a stereotype is, and how they can be unfair, negative or destructive.
38. The importance of permission-seeking and giving in relationships with friends, peers and adults.

**Online relationships**

By the end of primary school, pupils will know:

39. That people sometimes behave differently online, including pretending to be someone they are not.
40. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
41. The rules and principles for keeping safe online.
42. How to recognise harmful content and contact online, and how to report these.
43. How to critically consider their online friendships and sources of information.
44. The risks associated with people they have never met.
45. How information and data is shared and used online.

**Being safe**

By the end of primary school, pupils will know:

46. What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
47. About the concept of privacy and the implications of it for both children and adults.
48. That it is not always right to keep secrets if they relate to being safe.
49. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
50. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
51. How to recognise and report feelings of being unsafe or feeling bad about any adult.
52. How to ask for advice or help for themselves and others, and to keep trying until they are heard.
53. How to report concerns or abuse, and the vocabulary and confidence needed to do so.
54. Where to seek advice, for example, from their family, their school and other sources.

**Appendix 3**
**Health education overview**

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

### Mental wellbeing

By the end of primary school pupils will know:

55. That mental wellbeing is a normal part of daily life, in the same way as physical health.
56. That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
57. The scale of emotions that humans experience in response to different experiences and situations.
58. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
59. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
60. The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
61. Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
62. How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
63. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
64. Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
65. That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### Internet safety and harms

By the end of primary school, pupils will know:

66. That for most people, the internet is an integral part of life and has many benefits.
67. About the benefits of rationing time spent online.
68. The risks of excessive time spent on electronic devices.
69. The impact of positive and negative content online on their own and others' mental and physical wellbeing.
70. How to consider the effect of their online actions on others.
71. How to recognise and display respectful behaviour online.
72. The importance of keeping personal information private.
73. Why social media, some computer games and online gaming, for example, are age-restricted.
74. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

75. How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted.
76. Where and how to report concerns and get support with issues online.

**Physical health and fitness**

By the end of primary school, pupils will know:

77. The characteristics and mental and physical benefits of an active lifestyle.
78. The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
79. The risks associated with an inactive lifestyle, including obesity.
80. How and when to seek support, including which adults to speak to in school if they are worried about their health.

**Healthy eating**

By the end of primary school, pupils will know:

81. What constitutes a healthy diet, including an understanding of calories and other nutritional content.
82. The principles of planning and preparing a range of healthy meals.
83. The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

**Drugs alcohol and tobacco**

By the end of primary school, pupils will know:

84. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

**Health and prevention**

By the end of primary school, pupils will know:

85. How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
86. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
87. The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
88. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
89. About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
90. The facts and science relating to immunisation and vaccination.

**Basic first aid**

By the end of primary school, pupils will know:

91. How to make a clear and efficient call to emergency services if necessary.
92. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

**Changing adolescent body**

By the end of primary school, pupils will know:

93. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
94. About menstrual wellbeing and key facts relating to the menstrual cycle.

## Appendix 4

**Outline of Relationships Education and Health Education per year group.**

The school plans a progressive curriculum; topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school. A summary of the content that is currently taught during each Year Group is as follows:-

**Relationships Education**

### 1.1. Reception and Year 1

- what they like/dislike and are good at
- what makes them special and how everyone has different strengths
- how their personal features or qualities are unique to them
- how they are similar or different to others, and what they have in common
- to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private
- that family is one of the groups they belong to, as well as, for example, school, friends, clubs
- about the different people in their family/those that love and care for them
- what their family members, or people that are special to them, do to make them feel loved and cared for
- how families are all different but share common features – what is the same and different about them
- about different features of family life, including what families do/ enjoy together
- that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried

### 1.2. Year 2

- how to make friends with others
- how to recognise when they feel lonely and what they could do about it
- how people behave when they are being friendly and what makes a good friend
- how to resolve arguments that can occur in friendships
- how to ask for help if a friendship is making them unhappy
- how words and actions can affect how people feel
- how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe
- why name-calling, hurtful teasing, bulling and deliberately excluding others is unacceptable
- how to respond if this happens in different situations

- how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so

### 1.3. Year 3

- how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded
- how to recognise if others are feeling lonely and excluded and strategies to include them
- how to build good friendships, including identifying qualities that contribute to positive friendships
- that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences
- how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support

- how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)
- how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays
- how people within families should care for each other and the different ways they demonstrate this
- how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe

### 1.4. Year 4

- how people's behaviour affects themselves and others, including online
- how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return
- about the relationship between rights and responsibilities
- about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)*
- the rights that children have and why it is important to protect these*
- that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination
- how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns

### 1.5. Year 5

- About the different types of relationships people have in their lives
- How friends and family communicate together; how the internet and social media can be used positively
- How knowing someone online differs from knowing someone face-to-face
- How to recognise risk in relation to friendships and keeping safe
- About the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family
- How to respond if a friendship is making them feel worried, unsafe or uncomfortable
- How to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety.

### 1.6. Year 6

- that people have different kinds of relationships in their lives, including romantic or intimate relationships
- that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another
- that adults can choose to be part of a committed relationship or not, including marriage or civil partnership
- that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime
- how growing up and becoming more independent comes with increased opportunities and responsibilities
- how friendships may change as they grow and how to manage this
- how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing

## Health Education per year group

### 1.7. Reception and Year 1

- what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)
- that things people put into or onto their bodies can affect how they feel
- how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy
- why hygiene is important and how simple hygiene routines can stop germs from being passed on
- what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing.

- that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people
- who can help them in different places and situations; how to attract someone's attention or ask for help; what to say
- how to respond safely to adults they don't know
- what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard
- how to get help if there is an accident and someone is hurt,
- including how to dial 999 in an emergency and what to say

### 1.8. Year 2

- how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)
- how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them
- how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets
- how not everything they see online is true or trustworthy and that people can pretend to be someone they are not
- how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them
- that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest
- that eating and drinking too much sugar can affect their health, including dental health
- how to be physically active and how much rest and sleep they should have everyday
- that there are different ways to learn and play; how to know when to take a break from screen-time
- how sunshine helps bodies to grow and how to keep safe and well in the sun
- how to recognise, name and describe a range of feelings
- what helps them to feel good, or better if not feeling good
- how different things/times/experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)
- how feelings can affect people in their bodies and their behaviour
- ways to manage big feelings and the importance of sharing their feelings with someone they trust

- how to recognise when they might need help with feelings and how to ask for help when they need it

### 1.9. Year 3

- how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe
- how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers
- that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable
- how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)
- how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)
- how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns
- what to do in an emergency, including calling for help and speaking to the emergency services
- how to eat a healthy diet and the benefits of nutritionally rich
- foods
- how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist
- how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health
- how people make choices about what to eat and drink, including who or what influences these
- how, when and where to ask for advice and help about healthy eating and dental care
- how regular physical activity benefits bodies and feelings
- how to be active on a daily and weekly basis - how to balance time online with other activities
- how to make choices about physical activity, including what and who influences decisions
- how the lack of physical activity can affect health and wellbeing
- how lack of sleep can affect the body and mood and simple routines that support good quality sleep
- how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried

### 1.10. Year 4

- how to recognise personal qualities and individuality
- to develop self-worth by identifying positive things about themselves and their achievements
- how their personal attributes, strengths, skills and interests contribute to their self-esteem
- how to set goals for themselves
- how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking
- how everyday things can affect feelings
- how feelings change over time and can be experienced at different levels of intensity
- the importance of expressing feelings and how they can be expressed in different ways
- how to respond proportionately to, and manage, feelings in different circumstances
- ways of managing feelings at times of loss, grief and change
- how to access advice and support to help manage their own or others' feelings
- how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions
- that if someone has experienced a head injury, they should not be moved
- when it is appropriate to use first aid and the importance of seeking adult help
- how to recognise, predict, assess and manage risk in different situations
- how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)
- how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence
- how people's online actions can impact on other people
- how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online
- how to report concerns, including about inappropriate online content and contact
- that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law

### 1.11. Year 5

- how to recognise and respect similarities and differences
- between people and what they have in common with others
- that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)
- how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)
- about stereotypes and how they are not always accurate, and can negatively

influence behaviours and attitudes towards others

- how to challenge stereotypes and assumptions about others
- how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing
- that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal
- how laws surrounding the use of drugs exist to protect them and others
- why people choose to use or not use different drugs
- how people can prevent or reduce the risks associated with them
- that for some people, drug use can become a habit which is difficult to break
- how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use
- how to ask for help from a trusted adult if they have any worries or concerns about drugs

### 1.11. Year 6

- how mental and physical health are linked
- how positive friendships and being involved in activities such as clubs and community groups support wellbeing
- how to make choices that support a healthy, balanced lifestyle including:
  - how to plan a healthy meal
  - how to stay physically active
  - how to maintain good dental health, including oral hygiene, food and drink choices
  - how to benefit from and stay safe in the sun
  - how and why to balance time spent online with other activities
  - how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep
  - how to manage the influence of friends and family on health choices
- that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one
- how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them
- how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in/out of school
- that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on
- that anyone can experience mental ill-health and to discuss concerns with a trusted adult
- that mental health difficulties can usually be resolved or managed with the right strategies and support
- that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else

**Appendix 5**

**Outline of Sex education per year group**

1.12. **Reception and Year 1**

To use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private.

1.13. **Year 2**

How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe.

1.14. **Year 3**

That their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable.

1.15. **Year 4**

- How to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns.
- How people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence.
- how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online

1.16. **Year 5**

- About puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams
- How puberty can affect emotions and feelings
- How personal hygiene routines change during puberty
- How to ask for advice and support about growing and changing and puberty

1.17. **Year 6**

- How puberty relates to growing from childhood to adulthood
- About the reproductive organs and process - how babies are conceived and born and how they need to be cared for
- That there are ways to prevent a baby being made