



A place to shine ...

Let light shine out of darkness and God's light shine in our hearts
2 Corinthians ch4, v6

Relationships, Sex Education and Health Policy

Approval body:	Local Governing Committee of each academy
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'So God created humankind in his image, in the image of God he created them'
(Genesis 2:7)

'I have come in order that you might have life - life in all its fullness'
(John 10:10)

1 Purpose

The purpose of this policy is to set out the approach in this school to the teaching of relationships, sex education and health (RSHE) in line with requirements of the National Curriculum and Department for Education guidance. In publishing revised guidance for implementation from September 2020, the Secretary of State said: *“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.”*

Furthermore, the stated desire of the Secretary of State, which we share, says: *“we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.”*

2 Scope

This policy applies to the governors, employees and pupils of the school.

3 Rationale

Our school’s approach to Relationship, Sex and Health Education (RSHE) follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive. In developing this policy, we have followed the principles in the Church of England Charter for relationships education, relationships and sex education and health education. (Appendix 1)

At Central Walker Church of England Primary School, everyone will be treated with dignity as all people who are made in the image of God and are loved equally by God. All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; where bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

As a Church School, RSHE is set in a context that is consistent with our school’s Christian ethos and values (Appendix 2 lists the Christian beliefs and values relevant to this policy):

- It is based on inclusive Christian principles and values emphasising respect, compassion, loving care and forgiveness.
- It is sensitive to the circumstances of all children and mindful of the expressions of family life in our culture, yet it also upholds the Christian values regarding relationships and marriage.
- The exploration of reproduction and sexual behaviour within the science curriculum will stand alongside the exploration of relationships, values and morals and Christian belief.

Whilst pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others. Pupils will consider how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

Our school seeks to ensure that the RSHE curriculum protects, informs and nurtures all pupils. It clearly differentiates between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily

blurred and that there needs to be discernment about the manner in which this is taught. We teach RSHE within a moral (but not moralistic) framework.

RSHE in Central Walker Church of England Primary School is about what constitutes wellbeing and loving care for ourselves (physical and mental health education), how we show loving care for others (relationships education) and, when at an appropriate age and stage in life, how we show loving care to those we choose to be intimate with, including within marriage (sex education).

It is also about the spiritual and moral aspects of healthy, loving and nurturing relationships within a context of a Christian vision for the purpose of life.

For the purposes of this policy '**Relationships education**' is defined as teaching pupils about the building blocks of healthy, respectful relationships, focusing on family and friendships, including on and off line. It gives children and young people the essential skills to build positive, enjoyable and non-exploitative relationships.

For the purposes of this policy '**Relationships and sex education**' is defined as teaching pupils about is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

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.

The school ensures the RSE curriculum meets the needs of all pupils and is informed by issues in the school and wider community. This policy takes into account the views of teachers, pupils and parents.

4 Policy statement

The aim of relationships, sex and health education is to provide balanced, factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious and moral dimensions of sexual health in an age appropriate way and which meets the needs of our school community.

RSHE is taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example looked after children, or young carers).

The school's approach is intended to be sensitive to the needs of different ethnic, cultural and religious groups. Parents/carers are encouraged to discuss any concerns they may have about RSHE with Miss Nicola Johnson (PSHE Lead).

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 RSHE and the programme will be designed to be inclusive of all pupils making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

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. We work 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
- Meetings
- Training sessions
- Newsletters and letters
- Website/Tapestry

Consultation may also take place with the wider school community e.g. governing body, school nurse, Local Authority and Diocese.

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

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.

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 and will be sensitive to the faith and beliefs of those in the wider school community.

RSHE will seek to explain fairly the 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.

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 the excesses of media in all its forms.

RSHE will promote healthy resilient relationships set in the context of character and virtue development that sits within the school's Christian Vision and Values. Values such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice.

At Central Walker Church of England Primary School, RSHE is taught by confident trained staff and only some elements will be taught by outside agencies (such as First Aid or aspects about puberty). Pupils with SEND will have the content made accessible to them. Mrs Jennie Gleadow (SENCO) will advise teaching staff how best to identify and support SEN pupils' individual needs, determining interventions and accessibility to the correct intervention.

It is important that pupils have confidence in the teacher and that a 'safe space' is created where pupils feel confident and can ask age-appropriate questions.¹

5 Legal considerations

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (2019), made under sections 34 and 35 of the Children and Social Work Act (2017) make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education from September 2020.

Schools are not required to teach sex education beyond the compulsory elements contained in the science curriculum but may choose to do so. Parents do not have the right to withdraw children from relationships education but can withdraw their child from any sex education in the RSE curriculum which is additional to the statutory elements of sex education in the science curriculum. (see section 9 for information on parents' right to withdraw).

The school understands its responsibilities in relation to the Equality Act 2010 specifically that it must not discriminate against any pupil on the basis of protected characteristics (sex or sexual orientation, race, disability, religion or belief, gender reassignment, pregnancy or maternity), and the requirement under the Public Sector Equality Duty to eliminate discrimination, to advance equality of opportunity and to foster good relations. The makeup of our school community (including the gender and age range of our pupils) is considered and whether it is appropriate or necessary to put in place additional support for pupils with any protected characteristic. The school fosters healthy and respectful peer-to-peer communication and behaviour and challenges occurrences (e.g. sexism, homophobia, misogyny and other gender stereotypes) contrary to these principles.

Provisions under the Equality Act 2010 allow the school to take positive action where it can be evidenced as a proportionate response to particular disadvantages affecting a group because of a protected characteristic, e.g. consider taking positive action to support girls if there was evidence that they are disproportionately subject to sexual harassment.

6 Roles and responsibilities

- **The local governing committee** approves the RSHE policy and evaluates the effectiveness of its implementation.
- **The Head Teachers** ensure that RSHE is taught consistently across the school, and that members of staff have sufficient training to teach RSHE effectively and handle difficult issues with sensitivity. The Head Teachers are responsible for managing parent/carer requests to withdraw pupils from the non-statutory/non-science components of sex education within RSE (see section 9).
- **The PSHE Lead** ensures that the RSHE curriculum complements and does not duplicate content covered in National Curriculum subjects such as citizenship, science, and computing.
- **Staff** are responsible for:
 - Delivering RSHE in a sensitive way
 - Modelling positive attitudes to RSHE

- Monitoring progress
 - Responding to the needs of individual pupils
 - Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory elements of RSHE
 - All teaching staff are responsible for the teaching of RSHE in school. Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Head Teachers
- **Pupils** are expected to engage fully in RSHE and when discussing issues related to RSHE to treat others with respect and sensitivity.

Staff training

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.

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

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

7 Curriculum design

The school has worked with other schools in the academy trust to develop an RSHE curriculum that is sequenced in an age appropriate way with clear progression of content and skills and which prepares pupils for the next stage in their personal and academic/career development.

The curriculum may be adapted as and when necessary, for instance to respond to an emerging issue in the school or community.

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.

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

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.

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. Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by contacting Miss Nicola Johnson (PSHE Lead) or the Head Teachers, Mrs Dawn Day and Mrs Faye Kerr.

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

An overview of **Relationships Education** and what pupils will know by the end of primary school is at Appendix 3. An overview of **Health Education** and what pupils will know by the end of primary school is at Appendix 4. A summary of the content that will be taught during each Year Group is outlined at Appendix 5.

Sex Education

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.

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.

In our school we have decided that it is important to teach pupils sex education beyond what is required of the science curriculum, so as to prepare them for adulthood, (and for secondary school) in their last year of primary school. Sex education is taught in the Christian context as a gift of God as part of creation. (Appendix 2) In Christian understanding, marriage is the perfect context for sexual expression, and in all schools, pupils must be taught that sex is intrinsically connected to human relationship, it involves questions of trust, loyalty and faithfulness and how we see others and ourselves. Healthy and responsible sexual relationships can be a positive element in human flourishing, and this should be reflected in sex education.

Parents are consulted on the organisation and delivery of our sex education curriculum and are given the opportunity to feedback on what should be taught through sex education. The age and development of pupils is always considered when delivering sex education. All staff will use scientifically correct vocabulary to avoid misunderstandings and ambiguity.

A summary of the content that is currently taught during each Year Group is outlined in the Safe Relationships and the Growing and Changing strands of the PSHE Overview in Appendix 5.

Resources and Delivery of Curriculum

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.

Our relationships and sex education curriculum is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity.

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.

Pupils will be taught about LGBTQ+ from Early Years onwards and formally in Upper Key Stage 2, through our 'No Outsiders' programme, with a focus on pupils developing an understanding that there are a variety of relationships and family patterns in the modern world. We will always consider the development and maturity of pupils before teaching this topic.

Teaching resources, The Goodness and Mercy programme of study (Bristol Diocese) and Lovewise, Relationships Matter units of work (Christian Charity) will be supported by recognised and effective video, multimedia and printed resources. These materials will be widely recognised, balanced in their approach and not promote any particular lifestyle choice over another. They will be designed to educate and inform. They will

be in line with the vision and values of the school and Academy Trust. Resources will recognise a range of different experiences, views, lifestyles and cultural backgrounds that people bring to this subject. Where particular issues and concerns arise, we are committed to working with parents to support and resolve these wherever possible. We 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. 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.

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. Any resources or materials used to support learning will be formally assessed by the PSHE subject leader and the Head Teachers before use to ensure they are appropriate for the age and maturity of pupils.

Links with other curriculum areas

We seek 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.
- Computing: pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- 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

8 Safe and effective practice

Effective RSHE may bring about disclosures of child protection issues, if any issues arise where a member of staff feels that a child is unsafe the necessary procedures in the school's Safeguarding Policy will be followed.

External Partners

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.

We 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.

Before delivery of the session we 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.

We will ensure any external partner complies with the Child Protection and Safeguarding Policy.

Bullying and Confidentiality

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 and Anti-bullying policy.

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.

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.

9 Parents' right to withdraw

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

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).

Some parents may prefer to take responsibility for aspects of this element of education and may choose to discuss the content with their child before pupils participate in the sessions. The school aims to work in partnership with parents/carers to get the best outcomes for pupils. If parents/carers have any questions they should contact the Head Teachers to talk through any concerns.

Requests for withdrawal must be put in writing and addressed to the Head Teachers. Parents wishing to exercise this right are invited to meet with the Head Teachers/PSHE Lead to explore concerns and discuss the impact that withdrawal may have on the child. Alternative work to be completed in school away from the class will be given to pupils who are withdrawn from sex education.

10 Monitoring and Evaluating

This policy will be monitored and reviewed on an annual basis by the PSHE Lead and Head Teachers.

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 local Governing Committee is responsible for approving this policy.

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

Appendix I

A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)²

In the Dioceses of Durham and Newcastle 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 Act³ 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 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.

² 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.

³ The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

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

Christian Beliefs and Values

Mindful of the Christian foundation of our school, children will learn that relationships and friendships are an expression of love and an important gift that should be honoured and cherished.

- All people are made in the image of God and are valuable in his sight
- God loves all people
- God created our sexuality, and he intended it to be celebrated and enjoyed within the framework that he established
- God created male and female to be of equal worth.
- God's ideal is for a lifelong marriage commitment
- Marriage is God's intended context for sex and for the raising of children.
- God was pleased with his creation
- Everyone makes mistakes, including sexual ones
- Going against God's ideal has consequences
- God can forgive all wrongdoing
- God allows us to start again
- Forgiveness and reconciliation should characterise all human relationships

Appendix 3

Relationships education overview

Families and people who care for me

By the end of primary school, pupils will know:

1. That families are important for them growing up because they can give love, security and stability.
2. 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.
3. 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.
4. 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.
5. That marriage represents 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

By the end of primary school, pupils will know:

7. How important friendships are in making us feel happy and secure, and how people choose and make friends.
8. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
9. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
10. 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.
11. How to recognise who to trust and who not to trust.
12. How to judge when a friendship is making them feel unhappy or uncomfortable.
13. How to manage conflict.
14. 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:

15. 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.
16. Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
17. The conventions of courtesy and manners.
18. The importance of self-respect and how this links to their own happiness.

19. 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.
20. 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.
21. What a stereotype is, and how they can be unfair, negative or destructive.
22. 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:

23. That people sometimes behave differently online, including pretending to be someone they are not.
24. 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.
25. The rules and principles for keeping safe online.
26. How to recognise harmful content and contact online, and how to report these.
27. How to critically consider their online friendships and sources of information.
28. The risks associated with people they have never met.
29. How information and data is shared and used online.

Being safe

By the end of primary school, pupils will know:

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

Appendix 4

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:

39. That mental wellbeing is a normal part of daily life, in the same way as physical health.
40. That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
41. The scale of emotions that humans experience in response to different experiences and situations.
42. 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.
43. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
44. The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
45. Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
46. How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
47. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
48. 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.
49. 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:

50. That for most people, the internet is an integral part of life and has many benefits.
51. About the benefits of rationing time spent online.
52. The risks of excessive time spent on electronic devices.
53. The impact of positive and negative content online on their own and others' mental and physical wellbeing.
54. How to consider the effect of their online actions on others.
55. How to recognise and display respectful behaviour online.
56. The importance of keeping personal information private.
57. Why social media, some computer games and online gaming, for example, are age-restricted.
58. 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.

59. How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted.
60. 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:

61. The characteristics and mental and physical benefits of an active lifestyle.
62. 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.
63. The risks associated with an inactive lifestyle, including obesity.
64. 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:

65. What constitutes a healthy diet, including an understanding of calories and other nutritional content.
66. The principles of planning and preparing a range of healthy meals.
67. 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:

68. 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:

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

Basic first aid

By the end of primary school, pupils will know:

75. How to make a clear and efficient call to emergency services if necessary.
76. 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:

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

Appendix 5

Outline of Personal, Social and Health Education including Relationships (PSHE inc RSE) 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 attached.

Appendix 6

Understanding Relationships and Health Education in your child's Primary School: a guide for parents.

Guidance from the DfE for parents/carers - regarding the changes to the PSHE curriculum to include RSE- is attached