



St. Anne's CE Primary and Nursery School

R.S.E Policy

**Reviewed and updated
September 2021 (Mrs. L. Sixsmith)**

Minds to learn, hearts to care.



Jesus replied: "Love the Lord your God with all your heart and with all your soul and with all your mind." This is the first and greatest commandment.

And the second is like it: "Love your neighbour as yourself." *Matthew 22:37-39*



*Our school vision is to be the best version of ourselves
that God created us to be - with minds to learn and hearts to care.*

Our values are the building blocks for strong foundations for lifelong learning and lifelong faith.



Vision and Values

Our school vision is to be the best version of ourselves that God created us to be – with minds to learn and hearts to care.

Who are we as a school? This is our deeply Christian vision which is firmly rooted in the bible.

Jesus summed up his most important teaching by quoting the greatest commandment – love the Lord your God with all your heart, with all your soul with all your mind. And love your neighbour as yourself. (Matthew 22v37-39) At St Anne's our vision is for everyone who is part of our school community to live life to the full and to treat everyone with compassion and respect.

This vision shapes all we do and helps us understand who we are as a school, why we are here, and then how we live. Our values are the building blocks for strong foundations for lifelong learning and lifelong faith.

Why are we here? These are our values:

Loving God with all of our heart

We want everyone at St Anne's to be the best version of themselves. We believe this is about everyone being authentic, open and honest.

We are dedicated to continuous improvement, challenging ourselves, celebrating our successes and always aspiring to be "the best we can be".

To enable each child and adult to flourish and achieve.

Loving God with all our soul

We want to nurture the spiritual life of everyone in our school family recognising that "spirituality is like a bird; if you hold it too tightly, it chokes; if you hold it too loosely, it flies away. Fundamental to spirituality is the absence of force." Rabbi Hugo Gryn

To promote our Christian ethos and values through lively, intelligent and creative participation.

To provide an inviting, inclusive school environment where all members of the school community, of all faiths or none, are valued, respected and care for one another.

To encourage and develop links between the school, home, our parishes and the local, national and global community.

Loving God with all our mind

To provide a high quality and nurturing learning environment.

To be dedicated to continuous improvement, challenging ourselves, celebrating our successes and always aspiring to be "the best we can be".

To enable each child and adult to flourish and achieve.

How then do we live? All of this shapes our school life.

Daily collective worship is at the centre of school life and enables children to experience the diversity of Christian practice and tradition.

High quality, effective, academic religious education allows pupils and adults alike to flourish.

Throughout all our school life our Christian vision and values promote social and cultural development through the practice of forgiveness and reconciliation. They encourage good mental health and enable children and adults, whatever their background or ability, to flourish and live well together.

The vision is used to ensure our policies, curriculum and extracurricular opportunities meet the academic and spiritual needs of all learners.

We describe all our activities in terms of how the vision and values inspire our whole school community, children and adults, to engage in social action and to be courageous advocates for change in their local, national and global communities

Our Christian vision supports the character and moral development of all pupils and adults, giving them aspiration for themselves and hope for the communities of which they are a part. It fosters dignity and respect, enabling everyone to be the person God created them to be, to achieve the most they can, and to inspire hope for others in the local community and beyond.

Policy for Relationships, Sex Education and Health Education

September 2021

'Minds to Learn, Hearts to Care'

St. Anne's CE Primary and Nursery



1. Statement of Intent

At St. Anne's 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. **Both our policy and practice** will *'ensure pupils are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others.'* (SIAMS schedule 2018)

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 (Rel Ed), relationships and sex education (RSE) and health education (RSHE) (Appendix 1)

We are committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. We understand 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.

The aim of Rel Ed & RSE 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.

Our Rel Ed & RSE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within personal relationships.
- avoid being pressured into uncomfortable or dangerous situations.
- communicate effectively by developing the appropriate language for sex and relationship issues.
- have an understanding of seeking permission and consent
- develop awareness of their evolving sexuality, gender identity, challenge sexism and prejudice, which is inclusive to all children and young people.
- have sufficient information and skills to protect themselves in a variety of situations including from exploitation.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

2. Legal Framework

This policy has been developed with regard to legislation and statutory guidance including:

- 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'
- SIAMS Evaluation Schedule 2018
- Valuing All God's Children 2019
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
- Special Educational Needs and Disability code of practice: 0-25 years, 2017
- Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)
- Keeping Children safe in Education – Statutory Safe Guarding Guidance (2018)
- Transforming Children and Young People's Mental Health Provision Green Paper (July 2018)

This policy works in conjunction with the following policies:

- Safeguarding (including child sexual exploitation)
- Behaviour
- SEND
- Equal Opportunities
- Anti-bullying
- Mental Health and Well-being
- Pupil Confidentiality (to be developed)
- Inclusion
- Personal, Social and Health Education (to be developed)
- Social, Moral and Cultural
- Spiritual Development

3. Definitions

For the purposes of this policy “Relationships Education” (Rel. Ed.) 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” (RSE) 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.

RSE reflects our school vision and associated values.

4. Roles and Responsibilities

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 We are maintained and developed through the subjects.

The Head teacher 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.

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.

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.

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.

5. Curriculum organisation

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 and we have consulted with parents, pupils and staff on the development of this policy in line with section 12 of this policy.

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 Head Teacher.

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

A summary of the content that will be taught during each Year Group is outlined at Appendix 4.

6. 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.

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

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. The words which will be used are: penis, vulva, vagina, testicle, scrotum, breasts and pubic hair.

7. 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 as issues or questions arise and formally in Upper Key Stage 2, 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.

We aim to deal sensitively and honestly with regard of sexual orientation and gender identity, answer appropriate questions and offer support. Pupils, whatever their developing gender identity and sexuality need to feel that relationship education is relevant to them.

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.

We ensure that all teaching resources and materials are appropriate for the age and maturity of pupils, their religious backgrounds and sensitive to their needs.

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.

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 relationships, sex and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils.

We are currently using a range of resources to support our curriculum.

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.

Pupils right to be excused from Sex and Relationship Education

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to excuse their children from all or part of the sex education elements delivered as part of the statutory Relationships Education, except for those parts included in the statutory National Curriculum (i.e. in Science lessons).

We would make alternative arrangements in such cases. Parents are encouraged to discuss their concerns and / or decisions with the Head Teacher at the earliest opportunity. The head teacher/RSE lead will document the process and outcome. Parents/carers are welcome to review any RSE resources the school uses.

8. 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.
- DT – pupils learn about healthy diets and plan menus.
- 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

Policy Agreed by Governors	July 2021
Review Date	July 2022
Link Governor	Mrs. Angela Smith

Appendix 1

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

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 Act² 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.

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.

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.
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

These statements will be covered throughout your child's primary education often through class discussions as needed but will also be covered in specific years using the curriculum. Below you can see the Year groups that cover these points through planned lessons.

Relationships education overview

Families and people who care for me

By the end of primary school, pupils will know:

9. That families are important for them growing up because they can give love, security and stability. Rec, Y1
10. 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. Rec, Y1
11. 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. Rec, Y, Y4, Y6
12. 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. Y3
13. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. Y4, Y6
14. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. All

Caring friendships

By the end of primary school, pupils will know:

15. How important friendships are in making us feel happy and secure, and how people choose and make friends. Y1
16. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. Y1, Y3
17. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Y1, Y5
18. 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. Y3, Y5
19. How to recognise who to trust and who not to trust. Y4
20. How to judge when a friendship is making them feel uncomfortable. Y1, Y2, Y5
21. How to manage conflict. Y1, Y2, Y5

22. How to manage different situations and how to seek help from others if needed, Y1, Y2, Y5

Respectful relationships

By the end of primary school, pupils will know:

23. 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. All
24. Which practical steps they can take in a range of different contexts to improve or support respectful relationships. Y3, Y4
25. The conventions of courtesy and manners. Y4
26. The importance of self-respect and how this links to their own happiness. Y6
27. 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. All
28. 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. All
29. What a stereotype is, and how they can be unfair, negative or destructive. Y6
30. The importance of permission-seeking and giving in relationships with friends, peers and adults. Y4, Y5, Y6

Online relationships

By the end of primary school, pupils will know:

31. That people sometimes behave differently online, including pretending to be someone they are not. All
32. 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. All
33. The rules and principles for keeping safe online. All
34. How to recognise harmful content and contact online, and how to report these. All
35. How to critically consider their online friendships and sources of information. Y5
36. The risks associated with people they have never met. Y5, Y6
37. How information and data is shared and used online. Y4, Y5, Y6

Being safe

By the end of primary school, pupils will know:

38. What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context. Y4, Y5
39. About the concept of privacy and the implications of it for both children and adults. Y3
40. That it is not always right to keep secrets if they relate to being safe. All

41. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. Rec, Y1, Y2
42. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know. All
43. How to recognise and report feelings of being unsafe or feeling bad about any adult. All
44. How to ask for advice or help for themselves and others, and to keep trying until they are heard. All
45. How to report concerns or abuse, and the vocabulary and confidence needed to do so. All
46. Where to seek advice, for example, from their family, their school and other sources. All

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:

47. That mental wellbeing is a normal part of daily life, in the same way as physical health. All
48. That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness. All
49. The scale of emotions that humans experience in response to different experiences and situations. Y4, Y6
50. 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. Y2, Y4
51. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Y5
52. The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness. Y5
53. Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests. Y1, Y4
54. How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support. Y3, Y5, Y6
55. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. Y4, Y5, Y6
56. 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. All

57. 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. Y4, Y5, Y6

Internet safety and harms

By the end of primary school, pupils will know:

58. That for most people, the internet is an integral part of life and has many benefits. Y5
59. About the benefits of rationing time spent online. Y4
60. The risks of excessive time spent on electronic devices. Y5
61. The impact of positive and negative content online on their own and others' mental and physical wellbeing. Y4, Y6
62. How to consider the effect of their online actions on others. Y4, Y6
63. How to recognise and display respectful behaviour online. Y4, Y6
64. The importance of keeping personal information private. All
65. Why social media, some computer games and online gaming, for example, are age-restricted. Y2, Y3, Y6
66. 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. Y5, Y6
67. How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted. Y5
68. Where and how to report concerns and get support with issues online. All

Physical health and fitness – taught through PE curriculum

By the end of primary school, pupils will know:

69. The characteristics and mental and physical benefits of an active lifestyle. All
70. 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. All
71. The risks associated with an inactive lifestyle, including obesity. All
72. How and when to seek support, including which adults to speak to in school if they are worried about their health. All

Healthy eating - taught through DT curriculum

By the end of primary school, pupils will know:

73. What constitutes a healthy diet, including an understanding of calories and other nutritional content. All
74. The principles of planning and preparing a range of healthy meals. All
75. 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. All

Drugs alcohol and tobacco

By the end of primary school, pupils will know:

76. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. Y2, Y6

Health and prevention

By the end of primary school, pupils will know:

77. How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body. Y4
78. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. Y4
79. The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn. Y2, Y4
80. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. Rec, Y2
81. About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing. All
82. The facts and science relating to immunisation and vaccination. Y6

Basic first aid

By the end of primary school, pupils will know:

83. How to make a clear and efficient call to emergency services if necessary. All
84. Concepts of basic first-aid, for example dealing with common injuries, including head injuries. Y6

Changing adolescent body

By the end of primary school, pupils will know:

85. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. Y5, Y6
86. About menstrual wellbeing and key facts relating to the menstrual cycle. Y5, Y6

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

The importance of families for love, security and stability. The characteristics of a healthy family and spending time together. That sometimes families look different and we should respect those differences. How to recognise if family relationships make them feel unhappy or unsafe.

How important friendships are in making us feel happy and secure.

The characteristics of friendship and the support they provide. Healthy friendships are welcoming towards others. How to manage a conflict. How to judge if a friendship is making you unhappy or uncomfortable. How to seek help from others if needed.

The importance of others even if they are different or have different beliefs. Different types of bullying (including cyberbullying), the responsibility of bystanders to report it. The importance of permission-seeking and giving in relationships. In society we should be treated with respect by others and in turn we should others with respect.

1.2. Year 2

How to recognise if family relationships make them feel unhappy or unsafe. How to manage a conflict. How to judge if a friendship is making you unhappy or uncomfortable. How to seek help from others if needed.

The importance of others even if they are different or have different beliefs. In society we should be treated with respect by others and in turn we should others with respect.

Different types of bullying (including cyberbullying), the responsibility of bystanders to report it.

1.3. Year 3

How to recognise if family relationships make them feel unhappy or unsafe. That stable, caring relationships are important for children's security as they grow up.

The characteristics of friendship and the support they provide. All friendships have ups and downs but resorting to violence is never right.

Different types of bullying (including cyberbullying), the responsibility of bystanders to report it.

The importance of others even if they are different or have different beliefs. Practical steps to improve or support respectful relationships. The conventions of courtesy and manners. In society we should be treated with respect by others and in turn we should others with respect.

1.4. Year 4

How to recognise if family relationships make them feel unhappy or unsafe. That sometimes families look different and we should respect those differences. That marriage is a legal commitment of two people which is intended to be lifelong.

How to recognise who to trust and who not to trust.

The importance of others even if they are different or have different beliefs. Practical steps to improve or support respectful relationships. In society we should be treated with respect by others and in turn we should others with respect.

1.5. Year 5

How to recognise if family relationships make them feel unhappy or unsafe.

Healthy friendships are welcoming towards others. How to judge if a friendship is making you unhappy or uncomfortable. How to seek help from others if needed. All friendships have ups and downs but resorting to violence is never right.

The importance of others even if they are different or have different beliefs. Different types of bullying (including cyberbullying), the responsibility of bystanders to report it. In society we should be treated with respect by others and in turn we should others with respect.

1.6. Year 6

How to recognise if family relationships make them feel unhappy or unsafe. That sometimes families look different and we should respect those differences. That marriage is a legal commitment of two people which is intended to be lifelong.

The importance of others even if they are different or have different beliefs. Different types of bullying (including cyberbullying), the responsibility of bystanders to report it. The importance of self-respect and how this links to their own happiness. What a stereotype is and how they can be unfair, negative or destructive. In society we should be treated with respect by others and in turn we should others with respect.

Health Education per year group

1.7. Reception and Year 1

That mental wellbeing is a normal part of everyday life, in the same way as physical health. Understanding the normal range of emotions, e.g. happiness, sadness, surprise, anger, fear and nervousness. Simple health care techniques family and friends and hobbies and interests. Where and how to seek support in school if you are worried.

The importance of keeping personal information private. Where and how to report and get support with online issues.

The mental and physical benefits of an active life style. The importance of building regular exercise into your routine. The risks associated with an unhealthy lifestyle. When and how to seek support if you are worried about your health.

What constitutes a healthy diet? Planning and preparing healthy meals. The characteristics of a poor diet and the impact of alcohol. Personal hygiene and germs and the importance of hand washing.

How to make a clear call to the emergency services.

The correct names for human body parts.

1.8. Year 2

That mental wellbeing is a normal part of everyday life, in the same way as physical health. Understanding the normal range of emotions, e.g. happiness, sadness, surprise, anger, fear and nervousness. How to recognise and talk about emotions. Where and how to seek support in school if you are worried.

The importance of keeping personal information private. Why social media, some computer games and online games have age restrictions. Where and how to report and get support with online issues.

The mental and physical benefits of an active life style. The importance of building regular exercise into your routine. The risks associated with an

unhealthy lifestyle. When and how to seek support if you are worried about your health.

What constitutes a healthy diet? Planning and preparing healthy meals. The characteristics of a poor diet and the impact of alcohol.

The importance of good-quality sleep for good health. Dental health and good oral hygiene. Personal hygiene and germs and the importance of hand washing.

How to make a clear call to the emergency services.

1.9. Year 3

That mental wellbeing is a normal part of everyday life, in the same way as physical health. Understanding the normal range of emotions, e.g. happiness, sadness, surprise, anger, fear and nervousness. How isolation and loneliness can affect children. Where and how to seek support in school and the community if you are worried about yourself or others.

The importance of keeping personal information private. Why social media, some computer games and online games have age restrictions. Where and how to report and get support with online issues.

The mental and physical benefits of an active life style. The importance of building regular exercise into your routine. The risks associated with an unhealthy lifestyle. When and how to seek support if you are worried about your health.

What constitutes a healthy diet? Planning and preparing healthy meals. The characteristics of a poor diet and the impact of alcohol. Personal hygiene and germs and the importance of hand washing.

How to make a clear call to the emergency services.

1.10. Year 4

That mental wellbeing is a normal part of everyday life, in the same way as physical health. Understanding the normal range of emotions, e.g. happiness, sadness, surprise, anger, fear and nervousness. The scale of emotions that humans experience. How to recognise and talk about emotions. Simple health care techniques family and friends and hobbies and interests. That bullying (including cyberbullying) has a negative impact on mental health. Where and how to seek support in school and the community if you are worried about yourself or others. That it is common to experience mental health issues and early support helps.

The benefits of rationing time spent on line. The impact of positive and negative comments on line and mental and physical wellbeing. Considering the effects of online actions on others. How to display respectful behaviour online. The importance of keeping personal information private. Where and how to report and get support with online issues.

The mental and physical benefits of an active life style. The importance of building regular exercise into your routine. The risks associated with an unhealthy lifestyle. When and how to seek support if you are worried about your health.

What constitutes a healthy diet? Planning and preparing healthy meals. The characteristics of a poor diet and the impact of alcohol.

How to recognise the early signs of physical illness. Understanding safe and unsafe exposure to the sun and the risk of skin cancer. Personal hygiene and germs and the importance of hand washing.

How to make a clear call to the emergency services.

1.11. Year 5

That mental wellbeing is a normal part of everyday life, in the same way as physical health. Understanding the normal range of emotions, e.g. happiness, sadness, surprise, anger, fear and nervousness. How to judge whether what you are feeling is or how you are behaving is appropriate and proportionate. The benefits of physical exercise, time outdoors, community participation and voluntary service-based activity on mental wellbeing and happiness. How isolation and loneliness can affect children. That bullying (including cyberbullying) has a negative impact on mental health. Where and how to seek support in school and the community if you are worried about yourself or others.

That internet is an integral part of life and has many benefits. The risks of excessive time spent on electronic devices. Understanding how to be a discerning customer of information on line. The importance of keeping personal information private. The internet can have a negative impact on mental health through abuse, bullying and trolling. Where and how to report and get support with online issues.

The mental and physical benefits of an active life style. The importance of building regular exercise into your routine. The risks associated with an unhealthy lifestyle. When and how to seek support if you are worried about your health.

What constitutes a healthy diet? Planning and preparing healthy meals. The characteristics of a poor diet and the impact of alcohol. Personal hygiene and germs and the importance of hand washing.

How to make a clear call to the emergency services. Key facts about puberty and the adolescent body both physically and mentally. About menstrual wellbeing and key facts relating to the menstrual cycle.

1.12. Year 6

That mental wellbeing is a normal part of everyday life, in the same way as physical health. Understanding the normal range of emotions, e.g. happiness, sadness, surprise, anger, fear and nervousness. The scale of emotions that humans experience. How isolation and loneliness can affect children. That bullying (including cyberbullying) has a negative impact on mental health. Where and how to seek support in school and the community if you are worried about yourself or others.

The impact of positive and negative comments on line and mental and physical wellbeing. Considering the effects of online actions on others. How to display respectful behaviour online. The importance of keeping personal information private. Why social media, some computer games and online games have age restrictions. The internet can have a negative impact on mental health through abuse, bullying and trolling. Where and how to report and get support with online issues.

The mental and physical benefits of an active life style. The importance of building regular exercise into your routine. The risks associated with an unhealthy lifestyle. When and how to seek support if you are worried about your health.

What constitutes a healthy diet? Planning and preparing healthy meals. The characteristics of a poor diet and the impact of alcohol.

The facts about legal and illegal drugs including smoking and alcohol. Personal hygiene and germs and the importance of hand washing. Science and the facts related to immunisation and vaccination.

Basic first aid training and dealing in an emergency. How to make a clear call to the emergency services.

Key facts about puberty and the adolescent body both physically and mentally.

About menstrual wellbeing and key facts relating to the menstrual cycle.

Appendix 5

Outline of Sex education per year group

1.13. Reception and Year 1

Body parts - penis, vagina, testicle, breasts

1.14. Year 5

Changing bodies (puberty) - penis, vulva, vagina, testicle, scrotum, breasts and pubic hair

1.15. Year 6

Great expectations – The meaning of sex and marriage