

# **Relationships and sex education policy (RSE)**

***Federation of Boldmere Schools***



**Version: June 2022**

**Ratified by the Governing Body**

**Signed by the Governing Body: Chair: Mr. Greg Bloom**

**To be reviewed (annually): Next reviewed June 2023**

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## 1. Aims

'To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.' DfE 2019 guidance.

The aims of relationships, sex and health education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place;
- Prepare pupils for puberty, and give them an understanding of the importance of health and hygiene;
- Help pupils develop feelings of self-respect, confidence and empathy;
- Create a positive culture around issues of relationships;
- Teach pupils the correct vocabulary to describe themselves and their bodies.

## 2. Statutory requirements

"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. DfE Guidance p.8

We understand that we can deliver age appropriate Sex Education, alongside Relationships and Health education to our pupils.

This policy sets out a frame work for our relationships, sex and health education curriculum, providing clarity on how it is informed, organised and delivered.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Keeping Children Safe in Education (statutory guidance)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC).
- The relationships education, relationships and sex education and health education (England) regulations 2019.
- DfE 2019, relationships education, relationships and sex education and health education (England)
- The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

At the Federation of Boldmere Schools, we teach RSHE as set out in this policy.

### 3. Definitions

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. 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. This is why the Government has made Relationships Education compulsory in all primary schools in England, as well as making Health Education compulsory in all state-funded schools.

Relationships, Sex and Health Education come under the umbrella of PSHE (Personal, Social and Health Education). The compulsory elements of Sex Education are part of the Science curriculum.

Relationships Education is about philosophy and starts by building positive self-image, a sense of identity and a healthy relationship with self, and from that starting point helps children grow healthy relationships with others.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships. There are five areas of learning:

- Families and people who care for me;
- Caring friendships;
- Respectful relationships;
- Online relationships;
- Being safe.

Sex Education It is for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils, although it is not a requirement. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department for Education recommends that all primary schools should have a sex education programme tailored to the maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

Health Education embraces not only physical health but also has a strong focus on mental health and emotional literacy. It empowers children to be aware of their own thoughts and feelings and know how to manage and regulate these. Schools are expected to deliver work on puberty and this sits under the Health Education statutory expectations.

Health Education focuses on teaching the characteristics of good physical health and mental wellbeing. There are seven areas of learning:

- Mental wellbeing;
- Internet safety and harms;
- Physical health and fitness;
- Healthy eating;
- Drugs, alcohol and tobacco;
- Basic first aid;
- Changing adolescent body.

#### 4. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group collated all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff are given the opportunity to consider the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties are invited to consult on this policy.
4. Pupil consultation – through pupil voice, we will consider pupil opinions regarding RSE provision.
5. Ratification – once amendments are made, the policy will be shared and ratified by governors.

#### 5. Curriculum

Our curriculum is set out as in Appendix 1, but we recognise that adaptations may be made for it.

We have developed the curriculum in consultation with parents, pupils and staff, taking into consideration the age, needs and feelings of pupils. Should pupils ask questions outside the scope of this policy, teachers will respond when appropriate so pupils are accurately informed and do not seek information from potentially unreliable sources online.

Links to other National Curriculum subjects:

Computing - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Physical Education - lead healthy, active lives.

Early Years Foundation Stage Curriculum (please refer to our Early Years Foundation Stage policy)

The Statutory Framework for the Early Years Foundation Stage (DFE 2017) and the new framework which is to be implemented in September 2021 is organised within seven areas of learning and development.

Within the curriculum Relationships Education is embedded within the prime area of Personal, Social and Emotional development and features in parts of Understanding of the World. Health Education is part of the area Physical Development.

Through these areas of learning children are encouraged to form positive relationships with both children and adults in school, learn about similarities and differences between themselves and others, know about ways to keep healthy and safe and manage their own basic hygiene and personal needs.

## 6. Delivery

Relationship and Health Education is taught within the Personal, Social and Health Education (PSHE) curriculum. Biological aspects of Sex Education are taught within the Science curriculum.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships. There are five compulsory areas of learning:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Teaching is carried out in an age-appropriate way, with careful consideration of the differences in age, understanding and maturity. For example, in the Caring friendships area of learning, a Reception class might talk about how friends make us feel; a Year 3 class might discuss the characteristics of friendship (loyalty, kindness, shared interests etc.) and how to deal with friendship problems; a Year 6 class might talk about who to trust and not trust, and what to do if a friendship is making them uncomfortable.

Teaching LGBT+ relationships is not compulsory in primary schools. At Boldmere, we want to give children an education that reflects the realities of growing up in modern society, and reflects the diversity of families in the school community, equipping them to have safe and respectful relationships.

All of these areas of learning are 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/carers, amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: young carers).

The focus in primary school for Health Education focuses on teaching the characteristics of good physical health and mental wellbeing. There are eight compulsory areas of learning in Health Education:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

For more information about our curriculum, see Appendix 1.

## 7. Roles and responsibilities

The governing board will approve the RSE policy, and hold the Head of School/ Executive Head Teacher to account for its implementation.

### 7.1 The Head of School/ Executive Head Teacher

The Head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

### 7.2 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head of School/ Executive Head Teacher, SLT and the RSE lead.

### 7.3 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## 8. Right to withdraw

Parents do not have the right to withdraw their children from Relationships Education or Health Education. Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Head of School.

Alternative work will be provided for pupils who are withdrawn from sex education.

## 9. Training

The Head of School will also utilise external providers, such as school nurses or sexual health professionals, to provide support and training for staff teaching RSE.

## 10. Monitoring

The delivery of RSE is monitored and reviewed by curriculum leaders and SLT.

In the Infant School this is K. Mason and in the Junior School this is S. Pipkin.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

At every review, the policy will be presented and ratified by the governing board.

Appendix 1:

Progressive learning journey for Relationships, Sex, and Health Education

	<b>Relationships Education</b> (Taught through the areas of learning; Personal, Social, Emotional Development and Understanding of the World))	<b>Health Education</b> (Taught through the area of learning; Physical Development area of learning)	<b>Understanding of the World</b> (Science links)	<b>Right to withdraw</b>
<b>Nursery</b>	<ul style="list-style-type: none"> <li>-Develop their sense of responsibility and membership of a community.</li> <li>-Play with one or more other children, extending and elaborating play ideas.</li> <li>-Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>-Increasingly follow rules, understanding why they are important.</li> <li>-Remember rules without needing an adult to remind them</li> <li>-Develop appropriate ways of being assertive.</li> <li>-Talk with others to solve conflicts.</li> <li>-Talk about feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>-Understand gradually how others might be feeling.</li> </ul>	<ul style="list-style-type: none"> <li>-Start eating independently and learning how to use a knife and fork</li> <li>-Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>-Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>-Make healthy choices about food, drink, activity and tooth brushing.</li> </ul>	<ul style="list-style-type: none"> <li>-Can talk about some of the things he/she has observed such as plants, animals and natural objects</li> <li>- Comments and asks questions about aspects of their familiar world such as the place they live or the natural world</li> <li>- Can talk about some of the things they have observed such as plants, animals, natural and found objects</li> <li>-Develop an understanding of growth, decay and changes over time</li> <li>-Shows care and concern for living things and the environment.</li> </ul>	N/A

	<b>Relationships Education</b> (Taught during the 'Relationships' topic in PSHE, Jigsaw scheme)	<b>Health Education</b> (Taught during the 'Healthy Me' topic in PSHE, Jigsaw scheme)	<b>Understanding of the World</b> (Science links)	<b>Right to withdraw</b>
<b>Reception</b>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>-Know what family is</li> <li>-Know that different people in a family have different responsibilities (jobs)</li> <li>-Know some of the characteristics of healthy and safe friendship</li> <li>-Know that friends sometimes fall out</li> <li>-know some ways to mend a friendship</li> <li>Know that unkind words can never be taken back and can hurt</li> <li>-Know how to use 'Jigsaw's Calm Me' to help when feeling angry</li> <li>-Know some reasons why others get angry</li> </ul> <p><u>Social/Emotional Skills</u></p> <ul style="list-style-type: none"> <li>-Can identify what jobs they do in their family and those carried out by parent/ carers and siblings</li> <li>-Can suggest ways to make a friend or help someone who is lonely</li> <li>- Can use different ways to mend a friendship</li> <li>-Can recognise what being angry feels like</li> <li>-Can use 'Calm Me' when angry or upset</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>-Know the names for some parts of their body</li> <li>-Know what the word 'healthy' means</li> <li>-Know some things that they need to do to keep healthy</li> <li>-Know how to help themselves go to sleep and that sleep is good for them</li> <li>-Know when and how to wash their hands</li> <li>-Know what to do if they get lost</li> <li>-Know how to say 'No' to strangers</li> </ul> <p><u>Social/Emotional Skills</u></p> <ul style="list-style-type: none"> <li>- Recognise how exercise makes them feel</li> <li>-Recognise how different foods can make them feel</li> <li>-Can explain what they need to do to stay healthy</li> <li>-Can give examples of healthy food</li> <li>-Can explain how they might feel if they don't get enough sleep</li> <li>Can explain what to do if a stranger approaches them</li> </ul>	<ul style="list-style-type: none"> <li>-Knows some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</li> <li>-Understands some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> <li>-Make observations about animals and plants and explains why some things occur and talk about changes</li> <li>-Look closely at similarities, differences, patterns and change.</li> <li>-Explains why some things occur, and talk about changes</li> </ul>	N/A

	<b>Relationships Education</b> (Taught during the 'Relationships' topic in PSHE, Jigsaw scheme)	<b>Health Education</b> (Taught during the 'Healthy Me' topic in PSHE, Jigsaw scheme )	<b>Science Curriculum</b>	<b>Right to withdraw</b>
<b>Year 1</b>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>-Know that everyone's family is different</li> <li>-Know that there are lots of different types of families</li> <li>Know that families are founded on belonging, love and care</li> <li>-Know how to make a friend</li> <li>-Know the characteristics of healthy and safe friends</li> <li>-Know that physical contact can be used as a greeting</li> <li>-Know about the different people in the school community and how they help</li> <li>-Know who to ask for help in the school community</li> </ul> <p><u>Social/Emotional Skills</u></p> <ul style="list-style-type: none"> <li>- Can express how it feels to be part of a family and to care for family members</li> <li>-Can say what being a good friend means</li> <li>Can show skills of friendship</li> <li>Can identify forms of physical contact they prefer</li> <li>Can say no when they receive a touch they don't like</li> <li>-Can praise themselves and others</li> <li>-Can recognise some of their personal qualities</li> <li>-Can say why they appreciate a special relationship</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>-Know the difference between being healthy and unhealthy</li> <li>-Know some ways to keep healthy</li> <li>-Know how to make healthy lifestyle choices</li> <li>-Know how to keep themselves clean and healthy</li> <li>-Know that germs cause disease/ illness</li> <li>-Know that all household products, including medicines, can be harmful if not used properly</li> <li>-Know that medicines can help them if they feel poorly</li> <li>-Know how to keep safe when crossing the road</li> <li>-Know about people who can keep them safe</li> </ul> <p><u>Social/Emotional Skills</u></p> <ul style="list-style-type: none"> <li>-Feel good about themselves when they make healthy choices</li> <li>-Realise that they are special</li> <li>Keep themselves safe</li> <li>-Recognise ways to look after themselves if they feel poorly</li> <li>-Recognise when they feel frightened and know how to ask for help</li> <li>-Recognise how being healthy helps them to feel happy</li> </ul>	<ul style="list-style-type: none"> <li>-Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>	N/A

	<b>Relationships Education</b> (Taught during the 'Relationships' topic in PSHE, Jigsaw scheme)	<b>Health Education</b> (Taught during the 'Healthy Me' topic in PSHE, Jigsaw scheme)	<b>Science Curriculum</b>	<b>Right to withdraw</b>
<b>Year 2</b>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>-Know that everyone's family is different</li> <li>-Know that families function well when there is trust, respect, care, love, and co-operation</li> <li>-Know that there are lots of forms of physical contact within a family</li> <li>-Know how to say stop if someone is hurting them</li> <li>-Know some reasons why friends have conflicts</li> <li>-Know that friendships have ups and downs and sometimes change with time</li> <li>- Know how to use the 'Mending Friendships' or 'Solve-it-together' problem-solving methods</li> <li>-Know there are good secrets and worry secrets and why it is important to share worry secrets</li> <li>-Know what trust is</li> </ul> <p><u>Social/Emotional Skills</u></p> <ul style="list-style-type: none"> <li>-Can identify the different roles and responsibilities in their family</li> <li>-Can recognise the value that families can bring</li> <li>-Can recognise and talk about the types of physical contact that is acceptable or unacceptable</li> <li>-Can use positive problem-solving techniques to resolve a friendship conflict</li> <li>-Can identify the negative feelings associated with keeping a worry secret</li> <li>-Can identify the feelings associated with trust</li> <li>-Can identify who they trust in their own relationships</li> <li>-Can give and receive compliments</li> <li>-Can say who they would go to for help if they were worried or scared</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>-Know what their body needs to stay healthy</li> <li>-Know what relaxed means</li> <li>-Know what makes them feel relaxed/ stressed</li> <li>-Know how medicines work in their bodies</li> <li>-Know that it is important to use medicines safely</li> <li>-Know how to make healthy snacks</li> <li>-Know why healthy snacks are good for their bodies</li> <li>-Know which foods give their bodies energy</li> </ul> <p><u>Social/Emotional Skills</u></p> <ul style="list-style-type: none"> <li>-Desire to make healthy lifestyle choices</li> <li>-Identify when a feeling is weak and when a feeling is strong</li> <li>-Feel positive about caring for their bodies and keeping it healthy</li> <li>-Have a healthy relationship with food</li> <li>-Express how it feels to share healthy food with their friends</li> </ul>	<ul style="list-style-type: none"> <li>-Notice that animals, including humans, have offspring that grow into adults.</li> <li>-Find out about and describe the basic needs of animals, including humans, for survival (water, food, air)</li> <li>-Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</li> </ul>	N/A

	<b>Relationships Education</b> (Taught during the 'Relationships' topic in PSHE)	<b>Health Education</b> (Taught during the 'Healthy Me' topic in PSHE)	<b>Relationships and Health Education</b> (Taught during the 'Changing Me' topic in PSHE)	<b>Science Curriculum</b>	<b>Right to withdraw</b>
<b>Year 3</b>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• Know that different family members carry out different roles or have different responsibilities within the family</li> <li>• Know that gender stereotypes can be unfair</li> <li>• Know some of the skills of friendship, e.g. taking turns, being a good listener</li> <li>• Know some strategies for keeping themselves safe online</li> <li>• Know how some of the actions and work of people around the world help and influence my life</li> <li>• Know that they and all children have rights (UNCRC)</li> <li>• Know the lives of children around the world can be different from their own</li> </ul> <p><u>Social/Emotional Skills</u></p> <p>Can identify the responsibilities they have within their family</p> <ul style="list-style-type: none"> <li>• Can use Solve-it-together in a conflict scenario and find a win-win outcome</li> <li>• Know how to access help if they are concerned about anything on social media or the internet</li> <li>• Can empathise with people from other countries who may not have a fair job/ less fortunate</li> <li>• Understand that they are connected to the global community in many different ways</li> <li>• Can identify similarities in children's rights around the world</li> <li>• Can identify their own wants and needs and how these may be similar or different from other children in school and the global community.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• Know how exercise affects their bodies</li> <li>• Know why their hearts and lungs are such important organs</li> <li>• Know that the amount of calories, fat and sugar that they put into their bodies will affect their health</li> <li>• Know that there are different types of drugs</li> <li>• Know that there are things, places and people that can be dangerous</li> <li>• Know a range of strategies to keep themselves safe</li> <li>• Know when something feels safe or unsafe</li> <li>• Know that their bodies are complex and need taking care of</li> </ul> <p><u>Social/Emotional Skills</u></p> <ul style="list-style-type: none"> <li>• Able to set themselves a fitness challenge</li> <li>• Recognise what it feels like to make a healthy choice</li> <li>• Identify how they feel about drugs</li> <li>• Can express how being anxious or scared feels</li> <li>• Can take responsibility for keeping themselves and others safe</li> <li>• Respect their own bodies and appreciate what they do.</li> </ul>	<p>I understand that in animals and humans lots of changes happen between conception and growing up.</p> <p>I understand that it is usually a female who has the baby.</p> <p>I can express how I feel when I see babies or baby animals.</p> <p>I understand how babies grow and develop in the mother's uterus.</p> <p>I understand what a baby needs to live and grow.</p> <p>I can express how I might feel if I had a new baby in my family.</p> <p>I can explain what consent means.</p> <p>I can give examples of when consent is given.</p> <p>I can think about how it feels to have my consent respected.</p>	<p><u>Plants</u></p> <ul style="list-style-type: none"> <li>-identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>-explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>-investigate the way in which water is transported within plants</li> <li>-explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul> <p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> <li>-identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>-identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>	N/A

	<b>Relationships Education</b> (Taught during the 'Relationships' topic in PSHE)	<b>Health Education</b> (Taught during the 'Healthy Me' topic in PSHE)	<b>Relationships and Health Education</b> (Taught during the 'Changing Me' topic in PSHE)	<b>Science Curriculum</b>	<b>Right to withdraw</b>
<b>Year 4</b>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• Know some reasons why people feel jealousy</li> <li>• Know that jealousy can be damaging to relationships</li> <li>• Know that loss is a normal part of relationships</li> <li>• Know that negative feelings are a normal part of loss</li> <li>• Know that memories can support us when we lose a special person or animal</li> <li>• Know that change is a natural part of relationships/ friendship</li> <li>• Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe</li> </ul> <p><u>Social/Emotional Skills</u></p> <ul style="list-style-type: none"> <li>• Can identify feelings and emotions that accompany jealousy</li> <li>• Can suggest positive strategies for managing jealousy</li> <li>• Can identify people who are special to them and express why</li> <li>• Can identify the feelings and emotions that accompany loss</li> <li>• Can suggest strategies for managing loss</li> <li>• Can tell you about someone they no longer see</li> <li>• Can suggest ways to manage relationship changes including how to negotiate</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• Know how different friendship groups are formed and how they fit into them</li> <li>• Know direct and indirect bullying.</li> <li>• Know which friends they value most</li> <li>• Know that there are leaders and followers in groups</li> <li>• Know that they can take on different roles according to the situation</li> <li>• Know the facts about smoking and its effects on health</li> <li>• Know some of the reasons some people start to smoke</li> <li>• Know the facts about alcohol and its effects on health, particularly the liver</li> <li>• Know some of the reasons some people drink alcohol</li> <li>• Know ways to resist when people are putting pressure on them</li> <li>• Know what they think is right and wrong</li> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> </ul> <p><u>Social/Emotional Skills</u></p> <ul style="list-style-type: none"> <li>• Can identify the feelings that they have about their friends and different friendship groups</li> <li>• Recognise how different people and groups they interact with impact on them</li> <li>• Identify which people they most want to be friends with</li> <li>• Recognise negative feelings in peer pressure situations</li> <li>• Can identify the feelings of anxiety and fear associated with peer pressure</li> <li>• Can tap into their inner strength and know how to be assertive.</li> </ul>	<p>I can explain what consent means.</p> <p>I can give examples of when consent is given.</p> <p>I can think about how it feels to have my consent respected.</p> <p>I understand that some of my personal characteristics have come from my birth parents.</p> <p>I appreciate that I am a truly unique human being.</p> <p>I know how the circle of change works.</p> <p>I can apply the circle of change to changes I want to make in my life.</p> <p>I can be confident enough to try to make changes when I think they will benefit me.</p> <p>I can identify changes that are out of my control.</p> <p>I can express my fears and concerns about changes that are outside of my control.</p> <p>I know how to manage these feelings positively.</p>	<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> <li>-recognise that living things can be grouped in a variety of ways</li> <li>-explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>-recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul> <p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> <li>-describe the simple functions of the basic parts of the digestive system in humans</li> <li>-identify the different types of teeth in humans and their simple functions</li> <li>-construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	N/A

	<b>Relationships Education</b> (Taught during the 'Relationships' topic in PSHE)	<b>Health Education</b> (Taught during the 'Healthy Me' topic in PSHE)	<b>Relationships and Health Education</b> (Taught during the 'Changing Me' topic in PSHE)	<b>Science Curriculum</b>	<b>Right to withdraw</b>
<b>Year 5</b>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• Know that a personality is made up of many different characteristics, qualities and attributes</li> <li>• Know that belonging to an online community can have positive and negative consequences</li> <li>• Know that there are rights and responsibilities in an online community or social network</li> <li>• Know that there are rights and responsibilities when playing a game online</li> <li>• Know that too much screen time isn't healthy</li> <li>• Know how to stay safe when using technology to communicate with friends</li> </ul> <p><u>Social/Emotional Skills</u></p> <ul style="list-style-type: none"> <li>• Can suggest strategies for building self-esteem of themselves and others</li> <li>• Can identify when an online community / social media group feels risky, uncomfortable, or unsafe</li> <li>• Can suggest strategies for staying safe online/ social media</li> <li>• Can say how to report unsafe online / social network activity</li> <li>• Can identify when an online game is safe or unsafe</li> <li>• Can suggest ways to monitor and reduce screen time</li> <li>• Can suggest strategies for managing unhelpful pressures online or in social networks.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• Know the health risks of smoking</li> <li>• Know how smoking tobacco affects the lungs, liver and heart</li> <li>• Know some of the risks linked to misusing alcohol, including antisocial behaviour</li> <li>• Know basic emergency/first aid procedures including the recovery position</li> <li>• Know how to get help in emergency situations/basic first aid</li> <li>• Know that the media, social media and celebrity culture promotes certain body types</li> <li>• Know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure</li> <li>• Know what makes a healthy lifestyle</li> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>• Know about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul> <p><u>Social/Emotional Skills</u></p> <ul style="list-style-type: none"> <li>• Can make informed decisions about whether or not they choose to smoke when they are older</li> <li>• Can make informed decisions about whether they choose to drink alcohol when they are older</li> <li>• Recognise strategies for resisting pressure</li> <li>• Can identify ways to keep themselves calm in an emergency</li> <li>• Can reflect on their own body image and know how important it is that this is positive</li> <li>• Accept and respect themselves for who they are</li> <li>• Be motivated to keep themselves healthy and happy.</li> </ul>	<p>I am aware of my self-image.</p> <p>I am aware of how my body image fits into my self-image.</p> <p>I know how to develop my own self-esteem.</p> <p>I understand the importance of looking after myself physically and emotionally.</p> <p>I am aware that there are different types of families.</p> <p>I understand that respect for one another is essential (consent).</p> <p>I can identify what I am looking forward to about growing up.</p> <p>I can be confident that I can cope with the changes that growing up will bring.</p>	<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> <li>-describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>-describe the life process of reproduction in some plants and animals</li> </ul> <p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> <li>-describe the changes as humans develop to old age</li> <li>-Pupils should draw a timeline to indicate stages in the growth and development of humans.</li> <li>-They should learn about the changes experienced in puberty.</li> <li>-Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</li> </ul>	N/A

	<b>Relationships Education</b> (Taught during the 'Relationships' topic in PSHE)	<b>Health Education</b> (Taught during the 'Healthy Me' topic in PSHE)	<b>Relationships and Health Education</b> (Taught during the 'Changing Me' topic in PSHE)	<b>Science Curriculum</b>	<b>Right to withdraw</b>
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<p><b>Year 6</b></p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• Know that it is important to take care of their own mental health</li> <li>• Know ways that they can take care of their own mental health</li> <li>• Know the stages of grief and that there are different types of loss that cause people to grieve</li> <li>• Know that sometimes people can try to gain power or control them</li> <li>• Know some of the dangers of being 'online'</li> <li>• Know how to use technology safely and positively/respectfully to communicate with their friends and family</li> </ul> <p><u>Social/Emotional Skills</u></p> <ul style="list-style-type: none"> <li>• Recognise that people can get problems with their mental health and that it is nothing to be ashamed of</li> <li>• Can help themselves and others when worried about a mental health problem</li> <li>• Recognise when they are feeling grief and have strategies to manage them</li> <li>• Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control</li> <li>• Can resist pressure to do something online that might hurt themselves or others</li> <li>• Can take responsibility for their own safety and well-being</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• Know how to take responsibility for their own health</li> <li>• Know how to make choices that benefit their own health and well-being</li> <li>• Know about different types of drugs and their uses</li> <li>• Know how these different types of drugs can affect people's bodies, especially their liver and heart</li> <li>• Know that some people can be exploited and made to do things that are against the law</li> <li>• Know why some people join gangs and the risk that this can involve</li> <li>• Know what it means to be emotionally well</li> </ul> <p>Know that mental health problems can be resolved with the right support.</p> <ul style="list-style-type: none"> <li>• Know that stress can be triggered by a range of things</li> <li>• Know that being stressed can cause drug and alcohol misuse</li> </ul> <p><u>Social/Emotional Skills</u></p> <ul style="list-style-type: none"> <li>• Are motivated to care for their own physical and emotional health</li> <li>• Are motivated to find ways to be happy and cope with life's situations without using drugs</li> <li>• Identify ways that someone who is being exploited could help themselves</li> <li>• Suggest strategies someone could use to avoid being pressured</li> <li>• Recognise that people have different attitudes towards mental health / illness</li> <li>• Can use different strategies to manage stress and pressure</li> </ul>	<p>I am aware of my self-image.</p> <p>I am aware of how my body image fits into my self-image.</p> <p>I know how to develop my own self-esteem.</p> <p>I understand that respect for one another is essential (consent).</p> <p>I understand that I should not feel pressured into doing something I don't want to do.</p> <p>I can identify what I am looking forward to about the transition to secondary school</p> <p>I can identify what worries me about the transition to secondary school.</p> <p>I know how to prepare myself emotionally for the changes next year.</p>	<p><u>Animals including humans</u></p> <p>-recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p><u>Evolution and inheritance</u></p> <p>-recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p>	<p>Teaching led by 'Kids UK' about:</p> <p><u>Life Line</u></p> <p>This explores human development and terms, expectations and fears, laws and cultural traditions and the challenges that arise in life from birth to death.</p> <p><u>Reproduction</u></p> <p>This session looks at how a baby is made and consolidates how it is cared for during pregnancy and after birth. It also considers how the contraceptive pill and the condom prevent a pregnancy.</p> <p><u>Drugs Awareness</u></p> <p>This helps children to understand the difference between legal and illegal drugs as well as unpacking the effects, risks and dangers when taking legal drugs and medication.</p> <p><u>Prejudices</u></p> <p>We examine affirming self worth within different family groups, different beliefs and values systems within our society. This session also helps develop the children's respect and tolerance towards people different to themselves.</p>
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## DfE guidance Relationships Education “By the end of primary school pupils should know”

### Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability;
- 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;
- 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;
- 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;
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong;
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

-Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

### Caring friendships

Pupils should know:

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

### Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs;
- practical steps they can take in a range of different contexts to improve or support respectful relationships;
- the conventions of courtesy and manners;
- the importance of self-respect and how this links to their own happiness;
- that in school and in 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;
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help;
- what a stereotype is, and how stereotypes can be unfair, negative or destructive;
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

### Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not;
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous;
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them;
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met;
- how information and data is shared and used online.

### Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context);
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe;
- that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact;
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know;
- how to recognise and report feelings of being unsafe or feeling bad about any adult;
- how to ask for advice or help for themselves or others, and to keep trying until they are heard;
- how to report concerns or abuse, and the vocabulary and confidence needed to do so;
- where to get advice, for example family, school or other sources.

## Appendix 3:

# DfE guidance Health Education “By the end of primary school pupils should know”

## Mental wellbeing

Pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- 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
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- it is common for people to experience mental ill health. For 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

Pupils should know:

- that for most people the internet is an integral part of life and has many benefits
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- why social media, some computer games and online gaming, for example, are age restricted
- 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
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- where and how to report concerns and get support with issues online

## Physical health and fitness

Pupils should know:

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

## Healthy eating

Pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content)
- the principles of planning and preparing a range of healthy meals
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

## Drugs, alcohol and tobacco

Pupils should know:

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

## Health and prevention

Pupils should know:

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

## Basic first aid

Pupils should know:

- how to make a clear and efficient call to emergency services if necessary
- concepts of basic first-aid, for example dealing with common injuries, including head injuries

## Changing adolescent body

Pupils should know:

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

## Appendix 4:

