



Relationships and Health Education Policy

Signed by:

_____ Headteacher Date: _____

_____ Chair of Governors Date: _____

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Statement of intent

At **Deykin Avenue JI School**, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education. State-funded primary schools are also required to teach health education.

Relationships and Health Education (RHE) focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, as well as sex education for Year 6 pupils only, providing clarity on how it is informed, organised and delivered.

Aims

The aims of Relationships and Health Education (RHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Equip our pupils with the knowledge and understanding required so that they can form healthy, caring relationships and to identify relationships which are potentially harmful to themselves and/or others
- 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 sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Legal framework

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

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2020) 'Teaching about relationships, sex and health'

1.1. This policy operates in conjunction with the following school policies:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- SEND Policy
- Inclusion Policy
- Equality Policy
- Anti-Bullying Policy
- E-safety Policy
- Visitors to School Policy

2. Roles and responsibilities

2.1. The **Governing Board** 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.

2.2. The **Headteacher** is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents from the sex education in Year 6.
- 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.

- 2.3. The **Deputy Headteacher (as RHE 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 and health curriculum.
 - Ensuring the relationships and health curriculum is inclusive and accessible for all pupils.
 - Working with other subject leaders to ensure the relationships 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**.
- 2.4. The **class teachers** are responsible for:
- Delivering a high-quality and age-appropriate relationships 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 and Health Education.
 - Responding to any safeguarding concerns in line with the **Safeguarding and Child Protection Policy**.
 - Acting in accordance with planning, monitoring and assessment requirements for the subjects.
 - Liaising with the **SENCO**, identify and respond to individual needs of pupils with SEND.
 - Working with the **Relationships and Health Education subject leader** to evaluate the quality of provision.
 - **Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the Headteacher**

3. Organisation of the curriculum

- 3.1. Every primary school is required to deliver statutory Relationships and Health Education.
- 3.2. For the purpose of this policy, “**relationships education**” is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.
- 3.3. For the purpose of this policy, “**health education**” is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- 3.4. The delivery of the relationships education and of health education coincide with one another and will be delivered as part of the school’s RHE curriculum.

- 3.5. The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships and Sex Education (RSE) and Health Education' guidance.
- 3.6. 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.
- 3.7. We consult with parents, pupils and staff in a range of ways, such as:
- Questionnaires and surveys
 - Meetings (This may be virtual due to COVID-19 restrictions.)
 - Training sessions
 - Class Dojo and letters on website
- 3.8. Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:
- Organising a meeting with the Headteacher or Deputy Headteacher.
 - Emailing head@deykinav.bham.sch.uk or s.brewer@deykinav.bham.sch.uk
- 3.9. The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teaching staff, parents and pupils.
- 3.10. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.
- 3.11. Although the statements set out in Appendices 2 and 4 are what we cover in Years 1 to 6, some of these are also covered through the EYFS curriculum for Reception children as well. For example, they:
- learn that families all look different but care for each other
 - learn what makes a good friend
 - learn about road safety
 - begin to learn the correct names for male and female private parts
 - learn how we can look after our physical and mental health
- 3.12. These will include conversations with the Reception children rather than always being formal lessons and will be appropriate to the child's age and ability.

4. Consultation with parents

- 4.1. The school understands the important role parents play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parents' views are in shaping the curriculum.
- 4.2. The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum, as outlined in [section 3](#) of this policy.
- 4.3. Parents are provided with the following information:
- The content of the relationships and health curriculum

- The delivery of the relationships and health curriculum, including what is taught in each year group
 - The legalities surrounding withdrawing their child from the sex education in Year 6
 - The resources that will be used to support the curriculum
- 4.4. The school aims to build positive relationships with parents by inviting them into school (Covid-19 restrictions permitting) to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.
- 4.5. Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

5. Relationships Education overview

Relationships education is compulsory for all state-funded primary school. Details of what pupils are expected to know by the end of primary school can be found in **Appendix 1**.

Relationships Education per year group

The school is free to determine, within the statutory curriculum content outlined in **Appendix 1**, what pupils are taught during each year group. The school always considers the age and development of pupils when deciding what will be taught in each year group.

Details of what the pupils are taught in each year group can be found in **Appendix 2**.

6. Health Education overview

Health education is compulsory for all state-funded primary school. The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

Details of what pupils are expected to know by the end of primary school can be found in **Appendix 3**.

Health Education per year group

The school is free to determine, within the statutory curriculum content outlined in **Appendix 3**, what pupils are taught during each year group. The school always considers the age and development of pupils when deciding what will be taught in each year group.

Details of what pupils are taught in each year group can be found in **Appendix 4**.

7. Sex Education

7.1. 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. As part of our safeguarding procedures, we also teach pupils the correct names for male and female private parts. If pupils are ever concerned about inappropriate touch but only know the nicknames they use at home, this is very difficult for

school staff to understand what they mean. Using correct body part names ensures that pupils and staff have the same understanding.

7.2. The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum.

7.3. At our school, we do teach pupils sex education beyond what is required of the science curriculum in Year 6.

7.4. Parents are fully consulted in the organisation and delivery of our sex education curriculum, in accordance with [section 3](#) and [section 4](#) of this policy.

7.5. Parents are given the opportunity to advise on what should be taught through sex education.

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

7.7. Year 6

- We use the support of an experienced RHE provider to deliver a one hour session titled, 'How babies are made'.
- Boys and girls are taught separately and learn how a baby is created using straightforward but simplistic language. **(No videos or photographs are shown to depict any sexual act.)**
- It is explained how the baby grows in the mother's womb and how the baby is delivered.
- The provider has a session with parents beforehand (Covid-19 restrictions permitting) to explain what she tells the pupils and how she will answer their questions honestly. A member of staff stays with the pupils at all times. Pupils are encouraged to speak to their parents about what they have been taught.
- As this comes under sex education, parents have the choice whether to let their child participate or not. Written consent is needed otherwise the pupil will not take part in the session.
- We cannot guarantee that pupils who join in with these sessions will not tell their friends what they have heard, or whether they relay this information correctly or not.

8. Delivery of the curriculum

8.1. Through effective organisation and delivery of RHE, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

8.2. The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.

8.3. Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

8.4. Pupils will be taught the facts and the law about sex, sexuality and gender identity in an age-appropriate, inclusive and respectful way. We will endeavour to support all pupils to feel that the content is relevant to them and their developing sexuality.

8.5. We will ensure that LGBTQ+ content (for example, children having same sex parents) is fully integrated into the relationships and health curriculum, rather than delivered as a standalone unit or lesson.

8.6. The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

8.7. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

8.8. Classes may be taught in smaller groups, eg, boys and girls, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is appropriate to deal with these issues with heightened sensitivity.

8.9. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

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

8.11. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy.

8.12. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.

8.13. 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 in a manner appropriate to the pupil's age.

8.14. Teachers will ensure pupils are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues.

8.15. Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Safeguarding and Child Protection Policy. The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.

8.16. Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

8.17. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.

8.18. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

8.19. Any resources or materials used to support learning will be formally assessed by the Relationships and Health Education subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.

8.20. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

8.21. Whilst there are no formal examinations for the relationships and health curriculum, the school will undertake informal assessments to determine pupil progress – these may include the following:

- Individual questions and answers in relation to a topic
- Group presentations
- Group tasks
- Projects

9. Working with external experts

9.1. External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy.

9.2. The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitors to School Policy.

9.3. The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.

9.4. Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.

9.5. The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.

9.6. The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Safeguarding and Child Protection Policy.

9.7. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

10. Equality and accessibility

10.1. The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics. These include:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

10.2. The school is committed to making reasonable adjustments, wherever possible, to promote accessibility and inclusivity of the curriculum.

10.3. The school understands that pupils with SEND or other needs, such as those with social, emotional or mental health needs, are entitled to learn about Relationships and Health Education, and the programme will be designed to be inclusive of all pupils.

10.4. Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

10.5. Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

10.6. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

10.7. In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a robust Behaviour Policy, as well as a Safeguarding and Child Protection Policy, which set out expectations of pupils.

10.8. The school understands that Relationships and Health Education may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager or the school's designated wellbeing lead to discuss this.

11. Curriculum links

11.1. The school seeks opportunities to draw links between Relationships and Health Education and other curriculum subjects wherever possible to enhance pupils' learning.

11.2. Relationships and Health Education will be linked to the following curriculum areas 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 and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.

12. Withdrawing from the subjects

- 12.1. Relationships and Health Education are statutory at primary and parents **do not** have the right to withdraw their child from the subjects.
- 12.2. As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents have the right to request to withdraw their child from all or part of the sex education curriculum. (For Deykin Avenue JI School, this is the 'How babies are made' session which will only take place in Year 6.)
- 12.3. The Headteacher will automatically grant withdrawal requests in accordance with non-statutory sex education; however, the Headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.
- 12.4. The Headteacher will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil; this could include, for example, social and emotional effects of being excluded from this topic.
- 12.5. The Headteacher will keep a record of the discussion between themselves, the pupil and the parent.
- 12.6. The Headteacher will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.
- 12.7. The parent will be informed in writing of the Headteacher's decision.
- 12.8. Where a pupil is withdrawn from sex education, the Headteacher will ensure that the pupil receives appropriate alternative education.

13. Behaviour

- 13.1. The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.
- 13.2. Any bullying incidents caused as a result of the Relationships and Health Education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.
- 13.3. Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises.

13.4. These incidents will be dealt with following the processes in our Behaviour Policy and Anti-Bullying Policy.

13.5. The Headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour co-ordinator in their Local Authority of the action taken against a pupil.

14. Staff training

14.1. All staff members at the school will undergo appropriate training to ensure they are up-to-date with the Relationships and Health Education programme and associated issues.

14.2. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

15. Confidentiality

15.1. Confidentiality within the classroom is an important component of Relationships and Health Education, and teachers/teaching assistants are expected to respect the confidentiality of their pupils as far as is possible.

15.2. Teachers/teaching assistants will, however, alert the Headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Safeguarding and Child Protection Policy.

15.3. Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.

15.4. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Safeguarding and Child Protection Policy.

16. Monitoring quality

16.1. The Relationships and Health Education subject leader is responsible for monitoring the quality of teaching and learning for the subjects.

16.2. The Relationships and Health Education subject leader will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Pupil conferencing
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

16.3. The Relationships and Health Education subject leader will create annual subject reports for the Headteacher and Governing Board to report on the quality of the subjects.

16.4. The Relationships and Health Education subject leader will work regularly and consistently with the Headteacher and RHE link governor, e.g. through termly review meetings, to evaluate the effectiveness of the subjects and implement any changes.

17. Monitoring and review

- 17.1. This policy will be reviewed on an annual basis by the Relationships and Health Education subject leader and Headteacher. The next scheduled review date for this policy is March 2023.
- 17.2. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.
- 17.3. The Governing Board is responsible for approving this policy.
- 17.4. Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Appendix 1: Relationship Education Overview

TOPIC	PUPILS SHOULD KNOW:
Families and people who care about me	<ul style="list-style-type: none">➤ That families are important for children growing up because they can give love, security and stability. Y1, Y2➤ 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. Y1, Y2➤ 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. Y1, Y2➤ That stable, caring relationships, which may be different types, are at the heart of happy families, and are important for children's security as they grow up. Y3, Y4, Y5➤ That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. Y5, Y6➤ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Y4, Y5, Y6
Caring friendships	<ul style="list-style-type: none">➤ How important friendships are in making us feel happy and secure, and how people choose and make friends. Y1, Y2, Y3➤ The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. Y3, Y4➤ That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Y1, Y3, Y5➤ 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. Y4, Y6➤ 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. Y4, Y6
Respectful relationships	<ul style="list-style-type: none">➤ 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. Y1, Y2➤ Practical steps they can take in a range of different contexts to improve or support respectful relationships. Y2➤ The conventions of courtesy and manners. Y3➤ The importance of self-respect and how this links to their own happiness. Y4, Y6➤ 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. Y3, Y4, Y6➤ 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. Y1, Y2, Y3, Y4, Y5➤ What a stereotype is, and how stereotypes can be unfair, negative or destructive. Y2, Y3, Y4, Y5, Y6➤ The importance of permission-seeking and giving in relationships with friends, peers and adults. Y4, Y5

<p>Online relationships</p>	<ul style="list-style-type: none"> ➤ That people sometimes behave differently online, including by pretending to be someone they are not. Y3, Y5, Y6 ➤ 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. Y3, Y5 ➤ The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. Y2, Y3, Y5 ➤ How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. Y4, Y6 ➤ How information and data is shared and used online. Y5, Y6
<p>Being Safe</p>	<ul style="list-style-type: none"> ➤ What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). Y2, Y4 ➤ 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. Y3, Y4, Y6 ➤ That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. Y1, Y2, Y3, Y4, Y5 ➤ How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. Y1, Y2, Y5 ➤ How to recognise and report feelings of being unsafe or feeling bad about any adult. Y2, Y3, Y4 ➤ How to ask for advice or help for themselves or others, and to keep trying until they are heard. Y1, Y2, Y5 ➤ How to report concerns or abuse, and the vocabulary and confidence needed to do so. Y2, Y5 ➤ Where to get advice e.g. family, school and/or other sources. Y2, Y5

Appendix 2: Relationship Education per year group

<p>Year 1</p>	<ul style="list-style-type: none"> • that others’ families 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. (Eg, mother and father, single parent, same sex parents, etc.) • how important friendships are in making us feel happy and secure, and people choose and make friends. (Emphasise the importance of this in school and should be part of the charter to look after each other.) • to understand why we need rules at home and in school and what would happen if these rules did not exist. • how to value their own achievements and talents, and make the most of opportunities given to them. • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life. (Protection and care, spending time together, etc. Remind that all families are different but love and care for each other.) • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. (This can happen when children fall out with each other.) • about different types of bullying, responsibilities of bystanders and how to get help. (If people are watching and do nothing, they are just as guilty.) • the importance of respecting others, even when they are very different from them, make different choices or have different preferences or beliefs. (We can learn from learn from each other and respect each other’s differences.) • how to respond safely and appropriately to adults they may encounter whom they do not know. (Including people they meet in, eg, parks, shops, etc. Include safer strangers as well.) • what they are keeping safe from indoors (eg, fire, electricity, medicines, household substances, etc) and outdoors, and whose job it is to keep them safe. • places that are safe (eg, if they are lost, they could go to a shop, place of worship, etc and ask for help) as well as their home or school being a safe place. • the importance of road safety as a pedestrian, and the importance of wearing seat belts/using a booster seat.. • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. (Link to PANTS rules from NSPCC as well.) • how to ask for advice or help for themselves or others, and to keep trying until they are heard. (Trusted adults.) • the correct names for boys’ and girls’ private parts and that they may use different words at home.
<p>Year 2</p>	<ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs. (Be proud of who they are and understand that difference does not mean better or worse.) • the characteristics of healthy family life, commitment to each other, including in times of difficulty, etc. (Eg, mother and father, single parent, same sex parents, etc.) • 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 families are important for children growing up because they can give love, security and stability.

	<ul style="list-style-type: none"> • what a stereotype is, and how stereotypes can be unfair, negative or destructive. (Look at how this can be unfair, eg, for gender, race, disability, etc.) • what is meant by mutual respect and tolerance of different faiths, and no faith, and how we can support this. (Look at similarities and differences.) • how important friendships are in making us feel happy and secure, and how people choose and make friends. (Eg, consider the qualities of a friend, and what they value in friends; understand what a friend is, and how to be a friend, etc.) • practical steps they can take in a range of different contexts to improve or support respectful relationships. (Eg, understand that friendships can change, make new friends, deal with losing friends, etc.) • about different types of bullying, the impact of bullying, and how to get help. (Include, eg, recognise ways in which their own choices and behaviour affects others, including bullying and being bullied, know when to keep a secret and when not to (eg, not reporting your friend is being bullied), etc.) • how to communicate and co-operate with others effectively. • how to express positive statements about themselves and others and to recognise and name feelings • what sort of boundaries are appropriate in friendships with peers and others, including online. (Eg, 1 person does not dominate by always choosing games to play, etc; do not grab friends – some people do not like being hugged, touched, etc.) • how to respond safely and appropriately to adults they may encounter (including online) whom they do not know. (Eg, do not arrange to meet anyone they meet online – should always tell parents if anyone asks them to; do not hug strangers or tell them personal info about themselves, etc.) • how to recognise and report feelings of being unsafe or feeling bad. • where to get advice, eg, family, school, etc. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • the importance of road safety as a pedestrian, and the importance of wearing seat belts/using a booster seat. • the reasons why they should not play with matches or electricity. • that each person’s body belongs to them, and the difference between appropriate and inappropriate or unsafe physical, and other, contact. (Link to PANTS rules from NSPCC as well.) • how to ask for advice or help for themselves or others, and to keep trying until they are heard. (Trusted adults.) • the rules and principles for keeping safe online, how to recognise risks, harmful content, and how to report it. (Including age restrictions on games and why these are here – link to PEGI.) • the correct names for boys and girls private parts and that they may use different words at home.
Year 3	<ul style="list-style-type: none"> • 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. (Regardless of gender, race, religion, sexuality, disability, beliefs, etc) • 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.

- what a stereotype is, and how stereotypes can be unfair, negative or destructive. (Boys can dance, skip and be nurses; girls can play football, rugby and be a mechanic.)
- what is meant by mutual respect and tolerance of different faiths and how we can support this.
- that there are many social groups in society in terms of culture, religion, age, etc
- that people live their lives in different ways and that different cultures may have different life patterns
- the range of jobs carried out by people they know and what they like/dislike about their work
- ways in which different types of work are similar or different to each other
- how important friendships are in making us feel happy and secure, and how people choose and make friends. (Also recognise how they impact on the feelings of others, eg, name calling and gossiping can make people feel sad)
- the characteristics of friendships and support with problems and difficulties. (What makes a friend? What helps and hinders friendships? How can we resolve differences?)
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- the conventions of courtesy and manners
- how to initiate friendships.
- how to recognise their own and someone else's feelings
- how to respect other people's feelings, decisions, rights and bodies, whether they are friends or not.
- the difference between falling out with someone and bullying them.
- the different types of bullying – physical, emotional, cyber, homophobic, etc, the impact of bullying and what to do if it happens to you.
- 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. ([Examples of good and bad secrets.](#))
- that each person's body belongs to them, and the difference between appropriate and inappropriate or unsafe physical and other, contact. ([PANTS rule – safeguarding.](#))
- how to recognise and report feelings of being unsafe or feeling bad. ([Trusted adult. Risks they may take, eg, taking a shortcut home which puts them in danger – link to consequences.](#))
- the importance of road safety as a pedestrian, and the importance of wearing seat belts.
- the potential dangers of water and how to avoid risks.
- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as face-to-face relationships, including respect for others, even when anonymous.
- the rules for keeping safe online, how to recognise risks and how to report harmful content/contact.
- 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.

	<ul style="list-style-type: none"> • how they contribute to making the school environment a safe place • the different risks and situations and decide how to behave responsibly • how to develop skills for weighing up the choices involved in and the reasons for and against taking risks • the difference between the short and long term consequences of taking a risk
<p>Year 4</p>	<ul style="list-style-type: none"> • 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 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. (Regardless of gender, race, religion, sexuality, disability, beliefs, etc. Religious views can still be taken into account, but English law treats everyone as equals and respect must be given. Begin to look at hate crimes.) • what a stereotype is, and how stereotypes can be unfair, negative or destructive. (Look at, eg, job opportunities and gender/race gap regarding job titles or equal pay.) • what is meant by mutual respect and tolerance of different faiths and how we can support this. (Extend this to people with no faith.) • about democracy and how they can participate in the decision making • some of the rules/laws that young people tend to break and why • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. (Why do you think these are characteristics of friendships?) • 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. (Think about how they react when they fall out with their friends and the emotions that are involved.) • the importance of self-respect and how this links to their own happiness. (This all links with friendships and relationships to others.) • the importance of permission-seeking and giving in relationships with friends, peers and adults. (Make links to equal power in friendships – if not equal, one person could be seen as bullying the other.) • about different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help. (How these unhealthy relationships can be damaging to a person’s mental and physical wellbeing.) • how to critically consider their online friendships and sources of information including awareness of the risks associate with people they have never met. (This is particularly important for children playing online games. Also link to eg, Tic Toc, Snap Chat, etc which despite not being old enough to legally use, they still do.) • 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.

	<ul style="list-style-type: none"> • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • what sort of boundaries are appropriate in friendships with peers and others (including in a digital context). (Emphasise the importance of online and real-life safety, eg, not giving personal data away, not meetings strangers – they are not your friends.) • 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. (Examples of good and bad secrets.) • that each person’s body belongs to them, and the difference between appropriate and inappropriate or unsafe physical and other, contact. (PANTS rule –safeguarding.) • how to recognise and report feelings of being unsafe or feeling bad. (Trusted adult. Risks they may take, eg, taking a shortcut home which puts them in danger – link to consequences.) • the importance of road safety as a pedestrian, and the importance of wearing seat belts. • the potential dangers of water and how to avoid risks.
<p>Year 5</p>	<ul style="list-style-type: none"> • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. (Used to be between a man and a woman, can now be between two men or two women as well.) • what a stereotype is, and how stereotypes can be unfair, negative or destructive. (Cover gender, race, religion, age, disability, etc.) • about democracy and how they can participate in the decision making. • about the rule of law and that everyone in this country is equal. • about individual liberty. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. (All relationships/ friendships are equal. Do not work if one person tries to dominate the others.) • 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. (Includes couples who do/do not have children. Ensure they know it does not matter whether their parents are male and female; both male/female; only one parent; etc.) • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. (Include domestic abuse.) • the importance of permission-seeking and giving in relationships with peers, friends and adults. (Must seek permission before, eg, hugging friends; the meaning of give and take.) • 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. (Everyone’s responsibility to report bullying. Include homophobic bullying as well. Look at hate crimes.) • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. (Recap the PANTS rule.)

	<ul style="list-style-type: none"> • how to respond safely and appropriately to adults they may encounter whom they do not know. (Do not share personal info. Recap safer strangers if they need help.) • how to ask for advice or help for themselves or others, and to keep trying until they are heard. (Different people who can help.) • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice, eg, family, school and/or other sources. • 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. (Include cyberbullying.) • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how information and data is shared and used online. (Include secure websites and being careful with personal data.) • that people sometimes behave differently online, including by pretending to be someone they are not. (Introduce the concept of grooming.)
<p>Year 6</p>	<ul style="list-style-type: none"> • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. (Used to be between a man and a woman, can now be between two men or two women as well.) • what a stereotype is, and how stereotypes can be unfair, negative or destructive. (Cover gender, race, religion, age, disability, etc. and the impact of the media in reinforcing equal opportunities.) • about the rule of law and that everyone in this country is equal. • about individual liberty. • know their individual rights and responsibilities at home, in school and in the community • gain simple knowledge about the law and understand that rules and the law are designed to protect • appreciate the positive impact of human beings on plants, animals and the environment • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. (Make links to domestic abuse.) • 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. (Think about how they react when they fall out with their friends and the emotions that are involved.) • 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. (Discuss what we mean by uncomfortable – may be different for different people.) • the importance of self-respect and how this links to their own happiness. (Explain what we mean by self-respect.) • 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. (Equality for all and mutual respect – British values) • 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. (Examples of good and bad secrets.)

	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. (Grooming – leading to potential sexual abuse.) • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. (Never share personal information.) • how information and data is shared and used online. (Once on the internet, can never be certain it has been deleted. Anyone can copy it.)
<p>Year 6 also have the opportunities to learn about finances and explore the transition from Y6 to Y7.</p>	<ul style="list-style-type: none"> • interview adults to find out about job roles and responsibilities • know that certain skills can be used for different tasks • know the range of knowledge, skills and personal qualities required for different types of work • respect other people’s work and career choices • act confidently • to look after their money and realise that future wants and needs may be met through saving • to examine ways of earning money • to explore the decisions required in spending, saving and budgeting • be able to manage money, budgeting and accounting • to learn about planning for the future • to gain understanding of the world of work • to start thinking about what types of jobs they might like for the future • Enable children to face challenges in a supportive environment • Look ahead to the transition to secondary school • Have confidence about the near future and discuss feelings about the change of schools/concerns and anxieties • Become more independent • Take responsibility for themselves including their behaviour • Understand that transition and change are part of everyone’s life experiences • To create and sustain different roles • To develop strategies for managing change • To reflect on what they have learnt about change and transition

Appendix 3: Health Education Overview

TOPIC	PUPILS SHOULD KNOW:
Mental wellbeing	<ul style="list-style-type: none"> ➤ That mental wellbeing is a normal part of daily life, in the same way as physical health. Y3 ➤ That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness and scale of emotions that humans experience in response to different experiences and situations. Y1, Y2 ➤ 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. Y3 ➤ How to judge whether what they are feeling and how they are behaving are appropriate and proportionate. Y5 ➤ The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness. Y6 ➤ Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests. Y5 ➤ How isolation and loneliness can affect children, and that it is very important they seek support and discuss their feelings with an adult. Y6 ➤ That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. Y1, Y3, Y5 ➤ 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. Y1, Y2, Y5, Y6 ➤ 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. Y5, Y6
Internet safety and harms	<ul style="list-style-type: none"> ➤ That for most people, the internet is an integral part of life and has many benefits. Y5 ➤ 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. Y5 ➤ 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. Y3, Y6 ➤ Why some social media, some computer games and online gaming are age-restricted. Y5 ➤ 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. Y6 ➤ How to be a discerning consumer of information online, including understanding that information, inclusive of that from search engines, is ranked, selected and targeted. Y6 ➤ Where and how to report concerns and get support with issues online. Y1, Y6
Physical health and fitness	<ul style="list-style-type: none"> ➤ The characteristics and mental and physical benefits of an active lifestyle. Y4 ➤ 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. Y2, Y5 ➤ The risks associated with an inactive lifestyle, including obesity. Y4, Y5

	<ul style="list-style-type: none"> ➤ How and when to seek support, including which adults to speak to in school, if they are worried about their health. Y1, Y2
Healthy eating	<ul style="list-style-type: none"> ➤ What constitutes a healthy diet, including an understanding of calories and other nutritional content. Y3 ➤ The principles of planning and preparing a range of healthy meals. Y3 ➤ The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on health. Y3, Y4
Drugs alcohol and tobacco	<ul style="list-style-type: none"> ➤ The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. Y3, Y4, Y5, Y6
Health and prevention	<ul style="list-style-type: none"> ➤ How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body. Y5, Y6 ➤ About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. Y4, Y5 ➤ 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 ➤ About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. Y3, Y4 ➤ About personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of hand washing. Y1, Y4 ➤ The facts and science relating to immunisation and vaccination. Y6
Basic first aid	<ul style="list-style-type: none"> ➤ How to make a clear and efficient call to emergency services if necessary. Y6 ➤ Concepts of basic first-aid, for example dealing with common injuries, including head injuries. Y6
Changing adolescent body	<ul style="list-style-type: none"> ➤ Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. Y5, Y6 ➤ About menstrual wellbeing and key facts relating to the menstrual cycle. Y5 girls, Y6 boys and girls

Appendix 4: Health Education per year group

<p>Year 1</p>	<ul style="list-style-type: none"> • that there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations. • how and when to seek support including which adults to speak to in school if they are worried about their health. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. (Link to Covid as this is relevant at the moment. Discuss especially the reasons for washing hands after using the toilet and before preparing food/eating.) • develop skills for maintaining personal hygiene, cleaning teeth, washing hands • be motivated to be clean and healthy • where and how to report concerns and get support with issues online. (Real-life and online.) • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
<p>Year 2</p>	<ul style="list-style-type: none"> • that there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations. • how and when to seek support including which adults to speak to in school if they are worried about their health. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. (If we are tired, it stops us feeling healthy and we cannot focus on tasks.) • the importance of building regular exercise into daily and weekly routines and how to achieve this. (Important to keep our heart healthy as well as our mind. Make links to lack of exercise during lockdown and mental health.) • that some substances can be harmful. (Eg, household substances, etc. Even medicines can be dangerous – discuss how and why.)
<p>Year 3</p>	<ul style="list-style-type: none"> • what constitutes a healthy diet. • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating. • about dental health, including regular check-ups at the dentist. • the facts about legal and illegal harmful substances and associated risks, eg, smoking, alcohol, drug-taking. • that mental wellbeing is a normal part of daily life, in the same way as physical health. • how to recognise and talk about their emotions and their own and others' feelings. • that bullying has a negative and often lasting impact on mental wellbeing.
<p>Year 4</p>	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. (Focus on smoking and alcohol use – why do people smoke and drink alcohol? What are the potential risks?) • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. (Make explicit the need to cover up in the sun, and the importance of wearing a high factor sun block.)

	<ul style="list-style-type: none"> • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. (Make links to Covid and the importance of washing hands after using the toilet. Also include the importance of washing/bathing daily as their bodies are developing.) • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. (Remind the children that if they don't look after their adult teeth, they don't get a third set.) • the characteristics of a poor diet and risks associated with unhealthy eating. (Look at illnesses such as rickets, diabetes, obesity which are all associated with a poor diet.) • the risks associated with an inactive lifestyle (including obesity). (Look at the effects on your heart in particular.) • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. (Focus on prescribed medication – discuss that these are legal when prescribed by a doctor/pharmacist. Why we should not share prescribed medication.) • the characteristics and mental and physical benefits of an active lifestyle. (Look at how a healthy lifestyle can positively impact on our mental and physical wellbeing.) • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
<p>Year 5</p>	<ul style="list-style-type: none"> • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • that for most people the internet is an integral part of life and has many benefits. (Benefits which makes life easier for us.) • 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. (Encourage them to limit their online time.) • why social media, some computer games and online gaming, for example, are age restricted. (Look at PEGI ratings.) • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. (Focus on illegal drugs, glue sniffing, etc.) • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. (Signs that you should see a doctor.) • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. (Also include the risks of sun beds for skin cancer.) • the importance of building regular exercise into daily and weekly routines and how to achieve this, eg, walking or cycling to school, a daily active mile, vigorous exercise. (Look at the negative effects of being inactive.) • the risks associated with an inactive lifestyle (including obesity). (Effects on our mental and physical health.) • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. (Separate boys and girls learn about the changes to their own gender's bodies.) • about menstrual wellbeing including the key facts about the menstrual cycle. (Girls only in Y5.) • Know the correct names and terms for private body parts. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

	<ul style="list-style-type: none"> • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • • 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.) (No shame in asking for help.) • 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. (Who can help us?)
Year 6	<ul style="list-style-type: none"> • 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. (Include cyberbullying, stalking, identity theft, etc.) • 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. (Also include photoshopping and celebrities who have been trolled.) • where and how to report concerns and get support with issues online. • 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. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. (Focus on illegal drugs, glue sniffing, etc and potential links to crime, eg, county lines.) • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. (Signs that you should see a doctor. also discuss, eg, bulimia, anorexia and other dangerous eating disorders.) • the facts and science relating to allergies, immunisation and vaccination. (Make links through science as well as to Covid 19.) • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. (Important to look after our physical and mental health.) • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. (Make links to Covid and lockdown.) • 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.) (No shame in asking for help.) • 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. (Who can help us?) • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. (Separate boys and girls learn about the changes to the other gender's bodies.) • about menstrual wellbeing including the key facts about the menstrual cycle. (Boys and girls separately in Y6.)

<p>Year 6 also have the opportunity to take part in a sex education session where they learn how babies are made and born.</p>	<ul style="list-style-type: none">• Know the correct names and terms for private body parts.• how babies are conceived using an egg from a female and sperm from a male• this act happens between two consenting adults who love each other• a man's penis is inserted into a woman's vagina and this is how the sperm connects with the egg• the baby grows and develops in the mother's womb• that babies are usually delivered through the mother's vagina but sometimes are born using a caesarian section• the reason we all go through puberty is to enable us to reproduce as adults <p style="text-align: center;">Parents can withdraw their child from this session. The children are separated into girls and boys. Questions are answered truthfully but in an age-appropriate manner. No videos or photographs are used which depicts any sexual act.</p>
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Appendix 5: Parent form: withdrawal from sex education within RHE (Year 6 ‘How babies are made’)

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education in Year 6 (How babies are made):			
Any other information you would like the school to consider			
Parent signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents			
Signed by staff member & role			