Relationships, Sex and Health Education (RSHE) Policy

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Type of Policy	Tick
DCAT Statutory Policy	
DCAT Non-statutory Policy	
DCAT Model Optional Policy	
Academy Policy	✓
Local Authority Policy	

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Introduction

Our **vision** for our Trust is we exist to:

Help every child achieve their God-given potential

Our **aims** are clear. We aim to be a Trust in which:

Developing the whole child means pupils achieve and maximise their potential

Continued development of staff is valued and improves education for young people

All schools are improving and perform above national expectations

The distinct Christian identity of each academy develops and is celebrated

Our work as a Trust is underpinned by shared **values**. They are taken from the Church of England's vision for Education and guide the work of Trust Centre team. They are:

Aspiration
I can do all things through Christ who strengthens me
(Philippians 4 vs 13).

Wisdom
Listen to advice and accept discipline, and at the end you will be counted among the wise
(Proverbs 19 vs 20)

Respect
So in everything do to others what you would have them do to you
(Matthew 7 vs 12)

Our vision of helping every child achieve their God-given potential is aligned with the Church of England's vision for education and is underpinned by the Bible verse from John: *I have come that they may have life, and have it to the full.*

The St. James' Vision

Learning as a family in Jesus, through Love, Hope and Forgiveness.

"Let the little children come to me and do not hinder them, for the kingdom of heaven belongs to such as these." Matthew 19:14:

To provide an engaging, relevant education within a Christian environment, where everyone flourishes academically, socially, physically, morally, emotionally and spiritually.

Our Christian Values are: **LOVE, HOPE and FORGIVENESS.**

'A new commandment I give to you, that you love one another just as I have loved you, you also are to love one another.' John 13:34

'May the God of hope fill you with all the joy and peace in believing, so that by the power of the Holy Spirit you may abound in hope.' Romans 15:13

'Be compassionate and kind to one another, forgiving each other, just as in Christ, God forgave you.' Ephesians 4:32

1. Aims

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 sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture and promote healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health
- Teach pupils the correct vocabulary to describe themselves and their bodies

At St. James' Primary Academy, we seek to provide a safe and welcoming environment where all are valued within our core values of Love, Hope and Forgiveness. Our RHSE curriculum supports children to learn about healthy relationships, healthy bodies and minds and to respect and celebrate difference within and beyond our school community and culture.

2. Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017. We must also teach health education.

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSHE, we are required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At St. James' Primary Academy, we teach RSHE as set out in this policy.

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- Part 6, chapter 1 of the Equality Act 2010
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3. Policy development

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

1. Review –The Curriculum Lead (Maisie Clark) and DSL (Beth Dodd) pulled together all relevant information including relevant national and local guidance.

2. Parent/stakeholder consultation – parents/carers and any interested parties were invited to comment on curriculum and policy through an online form

3. Pupil consultation – we investigated what pupils want from their RSHE.

4. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

For the purpose of this policy:

Relationships and Health Education will:

- Teach the skills and knowledge that form the building blocks of all positive relationships
- Support children from the start of their education to grow into kind, caring adults who:
    - Have respect for others
    - Know how to keep themselves safe
    - Have emotional awareness
- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health

5. Curriculum

Our RSHE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary to respond to changing issues and evidence based research.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. Teaching will be developed to ensure the curriculum is accessible for pupils with SEND.

We will share all curriculum materials with parents and carers on request.

6. Delivery of RSHE

At St. James' Primary Academy, RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

Lessons are taught weekly either by the class teacher or the PPA team within the fortnightly Wellbeing and PE day. The termly topics can be seen in the curriculum map – Appendix 1 – and lessons will be adapted to meet the needs of individual cohorts.

Online Safety is taught within both PSHE and Computing and short weekly online safety discussion lessons take place in all year groups in order to ensure continued and consistent reminders of how to stay safe online in a changing digital field. We follow the Purple Mash scheme which is based on 'Being Safe in a Digital World.' Purple Mash ' Being Safe in a Digital World'details

All lessons should be taught in an inclusive manner which enables all pupils to access the learning and contribute their views to discussions.

Scientific learning will be within science lessons which come within termly project based foundation lessons.

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and 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
- "Over blocking" by the school's filtering and monitoring system doesn't lead to unreasonable restrictions as to what children can be taught

Relationships education focuses on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe, including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Health education will:

- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing

In line with statutory guidance, primary sex education is taught in year 5 and 6 and will be taught in line with the National Curriculum for science with a focus on:

- The main external body parts
- The human body as it grows from birth to old age (including puberty)
- Reproduction in some plants and animals
- How a baby is conceived (in line with the factual curriculum of conception set out in the science curriculum)

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved and both learn from the perspective of the other as well as their own.

Pupils will be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

Senior Leadership of the school and the Curriculum and PSHE Leads will have oversight of any materials and resources and will ensure that at all points, material is age appropriate and effective for learning.

At all points of delivery of the curriculum, the school will communicate with parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

Teachers will assess pupils' learning through observation, discussion and any written work as they do across the curriculum.

For more information about our RSHE curriculum, see Appendices 1 and 2.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is accessible to pupils with SEND
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
    - Safe and supported
    - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
    - A whole-class setting
    - Small groups or targeted sessions
    - 1-to-1 discussions
    - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches

- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide a representative sample of the resources that the school plans to use.

Many of our resources are aligned with the PSHE Association . Further details can be found here The PSHE Association

We will ensure that parents/carers are able to view all curriculum materials used to teach RSHE on request.

Parents/carers are not able to veto curriculum content.

We will comply with any applicable copyright laws when sharing resources with parents or carers, and will include a statement that parents agree to as a condition of access that the content should not be copied or shared further except as authorised under copyright law.

7. Use of external organisations and curriculum materials

Whilst the school may work with external organisations to deliver the curriculum, it remains responsible for the content and the way in which pupils are taught. Currently, we work with Milo's Money Just Finance Foundation - Milo's Money and The Life Savers Just Finance Foundation - Life Savers charitable programme to support our financial education and the PSHE Association (as above)

We will make sure that any agency and any materials used are accurate, age and stage-appropriate, and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
    - Are age-appropriate
    - Are in line with pupils' developmental stage
    - Are accessible for all pupils, including those with SEND
    - Are sensitive to pupils' needs
    - Comply with:
        - This policy
        - The Teachers' Standards
        - The Equality Act 2010
        - The Human Rights Act 1998
        - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed
- Ask to see in advance any materials and lesson plans that the agency may use
- Know the named individuals who will be there, check the credentials of the visitor and/or visiting organisation, and follow our usual safeguarding procedures for these people
- Make sure the visitor understands and agrees in advance:
    - How confidentiality will work in any lesson

- How safeguarding reports should be dealt with, in line with our school policies

- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers
- Consult parents/carers on the content of external resources on the topic of biological sex and gender reassignment in advance and make all materials available to them on request
- Avoid materials that use cartoons or diagrams that oversimplify the topics of biological sex and gender reassignment, that could be interpreted as being aimed at younger children, or that perpetuate stereotypes or encourage pupils to question their gender

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers. The school will communicate to agencies that it is legally obliged to have regard to the expectation that all content can be shared with parents and carers

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSHE policy, and hold the headteacher to account for its implementation.

The governing board will ensure that:

- All pupils make progress in achieving the expected educational outcomes • teaching is accessible to all pupils with SEND
- Curriculum content and teaching materials are aligned with the guidance
- Clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education

8.2 The Headteacher

The headteacher, Alastair Brown, is responsible for making sure that RSHE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 9). All pupils will participate in scientific learning.

8.3 Staff

Staff are responsible for:

Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group

- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils

- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSHE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny/misandry, homophobia, biphoboia, sexual violence/harassment, derogatory behaviour and stereotypes
- Where misogynistic ideas are expressed at school, challenging the ideas, rather than the person expressing them
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) , Beth Dodd.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

The Curriculum Lead, Maisie Clark, will lead RSHE within the school and will facilitate appropriate resources and ongoing CPD for teachers as required.

8.4 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity. We expect pupils to be Ready, Respectful and Safe at all times and to conduct discussion with the school values of Love, Hope and Forgiveness always in mind.

Any misogynistic or discriminatory views will be appropriately, and sensitively, challenged so that we promote a culture of value for all.

9. Parents' right to withdraw

Parents/carers **do not** have the right to withdraw their child from relationships and health education.

Parents/carers have the right to withdraw their child from the non-statutory/non-science components of sex education within RSHE – the headteacher will grant all requests to withdraw a pupil from the non-statutory/non-science parts of sex education.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative schoolwork based on scientific learning will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development .

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

11. Monitoring arrangements

The delivery of RSHE is monitored by Curriculum Lead, Maisie Clark and PSHE lead, Grace Cottenham alongside other members of the Senior Leadership Team through learning walks, book scrutiny and pupil voice.

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

This policy will be reviewed regularly and, as a minimum, every two years. At every review, the policy will be approved by the Governing Body.

Appendix 1: Curriculum map – PSHE and RSHE

Relationships, sex and health education curriculum map

Health and Wellbeing • Physical health and mental wellbeing • Growing and changing • Keeping safe	**Relationships** • Families and friendships • Safe relationships • Respecting ourselves and others	**Living in the Wider World** • Belonging to a community • Media literacy and digital intelligence • Financial education and work	**Online Safety**

Whole school events	Safer Internet Day, Anti-Bullying week, Remembrance service, Mental Health week, Y5 Young Enterprise, Y6 Election project, Escape Line workshop, NSPCC Speak out, Local officer visits, Sports week.

		Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
EYFS	**Teacher**	**Families and Friendships** Identify special people in their lives and explain why they are important to them. Making friends and playing kindly – what is kind and unkind behaviour?	**Safe relationships** Show sensitivity to their own and to others' needs, forming positive attachments to the adults around them. **Respecting ourselves and others** Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.	**Community** To recognise similarities between families, communities and traditions.	**Media literacy and digital intelligence** Select and use technology for purposes.	**Financial education and work** People who help us. **Money** What is money? (Milo's Money Book)	**Keeping safe** Explain the reasons for rules, know right from wrong. Identify what makes the special.
		Self-Image and Identity	**Online Relationships**	**Online Reputation**	**Online Bullying**	**Managing Online Information**	**Privacy and Security**
	PPA	**Mental Health and Wellbeing** Strategies to stay calm.	**Physical Health** Understand the importance of healthy and unhealthy food choices.	**Physical Health** Being active and resting.	**Copyright and Ownership**	**Health, Well-being and Lifestyle**	**Health and Wellbeing** Preparing for change
Y1	**Teacher**	**Families** Roles of different people, different family structures, feeling cared for, security and stability, common features of family life.	**Community** What rules are: caring for others' needs; looking after the environment.	**Recognising privacy, boundaries, PANTS, NSPCC** staying safe, seeking permission, trusted adult Me, my body and staying safe.	**Media literacy** Using the internet and digital devices; communicating online.	**Financial education and work** Milo's Money Spending, Saving, Wants and Needs.	**Community** Strength and interests; jobs in the community.
		Self-Image and Identity	**Online Relationships**	**Online reputation**	**Online Bullying**		**Privacy and Security**

	PPA	**Friendships** How behaviour affects others being polite and respectful. Managing different feelings within friendships.	**Physical Health and Wellbeing** Food, exercise and hygiene routines (including teeth)	**Mental Health and wellbeing** Recognising emotions, what feelings look like, expressing feelings.	**Copyright and Ownership** **Health, wellbeing and lifestyle.**	**Online Safety** **Online Safety Managing Online Information**	**Physical Health and Wellbeing** Sun safety and water safety.
Y2	Teacher	**Families and Friendships** Making friends: feeling lonely and getting help. Recognising things in common and differences; playing and working cooperatively.	**Safe Relationships** Managing secrets; resisting pressure and getting help - importance of not keeping adults' secrets (only happy surprises); recognising hurtful behaviour.	**Community** Belonging to a group; roles and responsibilities. being the same and different in the community	**Media literacy** The internet in everyday life; online content and information	**Financial education and work** Milo's Money Multiplying Money, Sharing, Being Generous, Choices.	**Health and Wellbeing** Growing older. naming body parts; change - moving class or year
		Self-Image and Identity	**Online Relationships**	**Online reputation**	**Online Bullying**		**Privacy and Security**
	PPA	**Physical Health and Wellbeing** Why sleep is important Medicines and keeping teeth healthy	**Online Relationships**	**Physical Health and Wellbeing** Safety in different environments; risk and safety at home; emergencies, road and rail.	**Copyright and Ownership** **Health, wellbeing and lifestyle.**	**Online Safety Managing Online Information**	**Mental Health and Wellbeing** Managing feelings and asking for help, reactions and responses, change and loss, transition feelings.
Y3	Teacher	**Families and Friendships** What makes a family and features of family life; sometimes families can look different to our own, but they all show love and respect.	**Safe Relationships** Personal, healthy boundaries; safe touch, safely responding to others; the impact of hurtful behaviour.	**Respecting ourselves and others** Recognising respectful behaviour; the importance of self-respect; courtesy and being polite.	**Community** The value of rules and laws; rights, freedom and responsibilities.	**Financial education and work**	**Community** Different jobs and skills; stereotypes; setting personal goals.
		Self-Image and Identity	**Online Relationships**	**Online reputation**	**Online Bullying**		**Privacy and Security**
	PPA	**Health and Wellbeing** Healthy choices and habits; oral hygiene.	**Media literacy** Positives and negatives of the internet. Making choices online?	**Health and Wellbeing** Personal strengths and achievements; managing and reframing setbacks what affects feelings and expressing feelings.	**Keeping safe Basic first aid** Risks and hazards; safety in the local environment and unfamiliar places (water safety, rail station.)	**Managing Online Information**	**Copyright and Ownership** **Health, wellbeing and lifestyle.**
Y4	Teacher	**Families and Friendships Changes within families** (Rights) Positive friendships (Including online); Friendships should make us feel happy and secure; Healthy friendships	**Safe Relationships** Responding to hurtful behaviour (bullying); managing confidentiality and permission; recognising risks online and offline, keeping secrets.	**Respecting ourselves and others** Respecting differences and similarities; discussing difference sensitively.	**Community** What makes a community; shared responsibilities; human rights, rules and consequences.	**Financial education and work**	**Health and wellbeing** Managing strong feelings (self regulation), Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty.

		are positive and welcoming and do not make people feel lonely.					
		Self-Image and Identity	**Online Relationships**	**Online reputation**	**Online Bullying**		**Privacy and Security**
	PPA	**Physical health** Maintaining a balanced lifestyle.	**Keeping safe** Medicines and household products; drugs common to everyday life - smoking, vaping and alcohol.		**Keeping safe** **First aid** Asthma, Bites and stings, burns and scolds.	**Copyright and Ownership**	**Health, wellbeing and lifestyle.**
			Managing Online Information				
Y5	Teacher	**Families and Friendships** Managing friendships and peer influence; Characteristics of healthy friendships and healthy boundaries; Compassion to others.	**Safe Relationships** Physical contact and feeling safe, appropriate and inappropriate touch; managing conflicts and knowing that violence is never right; how to recognise when a friendship is making them feel unhappy and how to get support.	**Respecting ourselves and others** Responding respectfully to a wide range of people and embracing those who are different to us; recognising prejudice and discrimination.	**Mental Health and wellbeing** Personal identity; recognising individuality and different qualities; mental wellbeing, feelings can effect mental wellbeing, changing thinking habits, who to seek help from.	**Financial education and work**	**Health and Wellbeing** Growing up and puberty; emotional and physical changes during puberty
		Self-Image and Identity	**Online Relationships**	**Online reputation**	**Online Bullying**		**Privacy and Security**
	PPA	**Physical health** Healthy sleep habits; sun safety and medicines, **Vaccinations**.	**Keeping safe** Legal and illegal drugs, immunisations and allergies.		**Keeping safe** **Basic first aid** Keeping safe in different situations, responding in emergencies, bleeding.	**Financial education and work** Identifying job, interests and aspirations; what influences career choices; workplace stereotypes.	**Health, wellbeing and lifestyle.**
			Copyright and Ownership				
Y6	Teacher	**Relationships** Recognising and managing pressure; consent in different situations. Expressing opinions and respecting other points of view, including discussion of topical issues.	**Relationships** Attraction to others; romantic relationships; civil partnerships and marriage.	**Mental Health and Wellbeing** What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online. Foundation for wellbeing	**Community** Valuing diversity; challenging discrimination and stereotypes.	**Financial education**	**Growing and changing** Human reproduction and birth; romantic relationships, increasing independence and managing transition.
		Self-Image and Identity	**Online Relationships**	**Online reputation** **Online Bullying**	**Managing Online Information**		**Privacy and Security**
	PPA	**Online Safety** Artificial intelligence; benefits and risks; AI chatbots.	**Health and Wellbeing** Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media, who to talk to.	**Keeping safe** **First aid** Basic life support, head injuries, choking.		**Health, wellbeing and lifestyle.**	
						Copyright and Ownership	

<table>
<tr><th colspan="2">EYFS- Term 1 – All about me</th></tr>
<tr><td colspan="2">ELG: Personal, Social and Emotional Development – Self regulation, Managing self and Building relationships.</td></tr>
<tr><td>Sticky Knowledge</td><td>Key questions</td></tr>
<tr><td rowspan="2">Teacher: Families and Friendships
I know who the special people in my life are
I know that people in my family care for me
I know that friends are kind to each other
I know that good friends share and take turns
I know that kind words can make people feel happy and unkind words can hurt people's feelings
I know that if I'm worried or upset, I can talk to a trusted adult
Vocabulary: Family, special, care, love, help, friend, kind, unkind, feelings, trusted adult.

PPA: Health and wellbeing
I know that everybody has feelings
I know that sometimes I feel upset, frustrated or worried
I know that I can use strategies to keep me calm
I know that I can use my words to tell someone how I feel
I know that I can always talk to a trusted adult
Vocabulary: Feelings, calm, frustrated, worried, upset, breathe, trusted adult.</td><td>What makes a good friend?

Who are the special people in your life?

Who can you talk to if you're feeling worried or upset?</td></tr>
<tr><td>Continuous provision
   </td></tr>
</table>

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	• That families are important for children growing up because they can give love, security and stability • The characteristics of safe and happy family life, such as: 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 other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 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
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	• How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people in relationships, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively and manage conflict with kindness and respect: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect by others and the importance of respecting others, including those who are different (for example: physically or in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs • About different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	• How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met • That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child, and that this can lead to dangerous situations • That people should be respectful in online interactions, and 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. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • 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, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online

TOPIC	PUPILS SHOULD KNOW
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books and resources, for example • About the concept of privacy and the implications of it for both children and adults, including that it's 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 contact, including physical contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do and don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so • How to ask for advice or help for themselves or others, and to keep trying until they are heard • Where to get advice, for example from their family, school and/or other sources

TOPIC	PUPILS SHOULD KNOW
General wellbeing	• The health, wellbeing and happiness benefits of physical activity, time outdoors, and helping others • Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation • The importance of promoting general wellbeing and physical health • The range of scale of emotions that they might experience in different situations (e.g. happiness, sadness, anger, fear, surprise, nervousness) and that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition • How to recognise feelings and use varied vocabulary to talk about their own and others' feelings • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate • That isolation and loneliness can affect children, and the benefits of seeking support • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others • That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently • Where and how to seek support (including recognising the triggers for seeking support), including who to speak to in school if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • That it is common to experience mental health problems, and early support can help

TOPIC	PUPILS SHOULD KNOW
Wellbeing online	• That for almost everyone the internet is an integral part of life • How to think about positive and negative aspects of the internet • How online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection • The benefits of limiting 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 impact of their online behaviour on others, and how to recognise and display respectful behaviour online • Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive • How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them • That abuse, bullying and harassment can take place online and that this can impact wellbeing • How to seek support from trusted adults • How to understand the information they find online, including from search engines, and know how information is selected and targeted • That they have rights in relation to sharing personal data, privacy and consent • Where and how to report concerns and get support with issues online
Physical health and fitness	• The characteristics and mental and physical benefits of an active lifestyle • The importance of building regular physical activity 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, moderate and/or vigorous physical activity • 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

TOPIC	PUPILS SHOULD KNOW
Healthy eating	• What constitutes a healthy diet (including understanding calories and other nutritional content) • Understanding the importance of a healthy relationship with food • 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, tobacco and vaping	• The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches
Health protection and prevention	• 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 health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn • About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups 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 scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils
Personal safety	• About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code
Basic first aid	• How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them • Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries

TOPIC	PUPILS SHOULD KNOW
Developing bodies	• About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process • The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. That all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts • The facts about the menstrual cycle, including physical and emotional changes (while the average age of the onset of menstruation is 12, periods can start at 8, so covering this topic before girls' periods start will help them understand what to expect and avoid distress)

Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	