First Federation Trust

Relationships and Health Education policy

For

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It is the vision of the First Federation Trust that, in all of our schools, whether Church schools or community schools:

Every individual will Aspire, Flourish and Achieve within the heart of their community.

At our First Federation schools, 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 and health education (RHE), which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education. We will provide age-appropriate relationships and health education to all pupils as part of the school's statutory curriculum. All aspects of RHE will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. Topics relating to RHE will be delivered in a sensitive manner as part of a whole-school approach.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and enables them to talk to a trusted adult if there is anything worrying them. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing and ensures they receive factual information about the changes they will experience emotionally and physically during puberty.

RHE is compulsory in all primary schools in England. Schools are free to determine how to deliver the content of these subjects as set out in the statutory guidance. The key topics applicable for all key stages have been carefully planned in consultation with responses from parents, young people, and schools. Parents are given the opportunity to discuss this policy at any time and staff will be provided with accurate training and further resources to deliver lessons to pupils.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health education (RSHE) for all our pupils. This policy sets out the framework for our RSHE curriculum, providing clarity on how it is informed, organised and delivered. Any sex education included within the curriculum consists of age-appropriate content which covers how babies are conceived and how they are born. Sex education does not go above and beyond the focus of reproduction.

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
- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2023) 'Keeping children safe in education 2023'
- Changes to the teaching of Relationships and Sex education and PSHE: A call for response. Church of England Education Office response 2018

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Pupil Behaviour Policy
- SEND Policy
- Child-on-child Abuse Policy
- Pupil Confidentiality Policy
- Anti-bullying Policy
- Pupils' mental health and wellbeing policy
- Social, Emotional and Mental Health (SEMH) Policy
- Pupils E-safety policy
- Visitor Policy

Religion and belief

All schools, whether Church schools or non-church schools within our Trust, must consider the religious background of pupils when planning the teaching of these subjects. Faith perspectives may be taught by all schools. Schools with a religious character may teach the distinctive faith perspective on relationships, e.g. a school may wish to reflect on how their faith institutions may support people in matters of relationships and sex. Planning and teaching for RSE must include each

individual school's context of belief, faith and religion. In our Church schools, RSE must be culturally and community sensitive and encompass the teachings of the Church, including the Christian understanding of marriage as the context for sexual relationships and the importance of trust, loyalty, fidelity and choice.

For our Church schools, we have considered the Church of England's Education Office Response to the teaching of Relationships and Sex Education when planning this aspect of the curriculum. Their vision for relationships and Sex education states that,

" In our experience, young people most desire to learn about (and have modelled to them) good, healthy relationships. They want to learn how to secure, develop and sustain healthy relationships and how to be able to recognise when and how relationships go wrong. They must be prepared for the opportunities, challenges and responsibilities of being in a relationship with other people. Relationships education and RSE must give pupils the understanding, vocabulary and strategies they require to keep themselves safe and to thrive within good, stable long-term relationships of all kinds. RSE should give pupils accurate information to equip them for life in the modern world and to make sure they are not influenced by unrealistic dangerous materials".

Underpinning our practice, is the vision that we want all children to flourish and to gain every opportunity to live fulfilled lives.

Equality and accessibility

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
- Sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school will ensure that relationships and health education programme is inclusive, and caters to the needs of pupils with SEND or other support needs, such as those with SEMH needs.

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

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.

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.

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 Child Protection and Safeguarding Policy, which sets out expectations of pupils.

The school understands that relationships, sex, 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 to discuss this.

Roles and responsibilities

The Directors of First Federation Trust are responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring, in all of our Church of England Primary schools, that the religious ethos of the school is maintained and developed through the subjects.

The Head of School 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 and the RHE resources are available to parents beforehand (if required).
- Discussing and reviewing requests from parents to withdraw their children from the subjects.
- Ensuring adequate time is planned on the school timetable to deliver RHE as a statutory curriculum subject.
- Providing support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RHE to pupils; for example, if staff do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the hub advisory board on the effectiveness of this policy.

Within schools, where there is an appointed member of staff to lead on relationships, sex and health education they are responsible for:

- Overseeing the delivery of the subjects.

- Ensuring the subjects are age-appropriate, high-quality and up to date.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Ensuring that staff values and attitudes will not prevent them from providing a balanced RHE in school.
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the relationships and health curriculum, as well as any optional sex education, is inclusive and accessible for all pupils.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

N.B In some schools the responsibility for the above would lie with the Head of School as there may not be a separate lead.

<u>The SENDCO is responsible for:</u>

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.
- Ensuring that the needs of vulnerable pupils are taken into consideration in designing and teaching these subjects.

<u>Teachers are responsible for:</u>

- Delivering a high-quality and age-appropriate relationships, (sex) and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, (sex) and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision. (If appropriate for the context of your school)

Parents are responsible for:

- Enabling their children to grow and mature and to form healthy relationships.
- Supporting their children through their personal development and the emotional and physical aspects of growing up.

- Ensuring that they are aware of aspects of the curriculum, including when it is going to be delivered and the content.
- Supporting their children's personal, social and emotional development, by working with the school to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE.
- Seeking additional support in this from the school where they feel it is needed.

Organisation of the curriculum

Every primary school is required to deliver statutory relationships education and health education.

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.
- "**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.
- "**Sex education**" is defined as teaching pupils about developing healthy sexuality, and will cover issues, beyond those covered in the science and health curricula, that will be determined in response to the needs of the relevant cohort.

[Schools are free to determine whether relationships and health education will be delivered as part of their PSHE curriculum, as a joint subject, or as standalone subjects.]

The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.

The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.

We consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys
- Focus groups
- Meetings
- Training sessions
- Newsletters and letters

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 Head of School.
- Emailing the school admin address
- Submitting written feedback into the suggestions box in the school office (if available).

The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.

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

Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of relationships and health. This will include providing parents with frequent opportunities to understand and ask questions about the school's approach to relationships and health education.

The school will discuss the contents of the relationships and health education curriculum with parents. Parents will be given regular opportunities to voice their opinions. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be the school's to make.

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 subjects
- The resources that will be used to support the curriculum

The school will work closely with parents in reviewing the sex education curriculum and will consult with them annually with regard to what is covered.

Withdrawing pupils

Parents and carers must be given opportunities to understand the purpose and content of relationships education and RSE. Clear and open communication with parents/carers will help them understand the importance of the subjects.

Parents have the right to request that their child be withdrawn from some or all of the sex education aspect of RSE – any requests and the decisions made should be recorded.

Heads of Schools should first discuss the request with parents, to clarify the reasoning behind it and to explain the benefits of receiving this education and any determinantal effects withdrawal may have on the pupil.

Primary schools that choose to deliver sex education must automatically grant a request for withdrawal.

Delivery of the curriculum

The relationships and health curriculum will be delivered as part of our PSHE curriculum.

Sex education will be delivered through the science curriculum and the PSHE curriculum.

Through effective organisation and delivery of the subject, 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.
- 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.
- 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.
- The school ensures 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.
- Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.
- Classes may be taught in gender-segregated groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.
- Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 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.
- 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.
- Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.
- 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 appropriate to the pupil's age.
- The programme will be designed to focus on boys as much as girls, and activities will be planned to ensure both are actively involved, matching their different learning styles.
- Teachers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.
- 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.
- 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.
- 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.

- At all points of delivery of this programme, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

We will ensure that LGBTQ+ content is fully integrated into the relationships and health curriculum, rather than delivered as a standalone unit or lesson. The school will ensure it is communicated to parents and stakeholders that LGBTQ+ relationships and content are not inherently sexual in nature, and parents do not have the right to withdraw their children specifically from lessons regarding LGBTQ+ issues. Many of our schools use the resources available from No Outsiders to support with the teaching of these aspects of the curriculum.

Behaviour

Our schools aim to foster a culture based on mutual respect and understanding for one another, and as such, has a zero-tolerance approach to bullying. Any bullying incidents caused as a result of the RHE programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school. Any occurrence of these incidents will be reported to a member of school staff, who will meet with the pupil once they are on school premises. These incidents will be dealt with following the processes in our Pupil Behaviour Policy and Anti-bullying Policy.

The Head of School will decide whether it is appropriate to notify the police or report to the Local Authority by way of the BPRI form.

Working with external experts

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.

- The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.
- 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.
- 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.
- 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 Child Protection and Safeguarding Policy.
- The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

Staff training

- All staff members at the school will undergo training to ensure they are up-to-date with the relationship, sex and health education programme and associated issues.
- Members of staff responsible for teaching the subjects will undergo training to ensure they are fully equipped to teach the subjects effectively.

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

Confidentiality

- The school will aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.
- It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's Child Protection and Safeguarding Policy should be followed.
- Pupils will be informed prior to delivery of RHE lessons that confidentiality will remain unless school staff feel that a child is at risk of harm. This information will need to be passed on to the DSL and the pupils will be informed of the procedure. Staff who breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's Disciplinary Policy and Procedure.

Monitoring quality of education

The Head of School is responsible for monitoring the quality of teaching and learning for the subjects.

The relationships, sex and health education subject leader or the Head of School will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

The "Changes to the teaching of Relationships and Sex Education and PSHE: A call for evidence Church of England Education Office Response" has been used to inform this policy.

Appendix A:
Relationships education overview

Within the First Federation Trust, there are a group of Church schools. Our curriculum for relationships education will be delivered to reflect the Church of England's stance on relationships education.

This pertains to the development of pupils' understanding and ability to have positive, healthy, meaningful and sustained relationships of all kinds

1. **The importance of being in a relationship**

Key to this is teaching the importance of the different relationships in our lives and what it means to be faithful, supportive, trusting and having loving relationships with other people. Within our primary schools, in the Trust, this should focus on family relationships and friendships. Children should have opportunities to understand the value of human relationships, how to have healthy relationships and how to stay safe. Within our Church schools, the importance of commitment and cherishing relationships including the good of marriage as a relationship of trust, loyalty and fidelity, should be taught. In all schools, the value of life-long relationships should also be recognised as an important gift to be cherished.

2. **Healthy relationships and staying safe**

Children need the opportunity to explore vocabulary and strategies to keep themselves safe and flourish within good, stable, long-term relationships of all kinds. In all our schools, teaching about how to stay safe online should be taught.

Relationships education must also include how we protect self-esteem and good mental health. Children should recognise that all people are valuable and deserve to be loved and cherished. It could also include education on the impact of social media on self-esteem and mental health. (See also mental health and wellbeing policy)

3. **Respecting others**

Relationships education should reflect the diversity of belief that exists across our country and school communities. Everyone deserves deserve dignity and respect- these values should be explicitly taught in all our schools. Different views, including religious ones, on relationships and sex must be respected. Pupils should be taught to have respectful conversations and to appreciate differences of view.

Religious education should recognise this diversity and ensure that all pupils feel included. Pupils should be provided with accurate information in order to understand difference and remove prejudice.

Appendix B

Relationships education per year group

The school is free to determine, within the statutory curriculum content outlined above, 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.

The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

Year 1/2

- That family is one of the groups they belong to, as well as, for example, school, friends, clubs
- About the different people in their family / those that love and care for them
- What their family members, or people that are special to them, do to make them feel loved and cared for
- How families are all different but share common features – what is the same and different about them
- About different features of family life, including what families do / enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried
- How to make friends with others
- How to recognise when they feel lonely and what they could do about it
- How people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships
- How to ask for help if a friendship is making them unhappy
- How words and actions can affect how people feel
- How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe
- Why name-calling, hurtful teasing, bulling and deliberately excluding others is unacceptable
- How to respond if this happens in different situations
- How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so

Year 3/4

- How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded
- How to recognise if others are feeling lonely and excluded and strategies to include them
- How to build good friendships, including identifying qualities that contribute to positive friendships
- That friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences
- How to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support

- How families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)
- How common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays
- How people within families should care for each other and the different ways they demonstrate this
- How to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe
- How people's behaviour affects themselves and others, including online
- How to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return
- About the relationship between rights and responsibilities
- About the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)
- The rights that children have and why it is important to protect these
- That everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination
- How to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns

Year 5/6

- About the different types of relationships people have in their lives
- How friends and family communicate together; how the internet and social media can be used positively
- How knowing someone online differs from knowing someone face-to-face
- How to recognise risk in relation to friendships and keeping safe
- About the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family
- How to respond if a friendship is making them feel worried, unsafe or uncomfortable
- How to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety
- That people have different kinds of relationships in their lives, including romantic or intimate relationships
- That people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another
- That adults can choose to be part of a committed relationship or not, including marriage or civil partnership
- That marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime
- How friendships may change as they grow and how to manage this
- How to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing

Appendix C:
Sex Education overview

Within the First Federation Trust, there are a group of Church schools. Our curriculum for relationships education will be delivered to reflect the Church of England's understanding of relationships education.

This is pertaining to the development of pupils' understanding of sex, sexual health and human sexuality.

Pupils should be provided with accurate information so that they understand the meaning of consent and how to be safe and responsible. In Church schools, as part of Christian understanding, marriage can be taught as being the perfect context for sexual expression, and in all schools, pupils must be taught that sex is intrinsically connected to human relationship. Questions of trust, loyalty and faithfulness link to the Christian understanding.

[Although not statutory to deliver sex education outside of the science curriculum at primary level, the DfE recommends that all primary schools should have a sex education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.]

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

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

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

- Parents are fully informed of the organisation and delivery of our sex education curriculum, in accordance with this policy.
- The age and development of pupils is always considered when delivering sex education.

Appendix D
Health education overview

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

Mental wellbeing

By the end of primary school pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling, and how they are behaving, is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children, and that it is very important they seek support and discuss their feelings with an adult.
- That bullying, including cyberbullying, has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support, including recognising the triggers for seeking support, extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

By the end of primary school, pupils will know:

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

- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information, inclusive of that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

Physical health and fitness

By the end of primary school, pupils will know:

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

Healthy eating

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on health.

Drugs, alcohol and tobacco

By the end of primary school, pupils will know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

By the end of primary school, pupils will know:

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

Basic first aid

By the end of primary school, pupils will know:

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

Changing adolescent body

By the end of primary school, pupils will know:

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

Health education per year group

The school is free to determine, within the statutory curriculum content outlined above, 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.

The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

Year 1/2

- Being healthy: what this means and who helps them to stay healthy (e.g. parents, dentists and doctors).
- That things people put into or onto their bodies affect how they feel.
- How medicines can help people stay healthy.
- Why hygiene is important and simple hygiene routines.
- The importance of oral hygiene.
- Keeping safe: the different roles people have within the community.
- Who can help them in different situations.
- How to respond safely to strangers.
- What to do if they feel unsafe or worried for themselves and others.
- How to get help if someone is hurt, including calling the emergency services.
- How to recognise risks and take steps to avoid danger.
- Resisting peer pressure in relation to personal safety.
- How to speak to a trusted adult if they feel unsafe or worried.
- That different things help keep the body healthy including: food and drink, physical activity and sleep.
- Recognising and naming a range of feelings.
- How different experiences make themselves and others feel.
- The importance of sharing feelings with people they trust.

Year 3/4

- How to recognise hazards that may cause harm or injury and how to reduce risk.
- How to keep themselves safe, e.g. wearing a seatbelt, protective clothing, suncream.
- That their body belongs to them and should not be hurt or touched without their permission. This includes what to do if they feel uncomfortable.
- How to respond to peer pressure (including online).
- How to react and respond to an accident.
- What to do in an emergency, including contacting and speaking to emergency services.
- How to eat a healthy diet and the benefits of nutritionally rich foods.
- How maintain good oral hygiene and the importance of regular dentist visits.
- The effects of not eating a balanced diet on the body and oral health.
- How what we eat is influenced by others, including peers and the media.
- How and when to ask for advice regarding healthy eating and dental care.
- How regular physical activity benefits their physical and mental health.
- How to be active on a daily and weekly basis.
- How lack of exercise and sleep affects the body.
- How to seek support in relation to nutrition and exercise.
- Skills to support the development of self-worth and self-esteem.
- How to create goals, identify strengths and deal with set-backs.
- How feelings change over time and can be experienced at different levels of intensity.
- The importance of expressing feelings.
- Ways of managing feelings at times of loss, grief and change.
- How puberty can affect emotions and feelings.
- How to keep safe in the local environment, as well as less familiar environments.
- How people are influenced by their peers' behaviour and need for approval.
- The impact of their behaviour online, especially on the feelings of other users.
- Keeping themselves and others safe online.
- How to report concerns online.
- The laws regarding internet use, which are in place to keep them safe.

Year 5/6

- How to recognise and respect similarities and differences between people and what they have in common with others.
- That there are a range of factors that contribute to a person's identity (including ethnicity, family, faith, culture, gender and hobbies).
- That stereotypes are not always accurate and can negatively influence behaviour and attitudes towards others.
- How to challenge stereotypes.
- How to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions.
- The importance of remaining calm in an emergency and providing clear information to the emergency services.

- How drugs common to everyday life (including smoking/ vaping, alcohol, caffeine and medicines) can affect health and well-being.
- That some drugs are illegal and other drugs are legal.
- How laws surrounding the use of drugs exist to protect them and others.
- The effects and risks associated with legal and illegal drugs.
- That for some people, drug use can become a habit that is difficult to break.
- About the organisations that have been set up to support people to quit smoking or help people if they have concerns about any drug use.
- How to ask for help from a trusted adult if they have any worries or concerns about drugs.
- How mental and physical health are linked.
- How to make choices to support a healthy, balanced lifestyle including: how the plan a healthy meal, how to stay physically active, oral health, sun safety, the importance of balancing time spent online with other activities, how to manage the influence of friends.
- That habits can be healthy or unhealthy as well as strategies to break habits.
- How to recognise the early signs of physical or mental ill-health and what to do about this.
- How physical and mental health problems can build up if not recognised or managed.
- That anyone can experience mental ill-health and to discuss concerns with a trusted adult.
- That FGM (Female Genital Mutilation) is illegal and goes against human rights.