



Be the Best You Can,  
Guided by God

## Bolney CEP School

### Relationships, Sex and Health Education Policy

#### Our Whole Child Vision

Each child is unique. We partner with families to nurture the 'whole child' – by understanding their specific emotional, spiritual and learning needs – so children flourish. Children leave us as fearless lifelong learners, ready to meet the world with self-confidence, curiosity and resilience.

*Be the best you can, guided by God.*

This vision has grown from our belief in the Bible verse:  
***"Do for other people what you want them to do for you."***  
Luke 6:31 International Children's Bible

Our four Christian values that guide us

**LOVE**

**HONESTY RESPECT**

**RESILIENCE**

## **1. Introduction/Aims**

We teach relationships and health education (RHE) through our vision and our values, starting with positive relationships and well-being from the moment children first attend our school. We do this with an awareness of the moral code and values which underpin all our work in school. RHE plays an important role in us achieving our Christian vision. We believe that positive relationships and keeping healthy are hugely important to being successful. We promote the understanding of healthy relationships, acceptable behaviour and the right of everyone to equal treatment to help ensure that pupils treat each other well and go on to be respectful and kind adults.

This policy has been written in accordance with the statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

This policy contains information on how our school will meet its legal duties, with which schools must comply, when teaching Relationships Education and Health Education. The Relationships Education and Health Education (England) Regulations 2019, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools.

## **2. Definitions**

For the purpose of this policy, “relationships education” is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. For the purpose of this policy, “health education” is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

RHE (Relationship and Health Education) is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. RHE involves a combination of sharing information and exploring issues and values.

## **3. Development of the policy**

This policy has been developed in partnership with school staff, governors, pupils and parents and carers of children at Bolney CEP School.

## **4. Consultation with parents**

The school understands the important role parents play in enhancing their children’s understanding of relationships and health. Similarly, we also understand how important parents’ views are in shaping the curriculum. The school works closely with parents by establishing open communication – all parents were consulted in the development of this policy and the development and delivery of the curriculum, as outlined in this policy.

As part of the consultation, parents were 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 school aims to build positive relationships with parents by seeking views regarding what will be taught, addressing concerns and helping parents in managing conversations with their children on the issues covered by the curriculum. In addition, parents will be consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

Parents are given an overview of the content of the Relationships and Health Education taught in each year group through our termly curriculum maps and via the school website.

## **5. Curriculum Content**

Relationships and health education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing. We understand our responsibility to deliver a high quality, age-appropriate relationship and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

We currently follow a programme, as outlined in Appendix 1. This is adapted to meet the needs of our pupils. This builds on their knowledge and understanding as they progress through the school.

### **5a Relationships Education (Appendix 2)**

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to:

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

See Appendix 2 for content taken from DfE Guidance for what pupils should know by the end of primary school as part of Relationship Education.

### **5b Health Education (Appendix 3)**

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

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

See Appendix 3 for content taken from DfE Guidance for what pupils should know by the end of primary school.

## **6. Delivery**

Relationships and Health Education is taught throughout the whole school curriculum. This includes within the Personal, Social, Health Economic (PSHE) curriculum, science curriculum, Physical Education (PE), computing and some aspects are included in religious education (RE).

Pupils will be taught in their class groups by a member of school staff. Single gender lessons will be used as deemed appropriate by the school e.g. about the changing body. It is important to note that although separated groups may have different activities, the messages and information they receive will be consistent. It is important that children learn about all changes - not just their own.

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.

In addition, teachers will:

- Deliver a high quality and age-appropriate relationships and health curriculum in line with school and statutory requirements.
- Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensure they do not express personal views or beliefs when delivering the programme.
- Model positive attitudes to relationships and health education.
- Respond to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.

## **7. Questions**

Teachers will attempt to answer pupils' questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use skill and discretion in these situations and refer to the school's Senior Leadership Team for advice and support.

Teachers will apply the following principles:

- Clear ground rules will be established and set out for each session
- Pupil questions will be encouraged and opportunities to ask questions openly and in private e.g. post it notes/question boxes will be provided
- Clarity about the topics being taught will be shared with pupils
- If a child's question is not appropriate to answer in front of the class, the teacher will explain calmly that this is not part of today's discussion and will discuss later.
- Individual questions may be answered by the teacher at the end of the session if appropriate.
- If a member of staff is uncertain about the appropriateness of a question they will say they will answer the pupil later and seek support.
- Some questions may be referred to the child's parents to provide an answer; in these circumstances the class teacher will make contact.

## **8. Training**

Staff training on the delivery of RHE is included in our continuing professional development programme to ensure they are up-to-date with the relationship and health education programme and associated issues. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, which may need to be addressed in relation to the programme. The teaching of RHE will be part of the induction for any teaching staff joining Bolney CEP School.

## **9. Equality and accessibility**

At Bolney CEP School we believe that every child is unique. Our Christian values of love, honesty, respect and resilience underpin our daily work as we strive to find the best in everyone without barriers, preconceptions or inequalities. The Equality Act 2010 protects everyone in Britain and covers seven protected characteristics: age, disability, gender reassignment, pregnancy or maternity, race, religion or belief, sex or sexual orientation. For further details, please visit <https://www.gov.uk/guidance/equality-act2010-guidance>.

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with Special Educational Needs and Disabilities (SEND) or other needs (such as social, emotional or mental health needs) are entitled to learn about relationships and health education, and the programme will be designed to be inclusive of all pupils.

The curriculum will be taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include a mum and a dad, blended families (step/half siblings) single parent families, LGBT parents,

families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

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.

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. We will encourage children to be respectful of the differences between boys and girls, but we will also be careful of assuming that boys and girls have distinct characteristics which can lead to negative stereotyping and dispel any manifestations of discrimination from an early age.

## **10. Sex Education**

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – which includes teaching about the main external parts of the human body, how the human body 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 Bolney CEP School, we do not teach pupils sex education beyond what is required of the science curriculum. The main teaching takes place in Years 5 and 6 as part of our work on animal and human life cycles in science. Children in Upper Key Stage 2 will learn about puberty and how babies are made as part of the science curriculum. Parents will be informed of the content of these sessions and are welcome to view the materials before the sessions are taught.

## **11. Parents' right to withdraw**

Parents are not able to withdraw their child from Relationships and Health Education in primary school or secondary school. Parents are able to withdraw their child from primary school classes which address sex education - i.e. those that do not sit within the Relationships and Health Education curriculum. However, as stated in section 10, we are teaching what is required in the science National Curriculum, which includes some elements of sex education. Parents do not have a right to withdraw from this in maintained primary schools.

We fully appreciate the sensitive issues surrounding this area and invites all questions and concerns to be shared with the headteacher to help ensure that families are well informed and that pupils' worries are addressed.

## **12. Monitoring and review**

This policy will be reviewed in the summer of 2023 and then on a bi-annual basis by the headteacher, school staff and governors of Bolney CEP School following consultation with pupils, and parents and carers.

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing. The Governing body is responsible for approving this policy. Any changes made to this policy will be communicated to all staff and parents through the SchoolComms and the school website.

The delivery of RHE is monitored by Sarah Cheney, as PSHE lead, through:

- Discussions with staff and pupils, learning walks and drop ins.
- Pupils' development in RHE is monitored by class teacher.

The curriculum will be reviewed yearly from Autumn 2023.

Any questions about the Relationships, Sex and Health Education please contact the headteacher.

## **Curriculum Overview Appendix 1**

***This is an overview of the curriculum we are currently following. It meets the statutory requirements from the DfE guidance on Relationship and Health Education The teachers respond to the needs of the children in their class when planning each session.***

### **Year R**

In the autumn the children talk about how they have similarities and differences from their friends and how that is okay. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children talk about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children talk about what it means to be responsible.

The children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They talk about being different and how that makes everyone special but also recognising that we are the same in some ways. The children talk about their homes and are asked to explain why it is special to them. They talk about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.

In the spring the children talk about challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.

Children learn about their bodies; the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss stranger danger and what they should do if approached by someone they don't know.

In the summer children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children learn techniques for calming themselves when feeling upset or angry.

Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change as we get older in lots of different ways. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.

### **Year 1**

In the autumn the children are introduced to their Journals and discuss their Charter – an agreement about how they will work together. As part of this they discuss rights and responsibilities, choices and consequences. The children talk about being special and how to make everyone feel safe in their class as well as recognising their own safety.

The class talk about the similarities and differences between people and that these make us unique and special. The children learn what bullying is and what it is not. They talk about how it might feel to be bullied and when and who to ask for help. The children talk about friendship, how to make friends and that it is okay to have differences from their friends. The children also talk about being nice to and looking after other children you might be being bullied.

In the spring the class talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.

The class talk healthy and unhealthy choices and how these choices make them feel. They talk about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety as well as people who can help them to stay safe.

In the summer children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the learning on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these. Children are introduced to life cycles e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult e.g. getting taller, learning to walk etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.

## **Year 2**

In the autumn the children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They talk about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children talk about choices and the consequences of making different choices.

The class talk about gender stereotypes, that boys and girls can have differences and similarities and that is okay. They talk about children being bullied because they are different, that this shouldn't happen and how to support a classmate who is being bullied. The children talk about feelings associated with bullying and how and where to get help. They talk about similarities and differences and that it is OK for friends to have differences without it affecting their friendship.

In the spring the class talk about setting realistic goals and how they can achieve them. They discuss perseverance when they find things difficult as well as recognising their strengths as a learner. The children talk about group work and reflect on who they work well with and who they don't. They also talk about sharing success with other people.

The class learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children talk about things that make them feel relaxed and stressed. They talk about medicines, how they work and how to use them safely. The children have a go at making healthy snacks and also discuss why they are good for their bodies.

In the summer the children's learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve-it-together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The children also discuss people who can help them if they are worried or scared.

The children look at different life cycles in nature including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old -age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.

### **Year 3 and 4**

The children learn to recognise their self-worth and identify positive things about themselves and their achievements. They talk about new challenges and how to face them with positivity. The children talk about the need for rules and how these relate to rights and responsibilities. They talk about choices and consequences, working collaboratively and seeing things from other people's points of view. The children talk about different feelings and the ability to recognise these feelings in themselves and others. They talk about being part of a team. They discuss democracy and link this to their own School Council. The children talk about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. They also talk about considering other people's feelings.

The class learn about families, that they are all different and that sometimes they fall out with each other. The children talk about techniques to calm themselves down and discuss a technique called 'solve it together.' The children revisit the topic of bullying and talk about being a witness (bystander), they talk about how a witness has choices and how these choices can affect the bullying that is taking place. The children also talk about using problem-solving techniques in bullying situations. They talk about name-calling and choosing not to use hurtful words. They also talk about giving and receiving compliments and the feelings associated with this.

The children talk about judging people by their appearance, first impressions and what influences their thinking on what is normal. They talk about bullying, including online bullying and what to do if they suspect or know that it is taking place. They discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. The children talk about their own uniqueness and what is special about themselves. They talk about first impressions and when their own first impressions of someone have changed.

The class look at examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories. The children identify their own dreams and ambitions. They talk about facing learning challenges and identify their own strategies for overcoming these. They reflect on their progress and successes and identify what they could do better next time. They discuss how it feels when dreams don't come true and how to cope with / overcome feelings of disappointment. The children talk about making new plans and setting new goals even if they have been disappointed. The class talk about group work and overcoming challenges together. They reflect on their successes and the feelings associated with overcoming a challenge.

*The class have some sessions as separate year groups.*

### **Year 3**

The class talk about the importance of exercise and how it helps your body to stay healthy. They also talk about their heart and lungs, discuss what they do and that they are very important. The children talk about calories, fat and sugar; they discuss what each of these are and how the amount they consume can affect their health. The class talk about different types of drugs, the ones you take to make you better as well as other drugs. The children

think about things, places and people that are dangerous and link this to strategies for keeping themselves safe.

The children revisit family relationships and identify the different expectations and roles that exist within the family home. They identify why stereotypes can be unfair and may not be accurate e.g. Mum is the carer, Dad goes to work. They also look at careers and why stereotypes can be unfair in this context. They learn that families should be founded on love, respect, appreciation, trust and cooperation. Children are reminded about the solve-it-together technique for negotiating conflict situations and the concept of a win-win outcome is introduced. Online relationships through gaming and Apps is explored and children are introduced to some rules for staying safe online. Children also learn that they are part of a global community and they are connected to others they don't know in many ways e.g. through global trade. They investigate the wants and needs of other children who are less fortunate and compare these with their own. Children's universal rights are also revisited. The children talk about babies and what they need to grow and develop including parenting. Children learn that it is usually the female that carries the baby in nature. This leads onto lessons where puberty is introduced. Children first look at the outside body changes in males and females. They learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grown-up. They look at some of the differences between being a child and an adult.

#### **Year 4**

The children look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and how they fit into them. The children are asked to reflect on their friendships, how different people make them feel and which friends they value the most. They also look at smoking and its effects on health, they do the same with alcohol and then look at the reasons why people might drink or smoke. Finally, they talk about peer pressure and how to deal with it.

The children start to focus on the emotional aspects of relationships and friendships. With this in mind, children explore jealousy and loss/ bereavement. They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. The children learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes. Children revisit skills of negotiation particularly to help manage a change in a relationship. They also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe. Children are taught that relationship endings can be amicable. Children are introduced to strategies for managing future changes. Children also look at some of the bodily changes at puberty.

### **Year 5 and 6**

Children think and talk about the year ahead, they learnt to set goals and discuss their fears and worries about the future. The class learn about the United Nations Convention on the Rights of the Child. They talk about their choices and actions and how these can have far-reaching effects, locally and globally. The children talk about their own behaviour and how their choices can result in rewards and consequences and how these feel. They talk about how an individual's behaviour and the impact it can have on a group. They also talk about democracy, how it benefits the school and how they can contribute towards it.

They talk about differences and similarities and that for some people, being different is hard. They link this to racism, talking about what it is and how to be aware of their own feelings towards people from different cultures. The children talk about bullying and how people can have power over others in a group. They discuss rumour spreading and name-calling. The children talk about direct and indirect bullying as well as ways to encourage children to not using bullying behaviours. The class talk about happiness regardless of material wealth and respecting other people's cultures. The class talk about people with disabilities and look at specific examples of disabled people who have amazing lives and achievements.

The class talk about their dreams and goals and how they might need money to help them achieve them. They look at jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older.

The class look at the risks linked to smoking and how this affects the lungs, liver and heart. They do the same with the risks associated with alcohol misuse. They are taught a range of basic emergency procedures (including the recovery position) and learn how to contact the emergency services when needed. The children look at how body types are portrayed in the media, social media and celebrity culture. They also talk about eating disorders and people's relationships with food and how this can be linked to negative body image pressures. They also talk about mental health / illness and that people have different attitudes towards this. They learn to recognise the triggers for and feelings of being stressed and that there are strategies they can use when they are feeling stressed.

All the children learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as off-line, as mental health can be damaged by excessive comparison with others. This leads onto a series of lessons that allow the children to investigate and reflect upon a variety of positive and negative online/ social media contexts including gaming and social networking. They learn about age -limits and also age-appropriateness. Within these lessons, children are taught the SMARRT internet safety rules and they apply these in different situations. Risk, pressure and influences are revisited with a focus on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe. Children are taught about grooming and how people online can pretend to be whoever they want. Rights, responsibilities and respect are revisited with an angle on technology use. Screen time is also discussed and children find ways to reduce their own screen time. The aim to help children to be more discerning when viewing anything online or on social media.

*The class have some sessions as separate year groups. Parents have the option to view the materials about following before they are taught:*

### **Year 5**

The children revisit self-esteem and self/body-image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty knowledge is developed with further detail explaining bodily changes in males and females including information about menstruation and sanitary products. Children are encouraged to ask questions and seek clarification about anything they don't understand and they discuss embarrassment. How a baby is made from sperm and an egg joining is introduced and the subsequent pregnancy including some facts about the development of the foetus is discussed. Children learn that having a baby is a personal choice. Details of sexual intercourse, contraceptive options and methods are not taught yet. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also look at the perceptions that surround teenagers and reflect whether they are always accurate e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend etc.

### **Year 6**

Year 6 revisit puberty in boys and girls and the changes that will happen – they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception including how sperm and an egg join as well as some simple explanation about alternative ways of conception e.g. IVF. They talk about being physically attracted to someone and the effect this can have upon the relationship. They discuss relationships and the importance of mutual respect and not pressuring / being pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to / are worried about and how they can prepare themselves mentally.

## **Relationship Education Appendix 2**

(Taken from the DfE guidance)

### **Families and people who care for me:**

Pupils should know...

- That families are important for children growing up because they can give love, security and stability
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### **Caring Relationships**

Pupils should know...

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

### **Respectful Relationships**

Pupils should know...

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Practical steps they can take in a range of different contexts to improve or support 4 | P a g e respectful relationships

- The conventions of courtesy and manners } The importance of self-respect and how this links to their own happiness
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help What a stereotype is, and how stereotypes can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults

### Online Relationships

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

### Being safe

Pupils should know...

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

## **Health Education Appendix 3**

(Taken from DfE guidance)

### **Mental wellbeing**

Pupils should know...

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

### **Internet safety and harms**

Pupils should know...

- For most people the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age restricted. The internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

- Where and how to report concerns and get support with issues online

### Physical Health and Fitness

Pupils should know...

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

### Healthy Eating

Pupils should know...

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

### Drugs alcohol and tobacco

Pupils should know...

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

### Health and Prevention

Pupils should know...

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

### Basic First Aid

Pupils should know...

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

### Changing adolescent body

Pupils should know...

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