



NORTHENDEN COMMUNITY SCHOOL

POLICY DOCUMENT

**HEALTH, RELATIONSHIPS and
SEX EDUCATION (HRSE) POLICY**

SEPTEMBER 2021

Policy Title	Health, Relationships and Sex Education (HRSE) Policy
Policy Area	Teaching and Learning
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NORTHENDEN COMMUNITY SCHOOL

POLICY : RELATIONSHIPS, HEALTH AND SEX EDUCATION

1. INTRODUCTION

1.1 SCHOOL VISION, AIMS and VALUES

Central to the work of the school are three main vision statements. These are:

- **Respect for each other**
- **Quality and Success for All**
- **A Caring Community**

The above three statements underpin all of the school's work and policies. The school's work also reflects its commitment to a range of values, including the **Fundamental British Values** of mutual respect, democracy, the rule of law, individual liberty and tolerance of those of different faiths and beliefs and those without faith.

1.2 EQUALITY STATEMENT

Northenden Community School is committed to promoting and upholding the principles of inclusion, quality and diversity in all school activities and through its curriculum. It complies with the Equality Act 2010 (including provision for people with protected characteristics) and the Public Sector Equality Duty:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

In all of our teaching, we aim to reflect inclusion, equality and diversity and use inclusive language which values the whole-school and wider community regardless of people's age, gender, gender identity, sexuality, religion, disability, gender reassignment

1.3 POLICY AIMS

This document makes clear the school's policy with regard to the teaching of Relationships, Health and Sex Education.

The policy specifically aims to make clear:

- the statutory requirements placed on primary schools;
- the school's Science (related to Human Biology) curriculum;
- the school's Relationships Education curriculum;
- the school's Health Education Curriculum, including Growing and Changing ;
- the school's Sex Education curriculum
- the key objectives of our HRSE teaching (Appendices)

- lessons from which parents' can request that their children be withdrawn
- how the school deals with sensitive or difficult questions

1.4 STATUTORY FRAMEWORK and GUIDANCE

In developing this policy, the school has made reference to the following documents:

- **Statutory Guidance from the Department of Education**
- **the school's PSHCE Scheme of Learning**
- **PSHE Association Non-Statutory guidance and lesson plans**
- **Equality Act 2010**

1.5 LINKS TO OTHER SCHOOL POLICIES AND PROCEDURES

This policy relates to other school policies, including:

- Anti-Bullying Policy
- Behaviour Policy
- Teaching and Learning Framework
- Safeguarding Policy
- SEND Policy
- Equality, Inclusion and Diversity objectives

2. ROLES AND RESPONSIBILITIES

2.1 The Governing Body

The Governing Body will ensure that:

- the school's Relationships, Health and Sex Education (HRSE) Policy is reviewed on a regular basis, particularly following any new statutory or non-statutory guidance or changes to the school curriculum

2.1 The Headteacher

The Headteacher will ensure that:

- all staff are aware of this policy;
- work with PSHCE curriculum leaders on the design and implementation of the curriculum, ensuring that it meets statutory requirements

2.2 Teachers

Teachers will

- provide a safe and respectful environment for all children to learning about the HRSE curriculum;
- ensure that the objectives for their Key Stage or Year group are taught using the agreed materials and resources
- model positive attitudes to HRSE
- respond sensitively to the needs and questions of individual pupils

- respond appropriately and providing alternative provision for pupils who have been withdrawn by parental right

3. AIMS OF THE HRSE CURRICULUM

HRSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, sexual health, sexuality, diversity and personal identity. At Northenden Community School, the teaching of HRSE is an integral part of the teaching of our wider PSHCE curriculum.

Our HRSE curriculum (within the PSHCE curriculum) aims to enable pupils to:

- develop the knowledge, understanding and skills to enable them to have an understanding of themselves and of others
- form and maintain positive and safe relationships with others, including adults and other children
- keep themselves safe from harm and abuse, including online
- understand that their behaviours can affect other people
- understand how to manage their relationships with other people, including peer-pressure and when a relationships with another person, including known adults, feels inappropriate or unsafe
- develop friendships and resolve issues within friendships
- have an understanding of their own bodies and how their bodies grow and will change as they get older, including during puberty
- develop an understanding of and respect for people from different backgrounds
- develop an understanding that people may not always identify or think of themselves as the gender they were born with
- develop an understanding that people may be attracted to someone and have a relationship with someone of the opposite sex or of the same sex
- have an understanding that families may be structured in different ways, including same-sex parents, foster care
- developing an understanding of the different types of relationships that pupils and adults have in their lives
- develop an age-appropriate understanding of human life cycles and reproduction
- know how to and take steps to keep their bodies healthy and physically fit
- make healthy food and drink choices
- understand the potential dangers of tobacco, drugs and alcohol
- be aware of their emotions and feelings and know how to manage them in different circumstances
- know about basic first aid and what to do in an emergency

4. 4.1 CURRICULUM

The teaching of HRSE is taught through:

- the school's Science Curriculum which is based on the National Curriculum for Science
- the school's PSHCE curriculum which is based on the Statutory guidance from the Department for Education, and the non-statutory guidance from the PHSE Association

All Science and PSHCE lessons are taught in mixed-gender classes, usually by the class teacher. The school will offer sessions for girls about menstruation and how and where to seek advice and help. The class teacher may be supported by another member of staff or by a visiting practitioner,

such as a school nurse. PSHCE lessons will have some ground rules for discussion, including making pupils aware of the scope of lesson and how particular lessons may be presented and answered. All aspects of our HRSE curriculum will be taught in a safe and respectful environment. Pupils will have opportunities to express themselves and ask questions but we will be sensitive to those pupils who may not wish to contribute to a discussion.

4.1 EARLY YEARS

Understanding about ourselves, our bodies, our feelings and our relationships starts from a very early age when we learn about our needs and who we are close to and cares for us. The teaching of HRSE in schools begins in the Early Years and is part of Personal, Social and Emotional Development (PSED) which is one of the three prime areas of learning in the Early Years Foundation Stage. Personal, Social and Emotional Development is recognised as one of the building blocks of success in life. It supports children's development by helping them to interact effectively and develop positive attitudes to themselves and others. However, this does not happen in isolation and relies on influential adults such as parents and carers providing them with positive feedback and modelling appropriate behaviour. PSED has three aspects:

- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships

4.2 SCIENCE EDUCATION (National Curriculum)

There are aspects of the content of the National Curriculum for Science which relate to children's understanding human bodies and how they work. The Programme of Study sets out these objectives within the strands, Animals, including Humans (Years 1 – 6) and Evolution and Inheritance (Years 6). Some of the objectives of the Science curriculum overlap with elements of our PSHCE curriculum, particularly those related to human growth, life cycles and health. The teaching of the National Curriculum for Science is compulsory and parents do not have right to withdraw pupils from these lessons. The relevant Science objectives from the National Curriculum Programme of Study are shown in Appendix A.

4.3 HEALTH EDUCATION (Physical Health and Mental Wellbeing)

The statutory requirements for the teaching of **Health Education** in primary schools is set out in the Statutory Guidance provided by the Department for Education which states the following:

- The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.
- This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience
- Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.
- Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

- Pupils should also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.
- Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.
- A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

The school will adhere to the Department for Education’s Statutory guidance as the basis for its teaching of Health education, which forms part of the school’s PSHCE curriculum. The key objectives of this content as set out in Appendix D. The key strands of these requirements are as follows:

- **Physical Health and Fitness**
- **Healthy Eating**
- **Drugs, Alcohol and Tobacco**
- **Health and Prevention**
- **Basic First Aid**
- **Changing Adolescent Body**

The key objectives for teaching Health Education in Key Stage 1 and Key Stage 2, which support the above statutory requirements, are drawn from the PSHE Association’s **Scheme of Work for Health Education**. These specific objectives and learning opportunities are shown in Appendix E and include:

- **Healthy lifestyles (physical wellbeing)**
- **Mental Health**
- **Ourselves, growing and changing**
- **Keeping safe**
- **Drugs, alcohol and tobacco**
-

GROWING AND CHANGING CURRICULUM

Within the Health education curriculum, the school teaches about the human body and how humans grow and change physically during their lifetime, including during puberty. This strand aims to Through this strand, we will teach:

- the correct names for human body parts, including genitalia
- about body privacy and consent, including knowing what is safe physical contact and inappropriate touch (including specific NSPCC taught programmes)
- about personal hygiene, including washing and using deodorant
- the changes that occur in humans as they grow older, including during puberty
- concepts relating to reproduction in animals and humans, including the principle that a male sperm must fertilise an female egg (we do not teach sexual intercourse)

- about body image and the importance of having self-esteem about our bodies
- menstruation
- erections and wet dreams

Aspects of Health Education might be taught or discussed in other subjects, including:

- through books and literature which reflect healthy lifestyles
- through books, stories and literature which deal with human emotions
- through the school's Computing curriculum
- through assemblies and themed weeks, such as anti-bullying week
- through general class/circle-time discussions which aim to address specific events and the way children feel or react to those events
- about respect for one another and appropriate behaviour towards other people
- through our Physical Education curriculum
- through our Sports Premium plans

4.4 RELATIONSHIPS EDUCATION (Statutory Guidance)

The statutory requirements for the teaching of Relationships Education in primary schools is set out in the Statutory Guidance provided by the Department for Education. The statutory guidance for the teaching of Relationships Education in primary schools states the following:

- Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.
- This is why we (DfE) have made Relationships Education compulsory in all primary school in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools.
- In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

The school will adhere to the Department for Education's Statutory guidance as the basis for its teaching of relationships education, which forms part of the school's PSHCE curriculum. The key objectives of this content as set out in Appendix B. The key strands of these requirements are as follows:

- **Families and People who Care for Me**
- **Caring Friendships**
- **Respectful Relationships**
- **Online relationships**
- **Being safe**

The key objectives for teaching in Key Stage 1 and Key Stage 2, which support the above statutory requirements, are drawn from the PSHE Association's guidance for Relationships Education. These specific objectives and learning opportunities are shown in Appendix C and include:

- **Families and close positive relationships**
- **Friendships**

- **Managing hurtful behaviour and bullying**
- **Safe relationships**
- **Respecting Self and others**

Aspects of Relationships Education might be taught or discussed in other subjects, including:

- through books and literature which may reflect different family structures and people of different genders or gender identities
- through other national curriculum subjects and topics which include people or themes which reflect different types of relationships, family structures and people of different genders or gender identities
- through general class/circle-time discussions about positive relationships and friendships in the class and how difficulties or challenges between friends can be resolved
- about respect for one another and appropriate behaviour towards other people
- Computing, including aspects of online and internet safety

4.5 SEX EDUCATION

Sex Education is not a statutory requirement in primary schools. At Northenden Community School, we focus on the teaching of Health and Relationships Education and the aspects of the Science and PSHCE curricular that enable pupils to understand more about their bodies, including how they grow and change, particularly as they approach puberty. We do not teach concepts or aspects of sex education beyond that covered in the national curriculum for Science. We do not therefore teach about human sexual intercourse, contraception or sexually transmitted diseases. This content is likely to be taught when pupils move to secondary school.

5. INCLUSION, EQUALITY AND DIVERSITY LESBIAN, GAY, BISEXUAL and TRANSGENDER (LGBT)

In teaching Relationships Education, schools should ensure the needs of all pupils are appropriately met, and that all pupils understand the importance of inclusion, equality and respect. School must ensure that they comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics.

Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. Schools are free to determine how they do this, and the DfE expects all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

At Northenden Community School, the diverse nature of people, including LGBT, is taught in an inclusive way and across the curriculum. People of all characteristics (and their similarities and achievements) are represented and included in our whole-school curriculum and staff will talk openly but in context about the different relationships, including same-sex parents, that exist between people and that families have different structures. We are committed to teaching about and challenging stereotypes and discrimination in all of its forms and promote equality across all of our curriculum activities.

6. RESOURCES AND MATERIALS

The school uses a wide range of resources and materials to support the teaching of Relationships Education and its wider PSHCE curriculum. These include workbooks, online content, videos, worksheets and presentations, some of which have been devised and published by external organisations including:

- The PSHE Association
- Manchester Healthy Schools Team
- IMatter resources and lesson plans (Appendix E)
- a range of published schemes and resources

Some of the materials used in school, particularly those that relate to Growing and Changing (including puberty and menstruation) will be made available on the school's website for parents.

7. MANAGING DIFFICULT AND SENSITIVE QUESTIONS

The teaching of PSHCE can be sensitive and it is likely that children in a class will have range of knowledge and emotional skills to learn and understand about relationships and sex education. Some pupils will have little or no knowledge about relationships or sex education, while others will have knowledge beyond the scope of what is to be taught in a year group, particularly if content has been discussed with parents at home. Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Schools should consider what is appropriate and inappropriate in a whole-class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

At Northenden Community School we manage difficult questions in PSHCE by:

- planning the lessons to be taught in each year group
- using specific ground rules during lessons
- encouraging pupils to be respectful of one another
- clarifying that personal questions should not be raised in a class discussion
- giving pupils opportunities to raise questions, including privately and through mechanisms such as a class post-box through which pupils can post questions anonymously (not all questions will be answered)
- managing questions which are sexually-explicit in a sensitive way, making clear that there is some content that will not be discussed

In general, we will not discuss or answer questions about:

- human sexual intercourse, including gay and lesbian sex
- teen pregnancy
- contraception
- abortion
- masturbation

8. PUPILS with SPECIAL EDUCATIONAL NEEDS and DISABILITIES (SEND)

Relationships Education and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Where teachers feel that the development of a child with special educational needs or disabilities may affect their understanding or participation in lessons relating to RSHE, staff will discuss this with parents so that a personalised approach can be taken both at school and at home. Parents of pupils with SEND are invited to contact the school if they have any concerns regarding the teaching of the school's PSHCE or RSHE curriculum.

9. PARENTAL INVOLVEMENT

The school recognises the importance of parental involvement in their children's education and development, particularly as they understand more and more about themselves and each other, and about how humans grow and change during their lives. We recognise that there may be a variety of expectations and responses from parents with regard to the teaching of Sex and Relationships Education. Some parents will want to have the opportunity to discuss aspects of growing and changing (e.g. correct names for body parts, puberty, menstruation) with their children whereas others will leave all of the teaching and discussion to the school. We do suggest that parents have honest and open conversations with their children about growing up, mainly to promote and encourage pupils to know about and respect themselves and their bodies as they grow up.

9.1 COMMUNICATING WITH PARENTS

We aim to share information about the teaching of Health, Relationships and Sex Education in the following ways:

- publishing information, including curriculum objectives for each year groups, on our website
- informing parents in specific year groups of upcoming units of work which cover aspects of Sex and Relationships Education, e.g. lessons about puberty or the naming of body parts
- inviting parents to share their ideas or feedback
- enabling parents to withdraw their children from non-statutory lessons
- sharing specific resources (where possible) that will be used in lessons

9.2 RIGHT TO WITHDRAW

The DfE Guidance sets out both the right of parents/carers to withdraw pupils from sex education and the processes that headteachers should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Parents do not have the right to withdraw their children from:

- Relationships Education, including content relating to different family structures, including LGBT
- Health Education

Given that the school is not intending to teach sex education beyond the statutory requirements for the National Curriculum for Science, it is unlikely that parents will feel the need to request that their child be withdrawn from statutory Relationships or Health Education lessons. However, should a parent wish to make a request they are invited to contact the Headteacher to discuss those aspects of

the curriculum for which they need more advice, information or a discussion about its specific content and why it may raise questions or concerns for the parent. Where there is an agreement to withdraw a child from some lessons of the HRSE curriculum, pupils will be taught an alternative curriculum during that time.

10. SAFEGUARDING

Discussions about bodies, body privacy, inappropriate touch and relationships with other people may result in pupils disclosing information, either during a class discussion or in private to a member of staff, about their own life, including concerns about potentially unsafe relationships with adults or other children. Where there is a safeguarding concern, staff will treat any discussion as a Safeguarding disclosure and follow the procedures set out in the school's Safeguarding and Child Protection Policy (and Keeping Children Safe in Education).

11. POLICY MONITORING

To ensure that the teaching of Relationships Education at the school is effective, the school will monitor the outcomes achieved by pupils across the whole of the PSHCE curriculum. We will do this on at least an annual basis in various way including through books scrutiny and via discussion with pup

APPENDIX A

Statutory Science Programme of Study Animals, including Humans (Years 1 – 6) Evolution and Inheritance (Year 6)

Year 1 : Pupils should be taught to ...

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 : Pupils should be taught to ...

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food, air)
- describe the importance for humans of exercise, eating, eating the right amounts of different types of food, and hygiene.

Non-Statutory Guidance

- Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

Year 3 : Pupils should be taught to ...

- Identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement

Non-Statutory Guidance

- Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.
- Pupils might work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They might research different food groups and how they keep us healthy and design meals on what they find out.

Year 4 : Pupils should be taught to ...

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey

Non-Statutory Guidance

- Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach, and small and large intestine and explore questions that help them to understand their special functions
- Pupils might work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images.

Year 5 : Pupils should be taught to ...

- describe the changes as humans develop to old age

Non-Statutory Guidance

- Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
- Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Year 6 : Pupils should be taught to ...

- Identify and name the main parts of the human circulatory systems, and describe the functions of the heart, blood vessels and blood
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Describe the ways in which nutrients and water are transported within animals, including humans
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Non-Statutory Guidance

- Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive systems) to explore and answer questions that help them to understand how the circulatory system enables the body to function
- Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body
- Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health

APPENDIX B

Department for Education Statutory Guidance **Relationships Education (Key Learning Outcomes)**

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 friendships : Pupils should know ...

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

Respectful Relationships : Pupils should know ...

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

Online Relationships : Pupils should know ...

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

Being Safe : Pupils should know ...

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

APPENDIX C

Relationships Education PSHE Association Learning Opportunities

Families and Close Positive Relationships

Key Stage 1 : Pupils will learn ...

- about the roles different people (e.g. acquaintances, friends and relatives) play in our lives
- to identify the people who love and care for them and what they do to help them feel cared for
- about different types of families including those that may be different to their own
- to identify common features of family life
- that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

Key Stage 2 : Pupils will learn ...

- to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
- that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different
- about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong
- that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others
- that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart
- that a feature of a positive family life is caring relationships; about the different ways in which people care for one another
- to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
- to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

Friendships

Key Stage 1 : Pupils will learn ...

- about how people make friends and what makes a good friendship
- about how to recognise when they or someone else feels lonely and what to do
- simple strategies to resolve arguments between friends positively
- how to ask for help if a friendship is making them feel unhappy

Key Stage 2 : Pupils will learn ...

- about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
- what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

- to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face
- the importance of seeking support if feeling lonely or excluded
- that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
- strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others
- how friendships can change over time, about making new friends and the benefits of having different types of friends
- that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
- to recognise if a friendship (online and offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

Managing Hurtful Behaviour and Bullying

Key Stage 1 : Pupils will learn ...

- that bodies and feelings can be hurt by words and actions; that people can say hurtful things online
- about how people may feel if they experience hurtful behaviour or bullying
- that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the important of telling a trusted adult

Key Stage 2 : Pupils will learn ...

- about the impact of bullying, including offline and online, and the consequences of hurtful behaviour
- strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to reports concerns and get support
- about discrimination; what is means and how to challenge it

Safe Relationships

Key Stage 1 : Pupils will learn ...

- to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
- that sometimes people may behave differently online, including by pretending to be someone they are not
- how to respond safely to adults they do not know
- about how to respond if physical contact makes them feel uncomfortable or unsafe
- about knowing there are situations when they should ask for permission and also when their permission should be sought
- about the importance of not keeping adults' secrets (only happy surprises that others will find out eventually)
- basic techniques for resisting pressure to do something they do not want to do and which may make them unsafe
- what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

Key Stage 2 : Pupils will learn ...

- about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);
- about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns
- how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know
- recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
- about seeking and giving permission (consent) in different situations
- about keeping something confidential or secret, when this should (e.g. a birthday surprise that other will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret
- how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
- where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

Respecting Self and Others

Key Stage 1 : Pupils will learn ...

- about what is kind and unkind behaviour, and how this can affect others
- about how to treat themselves and others with respect; how to be polite and courteous
- to recognise the ways in which they are the same and different to others
- how to listen to other people and play and work cooperatively
- how to talk about and share their opinions on things that matter to them

Key Stage 2 : Pupils will learn ...

- that personal behaviour can affect other people; to recognise and model respectful behaviour online
- to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
- about respecting the differences and similarities between people and recognising what they have in common with others, e.g. physically, in personality or background
- to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own
- how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

APPENDIX D

Department for Education Statutory Guidance **Health Education (Key Learning Outcomes)**

Mental Wellbeing : Pupils should know ...

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

Internet Safety and Harms : Pupils should know ...

- that for most people the internet is an integral part of life and has many benefits
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect if 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 game and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online, including understanding that information, including that from search engines, is ranked, selected and targeted
- where and how to report concerns and get support with issues online.

Physical Health and Fitness : Pupils should know ...

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

Healthy Eating : Pupils should know ...

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

Drugs, Alcohol and Tobacco : Pupils should know ...

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

Health and Prevention : Pupils should know ...

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

Basic First Aid : Pupils should know ...

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

Changing Adolescent Body : Pupils should know ...

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

APPENDIX E

Health and Wellbeing Education **PSHE Association Learning Opportunities**

Healthy Lifestyles (physical wellbeing)

Key Stage 1 : Pupils will learn ...

- about what keeping healthy means; different ways to keep healthy
- about foods that support good health and the risks of eating too much sugar
- about how physical activity helps us to stay healthy; and ways to be physically active everyday
- about why sleep is important and different ways to rest and relax
- simple hygiene routines that can stop germs from spreading
- that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
- about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
- how to keep safe in the sun and protect skin from sun damage
- about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV
- about the people who help us to stay physically healthy

Key Stage 2 : Pupils will learn ...

- how to make informed decisions about health
- about the elements of a balanced, healthy lifestyles
- about choices that support a healthy lifestyles, and recognise what might influence these
- how to recognise that habits can have both positive and negative effects on a healthy lifestyles
- about what good physical health means; how to recognise early signs of physical illness
- about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay
- how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
- about how sleep contributes to a healthy lifestyles; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn
- that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it
- how medicines, when used responsibly, contribute to health; that some disease can be prevented by vaccinations and immunisations; how allergies can be managed
- how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentists are essential; the impact of lifestyle choices of dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)
- about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risks of skin cancer
- about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online
- how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

Mental Health

Key Stage 1 : Pupils will learn ...

- about different feelings that humans can experience
- how to recognise and name different feelings
- how feelings can affect people's bodies and how they behave
- how to recognise what others might be feeling
- to recognise that not everyone feels the same at the same time, or feels the same about the same things
- about ways of sharing feelings; a range of words to describe feelings
- about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
- different things they can do to manage big feelings, to help calm themselves down/or change their mood when they do not feel good
- to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

Key Stage 2 : Pupils will learn ...

- that mental health, just like physical health, is part of everyday life; the importance of taking care of mental health
- about strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends can support mental health and wellbeing
- to recognise that feelings can change over time and range in intensity
- about everyday things that affect feelings and the importance of expressing feelings
- a varied vocabulary to use when talking about feelings; about how to express feelings in different ways
- strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
- to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
- to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult
- about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement
- problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

Ourselves, growing and changing

Key Stage 1 : Pupils will learn ...

- to recognise what makes them special
- to recognise the ways in which we are all unique
- to identify what they are good at, what they like and dislike
- how to manage when finding things difficult
- to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles/testes)
- about growing and changing from young to old and how people's needs change
- about preparing to move to a new class/year group

Key Stage 2 : Pupils will learn ...

- about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
- that for some people gender identity does not correspond with their biological sex
- to recognise their individuality and personal qualities
- to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
- about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking
- to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
- about the physical and emotional changes that happen when approaching and during puberty (including menstruating, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)
- about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
- about the processes of reproduction and birth as part of the human life cycle; how babies need to be cared for
- about where to get more information, help and advice about growing and changing, especially about puberty
- about the new opportunities and responsibilities that increasing independence may bring
- strategies to manage transitions between classes and key stages

Keeping safe

Key Stage 1 : Pupils will learn ...

- about rules and age restrictions that keep us safe
- to recognise risk in simple everyday situations and what action to take to minimise harm
- about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)
- that household products (including medicines) can be harmful if not used correctly
- ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely
- about the people whose job it is to keep us safe
- basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them
- about what to do if there is an accident and someone is hurt
- how to get help in an emergency (how to dial 999 and what to say)

Key Stage 2 : Pupils will learn ...

- reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming
- how to reduce, assess and manage risk in different situations
- about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe
- about the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully)
- strategies for keeping safe in the local environment or unfamiliar places (e.g. rails, water, road) and firework safety; safe use of digital drives when out and about
- about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and

others; what to do if frightened or worried by a something seen or read online and how to report concerns, inappropriate content or contact

- about what is meant by first aid; basic techniques for dealing with common injuries
- how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say
- that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone else they know might be at risk

Drugs, alcohol and tobacco

Key Stage 1 : Pupils will learn ...

- about things that people can put into their body or on their skin; how these can affect how people feel

Key Stage 2 : Pupils will learn ...

- about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break
- to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others
- about why people choose to use or not use drugs (including nicotine, alcohol and medicines)
- about the mixed messages in the media about drugs, including alcohol and smoking/vaping
- about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

APPENDIX F

Sex and Relationships Vocabulary (listed in no particular order)

Key Stage 1 : Pupils will be introduced to the following vocabulary

- friendship
- relationship
- family
- family structure
- parents
- unwanted touch
- safe
- unsafe
- respect
- gender
- life cycle
- marriage
- boy/girl
- male/female
- man/woman
- trust
- love
- care
- single parents
- foster parents
- grandparents
- comfortable
- uncomfortable
- similarities
- difference
- diversity
- step-parents
- bullying
- adult
- teenager
- hygiene
- bottom
- penis
- vulva
- vagina
- genitals
- testicles
- private parts
- baby
- growth
- pregnant
- same-sex couples
- gay/lesbian
- heterosexual
- privacy
- child

Years 3 and 4 : Pupils will be introduced to the following additional vocabulary

- stereotypes
- peer pressure
- homophobic bullying
- puberty
- breasts
- pubic hair
- commitment
- permission
- consent
- sweat
- body odour
- deodorant
- anus
- scrotum
- gender
- self-esteem
- adolescent

Years 5 and 6 : Pupils will be introduced to the following additional vocabulary

- stereotypes
- heterosexual
- cisgender
- non-binary
- transgender
- fertilisation
- sperm
- egg
- reproduction
- womb
- marriage
- civil partnership
- divorce
- consent
- menstruation
- wet dreams
- erection
- period
- tampon
- sanitary towels
- attraction
- embryo
- hormones