

**DOVER PARK
PRIMARY SCHOOL**



RSHE Policy

Relationships education, Relationships and Sex Education (RSE) and Health Education

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Signed: _____

Chair Board of Governors

Dover Park Primary School Revision Record

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1	February 2020	AW	FGB	New Policy in line with new DfE Statutory Guidance 2019
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Content	Page
Introduction	5
Responsibilities	6
Parental Concerns and the Right to Withdraw	7
The aims of RSE	8
Relationships Education	8
Sex Education	10
Pupils with SEND	10
Equality	11
Religion and Belief	11
LGBT+	11
Managing Difficult Questions	11
Pastoral Support and Safeguarding	12
Parents and Carers	13
Dealing with Bullying	13
The Law	13
Physical Health and Mental Wellbeing	13
Delivery and Teaching Strategies	14
Assessment	15
Appendix A What should pupils know by the end of primary school	15
Appendix B Teaching Resources	21
Appendix C Cross Government Strategies	23

This policy should be read in conjunction with:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- [National Citizen Service](#) guidance for schools

Dover Park Primary School Relationships and Sex Education (RSE) AND Health Education Policy

Introduction

Dover Park Primary School recognises that 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 it is important that children and young people know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Dover Park Primary school recognises that curriculum content in this area must be age and developmentally appropriate and must be taught sensitively and inclusively, with respect to the background and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need.

We are clear that parents and carers are the prime educators for children on many of these matters and as a school we aim to compliment and reinforce this role by building on what children learn at home. We aim to deliver outstanding provision to support the personal development and pastoral needs of our pupils and school community. Some of the pupils at Dover Park Primary School have had difficult or traumatic experiences. It is essential that we provide pupils with a safe and secure environment in which they can learn about what is appropriate and acceptable in their personal lives and behaviour.

At Dover Park our curriculum will 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 our PSHE curriculum including the essential understanding of how to be both physically and mentally healthy.

Teaching about mental wellbeing will be central to the PSHE and RSE curriculum as we know that children and young people are increasingly experiencing challenges and that young people are at particular risk of feeling lonely or isolated. Our curriculum content will give pupils the knowledge and capability to take care of themselves, ask for help and access support if problems arise.

RSE and Health Education will support the wider work of the school in helping foster pupil wellbeing and develop resilience of character that we know are fundamental to pupils being happy, successful and productive members of society.

Dover Park Primary School's approach to RSE is in line with the Government's strategy and guidance. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make relationships education compulsory for all pupils receiving primary education. They also make Health Education Compulsory in all schools except independent schools.

Dover Park aims to deliver RSE and Health Education in the context of a broad and balanced curriculum. Core knowledge will be broken down into units of a manageable size and communicated clearly to pupils, in a careful sequenced way, within a planned programme of lessons. Teaching will include sufficient opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.

Responsibilities

Governors, as well as fulfilling their legal obligations, will ensure that:

- All pupils make progress in achieving the expected educational outcomes;
- The subjects are well led, effectively managed and well planned;
- The quality of provision is subject to regular and effective self-evaluation;
- Teaching is delivered in ways that are accessible to all pupils with SEND;
- Clear information is provided on the subject content and the right to request that their child is withdrawn; and,
- The subjects are resourced, staffed and timetabled in a way that the school can fulfil its legal obligations

Dover Park Primary School's approach to RSE and Health Education actively involves the whole school community. The Governing Board and SLT will maintain strategic leadership and ensure compliance.

The PSHE/RSE leader will maintain a whole school overview of provision across the school and have overall responsibility for RSE development. This will include keeping up to date with developments and good practice, adjusting provision to meet the needs of pupils, providing support and resources for staff, organising staff training, liaison with outside agencies and monitoring and evaluation.

Teaching staff will teach RSE and Health Education as part of a broad and balanced curriculum. Aspects will be taught through the PSHE curriculum and some through science and other curriculum areas. All teachers have a pastoral role to play by offering support and guidance to pupils. Teachers will be aided in their work through the provision of appropriate resources, appropriate support and advice and training as identified.

Support Staff have a supportive role to play in RSE lessons and will also have an important pastoral support role. They will have access to information about RSE and will be supported in their pastoral role.

Outside agencies may offer support in the teaching of aspects of the RSE curriculum. The school nurse may offer specialist knowledge in terms of advice for staff, input into lessons, resources or provision of pastoral support for pupils and families. As with any visitor, their credentials will be checked and teachers will ensure that their delivery fits with the school's planned programme. Use of visitors will always be used to enhance the teaching of school staff rather than a replacement for teaching by those staff.

Parents and carers have a role to play in the development of their children's understanding about relationships. At Dover Park we recognise that parents are the first teachers of their children and have the most significant influence in enabling their children to grow and mature and to form healthy relationships. Dover Park Primary School will ensure that parents know what will be taught and when. We welcome input, communication and questions from parents about the school's approach.

Parental concerns and the right to withdraw

Parents have the right to request that their child be withdrawn from some or all of the sex education, but not relationships education, delivered as part of statutory RSE at primary school. Before granting such a request we ask that parents put their request in writing and attend a meeting to discuss the request with the headteacher or a senior leader to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The discussion will also include information about the benefits of receiving this important information and any detrimental effects withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing a peers' version rather than what was directly said by the teacher. This meeting will be documented and a record kept.

This process will be the same for pupils with SEND. However, there may be exceptional circumstances where the headteacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

Dover Park Primary School will work in active partnership with parents and except in exceptional circumstances the school will respect the wishes of the parents and grant a request to withdraw a pupil from any sex education delivered in primary school, other than as part of the science curriculum.

If a pupil is withdrawn from sex education the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

There is no right to withdraw from Relationships Education or Health Education.

Pupils have an entitlement to age, stage and circumstance RSE and to pastoral support. They will be actively consulted about their RSE needs and their views will be central to developing the provision.

The Aims of RSE Provision

The aims of RSE are to develop knowledge and understanding, attitudes and values, and personal and social skills.

Knowledge and understanding

- Learning and understanding physical development at appropriate stages
- Understanding about human sexuality, sexual health, emotions and relationships

Attitudes and Values

- Learning the importance of values, individual conscience and moral consideration
- Learning the value of family life, marriage and stable, loving relationships
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, genders, sexuality, feelings, beliefs and views.
- The right not to be abused or taken advantage of by other people.

Personal and Social Skills

- Learning to recognise and manage emotions and relationships confidently and safely
- Developing self-respect and empathy for others
- Learning to make choices, based on an understanding of difference and without prejudice, and with an awareness on consequence
- Managing conflict
- Recognising and avoiding exploitation and abuse

Relationships Education

The focus in primary school will be on teaching the fundamental building blocks of positive relationships, with particular reference to friendships, family relations and relationships with other children and with adults.

Teaching will begin by learning what a relationship is, what friendship is, what family means and who the people are who can support them. Building on early years' education pupils will be taught how to take turns, how to treat others with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the difference between appropriate and inappropriate or unsafe physical, and other, contact are the forerunners of teaching about consent, which takes place at secondary school.

Respect for others will be taught in an age-appropriate way, in terms of pupils understanding their own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

Teachers will talk explicitly about the features of healthy friendships, family relationships and other relationships that young children are likely to encounter. Drawing attention to these in a range of contexts will enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help children to recognise any less positive relationships when they encounter them.

The principles of safe and positive relationships also apply online, this is especially important as, by the end of primary school, many children will already be using the internet regularly. When teaching relationship content teachers will address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers will include content on how information and data is shared and used in all contexts, including online; e.g. sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Dover Park Primary School is aware that teaching about families requires sensitive and well-judged content based on knowledge of pupils' and their circumstances. Families of many forms provide a nurturing environment for children. We recognise that families can include e.g. single parents, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures. Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances or needs, to reflect sensitively that some children may have a different family structure of support around them e.g. looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive attributes in the individual. At Dover Park Primary School these link closely to our whole school values that encourage the development and practice of resilience, perseverance, aspiration to achieve and motivation alongside understanding the importance of self-respect and self-worth. Children are encouraged to develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. At Dover Park we provide a range of planned opportunities for our pupils to undertake social action, active citizenship and voluntary service to others locally and more widely.

Relationship education will also create opportunities to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support this.

Through Relationships education Dover Park Primary School will teach pupils the knowledge they need to recognise and report abuse, including emotional, physical and sexual abuse. This will be done through a focus on boundaries and privacy, ensuring that

pupils understand that they have rights over their own bodies. Teaching will include boundaries in friendships, with peers and also families and with others, in all contexts, including online. Pupils will be taught how to report concerns and seek advice when they suspect or know something is wrong. These subjects complement Health Education.

Sex Education

Dover Park Primary School intends that all pupils receive a programme of Relationships and Sex Education programme at a level that is appropriate for their age and their emotional and cognitive development. Within the context of relationships, health education and science pupils will be taught about the main body parts, the human body as it grows from birth to old age including puberty and reproduction in plants, animals and humans.

The sex education programme at Dover Park is tailored to the age and physical and emotional maturity of pupils. It ensures that children are prepared for the changes that adolescence brings in the bodies of both male and females. And drawing on knowledge of the human life cycle set out in the national curriculum for science- how a baby is conceived and born. Teaching will always take account of the developmental differences of the children.

Staff at Dover Park will offer parents support in talking to their own children about sex education and how to link this with what is being taught in school.

Dover Park Primary School uses the 'Scarf' teaching materials, alongside other materials from organisations such as the NSPCC. All materials have been carefully selected to be appropriate for the age and stage of pupils and will take account of the religious backgrounds of our pupils. We also recognise and consider the significance of other factors, such as any special educational needs or disabilities of pupils.

Pupils with special educational needs or disabilities (SEND)

At Dover Park Primary we are a fully inclusive school and believe that RSE and Health Education must be accessible for all pupils. High quality teaching that is differentiated and personalised will ensure this. In addition, teachers will be aware of adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to pupils with SEND. At Dover Park Primary School, we know our children well and are fully aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

The social, emotional, mental health needs or learning disabilities will be taken into consideration when planning the learning for SEND and other vulnerable pupils.

Equality

As a school we comply with the relevant requirements of the Equality Act 2010 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf and the Public Sector Equality Duty (PSED) (s.149 of the Equality Act) <https://www.gov.uk/government/publications/public-sector-equality-duty> and will not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender, sexual orientation (collectively known as the protected characteristics).

Dover Park aims to develop healthy and respectful peer-to-peer communication and will challenge issues such as gender stereotyping, sexism, misogyny and homophobia and take positive action to build a culture where these are not tolerated. Staff have an important role in modelling positive behaviours and attitudes.

Religion and belief

When teaching RSE the religious backgrounds of pupils will be taken into account during planning so that the topics included in the curriculum content are appropriately handled. We will ensure that teaching complies with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics. Balanced debate may take place about issues that may be contentious but teaching will always reflect the law, as it applies to relationships so that pupils clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

Lesbian, Gay, Bisexual and Transgender + (LGBT+)

Dover Park Primary School will ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect. Sexual orientation and gender reassignment are amongst the protected characteristics of the Equality Act 2010.

Teaching will be sensitive and age appropriate in approach and content. When the school deems it appropriate to teach pupils about LGBT+ it will be fully integrated into the curriculum rather than taught as a standalone subject.

Managing Difficult Questions

Primary age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out in the RSE curriculum.

At Dover Park we recognise that children of the same age may be developmentally at different stages, leading to different types of questions or behaviours. Teaching methods will take account

of these differences and there is potential for discussion on a one-to-one basis or in a small group.

Questions do not have to be answered and can be addressed later.

Staff must use their skill and discretion in these situations. They should not be drawn into providing more information than is appropriate for the age/stage of the pupils.

All staff are careful to ensure that their personal relationships, beliefs and attitudes do not influence the teaching of RSE. There are clear parameters as to what will be taught in whole class settings and what will be taught in smaller groups or on an individual basis:

- No one (staff or pupil) should be expected to answer a personal question;
- No one will be expected to take part in discussion;
- Only the correct names for body parts will be used; and
- Meanings of words, where appropriate, will be explained in a sensible and factual way.

Teachers and other staff will set clear boundaries for what is appropriate and what is not in a class context:

- Staff should set a tone of speaking in a factual way that does not encourage giggling and silliness;
- Pupils should be encouraged to write down questions. Staff can then prepare a response or chose not to respond to any questions that are inappropriate;
- If verbal comments become too personal pupils should be reminded of the ground rules;
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about abuse, the teacher should acknowledge it and attend to it later on an individual basis;
- The view that sex should be between two people who are mature enough to make informed decisions should be emphasised;
- If a member of staff is concerned that a child is at risk or if a disclosure is made the school's Designated Safeguarding Leader should be informed and the school's safeguarding procedures followed.

Pastoral Support and Safeguarding

The school takes its role in the promotion of pupil welfare extremely seriously.

Experience has shown that pupils will talk about their concerns to adults they feel they can trust and that they feel safe with. Dover Park Primary school recognises the importance of ensuring that staff know how to respond sensitively to pupils, who to approach for advice, and the importance of not promising complete confidentiality. It is important that all staff understand and adhere to the school's safeguarding policy and procedures.

At the heart of RSE is a focus on keeping children safe by providing preventative education. Keeping Children Safe in Education (KCSIE) sets out that children should be taught about safeguarding, including how to stay safe online and how to raise their concerns about themselves or others.

External visitors will be made aware in advance of how to report safeguarding concerns and who the school's Designated Safeguarding Lead that day is.

When teaching the new subjects, we are aware that pupils make disclosures, or raise topics such as self-harm or suicide. If teachers have concerns about a specific pupil, they must follow the school's safeguarding procedures.

Parents and Carers

We are aware that some parents find it difficult to cope with their child's sexual development and are happy for the school to take the initiative. We understand that we have a responsibility to inform and involve parents in the child's education by:

- Consulting with parents on the school's planned curriculum
- Discussing teaching approaches and materials
- Publishing a clear RSE policy on the school website (provide a hard copy on request)
- Discussing any concerns parents may have
- Upholding the right to withdraw

Dealing with Bullying

The school takes any reports of bullying very seriously. Bullying can include inappropriate comments and hurtful behaviours concerning sexism, homophobia, appearance and other relationship issues. Staff will fully investigate and challenge any evidence of bullying. Pupils are encouraged to report incidents, which will be fully investigated. The RSE and PSHE programme aims to discourage bullying and promote acceptance by acknowledging and celebrating diversity of all kinds. Pupils will learn why discriminating against someone because of who they are is unacceptable. Any form of harassment or hurtful comments of a sexual nature will be dealt with in the context of the school's anti-bullying policy.

The Law

It is important to know what the law says about sex, relationships and young people, as well as general safeguarding issues. This includes the facts and rules regarding sharing personal information, pictures, videos and other materials using technology. This will help pupils know what is right and wrong in law, and also provide a good foundation of knowledge for deeper discussion about relationships in order to protect pupils and ensure they take responsibility for their actions. Pupils will be made aware of the legal provisions when relevant topics are being taught e.g. marriage, consent, violence against groups, gender identity, substance misuse, extremism and radicalisation, hate crime and criminal exploitation.

Physical Health and Mental Wellbeing

In primary school the focus will be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing as 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, knowledge and understanding they need to understand the normal range of emotions everyone experiences. Pupils should be taught 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 are experiencing.

Teachers will 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.

Pupils will be taught the benefits of having hobbies, interests and participation in their own communities, including spending time outdoors. Pupils will be taught about the benefits of rationing time spent online and the health risks of excessive use of electronic devices. In KS2 pupils will learn about why social media, computer games and online gaming have age restrictions and how 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.

Delivery and Teaching Strategies

Relationships Education, RSE and Health Education complement several other national curriculum subjects such as PSHE, citizenship, science, computing, technology and P.E. At Dover Park Primary School teachers will look for opportunities to draw links between the subjects and integrate and reinforce teaching where appropriate.

At KS1 and 2 national curriculum science includes teaching about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.

The national curriculum for computing aims to ensure that all pupils understand and apply the fundamental principles and concepts of computer science, including logic, algorithms, and data representation. It also covers online safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This

includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and where to go for help and support.

The national curriculum for P.E aims to ensure that pupils develop competence to excel and enjoy a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sports and activities and lead healthy, active lives.

RSE will complement existing national curriculum subjects, programmes and whole school approaches to wellbeing and health e.g.

- PDL (Personal Development Learning) Programme
- PEACH (Partnership for Education, Attainment and Children's Health) Programme
- Sainsbury's School Games Mark
- NSPCC PANTS Programme (KS1) and STAY SAFE SPEAK OUT'(KS2)
- Barbados; Real Love Rocks (Y6)
- My Mental Health Rocks
- Nurture
- ELSA
- Coram Life Education: SCARF (safety, caring, achievement, resilience, friendship)

Assessment

Dover Park Primary School will have the same high expectations of the quality of pupils' work in RSE as it does in other curriculum areas. Teaching will be assessed and assessments used to identify next steps and where pupils need extra support or intervention. Assessment will be carried out through AFL and marking during and after the lesson, tests/quizzes, written work and self-evaluation to capture progress.

Lessons will be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged.

The RSE Framework

The approach determined at Dover Park has been shaped following consultation with governors, staff, parents, pupils and the local community. The RSE programme will be delivered as part of PSHE.

The taught curriculum aims to:

- Provide accurate information about, and understanding of, RSE issues;
- Dispel myths;
- Explore attitudes and challenge stereotypes;
- Help pupils reach informed choices for a healthy lifestyle;
- Develop respect and care for others
- Increase self-esteem and self-worth; and
- Develop the skills relevant to the management of successful relationships and

sexual situations.

Appendix A What should pupils know by the end of primary school

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none">• 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 marriage¹³ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. <p>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>
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Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none">• 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.
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Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • 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. <p>the importance of permission-seeking and giving in relationships with friends, peers and adults.</p>
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Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
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Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
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Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
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Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.
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	<ul style="list-style-type: none"> • 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.
<p>Internet safety and harms</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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 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. • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> □ 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	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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.

Appendix B Teaching Resources

Relationships Education

[Safeguarding: NSPCC PANTS rule with film.](#)

Relationships and Sex Education

Sexual health and relationships: up to date information on all aspects of sexual and reproductive health available on [Sexwise's website](#) which teachers may find helpful for their knowledge.

[Abuse in relationships: Disrespect NoBody from the Home Office and Government Equalities Office.](#)

[Consent: PSHE Association lesson plans](#) from the PSHE association.

[LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary.](#)

Resources covering all contexts, including online, and specifically relationships and bullying, alcohol, smoking, stress, body image from [Public Health England website with videos made by young people and resources tested with teachers.](#)

Mental health

[Mental health and emotional wellbeing lesson plans from PSHE Association.](#)

[MindEd educational resources](#) on children and young people's mental health.

Online safety

[Education for a Connected World](#) is the UK Council for Internet safety (UKCCIS) framework of digital knowledge and skills for different ages and stages.

[Sexting advice from UKCCIS for schools](#) on preventative education and managing reports of sexting.

[Thinkuknow is the education programme from National Crime Agency \(NCA\) and Child Exploitation Online Programme \(CEOP\)](#), which protects children both online and offline. The site offers materials for parents, teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs.

PSHE

[PSHE Association Programme of study for KS1-5](#)

Drugs and alcohol

[Planning effective drug and alcohol education](#) from Mentor-ADEPIS research and briefing papers with ideas for lessons

Extremism and radicalisation

[Practical advice and information from Educate Against Hate](#) for teachers, teachers in leadership positions and parents on protecting children from extremism and radicalization.

Curriculum

[Non-statutory framework for Citizenship KS 1 and 2](#) (Non-statutory programme of study). Schools may wish to draw on the Citizenship programme of study in their planning.

Appendix C Cross Government Strategies

These subjects support many cross-government strategies of which schools will want to be aware. Whilst we have not referenced all strategies or supporting documents, we have included some of the key areas below.

- [Transforming children and young people's mental health provision](#) green paper. The green paper announced new support in and near schools and colleges to support children and young people with their mental health.
- The [drug strategy](#) 2017 sets out how the government and its partners, at local, national and international levels, will take new action to tackle drug misuse and the harms it causes.
- [Internet Safety Strategy](#) green paper sets out steps towards developing a coordinated strategic approach to online safety.
- The Children's Commissioner [Digital 5 A Day](#) provides a simple framework that reflects the concerns of parents as well as children's behaviours and needs.
- Government aims to significantly reduce England's rate of childhood obesity within the next ten years. The [childhood obesity plan](#) sets out the approach to reduce childhood obesity.
- [Guidance](#) from the Chief Medical Office (CMO) on how much physical activity people should be doing, along with supporting documents.
- [Reproductive health - a public health issue](#). A consensus statement, data and women's experiences, covering reproductive health through the life course, from menstruation to menopause. (PHE. 2018)
- The cross-government [loneliness strategy](#), which sets out the Government's vision for supporting individuals, businesses and communities to build and maintain strong relationships.

Appendix D

Relationships and Sex Education

Units for Reception Class	
<p>Me and my Relationships</p> <p><u>All about me</u></p> <p><u>What makes me special</u></p> <p><u>Me and my special people</u></p> <p><u>Who can help me?</u></p> <p><u>My feelings</u></p> <p><u>My feelings (2)</u></p>	<p>Valuing Difference</p> <p><u>I'm special, you're special</u></p> <p><u>Same and different</u></p> <p><u>Same and different families</u></p> <p><u>Same and different homes</u></p> <p><u>Kind and caring</u></p> <p><u>Kind and caring (2)</u></p>
<p>Keeping Myself Safe</p> <p><u>What's safe to go onto my body</u></p> <p><u>Keeping Myself Safe - What's safe to go into my body (including medicines)</u></p> <p><u>Safe indoors and outdoors</u></p> <p><u>Listening to my feelings (1)</u></p> <p><u>Keeping safe online</u></p> <p><u>People who help to keep me safe</u></p>	<p>Rights and Responsibilities</p> <p><u>Looking after my special people</u></p> <p><u>Looking after my friends</u></p> <p><u>Being helpful at home and caring for our classroom</u></p> <p><u>Caring for our world</u></p> <p><u>Looking after money (1): recognising, spending, using</u></p> <p><u>Looking after money (2): saving money and keeping it safe</u></p>
<p>Being My Best</p> <p><u>Bouncing back when things go wrong</u></p> <p><u>Yes, I can!</u></p> <p><u>Healthy eating (1)</u></p> <p><u>Healthy eating (2)</u></p> <p><u>Move your body</u></p> <p><u>A good night's sleep</u></p>	<p>Growing and Changing</p> <p><u>Seasons</u></p> <p><u>Life stages - plants, animals, humans</u></p> <p><u>Life Stages: Human life stage - who will I be?</u></p> <p><u>Where do babies come from?</u></p> <p><u>Getting bigger</u></p> <p><u>Me and my body - girls and boys</u></p>

Units for Year 1	
<p>Me and my Relationships</p> <p><u>Why we have classroom rules</u></p> <p><u>Thinking about feelings</u></p> <p><u>Our feelings</u></p> <p><u>Feelings and bodies</u></p> <p><u>Our special people balloons</u></p> <p><u>Good friends</u> ✨</p> <p><u>How are you listening?</u></p>	<p>Valuing Difference</p> <p><u>Same or different?</u></p> <p><u>Unkind, tease or bully?</u></p> <p><u>Harold's school rules</u></p> <p><u>Who are our special people?</u></p> <p><u>It's not fair!</u></p>
<p>Keeping Myself Safe</p> <p><u>Healthy me</u> ✨</p> <p><u>Super sleep</u> ✨</p> <p><u>Who can help? (1)</u></p> <p><u>Harold loses Geoffrey</u></p> <p><u>What could Harold do?</u> ✨</p> <p><u>Good or bad touches?</u></p>	<p>Rights and Responsibilities</p> <p><u>Harold's wash and brush up</u></p> <p><u>Around and about the school</u></p> <p><u>Taking care of something</u></p> <p><u>Harold's money</u></p> <p><u>How should we look after our money?</u></p> <p><u>Basic first aid</u></p>
<p>Being My Best</p> <p><u>I can eat a rainbow</u> ✨</p> <p><u>Eat well</u></p> <p><u>Catch it! Bin it! Kill it!</u></p> <p><u>Harold learns to ride his bike</u></p> <p><u>Pass on the praise!</u></p> <p><u>Harold has a bad day</u></p>	<p>Growing and Changing</p> <p><u>Inside my wonderful body!</u> ✨</p> <p><u>Taking care of a baby</u></p> <p><u>Then and now</u></p> <p><u>Who can help? (2)</u></p> <p><u>Surprises and secrets</u></p> <p><u>Keeping privates private</u></p>

Units for Year 2	
<p>Me and my Relationships</p> <p><u>Our ideal classroom (1)</u></p> <p><u>Our ideal classroom (2)</u></p> <p><u>How are you feeling today?</u></p> <p><u>Bullying or teasing?</u></p> <p><u>Don't do that!</u></p> <p><u>Types of bullying</u> ✖</p> <p><u>Being a good friend</u> ✖</p> <p><u>Let's all be happy!</u> ✖</p>	<p>Valuing Difference</p> <p><u>What makes us who we are?</u></p> <p><u>How do we make others feel?</u></p> <p><u>My special people</u></p> <p><u>When someone is feeling left out</u></p> <p><u>An act of kindness</u></p> <p><u>Solve the problem</u></p>
<p>Keeping Myself Safe</p> <p><u>Harold's picnic</u> ✖</p> <p><u>How safe would you feel?</u></p> <p><u>What should Harold say?</u></p> <p><u>I don't like that!</u></p> <p><u>Fun or not?</u></p> <p><u>Should I tell?</u></p> <p><u>Some secrets should never be kept</u></p>	<p>Rights and Responsibilities</p> <p><u>Getting on with others</u></p> <p><u>When I feel like erupting</u></p> <p><u>Feeling safe</u></p> <p><u>How can we look after our environment?</u></p> <p><u>Harold saves for something special</u></p> <p><u>Harold goes camping</u></p>
<p>Being My Best</p> <p><u>You can do it!</u></p> <p><u>My day</u></p> <p><u>Harold's postcard - helping us to keep clean and healthy</u></p> <p><u>Harold's bathroom</u></p> <p><u>My body needs...</u> ✖</p> <p><u>What does my body do?</u> ✖</p>	<p>Growing and Changing</p> <p><u>A helping hand</u></p> <p><u>Sam moves house</u></p> <p><u>Haven't you grown!</u></p> <p><u>My body, your body</u></p> <p><u>Respecting privacy</u></p> <p><u>Basic first aid</u></p>

Units for Year 3	
<p>Me and my Relationships</p> <p><u>As a rule</u></p> <p><u>My special pet</u></p> <p><u>Tangram team challenge</u></p> <p><u>Looking after our special people</u></p> <p><u>How can we solve this problem?</u></p> <p><u>Dan's dare</u></p> <p><u>Thunks</u></p> <p><u>Friends are special</u> ✨</p>	<p>Valuing Difference</p> <p><u>Family and friends</u></p> <p><u>My community</u></p> <p><u>Respect and challenge</u></p> <p><u>Our friends and neighbours</u></p> <p><u>Let's celebrate our differences</u></p> <p><u>Zeb</u></p>
<p>Keeping Myself Safe</p> <p><u>Safe or unsafe?</u></p> <p><u>Danger or risk?</u></p> <p><u>The Risk Robot</u></p> <p><u>Alcohol and cigarettes: the facts</u> ✨</p> <p><u>Super Searcher</u></p> <p><u>None of your business!</u></p> <p><u>Raisin challenge (1)</u></p> <p><u>Help or harm?</u> ✨</p>	<p>Rights and Responsibilities</p> <p><u>Our helpful volunteers</u></p> <p><u>Helping each other to stay safe</u></p> <p><u>Recount task</u></p> <p><u>Harold's environment project</u></p> <p><u>Can Harold afford it?</u></p> <p><u>Earning money</u></p>
<p>Being My Best</p> <p><u>Derek cooks dinner! (healthy eating)</u></p> <p><u>Poorly Harold</u></p> <p><u>For or against?</u></p> <p><u>I am fantastic!</u></p> <p><u>Getting on with your nerves!</u> ✨</p> <p><u>Body team work</u> ✨</p> <p><u>Top talents</u> ✨</p>	<p>Growing and Changing</p> <p><u>Relationship Tree</u></p> <p><u>Body space</u></p> <p><u>Secret or surprise?</u></p> <p><u>My changing body</u></p> <p><u>Basic first aid</u></p>

Units for Year 4

Me and my Relationships

[An email from Harold!](#)

[Ok or not ok? \(part 1\)](#)

[Ok or not ok? \(part 2\)](#)

[Human machines](#)

[Different feelings](#)

[When feelings change](#)

[Under pressure](#)

Valuing Difference

[Can you sort it? *](#)

[Islands](#)

[Friend or acquaintance?](#)

[What would I do?](#)

[The people we share our world with](#)

[That is such a stereotype!](#)

Keeping Myself Safe

[Danger, risk or hazard?](#)

[Picture Wise](#)

[How dare you!](#)

[Medicines: check the label *](#)

[Know the norms \(formerly Tell Mark II\) *](#)

[Keeping ourselves safe](#)

[Raisin challenge \(2\)](#)

Rights and Responsibilities

[Who helps us stay healthy and safe?](#)

[It's your right](#)

[How do we make a difference?](#)

[In the news!](#)

[Safety in numbers](#)

[Logo quiz](#)

[Harold's expenses](#)

[Why pay taxes?](#)

Being My Best

[What makes me ME! \(formerly Diversity World\) *](#)

[Making choices \(formerly Conformation control\) *](#)

[SCARF Hotel \(formerly Diversity World Hotel\) *](#)

[Harold's Seven Rs](#)

[My school community \(1\)](#)

[Basic first aid](#)

Growing and Changing

[Moving house](#)

[My feelings are all over the place!](#)

[All change!](#)

[Period positive](#)

[Secret or surprise?](#)

[Together](#)

Units for Year 5	
<p>Me and my Relationships</p> <p><u>Collaboration Challenge!</u></p> <p><u>Give and take</u></p> <p><u>How good a friend are you?</u></p> <p><u>Relationship cake recipe</u></p> <p><u>Being assertive</u> ✖</p> <p><u>Our emotional needs</u> ✖</p> <p><u>Communication</u></p>	<p>Valuing Difference</p> <p><u>Qualities of friendship</u></p> <p><u>Kind conversations</u></p> <p><u>Happy being me</u></p> <p><u>The land of the Red People</u></p> <p><u>Is it true?</u></p> <p><u>It could happen to anyone</u></p>
<p>Keeping Myself Safe</p> <p><u>'Thinking' about habits</u></p> <p><u>Jay's dilemma</u></p> <p><u>Spot bullying</u></p> <p><u>Ella's diary dilemma</u></p> <p><u>Decision dilemmas</u></p> <p><u>Would you...?</u></p> <p><u>Drugs: true or false?</u> ✖</p> <p><u>Smoking: what is normal?</u> ✖</p> <p><u>Would you risk it?</u> ✖</p>	<p>Rights and Responsibilities</p> <p><u>What's the story?</u></p> <p><u>Fact or opinion?</u></p> <p><u>Rights, responsibilities and duties</u></p> <p><u>Mo makes a difference</u></p> <p><u>Spending wisely</u></p> <p><u>Lend us a fiver!</u></p> <p><u>Local councils</u></p>
<p>Being My Best</p> <p><u>Getting fit</u> ✖</p> <p><u>It all adds up!</u> ✖</p> <p><u>Different skills</u></p> <p><u>My school community (2)</u></p> <p><u>Independence and responsibility</u></p> <p><u>Star qualities?</u></p> <p><u>Basic first aid</u></p>	<p>Growing and Changing</p> <p><u>How are they feeling?</u></p> <p><u>Taking notice of our feelings</u></p> <p><u>Dear Hetty</u></p> <p><u>Changing bodies and feelings</u></p> <p><u>Growing up and changing bodies</u></p> <p><u>It could happen to anyone</u></p> <p><u>Help! I'm a teenager - get me out of here!</u></p> <p><u>Dear Ash</u></p> <p><u>Stop, start, stereotypes</u></p>

Units for Year 6	
<p>Me and my Relationships</p> <p><u>Working together</u></p> <p><u>Let's negotiate</u></p> <p><u>Solve the friendship problem</u></p> <p><u>Assertiveness skills (formerly Behave yourself - 2)</u></p> <p><u>Behave yourself</u> ✖</p> <p><u>Dan's day</u></p> <p><u>Don't force me</u></p> <p><u>Acting appropriately</u></p> <p><u>It's a puzzle</u></p>	<p>Valuing Difference</p> <p><u>OK to be different</u></p> <p><u>We have more in common than not</u></p> <p><u>Respecting differences</u></p> <p><u>Tolerance and respect for others</u></p> <p><u>Advertising friendships!</u></p> <p><u>Boys will be boys? - challenging gender stereotypes</u></p>
<p>Keeping Myself Safe</p> <p><u>Think before you click!</u></p> <p><u>Traffic lights</u></p> <p><u>To share or not to share?</u></p> <p><u>Rat Park</u></p> <p><u>What sort of drug is...?</u></p> <p><u>Drugs: it's the law!</u> ✖</p> <p><u>Alcohol: what is normal?</u> ✖</p> <p><u>Joe's story (part 1)</u> ✖</p> <p><u>Joe's story (part 2)</u></p>	<p>Rights and Responsibilities</p> <p><u>Two sides to every story</u></p> <p><u>Fakebook friends</u></p> <p><u>What's it worth?</u></p> <p><u>Jobs and taxes</u></p> <p><u>Action stations!</u></p> <p><u>Project Pitch (parts 1 & 2)</u></p> <p><u>Happy shoppers</u></p> <p><u>Democracy in Britain 1 - Elections</u></p> <p><u>Democracy in Britain 2 - How (most) laws are made</u></p>
<p>Being My Best</p> <p><u>Five Ways to Wellbeing project</u></p> <p><u>This will be your life!</u> ✖</p> <p><u>Our recommendations</u></p> <p><u>What's the risk? (1)</u> ✖</p> <p><u>What's the risk? (2)</u></p> <p><u>Basic first aid</u></p>	<p>Growing and Changing</p> <p><u>Helpful or unhelpful? Managing change</u></p> <p><u>I look great!</u></p> <p><u>Media manipulation</u></p> <p><u>Pressure online</u></p> <p><u>Is this normal?</u></p> <p><u>Dear Ash</u></p> <p><u>Making babies</u></p> <p><u>What is HIV?</u></p>

