



Policy for Personal, Social and Health Education (PSHE) including Relationships and Sex Education and Health Education

St Mark's CofE Primary School



Introduction

This policy defines the way in which St Mark's CofE Primary School approaches PSHE, Relationships and Sex Education and Health Education.

From September 2020, the government has introduced a statutory requirement for all primary schools to teach Relationships Education and Health Education. A helpful government FAQ can found [here](#).

At primary school, Relationships and Sex Education is known as Relationships Education, as the Sex Education element is non-statutory. Therefore, in this policy it is referred to as Relationships Education.

Rationale and Ethos of St Mark's

At St Mark's, we put *character before qualification*, developing every child throughout all aspects of our curriculum. Our real hope is that in all that we do, we are able to put in firm foundations for our children, thereby making a difference to themselves, to their friends and family, and to the wider community- both now and in the future.

Our curriculum encourages students to understand and have the confidence to make informed decisions relating to relationships, healthy lifestyles, staying safe and economic wellbeing. Personal, Social, Health Education is central to our curriculum and runs predominantly through our worships and teaching time; it helps children grow and develop as individuals and as members of families and communities.

The emotional health of our pupils is paramount. As part of their character development, we want our pupils to be emotionally intelligent, resilient and actively empathetic and so we are using HeartSmart to help our children understand and live out what we believe are excellent principles and practices for growing healthy hearts and minds. It is a creative way of enabling children to adopt a growth mindset whilst maintaining a healthy emotional epi-centre. Unsurprisingly, the High Five statements of HeartSmart closely match our school's Christian values and eight learning behaviours as it's taught across the school.

Our curriculum aims to:

- Ensure pupils become healthy and fulfilled individuals
- Raise pupils' confidence and self-esteem by reminding pupils and teachers of the importance of respecting everyone as an individual and appreciating effort and resilience
- Enable pupils to make and act on informed decisions
- Support the development of pupils' ability to form relationships and communicate effectively
- Prepare children to cope with the physical and emotional challenges of growing up
- Give an understanding of reproduction
- Increase pupils' motivation and deepen their understanding through providing relevant opportunities for 'real-life learning'
- Enabling pupils to become active citizens within the local community
- Improve pupils' ability to reflect on and become responsible for their own learning
- Reduce the chances that pupils' education will be interrupted or impaired, for example by drug misuse or fear of bullying
- Offer an especially supportive climate for working

Legislation

Current regulations and guidance from the Department for Education state that all schools must deliver RSE education by September 2020.

This policy was drawn up using a range of documents including:

- The Department for Education's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.'
- PSHE Association Guidance
- Church of England guidance on RSHE and RSE
- Valuing all God's Children

Other documents that inform this policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance
- Children and Social Work Act (2017)

Policy Design

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

1. Review – a staff working group pulled together all relevant information including relevant national and local guidance
2. Staff & governor consultation – all were given the opportunity to look at the policy and make recommendations
3. Parent consultation – parents were invited to read the policy and offer their thoughts and suggestions
4. Child consultation – a group of children were given questionnaires to complete regarding their PSHE lessons or pupil conferencing
5. Ratification – once amendments were made, the policy was shared with governors and ratified

It should be read with reference to the school's Learning and Teaching, Relationships and Behaviour, Child Protection, Safeguarding, SMSC, Health and Safety, Medicine and Anti Bullying policies. This policy and teaching will follow all guidance set out in the Equality Act 2010.

The policy applies to all staff, pupils, parents/carers, governors and partner agencies working within the school. The school site is defined as the school building and grounds and also any area used by the school for off-site activities.

Curriculum Design

PSHE is a non-statutory subject; however section 2.5 of the National Curriculum states "All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice." All RSE objectives are statutory as of September 2020 (Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance 2020).

The curriculum at St. Mark's has been designed through a multi-step approach to ensure full coverage of objectives, but also to personalise the curriculum to the needs of the children and the local community. The Head Teacher met with local PCSOs and Year Group Leaders to identify contextual safeguarding units to cover at St Mark's specific to the community that the children live in. The PSHE leads checked all HeartSmart lessons and cross-referenced these with the

RSE objectives to check that objectives were covered thoroughly enough within lessons, as well as cross-referencing with the Science and Computing curriculums. From any gaps in the RSE Objectives tracking document, additional PSHE units were planned and resources by the PSHE Leads and plotted into year groups. Medium Term Plans were then created for every year group to plot all HeartSmart lessons, Contextual Safeguarding units and additional PSHE units, with extra information added for when teachers needed to adapt resources.

The school makes provision for this through a combination of:

- HeartSmart programme, an implementation of the PSHE curriculum which is very closely aligned with our Christian values
- Science lessons
- Natterhub lessons
- Discrete PSHE curriculum time – including lessons adapted from St John’s Ambulance Service, KAPOW, NSPCC, PSHE Association, Safe4me.
- Through enrichment activities and school events, for example visiting speakers and school trips
- Themes in worship
- Pupil voice opportunities

The governors believe that the topics covered in this area of the curriculum should be taught according to the age and understanding of the children.

All lessons will be taught by class teachers and may be supported by other adults in the school and/or visitors such as the school nurse. The HeartSmart coverage of objectives can be found in the school’s PSHE toolkit. An overview can be found in Appendix 1.

Pupils need a comprehensive and balanced body of factual information to inform present and future risk assessment. We believe pupils learn best through active learning however we understand teachers cannot be experts on every issue covered in PSHE education but will frequently have the role of facilitator of learning.

Defining Relationships Education

The focus of Relationships Education in primary school is teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This includes online safety and relationships.

The Relationships Education curriculum guidance states that by the end of primary school, pupils should have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

Whilst sex education is not compulsory in primary schools, at St Mark’s we believe it is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. Therefore we will continue to offer sex education lessons tailored to the age and physical and emotional maturity of the pupils in year 6. It will ensure that both boys and girls are prepared for the changes that adolescence brings and draw on the knowledge of the human life cycle set out in the national curriculum for science, including how a baby is conceived and born.

At St Mark’s, we believe that Relationships Education is about learning about growing up, changes, reproduction and the physical aspects of personal relationships. It is also about encouraging self-awareness, self-esteem and a sense of moral

responsibility and the development of social and communication skills essential for making informed decisions about our own health and well-being, feeling good about ourselves and making and maintaining positive personal relationships.

Further, as a church school, we undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE).

Defining Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

The Health Education curriculum guidance states that by the end of primary school, pupils should have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

Roles and Responsibilities

The PSHE, RSE and HE curriculum will be led by our PSHE Leaders, and will be taught by all class teachers. It will be supported by the PSHE team and the Senior Leadership Team.

Staff will receive ongoing training to support them with teaching the lessons, managing discussions and using the resources provided.

The governors of St Mark's are responsible for ensuring that statutory requirements are met in an effective and positive manner. This includes ensuring that legal frameworks are followed, as well as taking into account guidance from the Church of England. The governors have decided that this policy will be reviewed and monitored by the Full Governing Body.

Visiting Speakers

Visiting speakers from the community e.g. health promotion specialists, clergy, community police and fire officers make a valuable contribution to the programme. Their input is planned so as to fit in and complement the programme. Teachers are always present during these sessions and remain responsible for the delivery of the material.

Safe and Effective Practice

It is important that PSHE, Relationships Education and Health Education takes place in a safe and secure environment. This will be achieved through:

- Clear goals and expectations (e.g. no one will have to answer a personal question and there will be an atmosphere of mutual respect)
- A calm atmosphere
- Praise and encouragement
- Pupil questionnaires can be asked anonymously

- Teaching staff answering questions sensitively, honestly and appropriately
- Making children aware that their teacher is available if they wish to discuss any issues which may arise from teaching
- Using distancing techniques – teachers can avoid embarrassment and protect pupils by depersonalising discussions. For example case studies used with invented characters using appropriate videos. This will help pupils discuss sensitive issues and develop decision making skills in a safe environment

A variety of teaching and learning strategies are used to deliver this curriculum. These may include drama, group and whole class discussions, visiting speakers and circle time. All strategies are considered carefully as to their impact on both learning and emotional health.

Children will be listened to, but on occasions staff may need to seek advice and, therefore, confidentiality cannot be promised. (Refer to Child Protection and Safeguarding Policies)

Concern about an individual child should be registered with the Head of Year, the Head Teacher or the Designated Safeguarding Leads. All staff should have in mind the child protection and safeguarding guidelines and procedures, which may need to be initiated if appropriate.

The governing body will be informed of any generic issues which may arise. The Head Teacher will provide a link between staff and governing body and ensure dialogue about these issues.

Safeguarding and Inclusion

At St Mark's we understand that this curriculum must be accessible for all pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due a variety of issues, which makes this area of the curriculum particularly important. These factors will always be taken into consideration when planning, and teaching the subject and lessons will be adapted to meet the specific needs of pupils at different developmental stages.

When delivering all lessons, the school's child protection and safeguarding policy will be followed.

Engaging Stakeholders

The school believes that it is important to have the support of parents and the wider community for all aspects of our curriculum. We are committed to working with parents and carers, and they are given the opportunity to find out about and discuss the school's programme through:

- Parents evenings and curriculum events
- Newsletters and termly curriculum letters
- The school website
- Discussions with teachers
- Parent emails

Parental Involvement within Sex and Relationships Education

At St Mark's, we want to work in partnership with parents and complement and support them in teaching their children about sex and relationships. We believe parents are key people in teaching their children about sex and relationships, maintaining the culture and ethos of the family and helping their children cope with emotional and physical aspects of growing up. Parental consultation has been used in the development of this policy in line with the RSE guidance, statutory from September 2020.

It is also recognised that parents will have a variety of personal views around the topics covered within this curriculum. Further, the school must always act within the legal framework, and with guidance from the Church of England.

The policy will be available to parents through the school website at: <https://www.stmarksprimary.net/policies/>

Parents will be informed when Sex Education Lessons will be happening (typically in Year 6) and will have the opportunity to watch videos, look at any teaching resources and discuss the content in advance of the lessons. This is however different to the science curriculum, where aspects such as reproduction and body changes are covered.

Parental rights to withdraw their children from lessons

Parents do not have the right to withdraw their children from relationships education as this is now statutory as stated in the RSE guidance 2020. Pupils also cannot be withdrawn from sex education where it is taught as part of the Science National Curriculum. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE which, in our school, usually takes place in Year 6.

Parents and carers who have withdrawn their children from a sex education lesson need to be aware that discussion could arise during the teaching of the Science National Curriculum.

If a parent wishes their child to be withdrawn from this part of the programme, they should discuss this with the Head Teacher, and make it clear which aspects they do not wish their child to participate in. The school always complies with the wishes of parents in this regard. Parents are required to confirm this in writing. Alternative work will be given to children who are withdrawn from sex education.

Menstruation

At St Mark's, we believe it is important to help children be aware of the changes that will happen to their bodies, in an age appropriate and timely way. The government guidance states that:

Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.

The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. Schools will need to consider the needs of their cohort of pupils in designing this content.

Relationships Education – Relationships and Sex Education, RSE, and Health Education (2019)

At St Mark's, we will support the children in understanding the changes that their body is going through. This is covered under the science curriculum, particularly in Year 5, and is handled in a sensitive and appropriate way. It is helpful if parents are able to share with the school if their child has begun menstruation. Sanitary bins will be provided in the Year 6 girls toilets; girls of a younger age are able to use the Year 6 toilets, or the disabled toilet in Year 6, as appropriate. Staff will work with the children to ensure privacy.

Monitoring, Reporting and Evaluating

Assessment will come from children's questions, answers and contributions in class discussion, marking their work or quizzes, and reflections at the end of each unit of work. The PSHE team will also review and evaluate impact of teaching on learning. Pupil voice will be influential in adapting and amending planned learning activities as required. Teachers will critically reflect on their work in delivering these lessons through team discussions, facilitated by team leaders, and outcomes to be reported to the PSHE team for monitoring.

The PSHE and Science subject leaders, along with the Senior Leadership Team, are responsible for monitoring the implementation of the RSE scheme of work in line with this policy; monitoring may include work sampling, planning monitoring or lesson observations.

Delegated members of the governing body may be involved in these monitoring activities. However, the Full Governing Body will review this policy, and its implementation, at least annually.

Managing Drug Related Incidents

Staff who suspect or experience a drug related incident should register their concern with the Head Teacher immediately and discuss appropriate action. Incidents should be recorded in line with the school's child protection and safeguarding policies. Where possible, parents should be contacted by the Head Teacher about incidents concerning individual children, again in line with the school's child protection and safeguarding policies. All staff should be vigilant and strive to be aware of significant changes of behaviour in individual children.

If a drug related incident is suspected staff should monitor the situation carefully and discuss further action with the Head Teacher. Staff may ask pupils to show them belongings, contents of pockets or bags, but they should not explicitly search personal property.

In the event of finding illegal substances on site, the local beat officer may be contacted for help and advice.

Evidence of drug related incidents on the school site out of school hours should be reported to the police immediately. The site manager will make inspections of the area around the school building and playgrounds to ensure it is safe.

In the event of any media interest or questioning, the Press Office in Winchester should be contacted immediately.

Policy Review Date

Last Review: July 2023

Next Review Date: July 2026

Appendix 1: Relationship Education Coverage Overview

At St. Mark's, we will be covering the RSE curriculum through our delivery of HeartSmart (from September 2020). The coverage can be seen below for each year group, which half term the lessons take place and which HeartSmart lesson number.

Our HeartSmart curriculum, also supports our safeguarding policy. These objectives are highlighted in **green**

It is important to realise that many of these objectives are covered more thoroughly in other aspects of the curriculum.

	Families and people who care for me <i>Pupils should know...</i>	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
F1	that families are important for children growing up because they can give love, security and stability.	X	X	X	X	X	X
F2	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.	X	X	X	X	X	X
F3	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.	X	X	X	X	X	X
F4	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.	X	X	X	X	X	X
F5	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.				X		X
F6	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	X	X	X	X	X	X
	Caring Friendships <i>Pupils should know...</i>	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
CF1	how important friendships are in making us feel happy and secure, and how people choose and make friends	X	X	X	X	X	X
CF2	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	X	X	X	X	X	X
CF3	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	X	X	X	X	X	X
CF4	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.	X	X	X	X	X	X
CF5	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.	X	X	X	X	X	X
	Respectful Relationships <i>Pupils should know...</i>	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
RR1	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.	X	X	X	X	X	X
RR2	practical steps they can take in a range of different contexts to improve or support respectful relationships.	X	X	X	X	X	X
RR3	the conventions of courtesy and manners	X	X	X	X	X	X
RR4	the importance of self-respect and how this links to their own happiness.	X	X	X	X	X	X
RR5	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	X	X	X	X	X	X
RR6	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	X	X	X	X	X	X
RR7	what a stereotype is, and how stereotypes can be unfair, negative or destructive.	X	X	X	X	X	X
RR8	the importance of permission-seeking and giving in relationships with friends, peers and adults	X	X	X	X	X	X

Online Relationships <i>Pupils should know...</i>		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
OR1	that people sometimes behave differently online, including by pretending to be someone they are not.	X	X	X	X	X	X
OR2	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.	X	X	X	X	X	X
OR3	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	X	X	X	X	X	X
OR4	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	X	X	X	X	X	X
OR5	how information and data is shared and used online.	X	X	X	X	X	X
Being Safe <i>Pupils should know...</i>		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
BS1	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	X	X	X	X	X	X
BS2	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.	X	X	X	X	X	X
BS3	that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	X	X	X	X	X	X
BS4	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	X	X	X	X	X	X
BS5	how to recognise and report feelings of being unsafe or feeling bad about any adult.	X	X	X	X	X	X
BS6	how to ask for advice or help for themselves or others, and to keep trying until they are heard.	X	X	X	X	X	X
BS7	how to report concerns or abuse, and the vocabulary and confidence needed to do so.	X	X	X	X	X	X
BS8	where to get advice e.g. family, school and/or other sources	X	X	X	X	X	X
Mental Wellbeing <i>Pupils should know...</i>		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
MW1	that mental wellbeing is a normal part of daily life, in the same way as physical health.	X	X	X	X	X	X
MW2	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	X	X	X	X	X	X
MW3	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.	X	X	X	X	X	X
MW4	how to judge whether what they are feeling and how they are behaving is appropriate and proportionate	X	X	X	X	X	X
MW5	the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	X	X	X	X	X	X
MW6	simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	X	X	X	X	X	X
MW7	isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	X	X	X	X	X	X
MW8	that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	X	X	X	X	X	X
MW9	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).	X	X	X	X	X	X
MW10	it is common for people to experience mental ill health. For many people who do, the problems	X	X	X	X	X	X
Internet Safety and Harms <i>Pupils should know...</i>		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
ISH1	that for most people the internet is an integral part of life and has many benefits.	X	X	X	X	X	X
ISH2	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.	X	X	X	X	X	X

ISH3	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.	X	X	X	X	X	X
ISH4	why social media, some computer games and online gaming, for example, are age restricted.	X	X	X	X	X	X
ISH5	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.	X	X	X	X	X	X
ISH6	how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	X	X	X	X	X	X
ISH7	where and how to report concerns and get support with issues online.	X	X	X	X	X	X
Physical Health and Fitness <i>Pupils should know...</i>		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
PH1	the characteristics and mental and physical benefits of an active lifestyle	X	X	X	X	X	X
PH2	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.	X	X	X	X	X	X
PH3	the risks associated with an inactive lifestyle (including obesity).	X	X	X	X	X	X
PH4	how and when to seek support including which adults to speak to in school if they are worried about their health.	X	X	X	X	X	X
Healthy Eating <i>Pupils should know...</i>		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
HE1	what constitutes a healthy diet (including understanding calories and other nutritional content).	X	X	X			X
HE2	the principles of planning and preparing a range of healthy meals.	X	X	X	X		X
HE3	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)		X	X			X
Drugs, alcohol and tobacco <i>Pupils should know...</i>		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
DAT1	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking		X		X	X	X
Health and prevention <i>Pupils should know...</i>		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
HP1	how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.						X
HP2	about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.		X		X		
HP3	the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	X	X	X	X	X	X
HP4	about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	X		X			
HP5	about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	X	X		X		X
HP6	the facts and science relating to allergies, immunisation and vaccination.		X	X			X
Basic First Aid <i>Pupils should know...</i>		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
BFA1	how to make a clear and efficient call to emergency services if necessary.		X	X			X
BFA2	concepts of basic first-aid, for example dealing with common injuries, including head injuries			X	X	X	X
Changing adolescent body <i>Pupils should know...</i>		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
CAB1	key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.				X	X	X
CAB2	about menstrual wellbeing including the key facts about the menstrual cycle.					X	X

Appendix 2: Government Guidance – “By the end of Primary School, children should know...”

Taken from Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019)

The following are statements regarding what primary school pupils should have been taught by the end of Year 6 (during the seven years at primary school).

Relationships Education

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

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

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

Mental wellbeing

Pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, 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 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

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