



Relationships and Health Education (RHE) Policy

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This policy is due for review March 2023

DRAFT

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RATIONALE AND ETHOS

1.1 Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

1.2 To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

1.3 High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. The duties on schools in this area are set out in legislation.¹

1.4 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 and Health Education compulsory for all pupils receiving primary education.

1.5 As a school, we welcome this legislation, as our school values and vision mean that we place a high priority on delivering these essential subjects through our broad and balanced curriculum.

1.6 Our School Vision

We aim to create a happy, caring community where all members feel included, secure and confident, have an equal opportunity to fulfill their learning potential so that all develop the skills necessary to make a valued contribution to society, both now and in the future.

1.6 Relationships and Health Education represents a huge opportunity to help our children and young people develop. The knowledge and attributes gained will help to keep them safe and support their own, and others', wellbeing and attainment and help our pupils to become successful and happy adults who make a meaningful contribution to society.

ROLES AND RESPONSIBILITIES

2.1 As well as fulfilling their legal obligations, (including under the Equalities Act 2010) governing boards are required to make sure 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 for parents on the subject content and the right to request that their child is withdrawn
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

2.2 The PSHE subject leader and Well-Being Lead is Michael Procter, who will be responsible for the following:

- Developing this school policy and ensuring it is reviewed every two years.
- Ensure that all staff are given regular and ongoing training on issues relating to Relationships and Health Education.
- Ensure that all staff are familiar with this policy.
- Ensure that all staff are up to date with resources: SCARF planning website, Appendix A and B, PSHE Association guidance.
- Provide support to staff members who have questions about Relationships and Health Education.
- Ensure that Relationships and Health Education is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs.
- Support parent/carers involvement in the development of the Relationships and Health Education curriculum.
- Communicate with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for Relationships and Health Education, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate.

2.3 All staff will be responsible for the following:

- Ensure that they are up to date with this Relationships and Health Education Policy and curriculum requirements.
- Report back to the PSHE and Well-Being Lead on any areas that they feel are not covered or inadequately provided for in the school's Relationships and Health provision.
- Attend and engage in professional development training around Relationships and Health provision, when appropriate.

- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them seriously.
- Follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced Relationships and Health Education in school.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs and cultures, including those pupils with special educational needs, asking for support in this from the PSHE lead or SENCO, should they need it.
- Read the PSHE Association document 'Teacher Guidance: teaching about mental health and emotional wellbeing', for advice on how to teach these subjects safely and confidently.

2.4 All staff will seek to be mindful of issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff also recognise that they have an important role to play in modelling positive behaviours.

2.5 If the class teacher is not the person delivering the Relationships and Health Education lessons, the teacher who is, should ensure the class teacher is informed of the focus each week. This allows the class teacher to reinforce the learning in context when, for example, a pupil is having social issues in the playground.

LEGISLATION

3.1 Revised Department for Education statutory guidance states that from September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017, and provide that pupils receiving primary education must be taught Relationships Education and Health Education.

3.2 Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and school's advice. Schools should pay particular attention to the Public sector equality duty (PSED) (s.149 of the Equality Act).

3.3 Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

3.4 Relationships Education and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

3.5 Schools should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and Health Education can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects.

3.6 The teaching of Relationships and Health Education at our school will be delivered in accordance with Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2018.

CURRICULUM DESIGN

4.1 The Relationships and Health Education curriculum is delivered in various ways:

- In Foundation Stage, Personal, Social and Emotional Development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities (EYFS Statutory Framework 2017)
- For Years 1-6, Weekly PSHE lessons and cross-curricular links to other subjects (e.g. Science, E-Safety and P.E.).
- Themed days / weeks such as Mental Health Week, Healthy Week, Bike-it-Breakfast.
- Assemblies.
- Our school ethos, which promotes a happy, healthy, caring community.

4.2 Our PSHE curriculum, within which Relationships and Health education sits, seeks to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This is taught alongside the essential understanding of how to be healthy.

4.3 Teaching about mental well-being is central to these subjects. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely and anxious. The subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.

4.4 The Relationships and Health Education lessons support the wider work our school does in helping to foster pupil well-being and develop resilience and character. We know this development is fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. This development of a healthy mindset is complemented by developing personal attributes including kindness, integrity, generosity, and honesty.

4.5 From September 2021, we are using the Safety, Caring, Achievement, Resilience, Friendship (SCARF) resources & planning from Coram Life Education which aligns with the PSHE Association

programme of study to ensure a consistent, age-appropriate delivery of our PSHE curriculum. The PSHE Association are the national body for PSHE education and their programme of study ensures that all essential topics are delivered in a spiral curriculum: reinforcing and expanding on key skills, values and knowledge each year. As we are a one and a half form entry school, we operate a two-year rolling delivery of the programme. UKS2, for example, would teach the year 5 content in Cycle A and the year 6 content in Cycle B. The class teachers use their creativity, experience and knowledge of the pupils in their care, to deliver this content in a personalised way in weekly lessons, which are monitored by the PSHE and Well-Being Lead.

4.6 The PSHE Subject Leader works closely with the Science, Computing and P.E. Subject Leaders to ensure Relationships and Health Education complements, rather than duplicates, content covered in the National Curriculum, although there may be some overlap.

Relationships Education

4.7 Our focus is on 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.

4.8 This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other 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 differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

4.9 Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

4.10 From the beginning, staff talk explicitly about the features of healthy friendships, family relationships and other relationships which the pupils are likely to encounter. Drawing attention to these in a wide range of contexts enables 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 them to recognise any less positive relationships when they encounter them.

4.11 Each half termly Computing unit, in every phase, begins with an E-Safety session. The principles of positive relationships also apply online, so these are taught through cross-curricular sessions. When teaching relationships content, teachers address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

4.12 When teaching about families, teachers use sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents,

families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

4.13 A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In our school, we encourage the development and practice of resilience, growth mindset and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils also develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This is achieved in a variety of ways including by providing planned opportunities for our pupils to undertake social action and active citizenship locally or more widely e.g. Whole School Awareness days led by our Global, Health and Eco core teams.

4.14 Through our Relationships Education we aim to teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This is delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This message is also repeated clearly at the start of every year and through displays about the NSPCC PANTS rule in each classroom.

4.15 This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils learn how to report concerns and seek advice when they suspect or know that something is wrong.

4.16 These subjects complement Health Education and as part of our comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

4.17 For more information about the expected level of pupils in our Relationships Education curriculum, see Appendix A.

Health Education

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

4.19 Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

4.20 Our school aims to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.

4.21 Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Our school engenders an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

4.22 The focus in our school is on teaching the characteristics of good physical health and mental wellbeing. Teachers are clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

4.23 This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

4.24 Relationships and Health Education lessons also 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.

4.25 Emphasis is given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

4.26 Pupils are taught the benefits of hobbies, interests and participation in their own communities. Our wrap around care seeks to provide a wide range of interests to cater to all pupils.

4.27 Relationships and Health Education lessons make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others are beneficial for health and wellbeing.

4.28 Through Relationships and Health Education and our half termly E-Safety lessons, pupils are taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In UKS2, pupils are taught why social media, computer games and online gaming have age restrictions and all pupils are equipped to manage common difficulties encountered online.

4.29 For more information about the expected level of pupils in our Health Education curriculum, see Appendix B.

Safe and Effective practice

5.1 Ground rules in class are essential when discussing sensitive subject matters. Staff will establish clear parameters about what is appropriate and inappropriate in a whole class setting. Staff should explain that the classroom is a public place, where it is not appropriate to talk about private concerns. However, pupils may have personal concerns they need support with. KS2 pupils should be asked to write down any questions they have during these lessons (rather than asking aloud). This allows the teacher to consider and prepare a suitable response. Pupils should be encouraged to initial their questions so that they may receive an individual response if appropriate.

A comments box is always available in all KS2 classrooms. This should enable pupils to feel more comfortable to ask questions at any time without being identified – and pupils can choose to remain anonymous. Pupils will be reminded of the comments box during Relationships and Health Education sessions. Pupils will also be reminded that should they choose to remain anonymous, they cannot receive a personal response. All pupils are encouraged to share any concerns they have with any adult they trust in school.

5.2 Teachers are advised to read the PSHE Association document ‘Teacher Guidance: teaching about mental health and emotional wellbeing’, for advice on how to teach these subjects safely and confidently. Think about how to adapt for the individual needs of especially vulnerable pupils including those with SEND and any EAL pupils.

Difficult Questions

5.3 Primary-age pupils will often ask their teachers or other adults questions which go beyond what is set out for Relationships and Health Education. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Our teachers, therefore, use the ‘car park’ tool for pinning questions for later discussion. This shows pupils that their question is being taken seriously and allows the class teacher to seek guidance from SLT about how to respond.

5.4 Staff training will include sessions on how to deal with these difficult questions. Agreed phrases, where appropriate, will be used in response to difficult questions:

‘That is something that may be covered later on at secondary school.’

‘I can’t answer that question for you, but you could ask your parents/carers.’

A conversation with parents / carers should accompany this advice to the pupil.

Disclosures

5.5 During whole-class sessions on issues like relationships and mental health, such discussions can trigger responses in individual pupils who may then choose to make a disclosure about a personal situation. The way in which that disclosure is first handled will be critically important, both in terms of the pupil’s immediate feelings and his or her likelihood of engaging in future support.

5.6 It is crucial, therefore, that clear ground rules are set for PSHE lessons, one of which will be that personal matters should not be discussed in a group setting, another that while PSHE teachers are always willing to talk to pupils about the pupil’s personal situation in a one-to-one setting, they can never promise confidentiality since disclosures may have safeguarding implications. What teachers can do, however, is to listen sensitively and supportively while at the same time gathering the information they need to consider what to do next.

5.7 If a pupil makes a safeguarding disclosure, teachers will follow the guidelines set out in our Safeguarding Policy (WKPS Safeguarding Policy Section 8).

SAFEGUARDING

6.1 At the heart of these subjects there is a focus on keeping children safe, and schools can play an important role in preventative education. Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

6.2 Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children are made aware of how to raise their concerns, including through comments boxes, or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer.

6.3 KCSIE is clear that all staff should know what to do if a pupil tells them that they are being abused or neglected or are witnessing abuse. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

6.4 For more information, see the section on disclosures or WKPS Safeguarding Policy Section 8.

ENGAGING STAKEHOLDERS

7.1 Pupil voice will contribute to the Relationships and Health Education at our school. Each year, staff run PSHE lessons which ask the pupils what their priorities are what they feel they need to know more about.

7.2 The role of parents in the development of their children's understanding about relationships and health is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships and habits. Our school ensures that parents know what is being taught in our curriculum, through Topic Webs published on our website. The School (PSHE lead) also delivers an annual session for parents to explain the key content of our Relationships and Health Education; how we teach it and what parents can do at home to reinforce it.

7.3 This policy will be available to parents through our website. We work closely with our parents to ensure they know what is being taught in our curriculum and we provide extra resources through parent/staff meetings if required.

7.4 There is no right to withdraw from mandatory subjects.

7.5 The school will work in partnership with the governors by providing a draft of the policy before finalising. The Curriculum and Wellbeing Committee/ 1 governor is responsible for reviewing the policy.

MONITORING, REPORTING AND EVALUATION

8.1 Our school has the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.

8.2 Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching is assessed and assessments are used to identify where pupils need extra support or intervention.

8.3 Each unit will start with a baseline assessment, which gives a snapshot of the pupils' understanding in a particular topic. Baseline assessments also provide the teachers with an understanding of pupils' misconceptions, current strategies, feelings and beliefs about a topic, which will help them to pitch the teaching of the topic appropriately and to target questions to provide tailored support.

8.4 Whilst there is no formal examined assessment for these subjects, there are some areas to consider in strengthening quality of provision, and which demonstrate how teachers can assess outcomes. Teachers use their judgement and the knowledge of their pupils to use tests, written assignments or self-evaluations, to capture progress.

8.5 Assessment methods:

- Baseline or pre-assessment is used to identify existing knowledge and skills of pupils.
- Weekly Assessment for Learning is built into the lessons to inform planning.
- Pupil self-assessment is used where appropriate, including an online end of year survey for all Key Stage Two pupils to assess their understanding of key well-being areas such as Relationships and Health.
- Assessment focuses on knowledge as well as skill development and attitudes.
- Identify pupils who have exceeded or fallen short of the module objectives and those that have achieved it through termly 'Foundation Subject Assessments'.
- Teachers will keep a note of pupils who have missed some or the entire module due to absence from school.
- Pupil progress and achievement is reported to parents/carers at parent's evenings.
- Pupil achievement is celebrated and shared through our behaviour policy, demonstrating the school sports values or upholding our school vision.

8.6 Teachers will critically reflect on their work in delivering Relationships and Health Education through key phase planning meetings and staff meetings.

8.7 Pupils will have opportunities to review and reflect on their learning during lessons and pupil voice will be influential in adapting and amending learning activities for the future.

RHE POLICY REVIEW DATE

9.1 As part of our effective Relationships and Health Education provision, this policy will be reviewed every two years to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

9.2 The PSHE Lead will ensure that staff responsible for teaching Relationships and Health Education are made aware of any amendments to this policy.

APPENDIX A – RELATIONSHIPS EDUCATION

By the end of primary school, pupils will know the following:

Families and people who care for me	<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 marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<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.

Respectful relationships	<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. • the importance of permission-seeking and giving in relationships with friends, peers and adults
Online Relationships	<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.
Being Safe	<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.

APPENDIX B – HEALTH EDUCATION

By the end of primary school, pupils will know the following:

Mental Well-Being	<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.• 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	<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.

	<ul style="list-style-type: none"> • 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	<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	<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	<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	<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	<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.
Changing Adolescent Body	<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.