



## Relationships, Sex and Health Education Policy

(Whole School Including EYFS)

|                       |                      |                     |                  |
|-----------------------|----------------------|---------------------|------------------|
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| <b>Responsible:</b>   | Deputy Head Pastoral |                     |                  |

## **1. Introduction**

We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity. It forms part of the school's aim to foster pupil well-being and to develop resilience and strength of character. This policy reflects the requirements of the National Curriculum and reflects the statutory guidance from the Department for Education 'Relationships Education, Relationships and Sex Education (RSE) and Health Education', 2019.

## **2. Rationale – What is Relationship, Sex and Health Education?**

- a. Relationships, Sex and Health Education (RSHE) is lifelong learning for all young people in school, irrespective of their gender, ethnicity or ability. It is about physical, moral and emotional development, the understanding of the importance of family life, stable and loving relationships, respect, love and care.
- b. Up to and including Key Stage 2 we define Relationships Education as learning about caring friendships, families and people who care for me, respectful relationships, online relationships, being safe, growing up, puberty and mental well-being. Sex Education is also covered in Relationships Education as well as aspects of sex education being covered in the National Science Curriculum. Sex education is defined as preparing boys and girls for the changes that adolescence brings and the scientific process of how a baby is conceived and born.
- c. Relationships Education provides an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Relationships Education is therefore a tool to safeguard children.
- d. In Years 7 & 8 (Key Stage 3) RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- e. RSHE should enable students to make informed and appropriate choices as they become young adults and to develop responsible attitudes to sexual activity and the development of their own stable, loving relationships.
- f. RSHE contributes to the foundation of PSHE, Citizenship and Spiritual, Moral, Social and Cultural (SMSC) development and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

## **3. Statutory Requirements**

- a. 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' states that pupils should be able to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female

genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them. It also states that schools should ensure they are developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education.

b. Statutory guidance states:

'From September 2019, schools are able to follow a new relationships and sex education and health education curriculum. From September 2020, they will be required by law to follow it. Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being. In addition, sex education will become mandatory at secondary level.

c. Moral and Values Framework:

The Relationships and Sex Education Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. In its implementation, it will draw from the practical experiences of those who represent the various religious and philosophical groups within the local community.

#### 4. Policy Development

- a. 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' clearly outlines aspects of RSHE that are statutory in all schools. Some recommendations or comments made during the consultation process with staff, parents, governors and the wider community may not be reflected in the final policy as our school has to ensure we are meeting statutory guidelines.
- b. This policy has been developed in consultation with staff and parents and pupils. The steps taken to review the policy are as follows:
- i. **Review** - The Deputy Head Pastoral and Year Group Leads formed part of the RSHE working party and reviewed the existing RSHE policy in the light of local and national guidance and requirements for Relationships Education. The working party then reviewed the RSE policy reflecting any advice and changes at local and national level.
  - ii. **Staff consultation** - All staff were invited to comment on the draft policy and make suggestions/amendments.
  - iii. **Parent consultation** - Parents were consulted via the Orley Farm Association. The policy was shared with the OFA and parents were invited to comment
  - iv. **Governor consultation** - Governors were consulted on this policy via the Education Committee. A draft policy was sent in advance and comment was invited.
  - v. **Ratification** - once amendments were made, the policy was shared with governors and ratified at the Full Board meeting in Summer 2020.

- vi. This policy will be reviewed every two years. This policy will be next reviewed on Summer 2022.

## **5. Aims and Objectives**

### **a. Context**

The school's RSHE programme will:

- i. be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- ii. be an entitlement for all young people, including those with additional learning and language needs.
- iii. be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness.
- iv. recognise that family is a broad concept; and that families occur in many forms and provide nurturing environments for children, and without promoting any one family structure
- v. encourage pupils and teachers to share and respect each other's views with cultural awareness and sensitivity.
- vi. ensure pupils are aware of different approaches to sexual orientation
- vii. recognise that parents/carers are the key people in teaching their children about relationships, sex, growing up.
- viii. work in partnership with parents/carers and pupils, consulting them about the content of RSHE learning.

### **b. Aims for KS1 and KS2**

The following aims complement those of the curriculum subjects in KS1 and KS2: pupils will

- i. have the confidence and self-esteem to value themselves and others.
- ii. understand the importance of respectful relationships, including the importance of family for the care and support of children.
- iii. develop confidence in talking, listening and thinking about feelings and relationships.
- iv. be able to name parts of the body and describe how their bodies work.
- v. be prepared for puberty and adolescence.
- vi. understand the consequences of their actions and behave responsibly within relationships.
- vii. be able to recognise unsafe situations and be able to protect themselves and ask for help and support.
- viii. understand that our bodies are our own and are to be respected.
- ix. understand the role the media plays in forming attitudes.
- x. understand how safe routines can reduce the spread of viruses

- c. **Aims for KS3:** all pupils will
- i. Develop positive values and a moral framework that will guide their judgements, decisions and behaviour.
  - ii. Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
  - iii. Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge the kind of relationships they want.
  - iv. Communicate effectively.
  - v. Understand differences in human sexuality (e.g. heterosexual, lesbian, gay, bisexual, transsexual and trans-gender).
  - vi. Understand the arguments for delaying sexual activity and the reasons for having protected sex.
  - vii. Have enough information and skills to protect themselves offline and online and be aware of the implication of sexting, pornography and online grooming.
  - viii. Have enough information and skills to protect themselves and, where they have one, their partner, from unwanted conceptions and sexually transmitted infections, including HIV.
  - ix. Avoid being exploited or exploiting others and being pressured into unwanted or unprotected sex.
  - x. Access confidential sexual health advice, support and if necessary, treatment.
  - xi. Know how the law applies to sexual relationships.
  - xii. Understand what consent means and factors that influence one's ability to consent.
- d. It is not the aim of RSHE to:
- i. encourage pupils to become sexually active at a young age.
  - ii. promote a sexual orientation.

## **6. Equal Opportunities**

Orley Farm School will ensure RSHE will be taught to all its pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

The planning and organising of teaching strategies will be consistently reviewed e.g. through lesson observations to ensure that no pupil is disadvantaged.

## **7. Teaching and Learning including delivery of the Curriculum**

- a. We teach RSHE primarily through the PSHE syllabus. RSHE is also taught through other subject areas (e.g. Science, PE, TPR, Drama and ICT), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with TPR, children reflect on family relationships,

different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved, in whatever context.

- b. RSHE incorporates the development of self-esteem and relationships and pupils' learning does not just take place through the taught curriculum but through all aspects of school life including assemblies and the playground. All staff understand they have responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.
- c. Relationships Education is taught up to and including Key Stage 2. It focuses on teaching the fundamental building blocks and characteristics of positive relationships including:
  - i. Families and people who care for me.
  - ii. Caring friendships.
  - iii. Respectful relationships.
  - iv. Online relationships.
  - v. Being safe.
- d. The above points are covered in an age appropriate way from EYFS to Year 6. These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).
- e. As part of the PSHE curriculum our school delivers lessons on Female Genital Mutilation (FGM) to pupils from year 3 to year 6. These lessons are designed to raise pupil's awareness of appropriate and inappropriate touch, including FGM.  
NB - Health and responsible, respectful behavior in Intimate and sexual relationships is covered in Years 7 and 8 only.
- f. Delivery:
  - i. RSHE will usually be delivered by a member of school staff, usually the child's tutor. If an external visitor is delivering all or aspects of RSHE, parents will be informed.
  - ii. RSHE is usually delivered in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single gender groups.
  - iii. Relationships Education will be assessed as part of the wider PSHE curriculum.
  - iv. Staff are aware that views around RSHE related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different opinion.

- v. Both formal and informal RSHE questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the DSL if they are concerned.
- vi. The following are protocols teachers follow for discussion ('Ground Rules')
  - No one (teacher or pupil) will have to answer a personal question
  - No one will be forced to take part in a discussion
  - Only correct/agreed names for body parts will be used
  - Meanings of words will be explained in a sensible and factual way
  - The use of a question box may help to lessen embarrassment of asking questions
  - Teachers may use their discretion in responding to questions and may say (for example):
    - The appropriate person to answer that question is your parent
    - The question can be discussed with the individual at more appropriate time
    - The topic will be covered at a later stage in their Relationships Education
- vii. The Deputy Head Pastoral / Head of PSHE and YGL's are the members of staff who monitor the implementation of RSHE. Monitoring is done through book scrutiny, lesson observations, pupil conferencing sessions and staff focus groups.

8. OFS CURRICULUM MAP of Relationships and Sex Health Education as laid out in the National Curriculum – See Appendix below.

## 9. The Role of the School and Other Members of the Community

- a. The school liaises with external agencies regarding the school's RSHE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The policy applies to:

- All teaching staff
- Pupils
- Parents/carers
- The governing body

### b. All teachers / Teaching Assistants will:

- i. ensure that they are up to date with this RSHE policy and curriculum requirements regarding relationships and sex education.
- ii. report back to YGLs and Deputy Head Pastoral/Head of PSHE on any areas that they feel are not covered or inadequately provided for in the school's RSHE provision.

- iii. attend and engage in professional development training around relationships and sex education provision, when appropriate.
- iv. 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.
- v. ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSHE in school.
- vi. 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 YGL, should they need it.
- vii. It is important that all school staff feel comfortable to take RSHE classes. We will make available regular professional development training in how to deliver relationships and sex education.
- viii. promote child welfare

**c. The Head of PSHE / Deputy Head Pastoral will:**

- i. develop this school policy and ensure it is reviewed every two years.
- ii. provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSHE to pupils
- iii. ensure that RSHE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum responds to pupils' needs.
- iv. ensure that the information regarding RSHE, to which all pupils are entitled, is provided in a comprehensive way
- v. support parent/carer involvement in the development of the RSHE curriculum
- vi. ensure that personal beliefs, values and attitudes will not prevent them from providing balanced RSHE in school
- vii. communicate freely with staff, parents/carers and the governing body to ensure that everyone understands the school policy and curriculum for RSHE, and that any concerns or opinions regarding the provision at the school are listened to, considered and acted on appropriately
- viii. ensure that members of staff are given enough training, so that they can teach effectively and handle any difficult issues with sensitivity
- ix. monitor this policy on a regular basis and report to governors on the effectiveness of the policy.

**d. All Pupils:**

- i. are expected to engage fully in RSHE and, when discussing issues related to this topic treat others with respect and sensitivity.
- ii. will be asked for feedback on the school's RSHE provision opinions on provision and comments will be reviewed by the YGLs and taken into consideration when the curriculum is prepared for the following year's pupils.

**e. Parents/Carers**

The school will:



- i. keep parents/carers informed about all aspects of the RSHE curriculum, including when specific, discrete lessons around sex education will be delivered, and advise them to read this policy.
  - ii. provide access to resources and information being used in class and do everything to ensure that parents/carers are comfortable with the education provided to their children in school by ensuring they are aware they can contact the Head of PSHE.
  - iii. expect parents/carers to share the responsibility of RSHE and support their children's personal, social and emotional development.
  - iv. encourage parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through RSHE.
- f. **Governors**  
Overseeing the provision around RSHE is the responsibility of this committee, who which will provide appropriate challenge and agree on the content of this policy. The governor responsible is Dr Mary Short.
- g. **The School Nurse**  
RSHE includes learning about being healthy and seeking help from health services if needed. Due to limited capacity, the school nurse does not contribute to RSHE. However, if necessary, the school nurse is available to:
  - i. support teachers with suitable vocabulary and resources.
  - ii. check sexual health information is up-to-date, medically accurate and comprehensive.

## 9. Language

Children should be introduced, at appropriate stages, to the correct terminology in their programme of RSHE. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

- a. **Anatomical terms**  
It is good practice to use anatomical terms for genitalia and sexual parts of the body. Having the right language to describe the private parts of their body and knowing how to seek help if they are being abused, are vital for a child's safeguarding. Ofsted provides full support for this approach (2013) and have raised concerns that some primary schools fail to teach this vocabulary, and this leaves children unable to describe abusive behaviours.
- b. As a result, pupils will be taught the anatomical terms for body parts from Reception where applicable to that subject area. Slang or everyday terms used in certain social

circles will be discussed when appropriate; this will surround discussion about what is and is not acceptable language to use.

| <b>Year group</b> | <b>Vocabulary</b>  |
|-------------------|--|
| <b>Reception</b>  | Boy<br>Girl<br>Routine<br>Clean<br>Washing<br>Family<br>Differences  |
| <b>Year 1</b>     | Hygiene<br>Boy<br>Girl<br>Penis<br>Vagina<br>Lifecycle   |
| <b>Year 2</b>     | Different<br>Similar<br>Testicles<br>Nipples   |
| <b>Year 3</b>     | Differences<br>Vagina<br>Womb<br>Touch<br>Personal space   |
| <b>Year 4</b>     | Body change<br>Puberty   |
| <b>Year 5</b>     | Physical changes<br>Emotional changes<br>Period/ menstruation<br>Nipples /mammary glands<br>Breasts<br>Pubic hair<br>Erections<br>Wet dreams<br>Egg<br>Fallopian tube<br>Sperm   |
| <b>Year 6</b>     | Reproduction-<br>Puberty<br>Uterus<br>Relationship<br>Positive and negative relationship<br>Friendship<br>Touching - sexual touching<br>Sexual intercourse<br>Fertilised<br>Personal information<br>Keeping safe<br>Communication<br>Pregnancy |
| <b>Year 7</b>     | Ejaculation<br>Masturbation<br>Vasectomy<br>Menstruation   |
| <b>Year 8</b>     | Consent<br>Sexually transmitted infection (STI)  |

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| Human immunodeficiency viruses (HIV)<br>Acquired immune deficiency syndrome (AIDS)<br>Gonorrhea<br>Chlamydia<br>Genital warts<br>Urinary tract infection<br>Condoms<br>Contraception<br>Femidom<br>Coil<br>Contraceptive implants<br>Birth control pills<br>Sexting |
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**c. Respectful Language**

The use of respectful language which challenges sexism, homophobia and other forms of prejudice is established in our school rules and our ethos. This has benefits for the whole school community – both in and out of lessons, it helps to ensure we are a happy and healthy place to learn. Ofsted found that casual use of homophobic language in schools is often unchallenged (2013) but we always challenge it. We are committed to ensuring that children need to know that using the word ‘gay’ to mean something is rubbish, is wrong. (To tackle this, staff might say: ‘You’ve used the word ‘gay’, but not in the right way.’) As a result, pupils will hear references to ‘gay’ and ‘straight’ as part of teaching and assemblies, for example when we talk about rights, respect or relationships.

**d. Harassment and Bullying**

Pupils come from a variety of backgrounds and all are entitled to learn in a supportive environment, free from fear. Some pupils may use terms such as ‘poof’, ‘gay’ and ‘lesbian’ as a way to harass other pupils. This is unacceptable and will be dealt with as any other form of harassment, through the school behaviour and discipline procedures. An understanding of human difference, including sexuality, is an important aspect of education and will be addressed as appropriate through the curriculum.

**e. Pupils’ Questions**

Teachers will reply to, and answer, children’s questions sensitively and openly. They will ensure that balanced information is provided which will consider the different faiths’ views and avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors. If the teacher decides to discuss the matter on an individual basis, a record must be kept of that discussion.

**f. Visiting Speakers**

Any visiting speakers to the school should be familiar with the Governor's Policy on Sex and Relationships Education. The school has a close working relationship with KIP education.

## 10. Partnerships with Parents/Carers

- a. The school views parents as partners in the delivery of RSHE. Parents will be informed about the RSHE programme before the module is delivered.
- b. The school will liaise with parents through:
  - RSE workshops
  - Media platforms
  - Further details of the lessons will be provided to parents upon request.
- c. **The Right to Withdraw**  
Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE. **This should be done in writing and addressed to the Headteacher.** There is no right to withdraw from Relationships Education or Health Education.
- d. Children whose parents/carers exact their right to withdraw them from RSHE will be temporarily transferred to an alternative class.
- e. A pupil cannot be withdrawn from sex education where this is taught as part of the Science National Curriculum. Children who are withdrawn from PSHE lessons will still receive biological information but taught outside the context of relationships.
- f. In an instance where the right to withdraw their child is exercised, parents/carers should be made aware the RSHE could arise naturally from class discussion.

## 11. Safeguarding & Confidentiality

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection, or the Head Teacher.

[LINK](#) – Safeguarding policy

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, then pupils are informed first and then supported by the designated teacher throughout the whole process.

## 12. Special Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSHE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

**13. Monitoring and Evaluation**

This policy will be reviewed every 2 years and any feedback from teachers, parents/carers and pupils will be considered.

**14. Complaints Procedure**

Any complaints about the Relationships and Sex Education programme should be made through the school's complaints procedure and in the first instance be directed to the Head of PSHE.

**15. Resources**

DfE Statutory Guidance on RSHE- [LINK](#)

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

Safeguarding PANTS - [LINK](#)

Rise above - [LINK](#)

Education for a Connected World - [LINK](#)

Sexting advice from UKCCIS for schools - [LINK](#)

ThinkUknow - [LINK](#)

Mental Health and emotion wellbeing lesson plans from PSHE association - [LINK](#)

**16. Dissemination**

Copies of this policy will be provided for teachers, parents/carers will be informed of its availability upon request.

**17. Relationship to other policies**

In conjunction with this policy, please see:

- Behaviour policy and procedures
- Safeguarding policy
- Anti-bullying policy and procedures
- Confidentiality procedures
- Science policy
- P.S.H.E. and Citizenship
- Drugs Policy

## 18. Appendix

(i) Parent information letter

- Year 6 - [LINK](#)
- Year 8 - [LINK](#)

(ii) Curriculum map

### Relationships Education

#### By the end of primary school (YR 6):

| Theme                               | Pupils should know  |
|-------------------------------------|---|
| Families and people who care for me | <p>that families are important for children growing up because they can give love, security and stability.</p> <p>TPR - Y1, 2</p> <p>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.</p> <p>PSHE - Y2</p> <p>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</p> <p>PSHE - Y2</p> <p>PSHE - Y6 Diversity</p> <p>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.</p> <p>PSHE - Y5 Support Networks</p> <p>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> |

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|                          | <p>PSHE - Y2</p> <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>  |
| Caring friendships       | <p>how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>PSHE - Y2</p> <p>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>PSHE - Y2</p> <p>PSHE - Y3, feelings and friendship</p> <p>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>PSHE- Y5 Self-awareness</p> <p>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.</p> <p>PSHE - Y2</p> <p>PSHE - Y3, feelings and friendship</p> <p>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.</p> <p>PSHE - Y3, feelings and friendship</p> <p>PSHE - Y2</p> |
| Respectful relationships | <p>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.</p> <p>All years TPR</p> <p>PSHE – Y6, diversity</p> <p>PSHE – Y4, identity</p> <p>PSHE – Y3, Children’s rights and responsibilities</p>   |

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|  | <p>Edge - Community</p> <p>PSHE - Year 2</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>PSHE - Year 3, feelings and friendship</p> <p>PSHE - Year 4</p> <p>the conventions of courtesy and manners.</p> <p>PP - daily</p> <p>Edge - Community</p> <p>the importance of self-respect and how this links to their own happiness.</p> <p>PSHE - Y5 PSHE, self-awareness</p> <p>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.</p> <p>PSHE - Y3, Children's rights and responsibilities</p> <p>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.</p> <p>PSHE - Y2</p> <p>IT - Year 4 up with acceptable usage and online comms.</p> <p>Drama - Y6, Issue based theatre 'Bullying'</p> <p>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>PSHE - Y6, Diversity</p> <p>Edge - Community</p> <p>the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>TPR - Y8</p> |
|--|---|



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| Online relationships | <p>that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>PSHE - Y6, Social media</p> <p>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.</p> <p>IT - Y2, e-safety</p> <p>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>PSHE - Y4 e-safety<br/>IT – Y2, e-safety</p> <p>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>IT – Online Safety all year groups. Y2, e-safety. Y5, Information &amp; sources, Y6, False identity and photoshopping</p> <p>how information and data is shared and used online.</p> <p>PSHE - Y5, In the Media</p> |
| Being safe           | <p>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>PSHE - Y6, Social media and body changes/sex education (KIP)</p> <p>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.</p> <p>PSHE -Y4 internet safety and keeping safe</p> <p>that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>Swimming PANTS - Y2</p> <p>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>PSHE - Y5, internet safety</p> <p>how to recognise and report feelings of being unsafe or feeling bad about any adult.</p>   |

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|  | <p>Pastoral Programme – all year groups</p> <p>how to ask for advice or help for themselves or others, and to keep trying until they are heard,</p> <p>Pastoral Programme – all year groups</p> <p>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>Pastoral Programme – all year groups</p> <p>where to get advice e.g. family, school and/or other sources</p> |
|--|--|

**By the end of Secondary school:**

| Theme           | Pupils should know   |
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| <b>Families</b> | <p>that there are different types of committed, stable relationships.</p> <p>TPR - Y 8</p> <p>how these relationships might contribute to human happiness and their importance for bringing up children.</p> <p>PSHE - Y6, Diversity touch upon different types of relationships</p> <p>what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</p> <p>---</p> <p>why marriage is an important relationship choice for many couples and why it must be freely entered into.</p> <p>---</p> <p>the characteristics and legal status of other types of long-term relationships.</p> <p>---</p> <p>the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</p> <p>---</p> <p>how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</p> |

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| <p>Respectful relationships, including friendships</p> | <p>the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</p> <p>PSHE - Y8</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>TPR - Y8<br/>PSHE - Y8</p> <p>how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</p> <p>PSHE - Y7 PSHE, references in media</p> <p>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 people in positions of authority and due tolerance of other people's beliefs.</p> <p>---</p> <p>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p> <p>PSHE - Y7</p> <p>that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p>---</p> <p>what constitutes sexual harassment and sexual violence and why these are always unacceptable.</p> <p>KIP talk - Y8</p> <p>the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</p> |
| <p>Online and media</p>                                | <p>their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p> <p>PSHE - Y6, social media</p>   |

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|  | <p>about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</p> <p>IT – all year groups, harmful material online. Data in Y7 &amp; Y8</p> <p>not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</p> <p>PSHE, Y8</p> <p>what to do and where to get support to report material or manage issues online.</p> <p>PSHE, Y7</p> <p>the impact of viewing harmful content.</p> <p>---</p> <p>that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</p> <p>KIP talk - Y8</p> <p>that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p> <p>---</p> <p>how information and data is generated, collected, shared and used online.</p> <p>PSHE - Y7</p> |
| Being safe   | <p>the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</p> <p>PSHE - Y8</p> <p>how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</p> <p>PSHE - Y7</p>  |
| Intimate and sexual relationships, including sexual health | <p>how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</p> <p>PSHE - Y8, except sex</p>   |

that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.

PSHE - Y8, except sex

the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.

Science - Y7

that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.

that they have a choice to delay sex or to enjoy intimacy without sex.

PSHE - Y8

the facts about the full range of contraceptive choices, efficacy and options available.

Science - Y7

the facts around pregnancy including miscarriage.

that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).

KIP talk - Y8

how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.

Science - Y7

about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.

KIP talk - Y8

how the use of alcohol and drugs can lead to risky sexual behaviour.

PSHE - Y7 & 8, not linked to sex

how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Science - Y7

## Physical health and mental wellbeing – Primary

| Theme            | Pupils should know  |
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| Mental wellbeing | <p>that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>PSHE - Y6, mental health week activities</p> <p>PSHE - Y2</p> <p>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.</p> <p>PSHE - Y2</p> <p>PSHE - Y3, feelings and friendship</p> <p>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.</p> <p>Drama - All years, discussing feelings/emotions</p> <p>PSHE – Y3, feelings and friendship</p> <p>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>---</p> <p>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>PSHE - Y2</p> <p>Edge - cycling</p> <p>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>Edge - yoga</p> <p>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>PSHE - Y2</p> |

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|                           | <p>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>PSHE - Y2</p> <p>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).</p> <p>PSHE - Y5, Circle time</p> <p>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> <p>PSHE - Y2</p> <p>Drama - Y6, bullying</p> <p>PSHE - Y4, bullying</p>  |
| Internet safety and harms | <p>that for most people the internet is an integral part of life and has many benefits.</p> <p>PSHE - Y6, social media<br/>IT – Y2, e-safety</p> <p>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.</p> <p>IT – Y2, e-safety</p> <p>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.</p> <p>IT – Y2, e-safety</p> <p>PSHE – Y4, e-safety</p> <p>why social media, some computer games and online gaming, for example, are age restricted.</p> <p>IT – all year groups, Safer Internet week</p> <p>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.</p> |

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|                             | <p>IT – Y2, e-safety</p> <p>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>IT – Y2, e-safety</p> <p>where and how to report concerns and get support with issues online.</p> <p>PSHE - Y5, In the media</p> <p>All year groups, Internet Safety Week</p>   |
| Physical health and fitness | <p>the characteristics and mental and physical benefits of an active lifestyle.</p> <p>PSHE – Y4, keeping healthy</p> <p>Edge - yoga</p> <p>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.</p> <p>PSHE - Y2, Victorians and Space topics</p> <p>Edge cycling</p> <p>the risks associated with an inactive lifestyle (including obesity).</p> <p>PSHE - Y2, Victorians and Space topics</p> <p>Science - Y6</p> <p>how and when to seek support including which adults to speak to in school if they are worried about their health.</p> <p>---</p> |
| Healthy eating              | <p>what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>PSHE - Y3, balanced diet</p> <p>Science, Y3, humans and other animals.</p> <p>PSHE - Y4, Keeping healthy</p> <p>Science -Y6</p> <p>the principles of planning and preparing a range of healthy meals.</p> <p>PSHE - Y2, Victorians and Space topics</p>  |



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|                            | <p>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).</p> <p>PSHE - Y2, Victorians and Space topics<br/>Science - Y6</p>  |
| Drugs, alcohol and tobacco | <p>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p> <p>Science - Y6</p>  |
| Health and prevention      | <p>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>---</p> <p>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>PSHE - Y2, in the summer we discuss importance of hats/cream and shade.</p> <p>Science – Y3, light</p> <p>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>---</p> <p>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>Science - Y4, teeth and eating</p> <p>Science - Y6</p> <p>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>PSHE – Y3, hygiene</p> <p>Science - Y6</p> <p>the facts and science relating to immunisation and vaccination</p> <p>Science - Y6</p> |
| Basic first aid            | <p>how to make a clear and efficient call to emergency services if necessary.</p> <p>PSHE - Y2, fire safety talk</p>  |

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|                          | <p>Edge - First aid</p> <p>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>   |
| Changing adolescent body | <p>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>Science - Y5</p> <p>PSHE (KIP) - Y6, body changes</p> <p>about menstrual wellbeing including the key facts about the menstrual cycle.</p> <p>Science - Y5</p> |

### Physical health and mental wellbeing – Secondary

| Theme                     | Pupils should know  |
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| Mental wellbeing          | <p>how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</p> <p>Drama - All years, emotions</p> <p>PSHE - Y8</p> <p>that happiness is linked to being connected to others.</p> <p>how to recognise the early signs of mental wellbeing concerns.</p> <p>---</p> <p>common types of mental ill health (e.g. anxiety and depression).</p> <p>---</p> <p>how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</p> <p>PSHE - Y8</p> <p>the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness</p> <p>PSHE - Y8</p> |
| Internet safety and harms | <p>the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image,</p>  |

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|                             | <p>IT – Y6, discussions of body image issues during Photoshop topic</p> <p>how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</p> <p>PSHE - Y 7</p> <p>how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</p> <p>PSHE - Y7 &amp; 8</p> |
| Physical health and fitness | <p>the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</p> <p>PSHE - Y8</p> <p>the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.</p> <p>PSHE - Y7 &amp; 8</p> <p>about the science relating to blood, organ and stem cell donation.</p>  |
| Healthy eating              | <p>how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</p> <p>Edge – Y8</p> <p>Science - Y6</p>  |
| Drugs, alcohol and tobacco  | <p>the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</p> <p>PSHE – Y8</p> <p>Science - Y6</p> <p>the law relating to the supply and possession of illegal substances.</p> <p>Science - Y6</p> <p>the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</p> <p>PSHE – Y8</p>   |

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|                       | <p>Science - Y6</p> <p>the physical and psychological consequences of addiction, including alcohol dependency.</p> <p>PSHE – Y7</p> <p>Science - Y6</p> <p>awareness of the dangers of drugs which are prescribed but still present serious health risks.</p> <p>PSHE – Y8</p> <p>Science - Y6</p> <p>the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</p> <p>PSHE – Y7 &amp; 8</p> <p>Science - Y6</p>  |
| Health and prevention | <p>about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</p> <p>Science - Y6</p> <p>about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</p> <p>Science - Y6</p> <p>(late secondary) the benefits of regular self-examination and screening.</p> <p>---</p> <p>the facts and science relating to immunisation and vaccination.</p> <p>Science - Y6</p> <p>the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</p> <p>PSHE - Y8</p> |
| Basic first aid       | <p>basic treatment for common injuries.</p> <p>Edge - Y7</p> <p>life-saving skills, including how to administer CPR.</p>  |

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|                          | <p>Edge - Y7</p> <p>the purpose of defibrillators and when one might be needed.</p> <p>Edge - Y7</p>  |
| Changing adolescent body | <p>key facts about puberty, the changing adolescent body and menstrual wellbeing.</p> <p>KIP - Y6</p> <p>Science - Y7</p> <p>the main changes which take place in males and females, and the implications for emotional and physical health.</p> <p>KIP talk - Y8</p> <p>Science - Y7</p> |