



Relationship and Sex Education (RSE) Policy April 2020

Approved by Chair _____

Review Date _____

**SHINE Academies Policy for Relationship and Sex Education
(RSE)**

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1. Introduction

Sex and Relationships Education (RSE hereafter) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

This policy explains the aims of RSE within Personal, Social, Health Education and Citizenship (PSHE hereafter). It also describes what we teach and the approaches we use.

This policy helps to ensure that SHINE Academies whole school community, parents, staff, governors and pupils have a shared understanding of this important area of the curriculum.

2. Links with Other Policies and Programmes

RSE is taught within the PSHE programme across all years. The school Confidentiality Policy has been developed separately from the RSE Policy and is available on request. Confidentiality is referenced in this Policy.

Other associated school policies include: the Safeguarding Policy; the Single Equality Policy; PSHE Policy; RE Policy, E-Safety Policy and the Anti-bullying Policy.

3. RSE in context:

“Whilst we know that many schools are already teaching these subjects and in some cases doing so very well, it is important that we ensure universal coverage for all pupils and improved quality. There have been many calls for statutory RSE and/or PSHE from leading parent representative bodies such as Mumsnet and PTA UK. A recent YouGov poll shows that 91% of parents believe all pupils should receive PSHE lessons to teach about the risks of sexting, as well as other issues such as contact from strangers online. A recent Barnardo’s poll of 11-15 year olds also showed that 74% believed that children would be safer if they had age appropriate classes on RSE. Many teaching unions have also called for statutory status. It is clear, therefore, that parents and schools want them to be taught.”

Rationale for Government’s approach to relationships education, RSE and PSHE in the modern world. Published: March 2017

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. The key decisions on these subjects have been informed by a thorough engagement process, including a public call for evidence that received over 23,000 responses from parents, young people, schools and experts.”

4. Legal Position

“The national curriculum also states that ‘all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice’. PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding. The relationships and health aspects of PSHE education will be compulsory in all schools from 2020.”

www.pshe-association.org.uk

Education Act 2002/Academies Act 2010:

All schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The Children Act 2004 defines wellbeing as: physical and mental health and emotional wellbeing; protection from harm and neglect; education, training and recreation; the contribution children make to society as well as social and economic wellbeing.

According to law, teachers act ‘in loco parentis’ meaning that they take on the role of a parent in looking after the children in their care during school hours. Meeting this duty requires teachers to ensure that the pupils within their care are fully supported and their health and welfare is attended to.

RSE is set within a wider legislative context. The 2006 Education and Inspections Act laid a duty on Governing Bodies ‘to promote the well-being of pupils at the school’. The duty came into effect in September 2007. Since that date, an equivalent requirement has been placed on new academies through their funding agreements.

Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft statutory guidance gave the following guidelines:

“From 2020, all schools must provide PSHE education that covers health and relationships/RSE.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

Relationships Education	Relationships and Sex Education	Health Education
All schools providing primary education, including all-through schools and middle schools (includes schools as set out in the Summary section).	All schools providing secondary education, including all-through schools and middle schools (includes schools as set out in the Summary section).	All maintained schools including schools with a sixth form, academies, free schools, non-maintained special schools and alternative provision, including pupil referral units.
		The statutory requirement to provide Health Education does not apply to independent schools – PSHE is already compulsory as independent schools must meet the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014. Independent schools, however, may find the principles in the guidance on Health Education helpful in planning an age-appropriate curriculum.

5. Moral and Values Framework

The RSE curriculum will reflect the school ethos and core values of perseverance, partnership and success, and will demonstrate and encourage the following:

- Respect for self
- Healthy relationships
- Respect for individuals and human rights
- Responsibility for their own action
- Responsibility for their family, friends, school and wider community
- The value of family life
- Changes

6. Faith and Cultural Perspectives in RSE

SHINE Academies believe that all young people from all faiths and cultures in the school have an entitlement to RSE that can support them on their journey through childhood to adolescence and adulthood. RSE should be sensitive to the range of different faiths and beliefs in the school.

The school will ensure wide consultation with parents and the wider community to when developing its Scheme of Work and the resources it uses to be sensitive to the range of cultural and faith beliefs and values and to reassure parents.

When appropriate, certain aspects of the RSE programme may be delivered in single sex groups.

7. Aims of the RSE Programme

SHINE Academies believes that RSE education in school will be developmental and a foundation for further work. As well as the National Curriculum Science topics, it will be delivered as part of an integrated PSHE programme across the school.

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- Be aware of their sexuality and understand human sexuality; Understand the arguments for delaying sexual activity.
- Understand the reasons for having protected sex.

In accordance with government guidance (The Learning and Skills Act, 2000) we want to make sure that young people:

- Learn about the nature of marriage and its importance for family life and the bringing up of children; and are protected from teaching and materials which are inappropriate having regard to the age and religious and cultural backgrounds of the pupils concerned.

The sex and relationship education programme at school will:

- Provide information which is easy to understand **and relevant** and **appropriate to the age and maturity** of the pupils;
- Include the development of communication and social skills;
- Encourage the exploration and clarification of values and attitudes.

Sex education will be taught in the context of relationships.

We aim to:

- Create a stimulating and attractive environment, which supports learning;
- Provide access to a broad, balanced curriculum, which offers pace, challenge, continuity and progression;
- Encourage pupils in their learning through active participation, differentiated teaching, effective assessment, feedback and target setting;
- Extend pupils fully by encouraging perseverance and aiming for maximum success in all things (linked to our school values of perseverance, partnership, success);
- Support pupils in developing a sense of right and wrong (through example and through the Behaviour Policy);
- Celebrate pupils' success and share it within the school and the wider community.
- Ensure equality of opportunity underpins everything we do.
- Develop a sense of community where all pupils, parents, staff and others feel valued and respected.

The RSE curriculum at SHINE Academies will:

- Provide pupils with accurate and relevant information about the physical and emotional changes they will experience as they grow into adults;
- Develop understanding about the way human beings reproduce;
- Establish the importance of a stable family life and relationships, including the responsibilities of parenthood and marriage;
- Provide opportunities for pupils to develop skills that will enable them to make and maintain appropriate relationships within the family, with friends and within the wider community;
- Enable pupils to develop and reflect upon their beliefs, attitudes and values in relation to themselves and others within the school and community;
- Foster self-awareness and self-esteem and a sense of responsibility and respect for themselves and others;
- Protect children from abuse and raise awareness of what pupils should do if they have any worries.

Topics and themes will be repeated from year to year in greater depth taking account of the pupil's development.

8. Organisation of Relationships and Sex Education Co-ordination

RSE will be coordinated by the PSHE leader. The PSHE leader has worked in collaboration with an organised Working Party to ensure our programme is tailor-made to meet the needs of the pupils within the Trust.

9. Who teaches RSE

All members of staff are committed to delivering the programme. Class teachers will teach their class. If older children are split into groups of boys and girls, then another teacher might take the group. The School Nurse is regularly invited into school to deliver some aspects of RSE: parents are informed before this takes place.

10. Where RSE is taught

- Through the Early Years Foundation Stage Curriculum
- Through the National Curriculum
- Through the PSHE curriculum
- Assemblies/Class assemblies (e.g. NSPCC: Speak out, stay safe or The underwear rule)
- Visiting parties where applicable (e.g. the school nurse).

11. How RSE is taught

- Learning methods, which involve children's full participation, will be used as much as possible. For example: whole class groups, smaller groups of pupils, case studies, role-play and drama, as well as individual quizzes / questionnaires and storyboards.
- When appropriate, certain aspects of the RSE programme may be delivered in single sex groups.
- Presentations from relevant external agencies and health professionals.
- Through circle time.
- Assemblies.

12. What children might want to know

Ages 3-6: At this age some children are interested in the differences between boys and girls, naming body parts, where babies come from, and friends and family. What areas of the body are private and should not be touched and who they can talk to if they are worried are also important.

Ages 7-8: At this age some children are interested in the changing nature of friendships, the emotional and physical changes of growing up, similarities and differences between boys and girls, coping with strong emotions and how babies are made from eggs and sperm. How to look after our bodies and how to be safe and healthy are also important.

Ages 9-10: At this age some children are interested in knowing about love and the different kinds of families, they will be curious about puberty and sexual feelings and changing body image. They will be curious to know how babies are conceived, develop and are born, why families are important for

having babies and how pregnancy can be avoided/prevented. They will be interested in knowing about how people can get diseases including HIV, from sex and how these diseases can be prevented. They will also want to know who they can talk to if they want help or advice and information about puberty and sex.

13. Specific Issue Statements

All the issues highlighted in this section will be addressed while ensuring pupils are referred to the values of their communities and to discuss the issues with their parents and families if they are able. Up to date medical information will be given in discussion of these subjects, where appropriate. This could be from the school nurse or other visiting Health Professionals.

14. Sexuality and Sexual Orientation

Schools within SHINE Academies uphold positive beliefs about diversity and are eager to ensure pupils are not bullied or discriminated against. Also, young people need to know that they will come into contact with a diverse group of people throughout their lives through work, leisure, family and friends.

Homophobia should be challenged wherever and whenever it arises in schools. Homophobic bullying should be dealt with as unacceptable; just as other forms of bullying - such as racial or because of a pupil's appearance - because of the emotional distress and harm caused. (Social Inclusion: Pupil Support Circular 10 /99).

15. Puberty

All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. This will include addressing emotional and physical changes and how young people can deal with these. It is important for boys and girls to understand the changes for their own sex, and for the opposite one. Teachers will need to tailor this theme to the physical and emotional maturity of the pupils.

16. Menstruation

Our RSE programme is preparation for menstruation. Boys as well as girls will need to understand menstruation. Teachers will need to tailor this theme to the physical and emotional maturity of the pupils. We divide the classes into single sex groups for these lessons.

As per the DfE guidance (RSE Guidance, 2000), schools should make adequate and sensitive arrangements to help girls cope with menstruation and with requests for sanitary protection;

therefore, we ensure that girls know who they can go to for sanitary protection at school. Girls know that this will be treated confidentially.

17. Masturbation

Young people need to be given accurate medical information and be able to discuss the different religious beliefs around this topic. Teachers need to ensure they are comfortable discussing this subject so as to be careful not to give incorrect information. Teachers cannot inform young people that masturbation is harmful. It is taught about along with nocturnal emissions, which is a natural process for the majority of boys.

18. Conception

How a baby is conceived and born. This is taught at Key Stage 2.

19. Contraception

Pupils need to be made aware of contraception long before they might need to use it and it should be addressed in a way that is appropriate to each pupil's age, experience and level of understanding.

We do not cover it in great detail but the Health care professional delivering the lessons, refers to it when talking about how a baby is conceived.

20. Sexually Transmitted Infections (STIs), including HIV/AIDS

Teaching about HIV/AIDS and STIs includes teaching children assertiveness skills for negotiating relationships.

21. Answering Difficult Questions

Sometimes an individual pupil will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed individually later. SHINE Academies believes that individual teachers must use their skill and discretion in these situations and refer to the Head Teacher or the Deputy Head if they are concerned. Teachers should not feel that they have to give an answer if they are not sure, or do not want to for any reason, but must do what they can to ensure pupils have access to the relevant information if appropriate.

If outside visitors are being used to deliver elements of RSE, it may be possible to consult with them to answer these questions by getting the pupils to write down questions for the visitors.

22. Confidentiality and Child Protection

The classroom cannot be deemed to be a confidential environment and young people should be made aware of this when 'ground rules' are being established at the beginning of the sessions.

As a general rule a child's confidentiality will be maintained by the teacher or member of staff concerned, though it cannot be promised to the students. If this person believes that a child is at risk or in danger, she/he is to talk to the Child Protection Co-ordinator who may confer with the head teacher before any decision is made. The child concerned will be informed that the confidentiality is being breached and the reasons why. The child will be supported by the teacher throughout the process.

23. Safeguarding

"Safeguarding is not just about protecting children from deliberate harm. It includes issues for schools such as: pupils' health and safety, bullying, racist abuse, harassment and discrimination, use of physical intervention, meeting the needs of pupils with medical conditions, providing first aid, drug and substance misuse, educational visits, intimate care, internet safety, issues which may be specific to a local area or population, for example: gang activity, appropriate arrangements to ensure school security, taking into account the local context."

Ofsted: Inspecting safeguarding: briefing for section 5 inspection - January 2012, No. 090205

24. Sexual Exploitation and Abuse including:

- Female Genital Mutilation (FGM)
- Child sex abuse

For advice and support contact the designated member of the Senior Leadership Team.

25. E-Safety

Our Internet Agreement Policy and supervised use of the internet, ensures that pupils are protected from exposure to inappropriate material.

As part of RSE and PSHE, it is important that pupils recognise ways they could put themselves at risk through the use of technology. These can include risks to their emotional and physical wellbeing, their safety and their personal reputation. It is important to explore the risks and the law as it pertains to the sharing and downloading of images and information and safe ways of sharing personal information, social networking, online dating and sharing images.

26. RSE for Children and Young People with Learning Difficulties

Here at SHINE Academies we believe that children with learning difficulties should have equal access to the RSE curriculum. Advice is taken from school nurses, the local sexual health providers and the speech and language therapy service. The content of the RSE program for pupils with learning difficulties is roughly divided into:

- Body parts
- Gender
- Feelings
- Public and private
- Relationships
- Life cycle

Active methods of group work are used. These methods use a variety of ways of communicating and are not only verbal. They include circle work, matching and sequencing pictures, storytelling, drama and mime.

27. RSE, Equal Opportunities and Inclusion

SHINE Academies is committed to working towards equality of opportunity in all aspects of school life. We understand and abide by The Equality Act 2010, and fully respect the rights of pupils and staff members, regardless of any protected characteristics that he/she may have. We are dedicated to delivering the RSE programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

We will work to ensure that the policy and programme is relevant to:

- Boys as well as girls;
- The range of cultures and faiths of pupils at the school and within UK society;
- Pupils with special needs;
- Lesbian, gay and bisexual pupils.

All resources and methods will be as inclusive as possible and guidance will be sought on the most accessible resources relevant to the needs of the pupils in our school.

28. Working within the Community:

29. Parents and Carers

We are committed to working with parents. Parents are informed when RSE is being delivered and are invited to look at resources during designated workshops/coffee mornings or after school meetings. Sex education materials will be made available to parents who wish to supplement sex education in school or who wish to deliver sex education to their children at home. Furthermore, parents were directly involved in creating the curriculum for the “Growing Up & Relationships” unit,

deciding which material they felt was age appropriate for pupils within the Trust. (See Appendix C and D). Also see Appendix B: What must be taught?

30. Withdrawal from the RSE programme

“Q: Do I have a right to withdraw my child from Relationships and Sex Education?”

A: Parents will have a right to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.”

Government response - Relationships education, relationships and sex education (RSE) and health education: FAQs Published 5 April 2019

Under the Education Act 1993, parents can withdraw pupils from part of the sex education that is outside the compulsory elements contained in the Science National Curriculum (see Appendix A: What statutory RSE is covered by the National Curriculum?)

Parents wanting to exercise this right are invited to see the Head of School, who will explore the concerns of the parents and the possibilities of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. The Head of School will talk with the parents about the child’s possible negative experiences or feelings that may result from exclusion and the ways in which these can be minimised. Withdrawal will need to be sought on an annual basis if a parent wishes to withdraw their child.

31. Governors

Governors will be notified when the policy is updated and kept up to date with consultation with pupils. The governing body will be kept informed of the process and the policy will be brought before them for approval.

32. Pupils

Feedback from pupils is always valued. Consultation regarding RSE is included in the remit of the School Council.

33. Assessment

The policy will be reviewed using a consultative process, which identifies teachers', pupils' and parents' feedback on the RSE programme.

A variety of informal evaluation activities have been built into the programme. Teachers are required to keep their own personal evaluation of each lesson, which will be discussed or analysed by the co-ordinator.

34. Use of Support Agencies

SHINE Academies appreciates the input that visitors can contribute to the RSE programme. Specifically, we believe that a visitor can:

- Bring a new perspective to a subject;
- Offer specialised knowledge, experience and resources;
- Make the topic less embarrassing because the visitor is a 'safe stranger';
- Form a link to the community and make local services more accessible;
- Add variety to the curriculum.
- Give support to teachers.

Most agencies will have a policy for working in schools and the school RSE coordinator will meet with an agency representative to ensure the following:

- Any contributions by visitors are consistent with the government's overall policy, as well as consistent with statutory requirements;
- Are aware of the school RSE policy – and in particular, the Specific Issues content of the policy;
- Role of visitor when delivering the session.
- Role of teacher when a visitor is delivering a workshop.

Loco parentis remains with the teacher when an outside visitor is leading a class and it is important that the teacher and the visitor have agreed roles and responsibilities so that they do not undermine each other.

35. Review and Evaluation of Policy

This policy will be reviewed annually unless there are any changes within the Trust.

Addendum 1

Pandemic advice and guidelines on utilising resources

Equipment and resources are an integral part of education and we understand that they are used across the whole school. It is vitally important that they are used safely and correctly, especially

because of the prevalence of Coronavirus (COVID-19). Due to Coronavirus, it is imperative that resources used in specific subjects are cleaned regularly, along with all frequently touched surfaces and they are left untouched/unused for 48 hours (72 hours for plastics) between uses by different bubbles. Resources that are shared between bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously.

Appendix A

What statutory RSE is covered by the National Curriculum?

National Curriculum Science Key Stage 1

1. that animals including humans, move, feed, grow, use their senses and reproduce
2. to recognise and compare the main external parts of the bodies of humans
3. that humans and animals can produce offspring and these grow into adults
4. to recognise similarities and differences between themselves and others and treat others with sensitivity

National Curriculum Science Key Stage 2

1. that the life processes common to humans and other animals include nutrition, growth and reproduction
2. about the main stages of the human life cycle

Appendix B

What must be taught?

Taken from p20 of DfE

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

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

	By the end of primary school:
Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability.• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.• that 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	<p>Pupils should know</p> <ul style="list-style-type: none">• how important friendships are in making us feel happy and secure, and how people choose and make friends.• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

	<ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious. • 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.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult.

	<ul style="list-style-type: none"> • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources
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Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.

	<ul style="list-style-type: none"> • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

	<ul style="list-style-type: none">• the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none">• how to make a clear and efficient call to emergency services if necessary.• concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Appendix C

Growing up and Relationships KS1

	Year 1	Year 2
Lesson 1	Thinking about those who are important to you <ul style="list-style-type: none"> I know the people who are important to me 	Recognising and dealing with our feelings <ul style="list-style-type: none"> I can recognise a range of feelings in other people I can use words to describe a bigger range of feelings I know who I can ask for help with big feelings
Lesson 2	Families & Care <ul style="list-style-type: none"> I know there are different types of families I know people I can ask for help. 	Understanding being loved and cared for <ul style="list-style-type: none"> I can tell you when I feel loved or cared for I can tell when I love or care for someone I understand that if someone leaves me they still love me
Lesson 3	Special people <ul style="list-style-type: none"> I am aware of the qualities that make a good friend I can tell you about different people who can help me I know where and how to ask for help 	Differences – boys and girls <ul style="list-style-type: none"> I know that boys and girls are different, but that there are things that are the same I know some people have fixed idea about these differences
Lesson 4	Similarities and Differences <ul style="list-style-type: none"> I can recognise that we all have different types of relationships. I know that we are all special in different ways I can name some differences between boys and girls 	Male and female & naming body parts <ul style="list-style-type: none"> I can tell you some differences between males and females I know the correct name for parts of the body
Lesson 5	How we change <ul style="list-style-type: none"> I know that some changes are natural and happen by themselves I can tell you how I have changed since I was younger and how I might change in the future. 	Correct names for our private parts <ul style="list-style-type: none"> I can label and tell you the correct names of male and female body parts I know why it's important to know the proper names
Lesson 6	Keeping Clean <ul style="list-style-type: none"> I know how to keep clean and look after myself 	Secrets & surprises <ul style="list-style-type: none"> I know the difference between a good secret and a bad secret I can tell you different people who I can talk to and ask for help

Appendix D

Growing up and Relationships KS2

	Year 3	Year 4	Year 5	Year 6
Lesson 1	Self-Esteem <ul style="list-style-type: none"> I see myself as special and unique I recognise strengths, abilities and personal characteristics I have begun to build self-esteem and confidence by looking at my skills and achievements 	Changes <ul style="list-style-type: none"> I can consider the changes that can take place in my life and the lives of others I can discuss the feelings associated with change and how these are different for different people I can appreciate that as I change I am able to do different things and develop different interests 	What is Puberty? <ul style="list-style-type: none"> I understand that bodies grow and change as they get older and puberty is a natural part of growing up I understand the physical and emotional changes that happen during puberty I have the confidence to ask questions about puberty 	Puberty Changes <ul style="list-style-type: none"> I am able to use the correct names for body parts, specifically the reproductive system I understand that bodies grow and change as I get older and puberty is a natural part of growing up I understand the changes that happen during puberty I have to confidence to ask questions about puberty
Lesson 2	Similarities & Differences <ul style="list-style-type: none"> I can consider factors that contribute to my own identity I can consider similarities and differences between males and females I can name male and female body parts 	Lifecycle and Body Changes <ul style="list-style-type: none"> I can describe the main stages of the human lifecycle I can describe the physical and social changes that happen as I grow and move through this cycle I understand how we become more independent as we get older 	Puberty for Boys & Girls (Separate lessons) <ul style="list-style-type: none"> I understand the changes that happen to me during puberty I understand how puberty affects the reproductive organs I can describe how to manage physical and emotional changes I know how to manage hygiene during a period 	Puberty Changes <ul style="list-style-type: none"> I understand that bodies grow and change as I get older and puberty is a natural part of growing up I understand the changes that happen during puberty Personal Hygiene
Lesson 3	Family Differences <ul style="list-style-type: none"> I understand that all families are different and have different family members I understand that people sometimes have fixed ideas (stereotypes) about families I can identify people who are special to me 	What is Puberty? <ul style="list-style-type: none"> I am beginning to understand the changes that happen to girls and boys during puberty I recognise how we and others may feel about these changes I can identify ways of managing these feelings associated with puberty 	Puberty and Hygiene <ul style="list-style-type: none"> I understand why it is important to keep myself clean during puberty I know about products and routines that can help me to keep clean I understand the feelings and emotions associated with personal hygiene 	Relationships <ul style="list-style-type: none"> I can look at how relationships will change as I grow up I recognise that we all have different types of relationships I am beginning to explore love and relationship qualities with a boyfriend/girlfriend

Lesson 4	Friendship <ul style="list-style-type: none"> I am able to identify qualities of a good friend I understand why we need friends I can explore different feelings associated with friendship 	Puberty and Hygiene <ul style="list-style-type: none"> I know about the physical and emotional changes that happen during puberty I understand the importance of keeping clean during puberty I know how to keep clean during puberty 	Social Changes During Puberty <ul style="list-style-type: none"> I understand that puberty can bring about social changes as well as physical and emotional changes I recognise that with new changes comes new responsibilities and interests I can explore ways to manage changes of puberty I can celebrate the person I will become as I experience the changes of puberty 	Reproduction and Conception <ul style="list-style-type: none"> I understand the process of puberty means we are able to reproduce I know and understand the process of conception
Lesson 5	Safety – Influences <ul style="list-style-type: none"> I can identify potential dangers in different environments I recognise that pressure to behave in an acceptable or risky way can come from a variety of sources, including the media and people I know I can demonstrate basic techniques to resist pressure I know who I can go to for support and help 	Personal Safety and Touch <ul style="list-style-type: none"> To consider the touches that we like and dislike I understand that it is ok to tell the person and a trusted adults when I feel uncomfortable I can explain how I feel when I am uncomfortable, scared or unhappy 	Relationships <ul style="list-style-type: none"> I can look at how relationships will change as I grow up I recognise that we all have different types of relationships I am aware of the qualities that make a good friend I am beginning to explore love and relationship qualities with boyfriend/girlfriend 	How Babies are Born <ul style="list-style-type: none"> I understand the physical and emotional needs of a baby I understand how babies are conceived and born I understand how having a baby changes your life
Lesson 6	Personal Hygiene <ul style="list-style-type: none"> I know and understand that I have to take extra care with personal hygiene during puberty 	Periods (Girls Only) <ul style="list-style-type: none"> I know the difference between a good secret and a bad secret I can tell you different people who I can talk to and ask for help 	Safe Communication/ Internet Safety <ul style="list-style-type: none"> I am becoming aware of the personal safety issues of giving away personal information online and how it is possible to get into difficulty 	Safe Relationships <ul style="list-style-type: none"> I understand that secrets can be good and bad and to recognise the different feelings associated with these I can identify appropriate touches within a variety of relationships

			<ul style="list-style-type: none"> I am aware of some of the difficulties associated with communicating with people online I have talked about a range of strategies to deal with difficult situations 	<ul style="list-style-type: none"> I recognise what to do and who I can talk to if I am in a situation where I feel uncomfortable I am becoming familiar with the NSPCC underwear rule
Lesson 7	Personal Safety and Touch <ul style="list-style-type: none"> To consider the touches that we like and dislike I understand that it is ok to tell the person and a trusted adults when I feel uncomfortable I can explain how I feel when I am uncomfortable, scared or unhappy 	Chatting with Care/Internet Safety <ul style="list-style-type: none"> I understand what personal information is I understand why it is important to keep safe online I can tell you how I might deal with internet problems 	Support Networks <ul style="list-style-type: none"> I understand how to manage the changes that will happen during puberty I can recap on the physical, emotional and social changes that happen during puberty I can identify who I can ask for support with regards to puberty and relationships 	Chatting with Care/Internet Safety <ul style="list-style-type: none"> I understand what personal information is I understand why it is important to keep safe online I can tell you how I might deal with internet problems
Lesson 8	Chatting with Care/Internet Safety <ul style="list-style-type: none"> I understand what personal information is I understand why it is important to keep safe online I can tell you how I might deal with internet problems 			