



Whiston Junior and Infant School

Part of White Woods Primary Academy Trust



'Roots to Grow and Wings to Fly'

Relationship and Sex Education (RSE) Policy

September 2024

Reviewed by SLT:
To be reviewed:

01.09.24
01.09.25

School Aims

The school aims to provide quality education for children between four and eleven years of age. Our aim is to provide high standards of teaching and learning through:

- A rich, broad, balanced and creative curriculum which sustains the engagement of all learners.
- Operating an environment which is safe, healthy, caring and supportive for everyone.
- Encouraging self-reliance and pride in all achievements.
- Developing learning skills and a love of learning, including the ability to question, enquire and be independent in their approach to learning.
- Promoting the development of tolerance and respect for others, regardless of race, creed or gender and ensure that all learners have equality of opportunity.

Purpose of the Relationships and Sex Education (RSE) Policy

It is a statutory responsibility of the Governing Body to have an up-to-date RSE policy which sets out the content, organisation and approach to teaching RSE at Whiston Junior and Infant School.

The purpose of this policy is to:

- Give clear guidance to staff and outside visitors about the content, organisation and approach to teaching RSE
- Give information to parents and carers about what is taught and when and how they can be involved
- Give a clear statement about what the school aims to achieve by teaching RSE and why it thinks RSE is important

Development and review of this policy

This policy was originally developed by the PSHE & RSE leader. Key changes and a summary of the policy were shared with all parents and their comments have been taken into account. This policy and its implementation is part of our commitment to maintaining our Healthy School Status. This policy has also been ratified by the whole Governing Body.

The following documents have supported the writing of this policy:

- **Relationships Education, Relationships and Sex Education (RSE) and Health Education** - Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers published June 2019.
- **Sex and Relationships Education (SRE) for the 21st Century** - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000)

Definition of RSE

The Church of England Education Office document (2018) sets out the following definitions: 'We understand relationships education to be that pertaining to the development of pupils' understanding and ability to have positive, healthy, meaningful and sustained relationships of all kinds.

We understand sex education to be that pertaining to the development of pupils' understanding of sex, sexual health and human sexuality.'

The DfE statutory guidance (2019) states that Relationships Education and Relationships and Sex Education at primary school should 'put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online' (p4).

Statutory Guidance (2019)

The Department for Education also launched new statutory guidance in 2019 which makes health education and relationship education compulsory in all primary schools.

"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. Our guiding principles have been that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

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.

Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.

All of this content should support the wider work of schools in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to

believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives."

Statement of intent for RSE

At Whiston Junior and Infant School, children's wellbeing, happiness and safety are our first priority, and PSHE and RSE are the key vehicles through which we share this with children. We regard PSHE and RSE as an important, integral component of the whole curriculum, central to our approach and at the core of our ethos. In accordance with government guidance, the PSHE & RSE curriculum focuses on developing personal attributes including kindness, integrity, generosity and honesty. As part of our PSHE curriculum, we include RSE, making sure all of our children are prepared for the changes which will happen to their bodies, along with how to deal with important transitions in their lives.

At Whiston Junior and Infant School we believe that Relationships and Sex Education is about learning about growing up, changes, reproduction and the physical aspects of personal relationships. It is also about encouraging self-awareness, self-esteem and a sense of moral responsibility and the development of social and communication skills essential for making informed decisions about our own health and wellbeing, feeling good about ourselves and making and maintaining positive personal relationships. In our school we have a responsibility and opportunity to help children towards mature and understanding attitudes in these important areas of life. We believe it is the duty of our school to give our young people the learning that will enable them to live safe, fulfilled and healthy lives. This includes giving them all the skills they will need to survive in the modern world.

The RSE programme is the final piece of our curriculum, intended to create fully rounded human beings.

RSE aims:

- to meet the school's safeguarding obligations
- to develop and maintain a variety of healthy relationships within a range of social and cultural contexts
- to know how to recognise and manage emotions within a range of relationships
- to know how to recognise negative relationships, including all forms of bullying and abuse and how to help someone in this situation
- to know how to respect equality and diversity
- to feel prepared for the physical and emotional aspects of pubertal change
- to develop their communication and social skills so that they can develop positive relationships and friendships with others
- to recognise the value of different types of family life, the implications of parenthood and the needs of the very young
- to recognise the value of intimacy in loving and caring relationships
- to ensure children are provided with opportunities to examine their own values and those of other people

- to ensure children are presented with the facts in an objective and balanced manner so as to enable them to comprehend a range of sexual behaviour in society and to understand the influence of the media
- to challenge discrimination and prejudice in society and to promote equal opportunities
- to equip children with the essential skills to keep themselves safe online and offline and to recognise when something is risky or unsafe

Organisation of RSE at Whiston Junior and Infant School

RSE is taught through both the PSHE and Science curriculum at Whiston, covering both the biological and emotional and social aspects. It is taught in a way that is appropriate to the age and circumstances of the children. It is taught sensitively and within a supportive learning environment.

RSE is taught by the class teacher, who may be supported by other adults in the school or by visitors such as a school nurse. Other adults who support RSE teaching will be given this policy to read and will work within the confines of this policy. They will plan their teaching together with the class teacher and the class teacher or teaching assistant will be present throughout. RSE is, in general, taught in mixed classes. Occasionally, however, single sex groups may be more appropriate to the needs of the pupils for certain topics – e.g. changes at puberty. However, the same information will always be taught to both girls and boys. If at all possible a female member of staff will be asked to support the male class teacher or vice versa during the single sex group teaching session.

The RSE policy reflects and is in line with our equal opportunities policy and the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils. Where needed, RSE will be differentiated to meet the needs of children with SEND.

A range of teaching methods will be used, as in any lesson or curriculum area. These may include group discussion, class discussion, circle time, problem solving, role play, research, visiting speakers, using children's books, and watching DVDs/other resources.

Clear expectations should be set with the class and the class reminded of these expectations before each lesson. These might include:

- no personal or private questions or information
- respect for each other's point of view
- listening to each other
- supporting each other
- let each other talk without being interrupted
- if a child doesn't want to say something, they don't have to

Children should also be reminded about when and where it is appropriate to continue to discuss the topics covered – i.e. not to continue discussion in the playground or with younger children

Content of the RSE curriculum at Whiston Junior and Infant School

RSE covers 3 elements:

1. Knowledge and Understanding including: growing and changing; puberty; reproduction; pregnancy and birth; similarities and differences between males and females; parts of the human body, gender stereotyping and discrimination; families; relationships; where to get help if needed.
2. Personal and Social Skills including: talking and listening to others; managing emotions; forming and maintaining loving and caring relationships; developing self-respect and empathy for others; respecting the differences between people; making choices based on an understanding of respect and difference; developing an appreciation of the consequences of choices made, developing the resilience to cope with change; making responsible and safe decisions, including online; learning how to recognise and avoid exploitation and abuse
3. Attitudes and values including: feeling positive about growing up; the importance of respect, care and love; the value of family life; the importance of stable and loving relationships, including marriage, for bringing up children; respect for the many different types of families; the importance of values, individual conscience and of moral considerations

The content of the RSE curriculum is taught within our PSHE and Science lessons throughout the school.

Some of the topics covered in each year group are:

FS2:

- Listening to my feelings- Links to the idea of consent and how to ask for help if someone touches me in a way that makes me feel uncomfortable.
- Life stages of plants, animals and humans- Links to lifecycles of plants and animals
- Human life stage – Who will I be? – Links to growing from a baby to an adult (growing taller and managing emotions) Discusses how people choose to do things at different stages of their life (e.g. some people might choose to marry before having a baby whereas others may choose not to marry). There are different kinds of families and people make different choices about what to do in their life as they grow older.
- Where do babies come from?- Links to babies growing in mummy's tummy and the fact that an egg and a sperm are needed. Introduces adoption and surrogacy.
- Getting bigger- Links to what I can do now that I couldn't do as a baby. Covers different types of families (e.g. adoption)
- Me and my body- girls and boys- Discusses private parts using the terms penis, testicles, vagina and vulva. Introduces the idea that these parts of our body are private and no one should touch them without our permission. Covers the NSPCC PANTS rule. Girls' bodies and boys' bodies are different because one day, if we want to, they are needed to have children. We need tiny eggs from the woman's body and tiny seeds called sperm from the man's body to make a baby.

Year 1

- Taking care of a new baby- A new baby needs lots of things and lots of taking care of. I can help with some of these things.

- Then and now- I am a lot more independent now than when I was a baby. There are now lots of things that I can do for myself.
- Keeping privates private – The names of our private parts are penis and vulva. These are parts of the body that belong only to us and this is why we cover them up. These are the names we would use if we had to talk to a Doctor or someone we trust about our private parts.
- Good or bad touches- NSPCC PANTS rule.
- Surprises and secrets- Sometimes grown-ups ask children to keep something a secret. If it is a nice secret, like a surprise that everyone will know about soon then that is ok. Secrets can sometimes be bad, especially if an adult asks us to keep a secret about something that our body tells us doesn't feel right.

Year 2

- Haven't you grown- We have changed physically since we were a baby but we can also do more for ourselves too.
- My body, your body – Our private parts (penis, vulva and testicles) belong to us and nobody has the right to see them or touch them. Our bodies are unique and special.
- Fun or not – If someone touches me in a way that hurts or makes me feel uncomfortable, I should tell them to stop straight away and tell a trusted adult.
- I don't like that – If I feel uncomfortable or worried about anything, including an inappropriate touch, then I should tell someone and if that person is busy or doesn't seem to listen then I should tell someone else.
- Should I tell- There is a difference between a secret and a surprise and I shouldn't keep a secret that makes me feel worried or uncomfortable.
- Respecting privacy- There are different things that are private: private parts, private belongings and private information. I should give consent before someone can access anything that is private.

Year 3

- Secret or surprises- There is a difference between a secret and a surprise.
- Body space- NSPCC PANTS rule- Our private parts belong to us and nobody has the right to touch them. We all have personal space and it is okay to ask someone to leave our personal space.
- Family and friends- Family and friends are so important and provide us with so many things. There are lots of different types of families including adopted, foster families and same-sex couples.

Year 4

- Islands- We all have our own personal body space and if someone is touching us in a way that makes us feel uncomfortable or unsafe then we should tell a trusted adult. If this adult is busy or not listening properly, it is important to keep trying.
- Together- Some people choose to get married, some choose to live together and some choose a civil partnership. Sometimes people are forced to marry if they don't want to – this is against the law in this country.
- My feelings are all over the place - Puberty is the time when our bodies change from being a child's body to that of an adult. Feelings can change at this time too.
- All change- Puberty is the process by which our bodies change from a child's to an adult's so that if they want to, they are able to have a baby. In a human, this change happens from the age of 8. Puberty can be an exciting time, but for some young people it can bring a range of other feelings too. If I feel scared or worried about these changes it is important that I talk to a trusted adult.

- My changing body- Babies are made from two seeds; an egg from the female and a sperm from the male. When a female releases an egg that isn't fertilised, then she has a monthly bleed. This is called a period. Periods are a normal part of growing up. Sanitary pads can be used to help protect clothing from this bleeding.

Year 5

- Dear Ash- There is a difference between safe and unsafe secrets. Sometimes it might be necessary to break a confidence when someone is in an unsafe situation.
- Taking notice of our feelings – Nobody has the right to make us feel unhappy or uncomfortable. We all have people we can trust who we should be able to talk to about our feelings.
- Growing up and changing bodies- 'Puberty' is the word given to the time in a person's life when their body begins to change from a child's body to an adult's body one that is capable of reproduction. Changes include physical changes, emotional changes and psychological changes. Periods are a normal part of puberty. Very occasionally, in some cultures young people have things done to their bodies which are criminal (against the law) in this country. These crimes involve cuts made to female genitalia - the external area around the opening to the vagina.
- Help- I'm a teenager get me out of here! – As well as physical changes, there can be emotional conflict which takes place during puberty.
- Stop, start, stereotypes –People are often bullied for being different. There are often stereotypes around the issues of sex, gender and sexual orientation.

Year 6

- Is this normal? – Sometimes it can be difficult to manage our feelings during puberty and there are lots of myths around some of the changes that take place. Very occasionally, in some cultures young people have things done to their bodies which are criminal in this country. These crimes involve cuts made to female genitalia – the external area around the opening to the vagina.
- Conception session- Most babies are created when a man and a woman have sexual intercourse. This is when the sperm of the man meets with the egg of the woman inside the woman's body. Sexual intercourse is a normal part of a healthy and happy relationship for an adult couple who have a loving, stable and long-term commitment to each other. Names the parts of the male and female reproductive systems.
- Helpful or unhelpful? Changes happen all through our lives. Many changes we don't notice as they can be quite small and happen slowly. Bigger changes or changes that happen suddenly can be easier to manage if we have people who support us.
- Boys will be boys- challenging gender stereotypes – We can't assume certain things just by looking at someone.
- Don't force me – When two people love and care for each other and are in a stable relationship, they might want to make a public demonstration of this. Some people have their marriage arranged by their parents. This is a custom in some cultures. It is against the law in this country for someone to be forced to marry.
- Acting appropriately- Touch can be appropriate, inappropriate or illegal. This lesson mentions FGM.

Teaching about consent

The concept of consent is fundamentally important and we believe it is essential that our children have a confident understanding of what it means and how it affects the choices they make.

As a result, children throughout school receive dedicated teaching around the meaning and impact of consent:

- **Key stage 1:** Autumn 1, week 5: Asking for permission and then recapped Summer 2 week 2.
- **Key stage 2:** Autumn 1, week 5: Giving and seeking permission ; Spring 1, week 1: Personal boundaries; Spring 2, week 1: Appropriate and inappropriate touch

Linked to this, we also cover the 'Clever Never Goes' initiative which replaces the outdated 'stranger danger'. This is delivered to all year groups.

NSPCC PANTS rule

We teach the NSPCC underwear rule to each year group twice every year to ensure the message is fully understood. Each class covers the PANTS acronym in week 4 of Autumn 1 (once the children are settled after the summer holidays) and week 1 of summer term 2 (as an introduction to the growing and changing unit).

First Aid

Each class receives either a full day of First Aid teaching or two half days delivered by a specialist teacher.

Possible issues arising from RSE

These issues do not form a specific part of the RSE teaching programme at Whiston Junior and Infant School but this provides guidance for staff should these issues arise in children's discussions or questions.

Sexuality

At Whiston we believe it is important to foster an environment in which issues such as sexuality and gender identity can be discussed in an objective and unemotional way, should the need arise and at the discretion of the teacher. Where appropriate and relevant, we will always take the opportunity to challenge prejudice and homophobia. The teacher will be best placed to judge the maturity levels of the children within their class.

Resources and training/support for staff

We recognise that RSE can be a difficult topic for teachers and other members of staff to teach. We ensure that they are supported by a comprehensive scheme of work, high quality resources and appropriate training and support from other professionals where appropriate. Class teachers will have access to relevant training and continuing professional development in order to deliver the RSE curriculum. This may include in-school training and support from colleagues. This will help staff to feel confident, supported and prepared to deliver RSE.

Teachers use the SCARF scheme of work as a starting point to plan their lessons and a range of resources to help to deliver the lessons. These include the Living and Growing DVDs.

Setting class expectations

It is important to create the right atmosphere in the classroom, to enable pupils to ask questions and discuss issues without feeling embarrassed or being disruptive. Setting clear and agreed expectations can help establish clear boundaries and a positive learning environment for RSE and also prevent inappropriate questions and personal disclosures.

Answering children's questions

In all areas of the curriculum we encourage children to actively advance their understanding by means of asking questions. It must be recognised that questions about relationships and sex do provide a challenge for teachers since special sensitivities are involved. Possible strategies to use in dealing with sensitive questions include answering referring to material already used, gaining thinking time ('what do you mean by...?' 'can you tell me why you want to know....?'), balancing controversial issues ('some people think...and some would not agree, When you are older you will have to make your own mind up') and referring to others ('I'm not sure about the correct answer to that but we could find it out by asking...'). See Appendix 3 for further guidance for staff in dealing with possible questions/issues.

In Year 5 and Year 6 one of the teaching methods used will be the provision of a question box for children's anonymous questions, the answers to which may form part of the following teaching session.

Questions raised in a lesson do not have to be answered directly and can be addressed individually later on. We believe that individual teachers should use their discretion and skill in these situations and refer to the head teacher if they are concerned. Children can be referred to their parents if the teacher feels they would be in a more appropriate position to answer the question.

Staff are aware of the procedures if a pupil discloses information where it is felt that this is a child protection issue and that the child's welfare is at risk or they are in danger. The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's agreed procedure for reporting and recording disclosures.

Assessment and monitoring

We believe that assessment in PSHE education should not be about levels or grades, passing or failing. The model of assessment that is most meaningful is ipsative assessment. This compares the pupil's results against his or her previous results. As a result of this, pre and post assessment tasks will be used half termly and the evidence provided by these will inform future planning.

During sessions, a variety of formative assessment methods will also be used to create the widest picture of each child's understanding. The children are encouraged to reflect on their ideas and work, to become more independent and reflective learners. Recording of work in lessons will be in a form appropriate to the planned focus. Wherever possible, PSHE & RSE Education will be a discussion based, practical and interactive lesson, encouraging children

to develop their own views of the wider world through games, discussions, practical activities and songs.

At the end of each academic year, the class teacher will provide a list of children not working at the 'expected standard' for PSHE and RSE.

The PSHE subject leader is responsible for monitoring the implementation of the RSE scheme of work in line with this policy; monitoring may include work sampling or lesson observations.

Involvement of parents/carers

RSE is the joint responsibility of school, parents, carers and communities and is an important element of children's development. It is part of lifelong learning, starting early in childhood and continuing throughout life. The involvement of parents/carers in their children's RSE will contribute to children's learning in this important topic, to their continuing ability to ask questions and receive answers from a reliable source and to their ability to develop positive relationships.

At Whiston we will enable a partnership between parents/carers and school staff in RSE teaching by:

- informing parents of all topics to be taught in PSHE and RSE by providing the whole school progression of knowledge document.
- letting parents know when the RSE (Growing and Changing) unit will begin so that discussion about the different topics in RSE can be continued at home.
- making this policy and the resources we use available to all parents if they wish to see them
- welcoming any comments from parents on our policy
- involving parents in the review of this policy

Right to withdraw/Right to be excused

From 2020, parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE but not Relationships Education. However, we would encourage all parents to include their children in all aspects of the RSE teaching and learning, in the interest of all children experiencing the full, broad curriculum we have on offer at school. Parents cannot withdraw their children from the statutory Science elements of the National Curriculum these include:

Key Stage 1:

- learning that animals, including humans, reproduce
- main external parts of the bodies of humans
- humans and animals produce offspring and these grow into adults
- similarities between themselves and others and the need to treat others with sensitivity

Key Stage 2:

- reproduction
- about the main stages of the human life cycle

If a parent wishes to withdraw their child from aspects of Sex education which do not form part of the statutory Science curriculum, they should meet with the class teacher to discuss their concerns.

Dissemination of this policy

The reviewed policy will be published to all teaching staff in a staff meeting and to all parents via the school website and copies made available for all parents who request it.

Appendix 1- Relationship curriculum

By the end of primary school:

Families and people who care for me	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	How important friendships are in making us feel happy and secure, and how people choose and make friends
	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
	That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
	How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
	Practical steps they can take in a range of different contexts to improve or support respectful relationships.
	The conventions of courtesy and manners.
	The importance of self-respect and how this links to their own happiness.
	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
	What a stereotype is, and how stereotypes can be unfair, negative or destructive.
	The importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	That people sometimes behave differently online, including by pretending to be someone they are not.
	That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

	The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
	How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
	How information and data is shared and used online.
Being safe	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
	About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
	How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
	How to recognise and report feelings of being unsafe or feeling bad about any adult.
	How to ask for advice or help for themselves or others, and to keep trying until they are heard.
	How to report concerns or abuse, and the vocabulary and confidence needed to do so.
	Where to get advice e.g. family, school and/or other sources.

Appendix 2- Health curriculum

By the end of primary school:

Mental wellbeing	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	That for most people the internet is an integral part of life and has many benefits.
	About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
	How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
	Why social media, some computer games and online gaming, for example, are age restricted.
	That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

	How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
	Where and how to report concerns and get support with issues online.
Physical health and fitness	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	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	The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
	About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
	The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
	About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
	About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
	The facts and science relating to allergies, immunisation and vaccination.

Basic First Aid	How to make a clear and efficient call to emergency services if necessary.
	Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
	About menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 3 – Relationships Education (Primary)

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

55. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

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

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

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

59. Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

60. A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

61. Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

62. Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

Appendix 4- Progression of knowledge

See separate document

Appendix 5- Progression of skills

See separate document

Appendix 6- Answering questions

Provided here are some examples of ways questions may be answered when asked.

- If a question is not necessarily suitable for the entire class – “That is a fantastic question. I’d like you to hold that thought so we can return to it later and I will answer it then.”
- If a member of staff does not know the answer to a question – “That is a fantastic question. I do not know the answer to it at the moment, but I will help you find the answer to it a little later.”
- If a member of staff is unsure how to answer a question due to it being a tricky or sensitive subject. “That is a brilliant question. I would like to give you an equally brilliant answer so let me have a think about it and I will come back to you later.”
- If a question is asked which may raise concerns for the member of staff. “That’s an interesting question. Let me have a think about it and come back to you later.” This allows time to seek advice from senior leadership / safeguarding team.
- If a question relates to a personal belief or opinion. “Some people believe that...” Answers should always return to the facts. E.g. “The facts are...” “The law is...”