

# Personal, Social, Health and Economic Education (PSHE) Policy

St Aidan's CE Academy



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# **Personal, Social, Health and Economic Education (PSHE) Policy**

## **Including Relationships Education, Relationships and Sex Education and Health Education (RSHE) Policy**

### **Aims**

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. In our school we choose to deliver Personal, Social, Health Education using the Jigsaw Scheme, a mindful approach to PSHE.

### **Objectives/Pupil Learning Intentions**

PSHE teaching will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

### **Legislation and Statutory Guidance**

At St Aidan's CE Academy, we are required to provide relationship education and health education to all pupils.

The policy has due regard to the following legislation and guidance:

- Section 80A of the Education Act 2002: as part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society*, whilst also preparing pupils *for the opportunities, responsibilities and experiences of later life...*
- Children and Social Work Act 2017.
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Equality Act 2010 and the Public Sector Equality Duty 2011.
- The Equality Act 2010 and schools (DfE, 2014).
- Mental health and behaviour in school (DfE, 2018).

- Science programmes of study: Key Stages 1 and 2 (DfE, 2013).
- Science programmes of study: Key Stage 3 (DfE, 2013).
- Keeping children safe in education – for schools and colleges (DfE, 2020).
- Promoting fundamental British values through SMSC (DfE, 2014).

## **Definitions**

- **RSHE:** Relationships education, relationships and sex education and health education.
- **Health education:** Physical health and mental wellbeing.
- **Relationships education:** *The physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.*
- **Sex education:** There is no agreed definition in the new RSHE guidance. In this policy the definition of sex education is 'how a baby is conceived and born' (reproduction and birth).
- **RSE:** Relationships and sex education.
- **PSHE:** Personal, Social, Health and Economic (PSHE) education. The RSHE policy may link to, or be part of, a wider PSHE ed policy.

## **Roles and responsibilities**

### **a. The Governing Body**

- Ensure the school meets its statutory requirements in relation to relationships and sex education.
- Approve the RSHE policy.
- Hold the Headteacher to account for the implementation of the policy (checking the RSHE curriculum is well-led and effectively managed).

### **b. The Headteacher**

- The development and implementation of the RSHE policy.
- Agree the curriculum delivery model (where it will be taught, the time allocation and staffing).
- Ensure RSHE is resourced, staffed, and timetabled to enable the school to meet its legal obligations and offer high-quality provision to all pupils.
- Enable staff to be suitably trained to teach relationships and sex education.
- Encourage parents to engage with the formation of the policy and know about the final policy.
- Support requests from parents to excuse their child from sex education (including organising alternative education for any pupils withdrawn).
- Report to the Governing Board on the implementation and effectiveness of the policy.
- Review the policy (on an annual basis).

### **c. Lead teacher for RSHE**

- Support the development and implementation of the RSHE policy.
  - Develop the school's RSHE curriculum and delivery model.
  - Ensure continuity and progression between each year groups.
  - Work with other teachers (including subjects leads) to ensure the RSHE curriculum complements, but does not duplicate, any content in other subjects.
  - Organise, provide and monitor CPD to enable teachers to develop their expertise so they feel confident and competent to teach RSHE.
  - Provide teachers with resources to support RSHE delivery.
  - Monitor and evaluate the effectiveness of RSHE and support teaching staff if required.
  - Report to the Headteacher/Governing Board regarding compliance with the statutory requirements and effectiveness of the RSHE curriculum.

#### **d. SENCO**

- Advise teachers on how best to identify and support pupils' need (including the use of teaching assistants/support staff).

#### **e. All teachers of RSHE**

- Know and act in accordance with the RSHE policy.
- Reflect the law (including the Equality Act 2010) as it applies to sex and relationships.
- Consider how their personal views and/or beliefs might impact on their teaching of RSHE.
- Monitor pupil progress in line with school policy.
- Work with the SENCO to identify and respond to the needs of pupils with SEND.
- Report any concerns about RSHE teaching to the lead teacher and/or senior leader.
- Report any safeguarding concerns or pupil disclosures to the DSL (in line with school safeguarding policy).
- Respond professionally and appropriately to any parent who has withdrawn their child from sex education.
- Share any concerns they may have about teaching RSHE with the lead teacher and/or Headteacher. Staff do not have the right to opt out of teaching RSHE.

### **Content**

Our PSHE scheme covers all areas of PSHE for the primary phase, as the table below shows:

<b>Term</b>	<b>Topic</b>	<b>Content</b>
Autumn 1	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters.
Autumn 2	Celebrating Difference	Includes anti-bullying (cyber and HBT bullying included) and diversity work.
Spring 1	Dreams and Goals	Includes goal setting, aspirations, working together to design and organise fund-raising events.
Spring 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.
Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills.
Summer 2	Changing Me	Includes Sex and Relationship Education in the context of looking at change.

### **Equalities**

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive SRE will foster good relations between pupils, tackle all types of prejudice – including homophobia, biphobia and transphobia – and promote understanding and respect. The Department of Education have produced advice on The Equality Act 2010 and schools (DfE, 2014b0). Schools have a legal duty to promote equality (Equality Act 2010) and to combat bullying (Education Act 2006) (which includes homophobic, sexist, sexual and transphobia bullying) and Sections 4.2 of the national

curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

### **Relationships and Sex Education (RSE)**

Definition of Sex and Relationships Education:

*‘SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings’ (Sex Education Forum 1999)*

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it.

### **RSE and Statutory Duties in School**

RSE plays a very important part in fulfilling the statutory duties all schools have to meet:

- State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).
- Relationships and Sex Education (RSE) is an important part of PSHE education (DfE, 2014).
- When any school provides SRE they must have regard to the Secretary of State’s guidance; this is a statutory duty.
- Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2013, Subsidiary Guidance Para 64).
- It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).
- Updated government safeguarding guidance is now available (Keeping Children Safe in Education, 2016) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM).

### **Sex Education**

- Sex education is not compulsory in primary schools from September 2020 (DfE, para 65/page 23).
- The DfE recommends that ‘all primary schools should have a programme of sex education tailored to the age and physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human cycle set out in national curriculum science – how a baby is conceived and born (DfE, para 67/page 23).
- All pupils will be taught in national curriculum science: the main external parts of the human body; how the body changes as it grows (including puberty); the reproductive process in some plants and animals.
- All pupils will be taught the health education content as outlined in the RSHE guidance. The section on the changing adolescent body includes: key facts about puberty and the changing adolescent body particularly through from age 9 through to age 11, including physical and emotional changes; about menstrual well-being including the key facts about the menstrual cycle (DfE, page 35).

- All pupils will be taught about relationships education content as outlined in the RSHE guidance. This includes learning about caring relationships and different types of families (DfE, page 20). All teaching is sensitive and age appropriate in approach and content. Teaching will be fully integrated into programmes of study rather than delivered as a stand-alone unit or lesson (DfE, para 37/page 15). Teaching about diverse families (eg. LGBT) is part of relationships education.

At St Aidan's CE Academy, we have a programme of RSHE which includes Sex Education. Details of the curriculum content for RSHE can be found below.

### **Specific Guidance on RSHE Content**

The grid below shows specific RSHE learning intentions for each year group in the 'Changing Me' topic.

<b>Year Group</b>	<b>Lesson Title</b>	<b>Learning Intentions, "Pupils will be able to..."</b>
FS1 / 2	Growing Up	Seek out others to share experiences. Show affection and concern for people who are special to them. Explain own knowledge and understanding and ask appropriate questions of others. Show sensitivity to others' needs and feelings.
1	Boys and Girls Bodies	Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vulva. Respect my body and understand which parts are private.
2	Boys and Girls Bodies	Recognise the physical differences between boys and girls; use the correct names for body (penis, testicles, vulva) and appreciate that some parts of my body are private. Tell you what I like/don't like about being a boy/girl.
3	How Babies Grow  Babies  Outside Body Changes  Inside Body Changes	Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. Express how I feel when I see babies or baby animals. Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow. Express how I might feel if I had a new baby in my family. Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. Identify how boys' and girls' bodies change on the outside during this growing up process. Recognise how I feel about these changes happening to me and know how to cope with those feelings Identify how boys' and girls' bodies change on

		<p>the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>Recognise how I feel about these changes happening to me and how to cope with these feelings.</p>
4	<p>Having a Baby</p> <p>Girls and Puberty</p>	<p>Correctly label the internal and external parts of male and female bodies that are necessary for making a baby.</p> <p>Understand that having a baby is a personal choice and express how I feel about having children when I am an adult.</p> <p>Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.</p> <p>Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty.</p>
5	<p>Puberty for Girls</p> <p>Puberty for Boys</p> <p>Conception</p>	<p>Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally.</p> <p>Understand that puberty is a natural process that happens to everybody and that it will be OK for me.</p> <p>Describe how boys' and girls' bodies change during puberty.</p> <p>Express how I feel about that changes that will happen to me during puberty.</p> <p>Understand that sexual intercourse can lead to conception and that is how babies are usually made.</p> <p>Understand that sometimes people need IVF to help them have a baby.</p> <p>Appreciate how amazing it is that human bodies can reproduce in these ways.</p>

Due to the mixed age nature of the classes at St Aidan's CE Academy, some children may encounter these objectives in a year group other than the one that is stated above. For each lesson in the "Changing Me" topic, teachers will assess whether the content is appropriate for all the children in their class, and in some cases will teach the year groups separately.

### **Withdrawal from Sex Education**

- Science, relationships and health education are statutory at primary school from September 2020.
- Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of the RSHE programme (DfE, para 45/page17).
- Parents/carers are not able to withdraw their child from any aspect of relationships education or health education (which includes learning about the changing adolescent body, puberty and menstruation) or any content delivered through the national curriculum science programme.

- Any parent/carer wishing to withdraw their child from sex education will be invited to meet with the Headteacher or PSHE Co-ordinator to discuss the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child.
- The Headteacher will automatically grant a parent/carer request to withdraw their child from any sex education other than as part of the science curriculum (DfE, para 49/page 18).
- The parent / carer and the Headteacher will complete the form: Parental withdrawal from sex education with RSHE (Appendix 3). This will record the main points of the discussion (if this has taken place), the reason for the withdrawal, and the arrangement for ensuring the pupil receives appropriate, purposeful education during the period of withdrawal. This will be reviewed at least annually.

### **Policy Development**

In developing our policy and curriculum we have given due regard to the Government’s statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996.

The three key stages of policy development:

<b>INFORM</b>	Share the facts about the new guidance, including the statutory content.
<b>CONSULT</b>	Gather stakeholder views (children, staff, parents and Governors)
<b>SUPPORT</b>	Share the policy, resources and activities. Help parents complement the teaching in school.

The RSHE policy at St Aidan’s CE Academy, has been developed following consultation with the whole school community. The process of policy development involved the following steps:

- A lead member of staff and/or RSHE working group reviewed the current provision.
- DfE guidance and information about RSHE was shared with stakeholders (children, staff, parents, and governors).
- Knowledge of the local school context helped us to understand the needs and priorities of our school community.
- Stakeholder engagement sessions were held so everyone could understand what matters to the children, young people, and adults in our school community.
- A draft policy was shared with stakeholders for comments. These comments were considered by the Governing Board and/or RSHE working group.
- The policy was ratified (adopted) by the Governing Board.
- The policy was shared with parents and is available on the school website.

Following the period of consultation, a decision was made that teachers would provide parents/carers with key objectives covered in each lesson during the “Changing Me” section of our PSHE curriculum. This would allow parents/carers to discuss these issues with children prior to the lessons taking place, should they wish. This information should also make it clear to parents/carers which elements of the “Changing Me” section are Relationships and Health Education (RHE) and which are Sex Education. Children may only be withdrawn from the Sex Education elements of the curriculum.

### **Drug and Alcohol Education**

Definition of ‘Drugs’: This policy uses the definition that a drug is: ‘A substance people take to change the way they feel, think or behave’ (United Nations Office on Drugs and Crime). The term ‘Drugs’ includes:

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled

- All over the counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and wellbeing

### **Our PSHE Scheme Drug and Alcohol Education Content**

The grid below shows specific Drug and Alcohol Education learning intentions for each year group in the 'Healthy Me' topic.

<b>Year Group</b>	<b>Topic</b>	<b>Learning Intentions, "Pupils will be able to..."</b>
2	Medicine Safety	Understand how medicines work in my body and how important it is to use them safely. Feel positive about caring for my body and keeping it healthy.
3	What do I know about drugs?	Tell you my knowledge and attitude towards drugs. Identify how I feel towards drugs.
4	Smoking  Alcohol	Understand the facts about smoking and its effects on health, and some of the reasons why some people start to smoke. Can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others. Understand the facts about alcohol and its effects on health, particularly the liver, and some of the reasons some people drink alcohol.
5	Smoking  Alcohol	Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. Make an informed decision about whether or not I choose to smoke and how to resist pressure. Know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. Make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure.

### **Safeguarding**

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy is followed. Please refer to our Safeguarding Policy for further information

### **Monitoring and Evaluation**

The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings/questionnaires to review and share experience

### **The Learning Environment**

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every topic – by using the PSHE Charter in collaboration with our Rights Respecting Work. It could include the aspects below:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's' privacy (confidentiality)

### **Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are afforded a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

### **Answering Difficult Questions and Sensitive Issues**

Staff members are aware that views around SRE and Drug and Alcohol Education related issues are varied. However, whilst personal views are respected, all SRE and Drug and Alcohol Education issues are taught without bias using our PSHE scheme. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion. Both formal and informal SRE and Drug and Alcohol Education arising from pupils' questions 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. Our school believes that individual teachers must use their skill and discretion in this area and refer to the PSHE co-ordinator if they are concerned. Our school believes that SRE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. In topics that cover SRE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

## Online Safety in the PSHE Curriculum

Digital literacy, a term that has been in use since the 1990s, refers to a set of competencies required for full participation in a knowledge society. It includes knowledge, skills and behaviour involving the effective use of digital devices such as smartphones, tablets, laptops and desktops PCs for purposes of communication, expression, collaboration and advocacy. While digital literacy initially focused on digital skills and stand-alone computers, the focus has shifted from stand-alone to network devices including the internet and social media.

The following table sets out the ways in which our PSHE scheme addresses the teaching of digital literacy:

<b>Year Group</b>	<b>Topic</b>	<b>Link to Safeguarding</b>
1	Relationships	If children find something unsuitable on a computer or see/hear something that they feel uncomfortable about, practise with them who they can ask for help and what they say.
2	Relationships	Through understanding about good secrets and 'worry' secrets, children can practise giving advice to help with any 'worry' secrets. Teachers can emphasise that 'worry' secrets need to be told to an adult and not kept inside.
3	Healthy Me Relationships	Using the 'We are keeping safe from...' cards, children can come up with strategies to keep safe in different situations, including online. In discussions, teachers can draw out of children that they might need to think about keeping safe, including when they are online.
4	Healthy Me	Through the context of healthy friendships, children can explore their possible feelings of anxiety and fear and how this might be associated with peer pressure; it could also be applied to the pressure they might feel from other people. Children can learn to draw on their own sense of right and wrong to help make decisions that suit them. Using some simple assertiveness techniques can help children feel more empowered in their lives and can help to keep them from harm.
5	Relationships	Children look at appropriate and inappropriate relationships, including physical contact. The emphasis in the lessons is that there is absolute need for both people in a relationship to show and to expect complete respect for each other's feelings and choices; this concept can easily be applied to other situations that some children may be in. The CEOP ThinkUKnow video is used to demonstrate to children what can happen online. To create a balanced view, children are also encouraged to share what is good/useful about the internet.

## **The PSHE Curriculum and Prevent**

The Prevent Duty Guidance, published by the Government in 2011, is part of the overall counter-terrorism strategy, CONTEST. The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. In the Act, this has simply been expressed as the need to “prevent people from being drawn into terrorism”.

The main way in which our PSHE scheme supports Prevent strategy is through the adoption of a whole-school approach: specifically, this is where children and young people would be supported in a school that fosters a climate of mutual understanding and respect. One of the aims of the strategy is to equip students with the confidence to reject extremism; and build the confidence to reject violent extremism, because they are able to recognise not only their own thoughts and feelings, but also those of others – and to question and challenge ideas in a safe and positive way. The Prevent Duty urges local authorities and the police to work with organisations that uphold their values of tolerance, respect and equality, which we do whole-heartedly throughout our PSHE programme and approach.

## **Appendix 1: The statutory content: relationships education and Health education (DfE)**

### **Relationships Education Overview (para 62/page 20)**

#### **Families and People Who Care for Me**

##### **By the end of primary school, pupils will know:**

- That families are important for them 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**

##### **By the end of primary school, pupils will know:**

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but 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.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

#### **Respectful Relationships**

##### **By the end of primary school, pupils will know:**

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which 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 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 the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative, or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers, and adults.

## **Online Relationships**

### **By the end of primary school, pupils will know:**

- That people sometimes behave differently online, including 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, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

## **Being Safe**

### **By the end of primary school, pupils will know:**

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- 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) who 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 and 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 seek advice, for example, from their family, their school and other sources.

## **Health Education Overview: The focus at primary level is teaching the characteristics of good physical health and mental wellbeing (DfE, para 96/page 32)**

### **Mental Wellbeing**

#### **By the end of primary school pupils will know:**

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise, and nervousness.
- The scale of emotions that humans experience in response 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, and 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.
- How isolation and loneliness can affect children and that it is very important they 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), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the 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**

#### **By the end of primary school, pupils will know:**

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- 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.
- How to recognise and display respectful behaviour online.
- 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 (inclusive of 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**

#### **By the end of primary school, pupils will know:**

- The 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 by 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**

#### **By the end of primary school, pupils will know:**

- What constitutes a healthy diet, including an understanding of 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 obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

### **Drugs Alcohol and Tobacco**

#### **By the end of primary school, pupils will know:**

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

### **Health and Prevention**

#### **By the end of primary school, pupils will know:**

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood, and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

### **Basic First Aid**

#### **By the end of primary school, pupils will know:**

- How to make a clear and efficient call to emergency services, if necessary.
- Concepts of basic First Aid, for example dealing with common injuries, including head injuries.

### **Changing Adolescent Body.**

#### **By the end of primary school, pupils will know:**

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing and key facts relating to the menstrual cycle.

## **Appendix 2: Sample letter to parents/carers (engagement)**

Dear Parents/carers,

Thank you for your letter/request about withdrawing your child from sex education.

We respect the legal right of all parents to withdraw their child from some or all sex education delivered as part of our RSHE/PSHE education programme.

Before you make the final decision about which aspects of sex education lessons you wish your child to be withdrawn from, I would like to invite you into school, so we can talk about this together. This will give us an opportunity to share our programme and look at some resources together and give you the chance to ask any questions or share any concerns you may have. We can put a plan together to agree when/how to withdraw your child whilst in school and consider when/how you can talk to your child about the content at home.

One of the reasons we are keen to keep all children in our lessons is that we believe that age appropriate relationships and sex education helps children to be safe, happy and healthy in their interactions with others (now and in the future). When children are withdrawn from lessons, there is always a possibility that they will hear information that is only partly accurate with no chance to ask questions in a safe environment.

In lessons, teachers are always careful to ensure that children learn about growing up in a way that respect different religious and cultural views and reflects the values and ethos of the school.

I would welcome the opportunity to meet with you to learn more about how we can work together to support your child.

Thank you for considering this matter so carefully.

Yours sincerely,