



Relationships Education and Health Education Policy 2021-2022

Date of last review: November 2021

Date of next review: November 2022



INTRODUCTION AND STATUTORY GUIDANCE

This Policy is written in line with the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance September 2020. The policy has been produced in partnership with Hamwic Education Trust.

As a primary school we are required to teach Relationships Education and Health Education (RHE).

Parents can access information about this policy on the school website.

The statutory guidance used to inform this policy is listed below:

- As a primary academy school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.
- We recognise the requirement to teach the elements of sex education contained in the science curriculum. At Weston Park Primary School we follow the national curriculum for science.
- In teaching Relationships and Health Education, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

DEFINITIONS AND KEY AREAS OF TEACHING

Relationship Education

Relationship Education will focus on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.

All teaching will reflect the Equality Act 2010 ensuring there is no discrimination for any pupil or family with protected characteristics.

Children will be taught in an age-appropriate way about the characteristics and values of healthy relationships, including areas such as differences, boundaries, respect, trust and kindness. Teaching will focus on both face-to-face and online relationships recognising the significance of the digital world we now embrace. Teachers will also take all opportunities to discuss positive emotional and mental well-being with children. The characteristics that will be taught are also reflected in the school values of...

- Being respectful
- Being Responsible
- Being a Learner
- Being Safe

Learning will be planned to meet the objectives set out in the Relationships Education, Sex Education (RSE) and Health Education Statutory Guidance 2020 (see appendix 1), under the following topics:

- Internet Safety and Harms
- Families and people who care for me
- Bullying

- Caring Friendships
- Respectful Relationships
- Growing and Changing
- Sex Education (Year 6)

The Science Curriculum - body changes and life cycles

Sex Education beyond the requirements of the science national curriculum is not compulsory in primary schools; however, we recognise the importance of preparing children well for secondary school. At Weston Park Primary school, children will be taught about puberty as set out in the expectations of the science National Curriculum. In line with year group expectations, children will learn about external body parts, changes in the human body from birth to old age, and reproduction in some plants and animals. As part of the life cycle objectives, Year 5 pupils will be taught the science of how a baby is conceived and born. In our school, we only teach the body changes and life cycles required by the science national curriculum. As a consequence, parents do not have the right to withdraw children from these scientific lessons. (Parents will have the opportunity to discuss and view the content of the Year 5/6 curriculum before it is taught.)

We recognise that during such lessons, children may have questions as a result of their learning. We are mindful that unanswered questions often lead to misconceptions and will aim to avoid this where possible. When questions arise, they will be dealt with as follows.

- Questions directly linked with the science taught will be answered factually for the class of individual. Children will be given the opportunity to write anonymous questions submitted via a 'worry box' (question box).
- Questions of a personal nature directly linked to the teaching may need to be dealt with by talking directly to the child with an additional adult also present. If deemed necessary, teachers will consult a member of SLT before discussing it with the child and inform parents of the questions asked. Wherever possible, questions will be answered in front of all pupils via the worry box.
- Where a question relates to sex education beyond the scientific teaching, children will be advised to ask their parents or carers.

In addition to the science curriculum, we will also teach contraception and the responsibilities of a having a baby as part of our SRE. We have decided to do this because we believe it will help the students to make safe and age appropriate choices. This will also emphasize that 16 years old is the age of consent for sexual intercourse. Parents have the right to withdraw children from Sex Education aspects that are not part of the science curriculum. In the first instance, parents should contact Head teacher or Deputy Headteacher who will advise parents on how to withdraw. Viewing the resources that will be used in these sessions can also be arranged if required.

Physical Health and mental wellbeing

Health and wellbeing education will focus on the characteristics of good physical health and mental wellbeing. It will include aspects such as the importance of exercise, good nutrition and the normal range of emotions we experience. Pupils will be taught about moderation, including online and the positive two-way relationship between good physical health and good mental wellbeing.

Learning will be planned at an age appropriate level to meet the objectives set out in the Relationships Education, Sex Education (RSE) and Health Education Statutory Guidance 2020 (see appendix 2), under the following topics:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy Eating
- Bullying (Anti-Bullying Week)
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

RELATIONSHIPS AND HEALTH CURRICULUM DELIVERY

Relationships and Health Education (RHE) is taught through weekly lessons linked to the PSHE Association's overviews. An overview of the broad topics covered and the linked Relationship and Health objectives can be found in appendix 3.

Biological aspects of sex education are taught within the science curriculum in line with the age expectations set out in the National curriculum. A number of aspects of the RHE link closely to science, computing, PE and DT. Where this is the case, messages will be reinforced within these subjects (appendix 4).

The areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We are mindful that some children with SEND may need additional support to understand the themes and learning within the relationships and health education curriculum. Teachers will draw on their knowledge of the child to ensure learning is differentiated appropriately.

We will keep abreast of local contextual issues and support these through our curriculum where possible.

In Southampton, we are aware of that the locality reports lower happiness than the national picture, 26% of the area are reported to live in poverty, there is a need to improve children's dental hygiene, that there is an increase in the elderly population and an increase in those with diabetes. We are pleased that the teenage pregnancy rate is falling, but are aware it is still high.

PSHE refers to Personal, Social and Health Education. RHE refers to Relationships and Health Education.

ROLES AND RESPONSIBILITIES

The governing body

The governing body will consult parents, suggest amendments to the headteacher and approve the RHE policy. They will hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that PSHE/RHE is taught consistently across the school, and for managing requests to withdraw pupils from any non-scientific components of sex education (in line with the science national curriculum).

The Headteacher will determine whether any aspects of the curriculum will be delivered by professionals outside of the school (e.g., the school nurse may deliver information about menstruation).

Staff

Teaching staff are responsible for:

- Delivering Relationships and Health Education in a sensitive way and in accordance to their year group expectations
- Modelling positive attitudes to Relationships and Health Education
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from non-statutory components of RSE and Health Education

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the headteacher.

The leader for PSHE/RHE at Weston Park Primary School is Andrea Abraham.

Pupils

Pupils are expected to engage fully in PSHE/RHE and, when discussing issues related to PSHE/RHE, treat others with respect and sensitivity. Rules for teaching in RHE are to be established at the start of the year and reinforced in each session. A 'worry box' will be placed in each room and checked regularly by the class adult to enable discrete questions or comments to be made by pupils.

TRAINING

Staff are trained on the delivery of RHE and biologic aspects of the science curriculum as part of their induction and it is included in our continuing professional development calendar. Staff have access to the RHE Policy and revisit this when changes occur.

MONITORING OF RHE

The delivery of RHE is monitored by Senior Leaders and the PSHE/RHE leader through:

- Planning scrutiny
- Pupil Conferences

- Learning Environment observations
- Book Monitoring

Pupils' development in PSHE/RHE is monitored by class teachers as part of our internal assessment systems.

This policy will be review annually and will require approval by the governing body.

APPENDIX 1 – Expectations for Relationships Education

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 marriage¹ 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.• 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.

	<ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	<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. • 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 – EXPECTATIONS OF HEALTH EDUCATION

<p>Mental Wellbeing</p>	<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.
<p>Internet safety and harms</p>	<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. • 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.
<p>Physical Health and Fitness</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle.

	<ul style="list-style-type: none"> • 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. • 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.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

APPENDIX 3 – PSHE CURRICULUM OVERVIEW

PSHE 2021-22 Updated Overview <i>Note this is altered from 2020-21.</i>	Autumn 1-	Autumn 2-	Spring 1-	Spring 2-	Summer 1-	Summer 2-
Events/Significant Dates Note: all topics are statutory except for <i>Money</i> and <i>Looking after the Environment</i> . Overviews for each topic have been sent via email 2019-21 and are stored on the google drive. Any planning related to these overviews will be under the year group planning. <i>Teachers are</i>	Anti-Bullying Ambassador interviews and allocation Year 5/6 (last year's Year 5 children will be automatically invited).	Anti-Bullying Week w.b 15th November: Focus, One Kind Word Road Safety Week w.b 15th Nov	Safer Internet Day February		World Mental Health Awareness Week May	Be a Buddy to an Anti-Bully Ambassador Week (Year 4s) TBC

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<p><i>expected to use the new template to plan from September 2021.</i></p>						
<p>Monitoring *same 3 children in each year group</p> <p><i>Note: book looks I will also include selecting quality work for displays so please make available work you wish to put forward too.</i></p>	<p>Pupil Voice* (Attitude, knowledge and skills related to safety).</p>	<p>Book Look December (focus: curriculum coverage for Year group for Autumn) Feedback to year leader/SLT.</p>		<p>Book Look March (writing examples for PSHE within curriculum coverage for Spring) Feedback to year leader/SLT. Feedback to Hamwic.</p>		<p>Pupil Voice* (Attitude) June Book Look June (focus: curriculum coverage for Year group for Summer) Feedback to year leader/SLT.</p>
<p>Ongoing Safeguarding strand</p>	<p>Trusted adults and naming them – ongoing strand for PSHE</p>					
<p>Links to safety/safeguarding</p>	<p>Making safe choices Context: food, internet, school, home, community</p> <p>E Safety Links: computing, cyberbullying,</p>	<p>Being safe in our relationships Context: healthy relationships, bullying</p> <p>mental wellbeing Context: healthy relationships, bullying</p>	<p>Physical safety Context: hygiene, hazards</p>	<p>Being safe in our relationships Context: Healthy and Unhealthy relationships,</p> <p>Physical Safety Context: First Aid</p>	<p>Making safe choices and understanding the consequence of unhealthy choices Context: relationships, lifestyles choices</p>	<p>Mental Wellbeing Context: physical changes, grief and loss, transition</p>

	identifying risks, seeking help and responding	Being aware of danger Context: Road safety				Being responsible citizens Context: home, school, community
<p>EYFS (suggested focus for inputs & observations)</p> <p>Worry boxes introduced by end of Week 1, see EYFS resources in drive for PSED regarding emotions for early weeks.</p> <p>Safety is to be discussed where possible to link to our school focus.</p>	<p>Baseline</p> <p>PSED: Self-Confidence and Self-Awareness (communicates needs, wants, interests & opinions, describes self in positive terms)</p> <p>PD: Health & Self-Care (food choices & variety)</p> <p>SAFETY link - (shows some understanding of the need for safety when tackling new challenges,</p>	<p>PD: Health & Self-Care (shows some understanding of how hygiene contributes to healthy lifestyle)</p> <p>Bullying (as part of Anti-Bullying Week)</p>	<p>PD: Health & Self-Care (shows some understanding of the need for safety when tackling new challenges, practices safety measures without direct supervision)</p>	<p>PSED: Managing Feelings & Behaviour (actions & effect on others, potential empathy & comfort)</p>	<p>PD: Health & Self-Care (shows some understanding of how exercise, & sleep contribute to healthy lifestyle)</p>	<p>PSED: Making Relationships (initiates conversations and takes account of what others say, <i>given strategies to resolve conflicts with supervision and increasing independence*</i>)</p> <p>PSED: Making Relationships (takes steps to resolve conflicts with independence*)</p>

	practices safety measures without direct supervision)					
<p>Year 1</p> <p><i>Worry boxes and rules for PSHE must be set up by end of Week 1. Circle time is a tool alongside this if required for class conversations or issues if they arise.</i></p> <p>Safety is to be discussed in most sessions linked to our school-wide focus.</p> <p>Pre teach from EYFS Spring lockdown</p>	<p>Rights and Responsibilities – link to safety.</p> <p>Internet Safety and Harms (link: computing)</p> <p>Healthy Eating – link to mental wellbeing.</p> <p>Safety: (shows some understanding of the need for safety when tackling new challenges, practices safety measures without direct supervision)</p>	<p>Families and People who care for me</p> <p>Health & Wellbeing (basic hygiene practices)</p> <p>Bullying (as part of Anti-Bullying Week)</p>	<p>Being Safe (medicines, household products, risk)</p> <p>Money (spending, saving, safety)</p>	<p>Caring Friendships (recognise how others feel, sharing feelings, different types of behaviour and how this can make others feel)</p> <p>Basic First Aid – asking for help, finding help, 911, using a phone, looking after wounds that have been treated eg/ keeping plasters on, hands washed when handling, not picking scabs.</p>	<p>Respectful Relationships (secrets, surprises, physical contact, touch, appropriate)</p> <p>Healthy Lifestyles (sleep, dental, physical activity)</p>	<p>Growing and Changing (young to old, body parts, independence)</p> <p>Looking after the Environment</p> <p>Transition (Change and loss, mental wellbeing)</p>

<p>Year 2 <i>Worry boxes and rules for PSHE must be set up by end of Week 1. Circle time is a tool alongside this if required for class conversations or issues if they arise.</i></p> <p>Safety is to be discussed in most sessions linked to our school-wide focus.</p>	<p>Rights and Responsibilities – link to safety.</p> <p>Internet Safety and Harms (link: computing)</p> <p>Healthy Eating link to mental wellbeing.</p>	<p>Families and People who care for me</p> <p>Money (spending, saving, safety) Preteach year 1 programme of work from spring lockdown.</p> <p>Bullying (as part of Anti-Bullying Week)</p>	<p>Being Safe (medicines, household products, risk) Preteach Year 1 programme of work from spring lockdown.</p> <p>Basic First Aid (Florence Nightingale) Scenarios involving getting help, attending people who are unwell, reassuring (not treating wounds eg/ risks associated with blood, saliva).. Preteach - asking for help, finding help, 911, using a phone, looking after wounds that have been treated eg/ keeping plasters on, hands washed when handling, not picking scabs.</p>	<p>Caring Friendships (recognise how others feel, sharing feelings, different types of behaviour and how this can make others feel)</p>	<p>Respectful Relationships (secrets, surprises, physical contact, touch, appropriate)</p> <p>Healthy Lifestyles (sleep, dental, physical activity)</p>	<p>Growing and Changing (young to old, body parts, independence)</p> <p>Looking after the Environment</p> <p>Transition (Change and loss, mental wellbeing)</p>

			Health & Wellbeing (basic hygiene practices) (Florence Nightingale)			
<p>Year 3</p> <p><i>Worry boxes and rules for PSHE must be set up by end of Week 1. Circle time is a tool alongside this if required for class conversations or issues if they arise.</i></p> <p>Safety is to be discussed in most sessions linked to our school-wide focus.</p> <p>Mindfulness overview 10 mins x 2 a week.</p> <p>.</p>	<p>Rights and Responsibilities – link to safety.</p> <p>Internet Safety and Harms (link: computing)</p> <p>Healthy Eating - link to mental wellbeing.</p>	<p>Families and People who care for me</p> <p>Being Safe (managing pressure, media, influences, peers)</p> <p>Bullying (as part of Anti-Bullying Week)</p>	<p>Health and prevention (risk, danger, hazard)/ (bacteria, viruses, hygiene) Preteach year 2 spring lockdown: Wellbeing (basic hygiene practices) Preteach Year 2: Being Safe (medicines, household products, risk)</p> <p>Money (budgeting, loan, tax, enterprise, resourcing, sustainability)</p>	<p>Caring Friendships (recognising a wider range of feelings in others, responding to how others are feeling, positive healthy relationships, maintaining good friendships)</p> <p>Basic First Aid</p> <ul style="list-style-type: none"> • What to do in an Emergency & Asthma, Bites and Stings – St John’s Ambulance Unit 	<p>Respectful Relationships (collaboration, shared goals, solving disputes, managing dares, confidentiality/secretcy, appropriate touch)</p> <p>Drugs, tobacco, alcohol & caffeine</p>	<p>Changing Adolescent body</p> <p>Looking after the Environment</p> <p>Transition (Change and loss, mental wellbeing)</p>

<p>Year 4 <i>Worry boxes and rules for PSHE must be set up by end of Week 1. Circle time is a tool alongside this if required for class conversations or issues if they arise.</i></p> <p>Safety is to be discussed in most sessions linked to our school-wide focus.</p> <p>Mindfulness overview 10 mins x 2 a week.</p>	<p>Rights and Responsibilities -- link to safety.</p> <p>Internet Safety and Harms</p> <p>Healthy Eating - link to mental wellbeing.</p>	<p>Families and People who care for me</p> <p>Being Safe (managing pressure, media, influences, peers)</p> <p>Bullying (as part of Anti-Bullying Week)</p>	<p>Health and prevention (risk, danger, hazard)/ (bacteria, viruses, hygiene) Preteach Year 3 learning from spring lockdown.</p> <p>Money (budgeting, loan, tax, enterprise, resourcing, sustainability) Preteach year 3spring lockdown: (budgeting, loan, tax, enterprise, resourcing, sustainability)</p>	<p>Caring Friendships (recognising a wider range of feelings in others, responding to how others are feeling, positive healthy relationships, maintaining good friendships)</p> <p>Basic First Aid What to do in an Emergency & Bleeding – St John’s Ambulance Unit Preteach Asthma, Bites & Stings</p>	<p>Respectful Relationships (collaboration, shared goals, solving disputes, managing dares, confidentiality/secretcy, appropriate touch)</p> <p>Drugs, tobacco, alcohol & caffeine</p>	<p>Changing Adolescent body</p> <p>Looking after the Environment</p> <p>Transition (Change and loss, mental wellbeing)</p>
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<p>Year 5 <i>Worry boxes and rules for PSHE must be set up by end of Week 1. Circle time is a tool alongside this if required for class conversations or issues if they arise.</i></p> <p>Safety is to be discussed in most sessions linked to our school-wide focus.</p> <p>Mindfulness overview 10 mins x 2 a week.</p>	<p>Rights and Responsibilities -- link to safety.</p> <p>Internet Safety and Harms (link: computing)</p> <p>Healthy Eating - link to mental wellbeing.</p>	<p>Families and People who care for me</p> <p>Looking after the Environment (different to other years as Being Safe links to SRE in Summer 2).</p> <p>Bullying (as part of Anti-Bullying Week)</p>	<p>Health and prevention (risk, danger, hazard, responsibility) Preteach from Year 4 spring lockdown: (bacteria, viruses, hygiene)</p> <p>Money (budgeting, loan, tax, enterprise, resourcing, sustainability, media/critical thinking) Preteach from Year 4: (budgeting, loan, tax, enterprise, resourcing, sustainability)</p>	<p>Caring Friendships (responding appropriately to wider range of feelings in others, different types of relationships, what constitutes a healthy positive relationship, recognising when a relationship is unhealthy)</p> <p>Basic First Aid – What to do in an Emergency & Choking – St John’s Ambulance Unit Preteach Bleeding</p>	<p>Respectful Relationships (negotiation & compromise; stereotypes; discrimination, teasing & aggression; confidentiality; committed loving relationships, civil partnerships, marriage, appropriate touch)</p> <p>Drugs, tobacco, alcohol & caffeine</p>	<p>Changing Adolescent body (puberty, menstruation, physical and emotional changes)</p> <p>Being Safe (keeping bodies safe,*, abuse*)/(managing pressure, media, influences, peers)</p> <p>Transition (Change and loss, mental wellbeing)</p>
<p>Year 6 <i>Worry boxes and rules for PSHE must be set up by end of Week 1. Circle time is a tool alongside this if required for</i></p>	<p>Rights and Responsibilities – link to safety</p>	<p>Families and People who care for me</p> <p>Looking after the Environment (different to other</p>	<p>Health and prevention (risk, danger, hazard, responsibility) Preteach Year 5 spring lockdown: analysing risk in the playground and local areas and friendships.</p>	<p>Caring Friendships (responding appropriately to wider range of feelings in others, different types of relationships, what constitutes a healthy positive relationship,</p>	<p>Respectful Relationships (negotiation & compromise; stereotypes; discrimination, teasing & aggression; confidentiality;</p>	<p>SRE (Andrea has already developed a programme of learning alongside SLT and the Year 6</p>

<p><i>class conversations or issues if they arise.</i></p> <p>Safety is to be discussed in most sessions linked to our school-wide focus.</p> <p>Mindfulness overview 10 mins x 2 a week.</p>	<p>Internet Safety and Harms (link: computing)</p> <p>Healthy Eating - link to mental wellbeing.</p>	<p>years as Being Safe links to SRE in Summer 2).</p> <p>Bullying (as part of Anti-Bullying Week)</p>	<p>Money (budgeting, loan, tax, enterprise, resourcing, sustainability, media/critical thinking)</p> <p>Preteach managing household to reduce cost from Year 5 spring lockdown.</p>	<p>recognising when a relationship is unhealthy)</p> <p>Basic First Aid – <i>What to do in an Emergency & Head Injuries</i> – St John’s Ambulance unit</p> <p>Preteach Choking</p>	<p>committed loving relationships, civil partnerships, marriage, appropriate touch)</p> <p>Drugs, tobacco, alcohol & caffeine</p>	<p>leader to achieve this).</p> <p>Being Safe (keeping bodies safe, *, abuse*)/(managing pressure, media, influences, peers)</p> <p>Transition (Change and loss, mental wellbeing)</p>
<p>Helpful website links/where to look for resources (quality assured by PSHE Association)</p>				<p>Caring Friendships – T drive from 2019/20</p> <p>First Aid KS1&2 https://lifeliveit.redcross.org.uk/</p>	<p>Respectful Relationships – T drive from 2019/20</p>	<p>*see the school’s RSE & Health Education Policy</p>

APPENDIX 4 – RHE LINKED WITH OTHER NATIONAL CURRICULUM AREAS

Highlighted colours in each row indicated where the Relationships and Health education statements link with other subjects and years groups. For example the yellow highlight in the box below ‘protection and care for children and other family members’ links to y2 habitats about basic needs and y4 environments. Colours are not subject specific and simply show the links across each row in the table.

Primary RHE, science, computing, DT and PE

Relationships Education	Science NC links	PE NC links	Computing NC links
<p>Families and people who care for me</p> <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 marriage² 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. 	<p>Living things and their habitats</p> <p>Y2</p> <ul style="list-style-type: none"> identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other <p>Y4</p> <ul style="list-style-type: none"> recognise that environments can change and that this 	<p>N/A</p>	<p>N/A</p>

		can sometimes pose dangers to living things.		
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. • 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. 	N/A	N/A	N/A
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. 	N/A	N/A	N/A

	<ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online 	N/A	N/A	<p>KS1 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p>KS2</p> <ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact • be discerning in evaluating digital content

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. • 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. 			<p>KS1</p> <ul style="list-style-type: none"> • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies <p>KS2</p> <ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
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Primary Physical Health and Mental wellbeing

		Science	PE and DT	Computing
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 	<p>Animals including Humans Y2</p> <ul style="list-style-type: none"> • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	<p>PE KS1</p> <ul style="list-style-type: none"> • be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of 	<p>KS1</p> <ul style="list-style-type: none"> • identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

	<p>humans experience in relation to different experiences and situations.</p> <ul style="list-style-type: none"> • 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 	<p>Y6</p> <ul style="list-style-type: none"> • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function 	<p>increasingly challenging situations</p> <p>KS2</p> <ul style="list-style-type: none"> • enjoy communicating, collaborating and competing with each other • develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success 	<p>KS2</p> <ul style="list-style-type: none"> • recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
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	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. 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. 	N/A	N/A	<p>KS1</p> <p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p>KS2</p> <ul style="list-style-type: none"> understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact be discerning in evaluating digital content
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 	<p>Animals and Humans</p> <p>Y2</p> <p>describe the importance for humans of exercise, eating the right amounts of</p>	<p>PE – support statements but not specifically linked</p> <p>KS1</p> <ul style="list-style-type: none"> master basic movements including running, 	N/A

	<p>this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <ul style="list-style-type: none"> 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. 	<p>different types of food, and hygiene</p> <p>Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	<p>jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>KS2</p> <ul style="list-style-type: none"> enjoy communicating, collaborating and competing with each other develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	
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). 	<p>Animals and Humans</p> <p>Y1 identify and name a variety of common animals that are</p>	<p>DT – cooking and nutrition</p> <p>KS1 Pupils should be taught to:</p>	N/A

	<ul style="list-style-type: none"> 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). 	<p>carnivores, herbivores and omnivores</p> <p>Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Y3 identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans.</p>	<ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. <p>KS2 Pupils should be taught to:</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques 	
Drugs, alcohol	Pupils should know	Y6 recognise the impact of diet, exercise, drugs and lifestyle	N/A	N/A

and tobacco	<ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	on the way their bodies function		
Health and prevention	Pupils should know <ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. the facts and science relating to allergies, immunisation and vaccination. 	Animals and humans Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene Y4 identify the different types of teeth in humans and their simple functions Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	N/A	N/A
Basic First Aid	Pupils should know: <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.	N/A	N/A	N/A

<p>Changing adolescent body</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>Animals, including humans</p> <p>Y5 describe the changes as humans develop to old age.</p> <p>Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	<p>N/A</p>	<p>N/A</p>
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Signed Chair of Governing Body:

[date]

Signed Headteacher:

[date]