



# Weston Schools Federation

## 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 and an Infant school we are required to teach Relationships Education and Health Education (RHE).

Parents can access information about this policy on the schools' websites.

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

- As a primary academy school and an infant 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 and Weston Shore Infant 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 area 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. Learning will make relevant links to the British Values (see appendix 4). 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 schools' 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 in Year 6. 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 the 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 1.

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.

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 is responsible for ensuring that PSHE/RHE is taught consistently across the schools, 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 schools (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
- Teaching PSHE weekly for a minimum of 30 minutes and addressing misconceptions or concerns as they arise with consultation with SLT and parents/carers where appropriate
- 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 and Weston Shore Infant 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

<p><b>Families and people who care for me</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• that marriage<sup>1</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<p><b>Caring friendships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> <li>• The difference between a secret and surprise and when to break confidence in order to keep someone safe</li> </ul>
<p><b>Respectful relationships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> <li>• Identifying appropriate and inappropriate touch and how to get help</li> </ul>
<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>

## APPENDIX 2 – EXPECTATIONS OF HEALTH EDUCATION

<p><b>Mental Wellbeing</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• 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.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• 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).</li> <li>• 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.</li> </ul>
<p><b>Internet safety and harms</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• 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.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>

<b>Physical Health and Fitness</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy Eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<b>Basic First Aid</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent body</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

### APPENDIX 3 – PSHE CURRICULUM OVERVIEW

Curriculum Offer PSHE Main Knowledge Organiser – 2021/22						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Healthy Eating making links to mental wellbeing.</p> <ul style="list-style-type: none"> <li>* PD: Health&amp; Self-Care (food choices &amp; variety)</li> <li>* PSED: Self-Confidence and Self-Awareness (communicates needs, wants, interests &amp; opinions, describes self in positive terms)</li> </ul> <p>Internet Safety linked to Computing</p> <ul style="list-style-type: none"> <li>*using devices with adult supervision/consent</li> <li>*not sharing personal information including photos</li> <li>*identifying trusted adult to ask for help at home, school and wider community</li> </ul> <p>Link Peoples and Communities</p>	<p>Families and People Who Care for Me</p> <ul style="list-style-type: none"> <li>*Know about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</li> <li>*Identify the people who love and care for them and what they do to help them feel cared for</li> <li>*recognise who is safe to go to for help (trusted adults)</li> </ul> <p>Bullying</p> <ul style="list-style-type: none"> <li>*identify and describe hurtful behaviour and the impact of kindness</li> <li>*identify how to ask for help from a trusted adult in school and home if they need help with this</li> </ul>	<p>Being Safe (at home and in school)</p> <ul style="list-style-type: none"> <li>*manage their own personal hygiene</li> <li>*rules in school that keep us safe</li> <li>*who to go for help when we hurt ourselves</li> </ul>	<p>Respectful Relationships</p> <p>PSED: *managing problems with friends</p> <ul style="list-style-type: none"> <li>*Recognising feelings in others</li> </ul>	<p>Healthy Lifestyles and Choices</p> <ul style="list-style-type: none"> <li>*describe what 'being healthy' means</li> </ul>	<p>Growing and Changing</p> <ul style="list-style-type: none"> <li>*recognising their body is their own</li> <li>*identify who it is safe to show their body to (household, school,doctors)</li> </ul> <p>Change, Loss and Grief</p> <ul style="list-style-type: none"> <li>*Transition for Year 1</li> <li>*changing teachers and friendships</li> </ul>
Year 1	<p>Healthy Eating making links to mental wellbeing.</p>	<p>Families and People Who Care for Me</p>	<p>Being Safe</p>	<p>Respectful Relationships</p> <ul style="list-style-type: none"> <li>*share their views and opinions with others</li> </ul>	<p>Healthy Lifestyles</p> <ul style="list-style-type: none"> <li>*about making healthy choices</li> </ul>	<p>Growing and Changing</p> <ul style="list-style-type: none"> <li>* about growing and changing from young to old</li> </ul>

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	<ul style="list-style-type: none"> <li>*identifying foods that need to be eaten in moderation</li> </ul> <p>Internet Safety linked to Computing</p> <ul style="list-style-type: none"> <li>*rules to keep us safe at home, school and online</li> <li>*identify what to do if they feel unsafe online (trusted adult home, school and wider community)</li> </ul>	<ul style="list-style-type: none"> <li>*identify special people in their lives</li> <li>*recognise how other people are feeling</li> <li>*understand about sharing their feelings with others</li> <li>*the importance of not keeping secrets that make them anxious or afraid</li> </ul> <p>Bullying</p> <ul style="list-style-type: none"> <li>*identify feelings peoples may have if they are being teased or bullied</li> <li>*identify what to do if hurtful or bullying behaviour is happening and who to speak to</li> </ul>	<ul style="list-style-type: none"> <li>*about basic personal hygiene routines and why these are important</li> <li>*what goes on our bodies and the effect his has</li> <li>*recognise that medicines and household products can be unsafe if used incorrectly</li> </ul> <p>Asking for Help/What to do in an Emergency</p> <ul style="list-style-type: none"> <li>* about rules for keeping safe (in familiar and unfamiliar situations)</li> <li>* how to ask for help if they are worried about something</li> </ul>	<ul style="list-style-type: none"> <li>*the importance of not keeping secrets (reviewed)</li> <li>*appropriate and inappropriate touch</li> </ul>	<p>about things that keep our bodies healthy</p> <ul style="list-style-type: none"> <li>*recognise what they are good at and set simple goals</li> </ul>	<p>and how people's needs change</p> <ul style="list-style-type: none"> <li>* about preparing to move to a new class/year group</li> <li>* about change and loss, including death, and how these can affect feelings</li> </ul> <p>Transition and grief</p> <ul style="list-style-type: none"> <li>*feeling associated with new classes and changing friendships</li> <li>*who to go to for help</li> </ul>
Year 2	<p>Healthy Eating making links to mental wellbeing.</p> <ul style="list-style-type: none"> <li>*identify the benefits of eating and drinking healthy and what happens if we don't look after our bodies</li> </ul> <p>Internet Safety linked to Computing</p> <ul style="list-style-type: none"> <li>*identify ways of keeping safe online and how to identify them</li> </ul>	<p>Families and People Who Care for Me</p> <ul style="list-style-type: none"> <li>*identify special people in their lives</li> <li>* recognising how other people are feeling</li> <li>* sharing feelings with others</li> <li>*the importance of not keeping secrets that make them anxious or afraid</li> </ul> <p>Bullying</p> <ul style="list-style-type: none"> <li>*identify that hurtful behaviour and bullying can happen in different</li> </ul>	<p>Being Safe</p> <ul style="list-style-type: none"> <li>*recognise that medicines and household products have a specific use (and who should perform these tasks and why)</li> </ul> <p>Asking for Help/What to do in an Emergency</p> <ul style="list-style-type: none"> <li>* about rules for keeping safe (in familiar and unfamiliar situations)</li> </ul>	<p>Respectful Relationships</p> <ul style="list-style-type: none"> <li>*listening to others and playing cooperatively</li> <li>*respecting differences and similarities</li> <li>*the importance of not keeping secrets (reviewed)</li> <li>*recognise the parts of our body that are private</li> <li>*appropriate and inappropriate touch</li> </ul>	<p>Healthy Lifestyles</p> <ul style="list-style-type: none"> <li>*about making healthy choices</li> <li>*about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food)</li> <li>*recognise what they are good at and set simple goals</li> </ul>	<p>Growing and Changing</p> <ul style="list-style-type: none"> <li>* to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</li> </ul> <p>Transition:</p> <ul style="list-style-type: none"> <li>*feeling associated with new classes and changing friendships</li> <li>*who to go to for help</li> </ul>

	and remove themselves from them	ways (verbal, physical, emotional, exclusion) *suggest ways to support children who have experienced hurtful behaviour or being bullied	* how to ask for help if they are worried about something			
Year 3	<p>Healthy Eating making links to mental wellbeing. *describe food choices that have positive consequences and negative consequences in the context of a 'balanced lifestyle'</p> <p>Internet Safety linked to Computing *give examples of online safety rules and practices *recognise that once sent an image or message can be sent to anyone (consent)</p>	<p>Caring Friendships and Relationships * what makes a positive, healthy relationship, including friendships * how to maintain good friendships *recognising a wider range of feelings in others * responding to how others are feeling *explore the concept of keeping something confidential or secret *about when they should or should not agree to keeping a secret</p> <p>Bullying *differentiate between playful teasing, hurtful behaviour and bullying *identify how teasing, bullying, aggression can happen *explain where people can get help and advice (wider agencies etc)</p>	<p>Health and prevention *about routines that can prevent the spread of bacteria *managing risk in familiar situations</p> <p>Basic First Aid – bites and stings</p>	<p>Respectful Relationships *resolving disputes and arguments against themselves and peers *recognising and managing dares *recognising similarities and differences and that we are equal despite *when to keep a secret or not (review) *how to respond to unacceptable touch</p>	<p>Drugs, Tobacco and Alcohol *what is meant by a habit recognise habits are hard to change *drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco)</p>	<p>Growing and Changing *puberty is a time when a child moves into adolescence (8-17years) *recognise the physical and emotional changes associated with this change (and recognise this can be different for everyone).</p> <p>Change, Loss and Grief *feelings associated with change in friendships and loss of a special item eg/ jewellery</p>
Year 4	Healthy Eating making links to mental wellbeing.	Caring Friendships and Relationships	Health and prevention *explain what bacteria and	Respectful Relationships *negotiation and compromise	Drugs, Tobacco and Alcohol *what is meant by a habit	Growing and changing *recognise the physical and emotional changes

	<ul style="list-style-type: none"> <li>*identify who or what influences their choices about food and drink</li> </ul> <p>Internet Safety linked to Computing</p> <ul style="list-style-type: none"> <li>*explain why it is not safe to share personal information online</li> <li>*explain what images or photos are appropriate to share</li> <li>*the importance of reporting</li> </ul>	<ul style="list-style-type: none"> <li>* what makes a positive, healthy relationship, including friendships</li> <li>* how to maintain good friendships</li> <li>*recognising a wider range of feelings in others</li> <li>* responding to how others are feeling</li> <li>*about the concept of keeping something confidential or secret</li> <li>*about when they should or should not agree to keeping a secret</li> </ul> <p>Bullying</p> <ul style="list-style-type: none"> <li>*recognise what discrimination is and different examples of discrimination</li> <li>*identify how this can negatively affect people</li> </ul>	<p>virus' are and how we can spread infection</p> <ul style="list-style-type: none"> <li>*recognise the shared responsibility of keeping a clean environment</li> </ul> <p>Basic First Aid -asthma</p>	<ul style="list-style-type: none"> <li>*explain why someone should never feel like they should have to do a dare</li> <li>*explain ways we are similar and part of a human family</li> <li>*explain what is meant by stereotypes</li> <li>*when to keep a secret and now(review)</li> <li>*the importance of respecting personal boundaries and right to privacy</li> </ul>	<ul style="list-style-type: none"> <li>*recognise habits are hard to change</li> <li>*drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco)</li> </ul>	<p>associated with this change and how to support those experiencing this</p> <ul style="list-style-type: none"> <li>*who to ask for help (home, school, wider community)</li> </ul> <p>Change, Loss and Grief</p> <p>Change, Loss and Grief</p> <ul style="list-style-type: none"> <li>*feelings associated with change in friendships and loss of a pet</li> </ul>
Year 5	<p>Healthy Eating making links to mental wellbeing.</p> <ul style="list-style-type: none"> <li>*developing skills to help make their own choices about food and drink and managing influence such as advertising</li> </ul> <p>Internet Safety linked to Computing</p> <ul style="list-style-type: none"> <li>*recognise that just because someone took a photo that someone finds amusing, it may</li> </ul>	<p>Caring Friendships and Relationships</p> <ul style="list-style-type: none"> <li>*recognise different types of relationships (friends, families, couples, marriage, civil partnership)</li> <li>*understand what constitutes a positive, healthy relationship</li> <li>*identify the skills to maintain positive relationships</li> </ul>	<p>Health and prevention</p> <ul style="list-style-type: none"> <li>*explain what makes something a risk, hazard or danger</li> <li>*assess the level of risk in different scenarios and realise there is risk in everyday situations</li> </ul> <p>Basic First Aid - bleeding</p>	<p>Respectful Relationships</p> <ul style="list-style-type: none"> <li>*when to recognise and challenge stereotypes</li> <li>*aggression, teasing and bullying behaviour and its effect on others (review)</li> <li>*committed loving relationships(including marriage and civil partnerships)</li> <li>*healthy vs unhealthy relationships</li> <li>*laws around forced marriage</li> <li>*judging whether physical contact is acceptable or unacceptable and how to respond</li> </ul>	<p>Drugs, Tobacco and alcohol</p> <ul style="list-style-type: none"> <li>*about habits (in relation to drug, alcohol and tobacco education)</li> <li>*about some of the risks and effects of legal and illegal substances (drugs – including medicines, alcohol and tobacco)</li> </ul>	<p>Growing and Changing</p> <ul style="list-style-type: none"> <li>*identify the changes that happen in puberty</li> <li>*describe the menstrual cycle</li> </ul> <p>Change, Loss and Grief</p> <ul style="list-style-type: none"> <li>*feelings associated with change in wider relationships (bereavement associated with divorce and separation)</li> <li>*transition to Year 6</li> </ul>

	<p>be not funny for everyone</p> <ul style="list-style-type: none"> <li>*knowing how to respond to inappropriate texts and images</li> </ul>	<ul style="list-style-type: none"> <li>*how to respond appropriately to a wider range of feelings in others</li> <li>*define confidentiality</li> <li>*recognise times when it appropriate and necessary to break a confidence</li> </ul> <p>Bullying</p> <ul style="list-style-type: none"> <li>*explain what is meant by discrimination and prejudice</li> <li>*identify the possible consequences of discrimination and how they might feel and act</li> <li>*explain their responsibility if they see discrimination and where to get help</li> </ul>				
Year 6	<p>Healthy Eating making links to mental wellbeing.</p> <ul style="list-style-type: none"> <li>*describing the influence of media and celebrity culture on health and lifestyle choices including food and drink.</li> <li>*evaluate meal choices (home vs takeaway) and identify how information can be found</li> </ul> <p>Internet Safety linked to Computing</p>	<p>Caring Friendships and Relationships</p> <ul style="list-style-type: none"> <li>*recognise different types of relationships (friends, families, couples, marriage, civil partnership)</li> <li>*understand what constitutes a positive, healthy relationship</li> <li>*identify the skills to maintain positive relationships</li> <li>*how to respond appropriately to a wider range of feelings in others</li> </ul>	<p>Health and prevention</p> <ul style="list-style-type: none"> <li>*about independence, increasing independence and keeping safe</li> <li>*recognise their personal responsibility when managing risk for others and themselves</li> </ul> <p>Basic First Aid – recovery position</p>	<p>Respectful Relationships</p> <ul style="list-style-type: none"> <li>*how to respectfully listen and raise concerns and challenge points of view when necessary</li> <li>*about confidentiality and when it is appropriate to break confidence</li> <li>*recognise a person's choice to enter marriage or a civil partnership may be based on shared beliefs and values</li> <li>*marriage is between two people who willingly agree (laws around forced marriage)</li> <li>*strategies to use if someone's touching is unacceptable and where to go for help</li> </ul>	<p>Drugs, Tobacco and Alcohol</p> <ul style="list-style-type: none"> <li>*about habits (in relation to drug, alcohol and tobacco education)</li> <li>*about some of the risks and effects of legal and illegal substances (drugs – including medicines, alcohol and tobacco)</li> </ul>	<p>Growing and Changing</p> <ul style="list-style-type: none"> <li>*about human reproduction in the context of the human lifecycle</li> <li>*how a baby is made and how it grows</li> </ul> <p>Change, Loss and Grief</p> <ul style="list-style-type: none"> <li>*feelings associated with change in wider relationships (committed relationships, loss of a loved one)</li> <li>*transition to Year 7</li> </ul>

	<ul style="list-style-type: none"><li>*explain how to protect personal information online</li><li>*describe their responsibility around not sharing inappropriate images or photos</li><li>*explain how to report inappropriate images, photos and information on line</li></ul>	<ul style="list-style-type: none"><li>*define confidentiality</li><li>*recognise times when it appropriate and necessary to break a confidence</li></ul> <p>Bullying</p> <ul style="list-style-type: none"><li>*understand how discrimination and prejudice can manifest</li><li>*explain the importance of taking care over the type and use of language in relation to discrimination</li><li>*identify sources of support and how to access them in school, locally, by phone or landline</li></ul>				
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## Appendix 4

### PSHE and British Values

	Topic / = indicate focus for British Values in this topic	Democracy	Rule of Law	Individual Liberty	Tolerance & Respect
Autumn 1	Healthy Eating	/	/	/	
	Internet Safety		/	/	/
Autumn 2	Families and People Who Care for Me (EYFS/KS1); Caring Friendships (KS2)	/	/	/	/
	Bullying		/	/	/
Spring 1	Being Safe (EYFS/KS1); Health and Prevention (KS2)		/		
	Asking for Help/What to do in an Emergency (EYFS/KS1); Basic First Aid (KS2)		/		
Spring 2	Respectful Relationships	/	/	/	/
Summer 1	Healthy Lifestyles (EYFS/KS1); Drugs, Tobacco and Alcohol (KS2)		/	/	
Summer 2	Growing and Changing		/	/	/
	Sex Education (Year 6)		/	/	/
	Change, Loss and Grief			/	/



Signed Chair of Governing Body:

[date]

Signed Headteacher:

[date]

Date of last review: November 2021

Date of next review: November 2022

