



Personal, Social, Health Education (PSHE)  
&  
Relationships and Sex Education (RSE)  
Policy

**Date:** January 2024

**To be reviewed:** January 2026

### 1. How this Policy was developed

This policy was written by the PSHE Team and developed in consultation with parents, teachers and other school staff, trustees and the pupils at Norbreck Primary Academy. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our children. It has been approved by the school's Board of Trustees.

### 2. Legal requirements of schools

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born.

Health Education is also statutory in all schools<sup>1</sup>.

We at Norbreck Primary Academy acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

### 3. What Personal, Social, Health and Economic (PSHE) education including Relationships Education, is:

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school

<sup>1</sup> Except Independent Schools where PSHE education remains statutory.

has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give children the knowledge and develop their self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable children to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our children understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between children's health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

#### **4. How PSHE education, including Relationships Education, is provided and who is responsible for this.**

At Norbreck Primary Academy we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of the school's Long Term Plan can be found in the Appendices (1). It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work.

The PSHE subject lead works in conjunction with teaching staff in each year group and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs. Regular INSETs are planned throughout the year to upskill staff.

Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.

## 5. What is being taught

The whole school SCARF Long Term Planning as well as an overview of elements of our Science programme of study and End of Primary School Outcomes, can be found in the Appendices.

### The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

### KS1 and KS2

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British Values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe;
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. These activities also encourage children to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a Sex Education Programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Year 6, children learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

### Menstruation

The onset of menstruation can be confusing or even alarming for girls if they are not prepared. In today's society, some girls are developing and maturing at an earlier age. In Year 5, girls will be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. Parents are notified of when and what we will be covering in the session. The class teachers and the Pastoral Team make sure adequate and sensitive

arrangements are in place to help girls manage menstruation and help with requests for sanitary protection. Girls know that this will be treated confidentially.

### Safeguarding

Through RSE, children will be taught the knowledge that they need to recognise and report abuse, including emotional, physical and sexual abuse. This is delivered by focusing on boundaries and privacy, ensuring children understand that they have rights over their own bodies. This also includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

NSPCC deliver their 'Speak Out, Stay Safe' programme regularly to the whole school so children learn essential safeguarding information in a lively, interactive and memorable way. The sessions consist of age-appropriate assemblies and further workshops for some year groups. The aims of the programme include:

- understand abuse in all its forms and recognise the signs of abuse;
- know how to protect themselves from all forms of abuse;
- know how to get help, and the sources of help available to them, including the Childline service.

### 6. How PSHE education, including Relationships Education, is taught

PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age-appropriate way and respond to any disclosures following the school's Safeguarding procedures and Child Protection Policy.

Support is provided to children experiencing difficulties on a one-to-one basis, via our school's Pastoral Team. Relevant leaflets, websites and posters can be found on display referring pupils to sources of help and advice, alongside suitable books which can be found around school.

### 7. How PSHE education is monitored, evaluated and assessed

We use three methods of monitoring and assessing learning within PSHE at Norbreck Primary Academy:

#### SCARF Progress

For each of the six units we carry out a specially designed pre- and post-unit assessment activity. Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development. This informs both teacher and child to see what progress has been made over the course of each half- termly unit of lesson plans.

#### SCARF Success

At the end of a unit, we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes.

## **Wearing my SCARF**

This approach encourages children to reflect personally on their learning. They can record what they found helpful, thought-provoking, challenging and where their learning might take them to next. This also plays a key role in helping us to evaluate the programme.

This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

## **8. How the delivery of the content will be made accessible to all pupils**

It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other National Curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement and contributes to it. Lesson plan content will be adapted, and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE considers the targets set for individual children in their PDR Targets.

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious, and cultural attitudes, as well as recognising that children may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education. Teachers ensure that they are sensitive to teaching about families. Families of many forms provide a nurturing environment for children. Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.

Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bisexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all children and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

## 9. Parental concerns and withdrawal of students

Parents have the right to request that their child be withdrawn from **some or all of the non-statutory Sex Education** our school teaches, **but not Relationships Education**. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, the Headteacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Headteacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Year 6 parents will be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach will help increase confidence in the curriculum.

It is statutory for our school to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples face-to-face or virtually. Content of the SRE lesson, will be made available on the school's website under the Year 6 tab. Ongoing communication with parents about what is planned to be taught and when, will be provided through letters and communication using the Seesaw and School App. We advise parents to view the resources to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own families' values in regards to relationships and sex alongside the information they receive at school.

## 10. The Pastoral Team

At Norbreck Primary Academy, we value highly the importance of children's mental health and well-being. Staff within our team help families and children through times of difficulty such as bereavement, separation and illness. We work in close partnership with specialist agencies and outside school support services.

Our aim is to identify any concerns or issues at the earliest possible opportunity and remove any barriers to learning which may be preventing children from reaching their full potential.

We pride ourselves in building positive and supportive relationships with families and children. We always work hard to respond as quickly as possible to any issues and ensure that difficulties are discussed and resolved in the best possible way.

In school, we are able to support children with social, emotional and behavioural problems in a small group or 1-1 setting, carrying out carefully organised activities to meet their needs to overcome any barriers or obstacles in their learning.

The Pastoral Team at Norbreck Academy commonly offers help and support in the following areas:

- managing feelings with bereavement or loss;
- separation;

- dealing with family members who have illness;
- young carers support;
- forming and maintaining friendships;
- building resilience;
- helping with anger management;
- self- esteem and confidence building;
- managing transition.

For any child causing concern, referrals for support and intervention can be made by the Pastoral Team, classroom teachers, parents/ carers, support staff and the children themselves through a self-referral process.

All children at some point within their schooling at Norbreck, might receive some form of support from the Pastoral Team.

The Pastoral Team is the responsibility of the Assistant Headteacher who oversees all staff working in this context with children in our school. The first point of contact should be the child's class teacher.

### 11. Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff and Trustees through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office.

Should further information about PSHE education be required, please contact the PSHE subject leader.

### 12. Policy Review and Development Plan

The policy will be reviewed every two years, in consultation with parents, teachers and other school staff, Trustees and pupils.

### 13. Sources of Further Information

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21<sup>st</sup> Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)

### This policy should be read in conjunction with the following:

- Safeguarding and Child Protection Policy;
- Anti-Bullying Policy;
- Drug Policy;
- Healthy Eating Policy;
- Packed Lunch Policy;
- Online Safety Policy;
- Science Policy;
- Religious Education Policy;

- DfE 'Keeping Children Safe in Education' (2023)

## Appendix

Appendix 1- PSHE & SRE Long Term Plan

Appendix 2- Science Biology Objectives linked to the PSHE & RSE Curriculum

Appendix 3- End of Primary School Outcomes

# Appendix 1

## Whole School Long Term Plan

PSHE Long-term plan based on SCARF half-termly units and related key themes. Units include lesson plans that cover all the DfE statutory requirements for Relationships Education & Health Education)

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
<b>EYFS</b>	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
<b>Y1</b>	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
<b>Y2</b>	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets  Appropriate touch  Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
<b>Y3</b>	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Keeping safe Safe and unsafe secrets
<b>Y4</b>	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Managing difficult feelings Relationships including marriage
<b>Y5</b>	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help Changing bodies and puberty linked to hygiene Menstruation cycle

<p><b>Y6</b></p>	<p>Assertiveness Cooperation Safe/unsafe touches Positive relationships</p>	<p>Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping</p>	<p>Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)</p>	<p>Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy</p>	<p>Aspirations and goal setting Managing risk Looking after my mental health</p>	<p>Coping with changes Keeping safe Body Image Self-esteem Body changes during puberty Sex education</p>
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# Appendix 2

Science Biology Objectives  
(linked to the PSHE & RSE Curriculum)

# Science Biology Objectives (linked to the PSHE & RSE Curriculum)

## Year 1

- S-B1.8 To name the parts of the human body that I can see.
- S-B1.9 To link the correct part of the human body to each sense.

## Year 2

- S-B2.10 explain the basic stages in a life cycle for animals, including humans.
- S-B2.11 describe what animals and humans need to survive.
- S-B2.12 describe why exercise, a balanced diet and good hygiene are important for humans.

## Year 3

- S-B3.5 explain the importance of a nutritious, balanced diet.
- S-B3.6 explain how nutrients, water and oxygen are transported within animals and humans.
- S-B3.7 describe and explain the skeletal system of a human.
- S-B3.8 describe and explain the muscular system of a human.
- S-B3.9 describe the purpose of the skeleton in humans and animals.

## Year 4

- S-B4.1 group living things in different ways.
- S-B4.2 use classification keys to group, identify and name living things.
- S-B4.3 create classification keys to group, identify and name living things (for others to use).

## Year 5

- S-B5.1 describe the life cycle of different living things, e.g. mammal, amphibian, insect bird.
- S-B5.2 describe the differences between different life cycles.
- S-B5.3 describe the process of reproduction in plants.
- S-B5.4 describe the process of reproduction in animals.
- S-B5.5 create a timeline to indicate stages of growth in humans.

## Year 6

- S-B6.6 discuss the impact of diet, exercise, drugs and lifestyle on health.
- S-B6.10 explain about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents).

# Appendix 3

## End of Primary School Outcomes

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### Families and people who care for me

#### Pupils should know

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### Caring friendships

#### Pupils should know

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, 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

#### Pupils should know

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

## Online relationships

### Pupils should know

- 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

### Pupils should know

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; 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.

## Mental wellbeing

### Pupils should know

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

## Internet safety and harms

### Pupils should know

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

## Physical health and fitness

### Pupils should know

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

## Healthy eating

### Pupils should know

- 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

### Pupils should know

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

## Health and prevention

### Pupils should know

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, 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

#### Pupils should know:

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

### Changing adolescent body (& SRE Objectives)

#### Pupils should know:

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

*Relationships Education, Relationships and Sex Education (RSE) and Health Education  
Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams  
and teachers, 9<sup>th</sup> July 2020*

#### Specifically to Year 5

- Identify some products that they may need during puberty and why;
- Know what menstruation is and why it happens.
- Know the correct words for the external sexual organs;
- Discuss some of the myths associated with puberty.

#### Specifically to Year 6

- Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;
- Suggest strategies that would help someone who felt challenged by the changes in puberty;
- Identify the changes that happen through puberty to allow sexual reproduction to occur;
- Know a variety of ways in which the sperm can fertilise the egg to create a baby;
- Know the legal age of consent and what it means.