



William Gilpin Church of England Voluntary Aided Primary School

Relationships, Sex and Health Education (RSHE) Policy

Approval	Board of Governors	Chairman	Tim Skinner
Headteacher	Simon Croutear	Ratification	FGB 25.11.24
Date of last review	Mar 2021	Date of this review	Oct 2024
Date of next review	Oct 2027 (3 years)	Maintenance	Headteacher

Aims of the policy

This RSHE policy aims to:

1. Introduce the rationale for the policy and how it aligns with the school's vision and values
2. Explain how the policy has been developed
3. Define Relationship, Sex & Health Education
4. Set out the legal requirements on schools in relation to RSHE
5. Explain how being a church school influences our RSHE policy
6. Outline the key aims and objectives of RSHE
7. Explain roles and responsibilities
8. Outline the curriculum and its delivery, including how RSHE links with other subjects
9. Explain how difficult questions and sensitive/controversial issues are dealt with
10. Explain how it aligns with the Equality Act and is inclusive
11. Explain the right for parents to withdraw their children from some aspects of RSHE
12. Outline monitoring and review

1. Introduction

Our school aims to be a loving, inclusive family where our core Christian values of courage, compassion and community are recognised and developed. In 'Laying the Foundations for Life within a Christian context', in particular in line with The Church of England's Vision for Education, '*Deeply Christian, Serving the Common Good*,' we aim to ensure that we provide a high quality education which promotes life in all its fullness' (John ch:10vs10) and educates the whole person.

At William Gilpin School, we believe that the development of the whole person (physically, morally, spiritually and intellectually), is fundamental to our purpose. This development is influenced by the child's feelings towards themselves and their relationships with others. It is an integral part of everyone's personality, of what they are physically, what they feel emotionally and how others perceive them in terms of gender and expectations.

Our Relationships, Sex and Health Education policy and associated programme is planned to provide opportunities for the children to develop an understanding of and respect for themselves and others. Key to this is developing skills which promote and maintain positive relationships and respect.

At William Gilpin School, the foundation for our sex education programme is in the development of making safe choices, self-esteem and healthy relationships with others.

2. Policy Development

In line with Government guidance, this policy has been developed in consultation with staff, pupils and parents and involved the following steps:

Review

The Headteacher/PSHE subject leader pulled together all relevant information including relevant national and local guidance. The following documents were reviewed:

- the Department of Education guidance document, '*Relationships Education, Relationship and Sex Education (RSE) and Health Education*', published in 2019
- Church of England Information about Relationships, Sex and Health Education - the Church of England's *Charter for Faith Sensitive and Inclusive Relationships Education, Relationships and Sex Education (RSE) and Health Education (RHSE)*
- the Church of England's *Pastoral Principles for living well together*
- the Church of England document, '*Valuing All God's Children*' - guidance provided by the Diocese of Winchester and the Diocese of Portsmouth

Staff consultation

All school staff were given the opportunity to look at the policy and make recommendations.

Parent/stakeholder consultation

This policy was made available to parents on the website in draft form during the Autumn term 2024.

Ratification

Once amendments were made, the policy was shared with governors for their comments and ratified.

3. Definitions

Relationships, Sex and Health Education (RSHE) is about the emotional, social and cultural development of pupils. It does involve learning about relationships, sexuality, healthy lifestyles, diversity and personal identity.

Relationships Education: At Primary level the focus is on positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults (including safe online relationships).

Sex Education: At Primary level, the focus is how male and female bodies change during puberty and how a baby is conceived and born. At William Gilpin School it is closely aligned with the human reproduction part of the Science curriculum and how bodies change over time.

Health Education: At Primary level the focus is on the characteristics of good physical health and mental wellbeing.

Personal, Social, Health & Economic (PSHE) Education: Aims to give children the knowledge, skills and understanding to lead confident, healthy and independent lives. Prior to September 2020, PSHE was not a statutory requirement but was commonplace in school.

4. Legal requirements

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils.

As a maintained primary school, William Gilpin must provide Relationships Education from 2020-21 to all pupils as per section 34 of the [Children and Social Work Act 2017](#) and in line with the Department of Education's statutory guidance: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Legally, primary schools are **not** required to provide Sex Education but do need to teach the elements of Sex Education contained in the Science Curriculum. The Governing Body at William Gilpin School have decided to deliver Relationships *and* Sex Education as part of its Physical, Social, Health and Economic curriculum (PSHE). This policy is also consistent with the Equalities Act 2010:

www.legislation.gov.uk/ukpga/2010/15/contents.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

5. A Church of England School

The legislation allows schools to teach about faith perspectives. In particular, schools with a religious character may teach the distinctive faith perspective on relationships, and balanced debate may take place about issues that are seen as contentious. As a Church of England school, we have also adopted the following Diocesan recommended resources:

5.1 Charter for faith sensitive and inclusive relationships education

William Gilpin School has undertaken to follow the principles in the Church of England *Charter for Faith Sensitive and Inclusive Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE)*. See **Appendix 1** for the full charter, but in summary these are:

1. **To work in partnership with parents and carers.**

Relationships Education (and particularly Sex Education) complements and supports the role of parents. Home/School partnerships should always be encouraged to ensure that sex education is a shared responsibility.

At William Gilpin School, this means that we consult parents when writing/updating our RSHE policy, make available teaching materials relating to Health Education in Years 4, 5 & 6 and arrange a meeting for the parents of Year 6 pupils to discuss the Sex Education programme. We encourage open dialogue between school and home.

2. That RSHE will be delivered professionally and as an identifiable part of PSHE.

At William Gilpin School, this means we have adopted the *Heartsmart* programme and follow its scheme of work. See **Appendix 2** for more details.

3. That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.

At William Gilpin School, this means that while we value faithfulness and committed long term relationships as the basis for healthy sexual relationships in line with our understanding of Christian teaching (e.g. marriage), we also recognise and value other family structures e.g. single parent families, LGBT parents, families headed by grandparents, adoptive parents, and foster parents/carers amongst other structures.

We will acknowledge that pupils come from backgrounds that reflect differing values, cultures, religious beliefs and experiences. A significant part of our RSHE programme is that we will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

In addition, William Gilpin School is aware of issues such as everyday sexism, racism, misogyny, homophobia and gender stereotypes and we strive to take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours.

4. That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.

At William Gilpin School our RSHE programme of study is closely aligned with our *safeguarding policy* and *online safety policy*. Our PSHE curriculum will sensitively help children understand the difference between safe and abusive relationships and equip them with the skills to get help if they need it. Our PSHE curriculum, using the SCARF programme, develops empathy and emotional resilience in children.

5. That RSHE will promote healthy resilient relationships set in the context of character and virtue development.

Based on the school's core values we will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice.

6. That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.

At William Gilpin School we will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity. We have set out our planned programme of study in **Appendix 2**.

Lessons will be fact based, objective and non-judgemental. At William Gilpin School, Sex Education will usually be delivered by the class teacher or school nurse.

7. To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.

PSHE lessons are planned to be fully inclusive and to ensure that every pupil will receive equal and appropriate access.

8. To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.

5.2 Valuing all God's Children

William Gilpin School offers a vision of an inclusive community where everyone is a person known and loved by God, supported to know their intrinsic value. The guidance '[Valuing All God's Children](#)' helps schools to offer the Christian message of love, joy and the celebration of our humanity without exception or exclusion. No child should be bullied because of their perceived or actual sexual orientation or gender identity.

6. Policy Aims & Objectives

The aims of our RSHE Curriculum are to:

- Provide a structure and climate in which each pupil can move towards a positive self-image with a developing sense of responsibility and respect for themselves and others
- Help pupils acquire:
 - Sufficient and appropriate knowledge, skills and understanding to stay safe, to develop a healthy lifestyle and to build fulfilling and positive relationships (see **Appendix 3** for the intended statutory outcomes)
 - Positive attitudes and values such as tolerance and respect
 - Personal skills such as emotional resilience, communication and critical thinking
- Provide an appropriate and accurate vocabulary with which to talk about themselves growing and changing
- Combat ignorance, anxiety and misinformation and to educate against discrimination and prejudice and for dignity and hope
- Encourage pupils to develop positive attitudes towards all body functions, personal hygiene and related health issues
- Reassure pupils of their infinite value and self-worth as well as encouraging pupils to respect and value others
- Help pupils understand that they have rights and should have control over who touches their body and develop the ability to make informed choices and decisions, regardless of conflict and pressure (including online safety and peer on peer relationships)

7. Roles and responsibilities

7.1 The Governing Body

The governing board will approve the RSHE policy, and hold the Headteacher to account for its implementation. The Governing Body will also ensure that the school is fulfilling its legal obligations.

7.2 The Headteacher

The Headteacher is responsible for ensuring that this policy and content is shared with all stakeholders.

The Headteacher is also responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 11).

7.3 PSHE subject leader

The PSHE subject leader is responsible for monitoring the quality of teaching in RSHE and providing the appropriate support/resources for class teachers e.g. ensuring access to SCARF resources. The subject leader should work with external organisations in order to enhance delivery of the subject by introducing specialist knowledge in different ways of engaging pupils. The subject leader should provide strategic leadership and direction, ensuring appropriate coverage of the curriculum and provide training, guidance and support for staff.

7.3 Teaching Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

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

7.4 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

7.5 Parent/Carers

Parents/carers are responsible for playing a key role in developing their children's understanding about relationships. (Parents are the first teachers of their children and have the most significant influence in enabling their children to grow and mature and to form healthy relationships.)

8. Curriculum

8.1 PSHE Curriculum Overview

The PSHE curriculum (encompassing Relationships & Health Education) will be delivered by the class teachers in school. SCARF covers all areas of PSHE for the primary phase. An overview of the SCARF themes can be found in **Appendix 2**. The statutory outcomes of the programme can be found in **Appendix 3**.

8.2 Sex Education

At William Gilpin School, Sex Education is taught to Year 6 during Summer 2. The table below outlines the key learning intentions:

	Sex Education (taken from the PSHE Association's Programme of Study)
Year 6	Summer 2: I know about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.

We arrange a meeting for all parents and carers of children in Year 6 to discuss Sex Education lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.

8.3 Links with other subjects

At Key Stage 1 and 2, the national curriculum for **Science** includes teaching about external parts of the body and changes to the human body as it grows from birth to old age, including puberty.

The national curriculum for **Computing** covers online safety with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and where to go for help and support.

The national curriculum for **P.E.** aims to ensure that pupils develop competence and excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

The table below outlines when objectives in Science, Relationships Education and Health Education linked to the body and changing body are taught:

	Science (taken from the National Curriculum – statutory)	Relationships Education (taken from the statutory guidance)	Health Education (taken from the statutory guidance)
Year R			
Year 1	Pupils should be taught to identify, name, draw and label the basic parts of the human body.	I know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	

Year 2	Pupils should be taught to notice that animals, including humans, have offspring which grow into adults.		
Year 3		I know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	
Year 4*			I know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
Year 5*	Pupils should be taught to describe the life processes of reproduction in some plants and animals (including sexual and asexual reproduction). Pupils should be taught to describe the changes as humans develop to old age (including puberty).		I know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. I know about menstrual wellbeing including the key facts about the menstrual cycle.
Year 6*			I know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

*If parents/carers of children in Years 4, 5 & 6 wish to see further details of the Health Education programme of lessons, they can request this.

9. Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting.

Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include:

- family lifestyles and values
- physical and medical issues
- financial issues
- bullying
- bereavement

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence.

Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

9.1 Managing difficult questions

Primary-age pupils will often ask their teachers or other adults questions which go beyond what is set out for Relationships Education. Given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Equally, children of the same age may be developmentally at different stages, so highlighting some questions to the whole class may be inappropriate.

Teaching methods should take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups.

9.2 Parent Partnership

William Gilpin School wishes to promote a partnership approach between home and the school so that every child has the optimum opportunity for personal growth, development and success.

Parental support and involvement is encouraged by:

- Informing parents of the RSHE Policy. The policy was developed in consultation with parents and is available on our website.
- Disseminating information about the RSHE Curriculum (when relevant) through our weekly teacher emails.
- Demonstrating that we are sensitive to the needs of all parents and pupils including those from religious/cultural groups, who may not feel comfortable with aspects of the sex education curriculum (see section 10).

10. Equality and Inclusion

Our school is an inclusive school where we place a strong focus on the wellbeing and progress of every child and where all members of our community are of equal worth. All schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying).

Under provisions of the Equality Act, we will not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

Through our Relationships and Health Education, we will ensure that all children understand the importance of equality and respect. We will be mindful of any everyday sexism, homophobia and gender stereotypes, taking positive action to build a culture where these are not tolerated, ensuring that any occurrences are identified and tackled.

At William Gilpin, Relationships, Sex & Health Education is accessible for all pupils (including those with SEND). We provide high quality teaching that is differentiated and personalised to ensure accessibility.

11. Parents' Right to Withdraw

Parents have the right to withdraw their children from the non-statutory components of Sex Education within RSHE. Alternative work will be given to pupils who are withdrawn from Sex Education and this will take place in another classroom / learning space.

Requests for withdrawal should be put in writing to the Headteacher. In line with Government advice, the Headteacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

Following these discussions, the Headteacher will automatically grant a request to withdraw a pupil from any Sex Education delivered in school, other than that as part of the Science Curriculum. There is no right to withdraw from Relationships Education or Health Education.

12. Monitoring arrangements

The delivery of RSHE is monitored by the PSHE subject leader through:

- Staff discussion
- Monitoring of planning
- Pupil surveys and School Council feedback
- Personal development, attitude and behaviour of the pupils around school (which is a core responsibility of SLT)

The Curriculum Committee of the governing body monitors the RSHE Policy every 3 years. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification.

The Curriculum Committee gives serious consideration to any comments from parents about the RSHE programme, and makes a record of all such comments. Governors require the Headteacher to keep a written record, giving details of the content and delivery of the RSHE programme that is taught in school. Governors should scrutinise materials to check they are in accordance with the school's ethos.

RSHE Policy Appendix 1 - Church of England RSHE Charter

A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)

At William Gilpin Church of England Primary School, we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

1. To work in partnership with parents and carers. This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. That RSHE will be delivered professionally and as an identifiable part of PSHE. It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
3. That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected characteristics in the Equality Act [2] and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
4. That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms. It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.
5. That RSHE will promote healthy resilient relationships set in the context of character and virtue development. It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
6. That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights. It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
7. To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities. It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs

and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.

8. To seek pupils' views about RSHE so that the teaching can be made relevant to their lives. It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

[1] RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

[2] The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

RSHE Policy Appendix 2 - PSHE Curriculum Content (SCARF)

At William Gilpin, we use Coram Life Education's SCARF programme to deliver the PSHE (including RSHE) curriculum.

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.

The whole school follows the same themes at the same time, one each half term, enabling further focus and discussion around the school, the scheduling of whole school events and the theming of school assemblies.

By the end of Year 6, pupils have been taught all the objectives in the statutory guidance from the Department for Education in relation to Relationships and Health Education.

RSHE Policy Appendix 3 - RSHE Statutory Curriculum

The Government [RSHE guidance](#) document states that by the end of primary school pupils should know:

RELATIONSHIPS EDUCATION:

Topic	Pupils Should Know
Families and people who care about me	<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 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	<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

<p>Respectful relationships</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 · 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
<p>Online relationships</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
<p>Being safe</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

	<ul style="list-style-type: none"> · 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
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PHYSICAL HEALTH & MENTAL WELLBEING EDUCATION:

Topic	Pupils Should Know
Mental Wellbeing	<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)

	<ul style="list-style-type: none"> - It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right
<p>Internet Safety & Harms</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 & Fitness</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 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
<p>Healthy Eating</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

	<ul style="list-style-type: none"> - 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 & 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
Health & Prevention	<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
Basic First Aid	<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	<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