



Relationships Education (Rel Ed), Relationships and Sex Education (RSE) & Health Education Policy

Hutton Henry C of E Primary School

Date policy approved/adopted	2022-23
Next review date	
Approved by:	
Head teacher signature	
Governor signature	
Version	

Primary Relationships, Sex Education & Health Education Policy Guidance

1. Statement of Intent

At Hutton Henry Church of England Primary School we understand our responsibility to deliver a high-quality, age appropriate and evidence based relationships, sex and health curriculum for all of our pupils. Both our policy and practise will *'ensure pupils are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others.'* (SIAMS schedule 2018)

This policy sets out the framework for our relationships, sex and health curriculum providing clarity on how it is informed and delivered, In developing this policy we have followed the principles in the Church of England Charter for faith sensitive and inclusive relationships education (Rel Ed), relationships and sex education (RSE) and health education (RSHE) (Appendix 1)

We are committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. We understand that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education and the programme will be designed to be inclusive of all pupils.

The aim of Rel Ed & RSE is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our Rel Ed & RSE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within personal relationships.
- avoid being pressured into uncomfortable or dangerous situations.
- communicate effectively by developing the appropriate language for sex and relationship issues.
- have an understanding of seeking permission and consent
- develop awareness of their evolving sexuality, gender identity, challenge sexism and prejudice, which is inclusive to all children and young people.

- have sufficient information and skills to protect themselves in a variety of situations including from exploitation.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

2. Legal Framework

This policy has been developed with regard to legislation and statutory guidance including:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE Guidance 'Plan your relationships, sex and health curriculum' – Information to help school leaders plan, develop and implement the new Statutory Curriculum 2020
- SIAMS Evaluation Schedule 2018
- Valuing All God's Children 2019
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
- Special Educational Needs and Disability code of practice: 0-25 years, 2017
- Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)

This policy should be considered alongside the following:

- E-safety/Online Policy
- Anti-bullying/Behaviour Policy
- Safeguarding Policy (including child sexual exploitation)
- Equality and Inclusion Policy
- PSHE Policy
- Mental Health and Well-being
- Behaviour
- SEND
- Religious Education

3. The Consultation Process Has Involved:

- Pupil focus groups / school council

- Consultation and engagement with parents / carers
- Review of Relationships Education (Rel Ed) curriculum content with staff, pupils and parents /carers
- Consultation with wider school community e.g. school nurse, Education Development Service,
- Consultation, agreement and implementation of policy by school governors

4. What is Relationships Education? (Including Relationships and Sex Education)

Relationships Education (Rel Ed) is the building blocks of healthy, respectful relationships, focusing on family and friendships, including on and off line. It gives children and young people the essential skills to build positive, enjoyable and non-exploitative relationships.

Relationships and Sex Education (RSE) is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

There should be a clear progression of what is taught from Rel Ed in primary school through to RSE in secondary school.

5. Principles and Values

In addition Hutton Henry Church of England Primary School believes that Rel Ed and RSE should:

- be an integral part of the lifelong learning process, beginning in early childhood and to continue into adult life.
- be an entitlement for all pupils in our care.
- encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. children living with step families; those living with same sex parents, children looked after, adopted children, extended family. It includes a variety of types of family structure, and acceptance of diversity.
- encourage pupils and staff to share and listen to each other's views and the right to hold/express views. We are aware of different values and opinions to sexual orientation and gender identity without promotion of any particular family structure. The important values are love, respect, kindness, generosity and care for each other.
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- recognise that parents and carers are the prime educators in teaching their children about sex, relationships and growing up. We aim to work in

partnership with parents/carers and pupils, consulting them about the content of programmes.

- recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

Relationship Education (Including Relationships and Sex Education) in this school has three main elements:

Attitudes and Values

- Learning the importance of values, individual conscience and moral choices.
- Learning the value and valuing family life, stable and loving relationships, marriage and civil partnerships.
- Learning about the nurture of children.
- Learning the value of and demonstrating respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing skills including negotiation and decision making.
- The importance of permission seeking/consent and giving, in relationships with friends, peers and adults.
- Challenging myths, misconceptions and false assumptions about normal behaviour.

Personal and Social Skills

- Learning to manage emotions within relationships confidently and sensitively, including off and online.
- Developing positive self-esteem and confidence.
- Developing and demonstrating self-respect and empathy for others.
- Making informed choices with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Empower pupils with the skills to be able to recognise inappropriate/uncomfortable situations and/or behaviours with their peers and adults.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.

Knowledge and Understanding

- Know the key facts about puberty and the changing adolescent body, particularly from ages 9 through to age 11, including physical and emotional changes. (Health Education)
- Learn about menstrual wellbeing including the key facts about the menstrual cycle. (Health Education)
- Learning about reproduction, human sexuality, gender identity, personal health, emotions and relationships.
- Learning about where to go for help or advice in school and how to access a range of local and national support agencies.

6. Aims and Objectives

The aim of Rel Ed & RSE is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our Rel Ed & RSE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within personal relationships.
- avoid being pressured into uncomfortable or dangerous situations.
- communicate effectively by developing the appropriate language for sex and relationship issues.
- have an understanding of seeking permission and consent.
- develop awareness of their evolving sexuality, gender identity, challenge sexism and prejudice, which is inclusive to all children and young people.
- have sufficient information and skills to protect themselves in a variety of situations including from exploitation.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

7. Roles and Responsibilities

The Governing Body is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

- Ensuring the religious ethos of We are maintained and developed through the subjects.

The Head teacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

The relationships, sex and health education subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, [sex] and health curriculum.
- Ensuring the relationships, [sex] and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, [sex] and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

Teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, [sex] and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, [sex] and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Liaising with the School Nurse, where appropriate, to support the delivery of the curriculum.
- Working with the relationships, [sex] and health education subject leader to evaluate the quality of provision.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.
- Determining interventions and accessibility to the correct intervention.
- Ensuring:
 - the needs of all pupils are met
 - the curriculum is fully accessible
 - education, health and care plans are followed
 - that teaching is differentiated to support pupils with SEND to fully access the curriculum. This might include revisiting a topic or spending longer on a topic

The specific duties set out in:

- schedule 10 of the Equality Act 2010 to support the participation of disabled pupils.
- Chapter 6 of the SEND code of practice, to support the participation of pupils with SEND.

7. Organisation and Content of Relationship Education (Including Relationships Education)

Hutton Henry Church of England Primary School specifically delivers Relationships Education and Relationship and Sex Education through its PSHE Programme, RE and Science lessons at foundation stage, KS1 and KS2.

Much of the relationship's education (including relationship and sex education) at Hutton Henry Church of England Primary School takes place within PSHE lessons. Teachers generally deliver the PSHE curriculum with support from professionals where appropriate. School staff are usually the best people to work with the pupils on many of the Rel Ed topics as they are aware of each pupil's individual circumstances. Lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction may also be taught as part of National Curriculum Science. The PSHE Programme and Science National Curriculum are taught in every year.

Any Rel Ed/RSE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons a group/classroom agreement, formally known as ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the group/classroom agreement established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time. Children's whose questions go unanswered may turn to inappropriate sources of information.

More expert or specialist teachers and other professionals may support staff that are uncomfortable with teaching certain aspects of the Rel Ed/RSE curriculum. Support and professional development will be provided for these staff, so that they can develop their confidence in delivering the whole of the Rel Ed/RSE programme.

Assessment is carried out where appropriate, for example, at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

At Hutton Henry Church of England all staff will use scientifically correct vocabulary to avoid misunderstandings and ambiguity. The words which will be used are: penis, vulva, vagina, testicle, scrotum, breasts and pubic hair.

8.External Partners

External partners may be invited to assist from time to time with the delivery of this programme and will be required to comply with this policy. We will ensure that the teaching delivered by the external partner fits with the planned curriculum and this policy. The use of external partners is to enhance curriculum rather than as a replacement for the teachers delivering the curriculum.

External agencies can provide speakers, tools and resources to enhance and supplement the curriculum. It is important when using external agencies to take particular care that the agency and any materials used are appropriate and in line with our legal duties regarding political impartiality. We will:

- forbid the pursuit of partisan political activities by junior pupils.
- forbid the promotion of partisan political views in the teaching of any subjects in the school.
- Take reasonably practicable steps to secure that where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views.

Before delivery of the session we will discuss the partner's lesson plan and any materials the partner intends to use and ensure that the content is age appropriate for the pupils and meets pupil's needs.

We will ensure any external partner complies with the Child Protection and Safeguarding Policy.

9.Links with other curriculum areas

We seek to draw links between Relationships, sex and health education and other curriculum subjects wherever possible. Relationships, sex and health education will be linked to the following subjects in particular: -

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- Computing – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support and how content in computing relates to online and media topics.
- PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.

- Citizenship – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- PSHE – pupils learn about respect and difference, values and characteristics of individuals, in the local context and wider community.
- English – when literacy texts which touch on emotional aspects of relationships are studied in the English curriculum.

10. Inclusion

Ethnic, Cultural and Religious Groups

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Head teacher.

Pupils with Special Needs

We will ensure that all pupils receive relationships education and relationships and sex education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary.

Gender, Identity and Sexual Orientation

We actively promote equality and social inclusion. The 'Educate and Celebrate' programme has been embedded into our curriculum. The programme provides positive relationships and understanding. It is based around a set of stories about different families, relationships and gender identities. We aim to deal sensitively and honestly with regard of sexual orientation and gender identity, answer appropriate questions and offer support. Pupils, whatever their developing gender identity and sexuality need to feel that relationship education is relevant to them.

11. Sexual Harassment

We are aware of the recent Ofsted's review of sexual abuse in schools – June 2021. We note that in this report it states that young people experience a prevalence of sexual harassment, inappropriate e-communication and other related behaviours. For example, the review stated that 90% of secondary aged girls reported unwanted sexualised e-communication. Ofsted also referred to other evidence that suggested 15% of concerns disclosed to a self-report website, were from primary aged pupils. Schools must therefore assume that sexual harassment, online sexual abuse and sexual violence is likely to be happening across all areas of the UK and therefore also in their school communities. Where incidents are reported, staff understand how to handle them, in line with the DfE's guidance. At Hutton Henry C of E Primary School staff have a good awareness of the signs that a child is being neglected or abused and they are confident about what to do if a child reports that they have been sexually abused by another child. Children are taught through our RSHE curriculum about safeguarding risks, including online risks and they support pupils to understand what

constitutes a healthy relationship, both online and offline. We also make sure that our staff and governors are trained generally in this area. We keep careful records and analysis of sexual harassment and sexual violence, including online, to identify patterns and intervene early to prevent abuse. We make sure that they also take a behavioural approach, including sanctions when appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated. We work in careful partnership with other professionals, as is reflected in our Safeguarding Policies. We have a designated and trained Safeguarding lead who is given time and support to fully discharge their duties in this important area. In our work with pupils, we ensure that pupils are clear about the next steps, when an incident is reported and that they create a clear action plan with activities, responsibilities and timescale.

12. Working with parents/carers and the wider community

Here at Hutton Henry Church of England Primary School we believe the role of parents in the development of their children's understanding about relationships is vital. Parents/carers are the first educators of their children. Therefore, we will ensure that we work closely with parents/carers to ensure they are aware what is taught and when. This policy and information on what will be taught and when will be freely available on our schools' website for parent/carers to access.

Schools should consult parents before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how the link this with what is being taught in school.

13. Pupils right to be excused from Sex and Relationship Education

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to excuse their children from all or part of the sex education elements delivered as part of the statutory Relationships Education, except for those parts included in the statutory National Curriculum (i.e. in Science lessons).

We would make alternative arrangements in such cases. Parents are encouraged to discuss their concerns and / or decisions with the Head Teacher at the earliest opportunity. The head teacher/RSE lead will document the process and outcome. Parents/carers are welcome to review any RSE resources the school uses.

14. Safeguarding, reports of abuse and confidentiality

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class/group agreement.

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to First Contact, identifying the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss appropriate next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13's should be fully documented and reported.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

These procedures should be read in conjunction with the Durham Safeguarding Children's Partnership procedures (link) with special reference to Sections 3 'Referral and Investigation' and Section 6.13 'Sexually Active Children under 18' – 'Young People under the age of 13'

Any bullying incidents arising out of the relationships, sex and health education, such as those relating to sexual orientation, will be dealt with as seriously as any other bullying incidents in school in accordance with the Behaviour Policy and/or Anti-bullying policies.

Confidentiality within the classroom is an important aspect of relationships, sex and health education and teachers should respect the confidentiality of pupils as far as possible. Pupils will be informed of the duty of confidentiality and will be made aware of what action may be taken if they choose to report a concern or make a disclosure.

If a teacher has any suspicion of inappropriate behaviour or potential abuse, or if any reports are made during lessons as a result of the content of the curriculum this will be reported to the Designated Safeguarding Lead and this will be dealt with in line with the Child Protection and Safeguarding Policy.

Dealing with sensitive issues- Conversations in lessons should not lead to any type of bullying, ostracising or other forms of social or emotional harm. Pupils should be aware of this and lessons should be delivered in such a way to ensure this does not happen.

To help create a safe environment for pupils when teaching these topics, we will consider:

- Setting ground rules for lessons, where needed, particularly around not sharing personal information.

- Stopping conversations if person information is shared in lessons and following up with individual pupils later if needed.
- Not promising confidentiality if a pupil confides something concerning.
- Telling pupils they can ask for help and they will be taken seriously.

15. Monitoring and Evaluation of Relationship and Sex Education

It is the responsibility of the Head Teacher/ Leadership Team to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject and will be involved in a yearly monitoring and evaluation exercise led by the Leadership Team.

The Governing body is responsible for overseeing, reviewing and organising the revision of the sex and relationship education policy and curriculum.

Ofsted is required to evaluate and report personal development, behaviour and welfare as well as spiritual, moral, social and cultural development (SMSC) of pupils. This may include evaluating and commenting on the school's relationship and sex education policy, curriculum, staff development, and quality of provision.

Appendix I

A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)¹

In The Durham Diocesan MAT 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 Act² 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.

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.

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.

Appendix 2

Relationships education overview

Families and people who care for me

By the end of primary school, pupils will know:

3. That families are important for them growing up because they can give love, security and stability.
4. 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.
5. 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.
6. 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.
7. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
8. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

By the end of primary school, pupils will know:

9. How important friendships are in making us feel happy and secure, and how people choose and make friends.
10. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
11. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
12. That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
13. How to recognise who to trust and who not to trust.
14. How to judge when a friendship is making them feel unhappy or uncomfortable.
15. How to manage conflict.
16. How to manage different situations and how to seek help from others if needed.

Respectful relationships

By the end of primary school, pupils will know:

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

Online relationships

By the end of primary school, pupils will know:

25. That people sometimes behave differently online, including pretending to be someone they are not.
26. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
27. The rules and principles for keeping safe online.
28. How to recognise harmful content and contact online, and how to report these.
29. How to critically consider their online friendships and sources of information.
30. The risks associated with people they have never met.
31. How information and data is shared and used online.

Being safe

By the end of primary school, pupils will know:

32. What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
33. About the concept of privacy and the implications of it for both children and adults.
34. That it is not always right to keep secrets if they relate to being safe.
35. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
36. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
37. How to recognise and report feelings of being unsafe or feeling bad about any adult.
38. How to ask for advice or help for themselves and others, and to keep trying until they are heard.
39. How to report concerns or abuse, and the vocabulary and confidence needed to do so.
40. Where to seek advice, for example, from their family, their school and other sources.

Appendix 3

Health education overview

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

Mental wellbeing

By the end of primary school pupils will know:

41. That mental wellbeing is a normal part of daily life, in the same way as physical health.
42. That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
43. The scale of emotions that humans experience in response to different experiences and situations.
44. 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.
45. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
46. The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
47. Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
48. How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
49. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
50. Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
51. That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

By the end of primary school, pupils will know:

52. That for most people, the internet is an integral part of life and has many benefits.
53. About the benefits of rationing time spent online.
54. The risks of excessive time spent on electronic devices.
55. The impact of positive and negative content online on their own and others' mental and physical wellbeing.
56. How to consider the effect of their online actions on others.
57. How to recognise and display respectful behaviour online.
58. The importance of keeping personal information private.
59. Why social media, some computer games and online gaming, for example, are age-restricted.
60. 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.
61. How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted.
62. Where and how to report concerns and get support with issues online.

Physical health and fitness

By the end of primary school, pupils will know:

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

Healthy eating

By the end of primary school, pupils will know:

67. What constitutes a healthy diet, including an understanding of calories and other nutritional content.
68. The principles of planning and preparing a range of healthy meals.
69. The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

Drugs alcohol and tobacco

By the end of primary school, pupils will know:

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

Health and prevention

By the end of primary school, pupils will know:

71. How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
72. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
73. The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
74. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
75. About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
76. The facts and science relating to immunisation and vaccination.

Basic first aid

By the end of primary school, pupils will know:

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

Changing adolescent body

By the end of primary school, pupils will know:

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

