



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

# **Waddington All Saints Academy**

# **Relationships, Health and Sex Education (R.S.H.E) Policy**

(Primary Academies)

## **Policy Statement**

### **Introduction**

This statement sets out the legal framework, the definitions and our policy expectations.

L.E.A.D. Academy Trust requires this policy to be implemented by all its member academies, adapted to meet the needs of individual contexts and cohorts.

The L.E.A.D. ethos is that effective personal development is crucial to the rounded education provided to our pupils. Every child should have access to effective Health, Sex and Relationship Education.

L.E.A.D. Academy Trust defines the policy expectation, but the responsibility for implementation of the policy rests with the Head teacher of each academy.

This policy outlines the commitment to provide effective Relationships, Sex and Health Education for all pupils in support of that offered by parents, who are the first educators of their children in this area. It has been written with regard to the DfE Relationships Education, Relationships and Sex Education (RSHE) and Health Education guidance 2019 and statutory requirements.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships and Health Education compulsory for children receiving primary education.

RSHE teaching contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSHE will be taught in an age-appropriate manner throughout each Academy within the Trust.

### **Legal Framework**

Updated guidance:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Academies' Funding Agreements require academies to have regard to [DfE's statutory guidance on sex and relationship education](#)

Duty to promote well-being (Children Act 2004)

<http://www.legislation.gov.uk/ukpga/2004/31/contents>

*Please note: This policy should be read in conjunction with our policies on Safeguarding & Child Protection, Special Educational Needs & Disabilities (SEND) and Equality.*

## **Definition**

Sex and Relationship Education is committed to supporting all children to grow up happy, healthy and safe, and to provide them with the knowledge they need to manage the opportunities and challenges of modern Britain. Through RSHE children learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes, reproduction and birth in a sensitive and age-appropriate way. This is aimed at building the foundation of skills and knowledge that will be developed further at a secondary level. Our key aim in providing RSHE is to safeguard our pupils. Pupil will learn key knowledge and skills to help keep them safe and prepare them for adult life.

Sex Education for primary age pupils is not compulsory. However, at L.E.A.D. Academy Trust, all academies should ensure that any sex education programme designed and implemented, is age appropriate and is tailored to the physical and emotional maturity of the pupils, and should be aligned with the model policies issued by the relevant local authority. The policy will equally be outlined and shared with the relevant stakeholders and parents.

The statutory subject of Health Education includes coverage of: mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol and tobacco; health and prevention; basic first aid; and, changing adolescent body (ie. puberty education)

## **Key Objectives**

The key objectives of the RSHE programme should be to:

- Develop knowledge and understanding of positive and healthy relationships and the importance of commitment
- Enable children to gain the skills and understanding to support the development of healthy bodies and minds
- Develop pupils' skills around assessing risk and keeping safe
- Enable pupils to recognise and manage their emotions effectively
- Support Pupils to effectively manage their health and wellbeing
- Make pupils aware of their rights especially in relation to their bodies
- Enable the development of social and relationship skills and protective behaviours
- Prepare pupils for the physical and emotional changes of puberty
- Develop understanding of reproduction and birth within the context of loving and caring relationships
- Explore a range of attitudes, values and faith perspectives around aspects of relationships and sex
- Support pupils to use the internet safely and to recognise the benefits and risks that it brings
- Provide pupils with the knowledge and skills to access appropriate support

The RSHE programme is based on the needs of pupils, in order to support learning outcomes appropriate to their age, ability and level of maturity. Pupils will be helped to appreciate difference and to respect themselves and others.

**The Curriculum:**

RSHE will be taught in each year group throughout the Academy. The curriculum we deliver is age-appropriate and progressive, building the children’s knowledge, understanding and skills year on year. RSHE will be delivered, and parents/carers will be informed of what will be covered annually.

The curriculum will ensure coverage of the following core elements:

**1. Knowledge and Understanding**

**2. Personal and Social Skills**

**3. Attitudes and Values**

**Aspects of Coverage/ Concepts**

*The following aspects and concepts will be covered within the RSHE guidance published in June 2019.*

Concepts within the Curriculum	
Mental wellbeing	Physical health & fitness
Sexual education	Being safe
Changing adolescent body	Health & prevention
Basic first aid	Internet safety & harms
Drugs alcohol & tobacco	Healthy eating
Respectful relationships	Families (& people who care for me)
Online relationships	Caring friendships

*We work to objectives in each year group that support the outcomes outlined in the government RSHE guidance.*

**PSHE Curriculum: Whole School Overview:** The colours show how the spiral curriculum within the six themes develops showing how specific learning builds for pupils as they move through the school, gradually expanding and deepening their knowledge, skills, and attributes.

Living in the Wider World		Health and Wellbeing			Relationships	
Rights and responsibilities	Money	Health	Safety and risk		Feelings and friendship	Identity
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What makes us special?	What helps us stay healthy?	How do we keep safe and who keeps us safe?		How do we feel?	What can we do with money?
Year 2	What makes a good friend?	How do we recognise our feelings?	What can help us grow and stay healthy?	What is the same and different about us? Growing and Changing.	How can we keep safe in different places?	What jobs do people do?
Year 3	Why should we keep active and sleep well?	How can I value differences?	What makes a community? Responsibilities.	How can we describe our feelings?	What are the rules that keep us safe? Keeping myself safe.	Growing and changing
Year 4	How can we be a good friend?	How do we treat each other with respect?	How will we grow and change?		Think positively	How can our choices make a difference to others and the environment?
Year 5	Britain. How can we value difference in the community?	Be yourself: What makes up your identity?	How can we manage our money? Economic wellbeing	How can we help in an accident or emergency?	How can we be safe online and using social media?	My body: What choices affect my health? (RSE)
Year 6	What makes a healthy and happy relationship?	How can we keep healthy as we grow?	What jobs would we like? Economic Wellbeing – aspirations, wellbeing and careers.	What are Human Rights?	How can the media influence people?	How do friendships change as we grow? (RSE)

## **Sex Education**

In addition to Relationships and Health education, sex education is taught in every year group. Our sex education programme is tailored to the age and the physical and emotional maturity of the pupils. It ensures that both boys and girls are prepared for the changes that 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. Parents are able to withdraw their child from elements of this learning that are not in the Science curriculum if they choose to – (see ‘Parents’ section below). An overview of the objectives covered in each year group is attached in the Appendix.

### **Implementation:**

Within Waddington All Saints Academy, RSHE is taught on a weekly basis, allowing sufficient time to become fluent in knowledge and skills, with recalls ensuring that this is embedded into long term memory. However, teachers have the autonomy to block learning if this meets the needs of the learner and provides a greater impact. It is taught to all pupils across the school as a whole subject – from RSE to mental & physical health, online safety to job skills. Relationships and sex education is a fundamental component of our PSHE education, not a separate subject and is delivered within a comprehensive programme of PSHE education.

PSHE/RSHE is taught within a spiral curriculum through themes which develops and builds upon previous learning for pupils as they move through the school, gradually expanding and deepening their knowledge, skills, and attributes. Subject content is age appropriate and developmentally appropriate. It is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

Although taught as a specific subject, RSHE is embedded throughout the school and underpins class and whole school assemblies, alongside our whole school ethos. We support national initiatives such a mental health week and link to across the curriculum where possible. Visits and experiences enrich our provision when needed.

Emotional literacy support assistants - or ELSAs – trained teaching assistants provide emotional and social skills support to children at times of need. They help pupils to understand and cope with their feelings and that of others, develop a high self-esteem and have positive interactions with others.

Wellbeing clubs also support needs of individuals as they arise.

Since RSHE incorporates the development of self-esteem and relationships, pupils’ learning does not just take place through the taught curriculum but through all aspects of school life, including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the Academy at any time they are dealing with children.

## **Teaching and Learning**

The personal beliefs and attitudes of teachers will not influence the teaching of RSHE. The approach to the teaching of this subject matter is rooted in education, rather than beliefs or emotion. A balanced and non-judgmental approach will therefore be taken. Teachers, and all those contributing to RSHE will work to the agreed values within this policy.

Within RSHE pupils will develop confidence in talking, listening and thinking about relationships, keeping safe, health, puberty and sex. To achieve this, a number of teaching strategies may be used, including:

- Establishing ground rules with pupils
- Dealing with children's questions in an appropriate manner
- Using discussion and the appropriate materials
- Encouraging reflection
- Use strategies for pupils who may not wish to raise suggestions in front of others e.g. a question (ballot style) box.

## **Equality, Inclusion and Support**

Relationships and RSHE should be delivered in line with the Equalities Act and Public Sector Equality Duty to ensure those with protected characteristics do not face discrimination. Positive action is taken to deal with disadvantages affecting a group because of a protected characteristics.

In complying with the requirements of the Equality Act 2010, we value diversity, encourage respect for all and promote tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic.

RSHE will be accessible to all regardless of their gender or background. Through the delivery of RSHE, teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSHE. We aim to deliver RSHE in a factual, non-judgmental way, ensuring that teachers do not promote one faith or cultural viewpoint, but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance.

Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at the Academy fits with their family's faith, beliefs and values. To support this process we will ensure that parents are made aware of what will be taught and when.

We will use a range of materials and resources that reflect the diversity of the Academy population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued.

A range of different families and relationships will be explored within RSHE. All children whatever their identity, developing identity, or family background need to feel that RSHE is relevant to them and sensitive to their needs. Resources used will demonstrate awareness of both the Academy community and wider society where possible.

### **SEND**

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a tailored approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers and based upon the individual needs of the pupil, prior to the session.

### **Vulnerable Pupils**

Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case, parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

### **Safe Learning in RSHE**

It is important that all pupils feel safe and able to participate in RSHE lessons. To support the involvement of all pupils, teachers will use a range of teaching strategies and ensure that pupils are aware of the expectations before beginning each session.

As with any topic, pupils will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way.

When pupils can write independently, pupils may be introduced to the 'question box', into which they can place their written questions. This allows the teacher the opportunity to group questions into themes and filter any that may need answering on an individual basis or, in some cases, referred to parents. All staff will be mindful of their safeguarding role and will follow the relevant Academy procedures if a question raises concerns of this nature.



Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules and expectations.
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse, the teacher will attend to it on an individual basis which may involve informing parents.

Sometimes pupils may ask questions about issues that are not part of the planned programme, this could show that the taught curriculum is not meeting their needs. This will be fed back to the leader as part of the evaluation and monitoring process.

### **External speakers**

External speakers may be used to enhance the delivery of RSHE. All external speakers deliver in line with our RSHE policy and safeguarding procedures.

- be suitably qualified to deliver RSHE sessions
- be aware of the school policy on RSHE and work within this
- be supervised by a member of staff at all times when on school premises
- be familiar with the Safeguarding Policy and alert the teacher to any safeguarding concerns
- understand their contribution they make to the broader RSHE programme
- be suitably vetted prior to being booked

*We use regular visitors such as the Lincolnshire Stay safe partnership, who deliver an on-line safety workshop for Y6 pupils and a relationship workshop for Y2.*

### **Staff Training**

All staff delivering RSHE will take part in training and be familiar with this policy. If a staff member has additional learning and development needs, these will be supported either through mentoring from a more experienced staff member in the Academy, team-teaching, observations, or attendance at an internal or external training event.

### **Assessment and Review**

Teachers use a range of assessment strategies to track pupils' progress towards our published learning outcomes. *This includes marked workbooks; self-assessment and peer assessment and 'I can' statements. Governors will monitor the achievement of pupils in RSHE. Pupil's progress in RSHE will be included in the end of year report. Personal reflection in PSHE and Wellbeing education lessons, is essential. We ensure pupils have time and space to reflect on this, either privately or through discussion, as a vital part of the assessment*

*process. Assessing learning in PSHE education uses a combination of teacher assessment and pupil self- assessment.*

*Assessment in PSHE is not be about levels or grades, passing or failing, the model of assessment that is most meaningful is ipsative assessment. This compares the pupil's results against his or her previous results, so the benchmark against which progress is measured is the pupil's own starting point; not the performance of others or the requirements of an exam syllabus.*

*We use succinct 'I can' statements, summarising learning against each unit's key learning outcomes as an assessment tool. This helps to keep an overview of the whole year's PSHE and Wellbeing assessment records in one place. We use the success criteria for a whole class to enable us to identify gaps or areas that require further development.*

*Each sequence of learning begins by ascertaining the pupil's prior knowledge, skills and attitudes, also identifying areas that will benefit from a particular focus through a baseline activity. Any misconceptions that arise throughout the unit are identified and addressed appropriately. Children continue to recall their knowledge throughout a unit in order to ensure an alteration in long term memory. Comparing 'before and after' responses helps to demonstrate progress and identify any remaining gaps. Children record pre and post unit responses with a different colour pen or pencil, writing the date to record which was used before and which was used after the unit. New ideas, added when the activity is repeated at the end of the unit, will then be clearly identified.*

*The essential skills and attributes [of PSHE and Wellbeing education] are arguably the hardest aspects of learning to assess. It is difficult for teachers to assess accurately a pupil's self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons.*

### **The Role of Parents**

RSHE is a partnership between the Academy and parents/carers. We recognise that in RSHE, parents and carers play a core role and we therefore welcome their engagement with our programme. It is important that RSHE delivered within the Academy is explored in more detail within the context of individual families. We wish to build a positive and supporting relationship with the parents of children at our Academy through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents routinely about the Academy's RSHE policy and practice (prospectus/letters/emails/ website)
- The curriculum content and organisation is shared and explained (-knowledge organisers / explanation of what is covered and when)
- Answer any questions that parents may have about the RSHE of their child

- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE in the Academy
- Conduct consultation on an annual basis about any needs in relation to our RSHE programme and policy

Any parents wanting more information about our RSHE curriculum can contact their child's class teacher or the RSHE Lead; Mrs Tozer.

### **Right to withdraw from Sex Education**

Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to withdraw their child from the sex education elements of our programme (other than that which comes within the science curriculum). There is no right to withdraw from Relationships Education or Health Education. Any parent wishing to exercise this right should initially contact the Head teacher to discuss the matter.

If a pupil is withdrawn from an aspect of Sex Education, alternative arrangements will be put in place. This provision and the nature of this learning will be negotiated on an individual basis, dependent on the needs of the pupil.

### **Resources**

As with any other subjects, the breadth of the RSHE curriculum necessitates the use of a wide variety of age-appropriate resources. Teachers select resources that support the learning outcomes for the year group they are teaching. Parents are invited (annually) to review these resources and familiarise themselves with anything which is used.

We hold a parents meeting each year where you can familiarise yourself with the resources to be used. This meeting will be offered prior to the sessions being delivered. If you would like to see these at other times of the year please speak to your child's teacher. If you would like to discuss any of the resources in more detail please contact Mrs Tozer, the PSHE Lead.

Resources include fiction and reference books, leaflets, extracts from videos, games and quizzes. The following points are taken into consideration when choosing resources to aid children's learning and understanding:

- Consistency with the values of RSHE and sex education programme taught in school.
- Appropriateness in terms of language, images, attitude, maturity and understanding required.
- Factually accurate.

- Reflects a range of children and families.
- Addresses the needs of both boys and girls.
- Develops skills, provides opportunities for development of attitudes and discussion of values or/and provides information.
- Encourages active and participatory methods.

### **Confidentiality, Safeguarding and Child Protection**

Everyone involved in RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed that if confidentiality has to be broken, due to safeguarding concerns, they will be informed first and then supported as appropriate.

Teachers will be aware that effective RSHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSHE will be alert to signs of abuse and report concerns or suspicions to the Designated Safeguarding Lead as outlined in the safeguarding policy. Any disclosure of sexual activity from a primary age child would raise immediate child protection concerns that would be dealt with in a sensitive manner in line with local safeguarding procedures.

### **Menstrual Wellbeing**

Some pupils will begin menstruation whilst still in primary education. To support pupils who are menstruating, we have in place the following:

- Sanitary disposal units are available in the Y6 and Y5 toilets.
- Pupils can access sanitary products from the class teacher or medical room
- For those experiencing period poverty free sanitary protection can be accessed from the class teacher or medical room.

When a pupil starts menstruating in the Academy, we will support them on-site and inform parents. Our RSHE programme covers basic information about menstruation in year 4, with more detailed input in years 5 and 6. If your child has difficulties managing their periods at the Academy please contact their class teacher for support.

### **The Role of the Head Teacher**

It is the responsibility of the Head teacher to ensure:

- That parents and staff are informed about the academy's RSHE policy.

- The policy is implemented effectively.
- That members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- This policy is monitored on a regular basis and reports are made to governors on the effectiveness of the policy.

### **Links to other Policies**

**It is important to acknowledge that this policy does not remain in isolation and is used in conjunction with the following Policies:**

- *Anti-bullying*
- *Healthy eating*
- *Religious Education*
- *Science*
- *Safeguarding*
- *Equality*
- *Health and Safety*
- *SMSC*
- *British Values*
- *Curriculum*
- *Complaints*

### **Concerns/ Complaints**

Any concerns regarding this policy should be addressed informally in the first instance by approaching your child's class teacher. If concerns remain, then they should be addressed via the complaints procedure which is available on the academy website.

## Appendix

### RSE Curriculum

RSE will reflect the values of the PSHE/RSHE programme. RSE will be taught in the context of relationships. In addition, RSE will promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

<b>RSE Y1</b>	<ul style="list-style-type: none"><li>• Understand that babies have special needs.</li><li>• Reflect the changes in their lives so far and consider future changes in growth.</li><li>• Recognise the correct names for the body parts.</li><li>• To identify parts of the body that are private.</li><li>• about the special people in our lives and how we care for one another</li><li>• Understand how we change as we grow</li><li>• Recognise the differences and similarities between people</li></ul>
<b>Year 2</b>	<ul style="list-style-type: none"><li>• Understand and respect the differences and similarities between people</li><li>• Name the main parts of a body, including sexual parts.</li><li>• Know the biological differences between male and female children.</li><li>• Understand that it is always the female that gives birth.</li><li>• Explain how a child is cared for in the womb (feeding and growing).</li><li>• Know the value of trust and identify someone they trust.</li></ul>
<b>Year 3</b>	<ul style="list-style-type: none"><li>• Recognising that change is a part of growing up.</li><li>• To identify different types of relationships and develop skills on how to be successful in different relationships.</li><li>• Revise the correct names for sexual body parts and other major organs.</li><li>• Understand the needs of a new baby.</li><li>• Consider the impact of a new baby on a family and develop strategies for coping with change.</li><li>• Develop skills in asking for help.</li></ul>
<b>Year 4</b>	<ul style="list-style-type: none"><li>• Understand how both boys and girls bodies change during puberty.</li><li>• Understand how to deal with physical changes. e.g. periods</li><li>• Explore how to deal with a range of emotional changes during puberty.</li><li>• Understand how they need to keep clean during changes in puberty.</li><li>• Know strategies for coping with change.</li><li>• Develop positive attitude to personal body image.</li><li>• Recognise some of their own positive skills, qualities and attributes.</li><li>• Develop strategies to deal with peer pressure.</li><li>• Recognise that there are agencies to keep young people safe and happy.</li><li>• I can describe male and female body parts and explain what these are used for.</li></ul>
<b>Year 5</b>	<ul style="list-style-type: none"><li>• Understand how bodies change during puberty.</li><li>• Understand how to deal with physical changes. e.g. periods and wet dreams</li></ul>

	<ul style="list-style-type: none"> <li>• Understand the biological changes that happen to males and females during puberty (menstruation, ejaculation, wet dreams).</li> <li>• Know how to manage physical changes during puberty</li> <li>• Know the importance of personal hygiene during puberty</li>   <li>• Explore how to deal with a range of emotional changes during puberty.</li> <li>• Understand how babies are conceived (Process: Egg/sperm).</li> <li>• Reflect on the need for love and trust in a range of relationships.</li> <li>• Understand how babies are born.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Revise and develop their understanding of puberty.</li> <li>• To understand that the pressure to conform to gender/body stereotypes comes from the media.</li> <li>• Recognise the difference between healthy and unhealthy relationships and their right to physical boundaries.</li> <li>• Understand the role of the media when developing views on sex and relationships.</li> <li>• Consider why some people get married or have stable relationships and the importance of this on family life.</li> <li>• Consider when an adult might be ready for parenthood.</li> <li>• Know there are ways that adults can prevent pregnancy (and that they will learn more about this when they are older)</li> <li>• Understand that adults need to protect their health during sexual relationships.</li> <li>• Develop awareness of pressure to conform to gender and some strategies on how to deal with gender based stereotypes.</li> <li>• Consider their aspirations for the future</li> <li>• to know that there are some cultural practices which are against British law and universal human rights.</li> <li>• FGM – Understand why it happens, the signs, effects and who is at risk.</li> <li>• <a href="https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/female-genital-mutilation-fgm/">https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/female-genital-mutilation-fgm/</a></li> </ul>

## Programme of Study: KS1

### Core Theme 1: Health and Wellbeing

By the end of KS1 children should know:

<b>Health and Wellbeing</b>
H1. about what keeping healthy means; different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H4. about why sleep is important and different ways to rest and relax H5. simple hygiene routines that can stop germs from spreading H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H8. how to keep safe in the sun and protect skin from sun damage H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H10. about the people who help us to stay physically healthy
<b>Mental Health</b>
H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings; a range of words to describe feelings H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better
<b>Ourselves, growing and changing.</b>
H21. to recognise what makes them special H22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike H24. how to manage when finding things difficult H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) H26. about growing and changing from young to old and how people's needs change H27. about preparing to move to a new class/year group
<b>Keeping safe</b>
H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31. that household products (including medicines) can be harmful if not used correctly H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely H33. about the people whose job it is to help keep us safe



H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them  
 H35. about what to do if there is an accident and someone is hurt  
 H36. how to get help in an emergency (how to dial 999 and what to say)

**Drugs, alcohol and tobacco.**

H37. about things that people can put into their body or on their skin; how these can affect how people feel

**Core Theme 2: Relationships**

**Families and close positive relationships**

R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives  
 R2. to identify the people who love and care for them and what they do to help them feel cared for  
 R3. about different types of families including those that may be different to their own  
 R4. to identify common features of family life  
 R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

**Friendships**

R6. about how people make friends and what makes a good friendship  
 R7. about how to recognise when they or someone else feels lonely and what to do  
 R8. simple strategies to resolve arguments between friends positively  
 R9. how to ask for help if a friendship is making them feel unhappy

**Managing hurtful behaviour and bullying**

R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online  
 R11. about how people may feel if they experience hurtful behaviour or bullying  
 R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

**Safe relationships**

R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private  
 R14. that sometimes people may behave differently online, including by pretending to be someone they are not  
 R15. how to respond safely to adults they don't know  
 R16. about how to respond if physical contact makes them feel uncomfortable or unsafe  
 R17. about knowing there are situations when they should ask for permission and also when their permission should be sought  
 R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)  
 R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe  
 R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

**Respecting self and others**

R21. about what is kind and unkind behaviour, and how this can affect others  
 R22. about how to treat themselves and others with respect; how to be polite and courteous  
 R23. to recognise the ways in which they are the same and different to others

- R24. how to listen to other people and play and work cooperatively
- R25. how to talk about and share their opinions on things that matter to them

**Core Theme 3: Living in the wider world**

<b>Shared responsibilities</b>
L1. about what rules are, why they are needed, and why different rules are needed for different situations L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment
<b>Communities</b>
L4. about the different groups they belong to L5. about the different roles and responsibilities people have in their community L6. to recognise the ways they are the same as, and different to, other people
<b>Media literacy and digital resilience</b>
L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life L9. that not all information seen online is true
<b>Economic Wellbeing: Money</b>
L10. what money is; forms that money comes in; that money comes from different sources L11. that people make different choices about how to save and spend money L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want L13. that money needs to be looked after; different ways of doing this
<b>Economic wellbeing: Aspirations, work and career</b>
L14. that everyone has different strengths L15. that jobs help people to earn money to pay for things L16. different jobs that people they know or people who work in the community do L17. about some of the strengths and interests someone might need to do different jobs

## Programme of Study KS2

### Core Theme 1: Health and Wellbeing KS2

By the end of KS2 children should know:

<b>Healthy lifestyles: physical wellbeing</b>
H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H5. about what good physical health means; how to recognise early signs of physical illness H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health
<b>Mental Health</b>
H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H22. to recognise that anyone can experience mental ill-health and that it is important to discuss feelings with a trusted adult H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools
<b>Ourselves, growing and changing.</b>
H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H26. that for some people gender identity does not correspond with their biological sex H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to reframe unhelpful thinking

H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

H33. 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<sup>1</sup>

H34. about where to get more information, help and advice about growing and changing, especially about puberty

H35. about the new opportunities and responsibilities that increasing independence may bring

H36. strategies to manage transitions between classes and key stages

#### **Keeping safe**

H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming

H38. how to predict, assess and manage risk in different situations

H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe

H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)

H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about

H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

H43. about what is meant by first aid; basic techniques for dealing with common injuries<sup>2</sup>

H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say

H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk<sup>3</sup>

#### **Drugs, alcohol and tobacco.**

H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others

H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);

H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping

H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

## **Core Theme 2: Relationships KS2**

### **Families and close positive relationships**

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different

R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong

R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others

R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart

<p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>
<p><b>Friendships</b></p>
<p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>
<p><b>Managing hurtful behaviour and bullying</b></p>
<p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p>
<p><b>Safe relationships</b></p>
<p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>
<p><b>Respecting self and others</b></p>
<p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>

- R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
- R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with

### Core Theme 3: Living in the wider world KS2

#### Shared responsibilities

- L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws
- L2. to recognise there are human rights, that are there to protect everyone
- L3. about the relationship between rights and responsibilities
- L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
- L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)

#### Communities

- L6. about the different groups that make up their community; what living in a community means
- L7. to value the different contributions that people and groups make to the community
- L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
- L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
- L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

#### Media literacy and digital resilience

- L11. recognise ways in which the internet and social media can be used both positively and negatively
- L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results
- L13. about some of the different ways information and data is shared and used online, including for commercial purposes
- L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information
- L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images
- L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

#### Economic Wellbeing: Money

- L17. about the different ways to pay for things and the choices people have about this
- L18. to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’
- L19. that people’s spending decisions can affect others and the environment (e.g. Fairtrade, buying single-use plastics, or giving to charity)
- L20. to recognise that people make spending decisions based on priorities, needs and wants
- L21. different ways to keep track of money
- L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
- L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations
- L24. to identify the ways that money can impact on people’s feelings and emotions

**Economic wellbeing: Aspirations, work and career**

L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes

L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life

L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them

L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)

L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid

L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation

L31. to identify the kind of job that they might like to do when they are older

L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)