



Thurton

Church of England VC Primary School



RELATIONSHIPS, HEALTH AND SEX EDUCATION (RHSE) POLICY

Formally adopted by the Governing Board of:-	Thurton CE Primary School
On:-	December 2020
Chair of Governors:-	Mr L Swiffen
Last updated:-	November 2020

RELATIONSHIPS, HEALTH AND SEX EDUCATION (RHSE) POLICY

Policy context and Rationale

This relationships, health and sex education policy covers Thurton CE Primary School's approach to teaching relationships, health and sex education (**RHSE**)

The core policy was produced by the Diocese of Norwich in collaboration with an external national RHSE Adviser. As much as has been possible, this policy has been subject to consultation with the whole-school community and, where relevant, appropriate members of the wider community such as medical professionals and faith leaders.

Pupil and parent consultation has ensured the needs of all pupils can be met through the delivery of an age and stage appropriate RHSE curriculum that addresses relevant issues informed by analysis of public health data and pupil priorities. Consultation methods include discussions with pupils, parent surveys, information letters to parents and parent meetings to view specific resource materials. Any concerns or needs that are raised, which are specific to the curriculum, are considered by school leaders and governors to see whether any changes need to be made. Please be advised that not all parental feedback results in changes to the curriculum.

Policy availability

Stakeholders can be informed about the policy through RHSE consultation events or accessing a copy from the school website. Should a hard-copy of the document be required, the school will be happy to provide this upon request and will also work with any stakeholders that require the policy in an alternative format to meet their individual needs, ensuring equitable accessibility for all. The policy can be obtained in an alternative format by contacting the school office.

Policy values, aims and objectives

Our school supports the aims and objectives set out by the Secretary of State for Education in the RHSE Guidance, 2019 which says:

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.'

Secretary of State Foreword, 2019

RHSE is delivered to compliment the wider ethos, values and principles of the Diocese of Norwich.

'Our vision for education is deeply Christian, with Jesus' promise of 'life in all its fullness' at its heart. In line with the Church of England's role as the established Church, our vision is for the common good of the whole community:

Educating for wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.

Educating for hope and aspiration: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.

Educating for community and living well together: a core focus on relationships, participation in communities and qualities of character that enable people to flourish together.

Educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.'

Our school's overarching distinctively Christian vision for pupils is: 'Enjoy, Achieve and Believe', where our pupils and school community work together to create a happy and productive community, where we encourage a "Team Thurton" or 'Togetherness' spirit. Excellent behaviour and mutual respect are at the core of our aims and values between both the children, families and staff at the school. RHSE teaching and learning at Thurton CE Primary School is underpinned by these embedded aims, values and principles.

RHSE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age and stage appropriate manner. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, within which they value their sexuality and take responsibility for their health and wellbeing both now and in the future. We recognise the importance of RHSE in preparing children and young people to live safe, fulfilled and healthy lives. The objective of RHSE is to support children and young people through a journey of physical, emotional and moral development, through the teaching of essential knowledge, skills and values within the framework of the law, relevant provisions of the Equality Act, 2010 and through the teaching of the Christian perspectives on relationships and sex.

Effective RHSE can make a significant contribution to the development of personal skills needed by pupils to establish and maintain relationships. RHSE will ensure children and young people are encouraged to understand the importance of stable, loving relationships, respect, love and care in line with our Christian values. It also enables young people to make responsible and informed decisions about their health and wellbeing.

RHSE will be approached through evidence-based, best practice principles to ensure the highest impact on improving pupil health, wellbeing, safeguarding and lifelong outcomes. The following principles are based on research evidence, supported by a wide range of learning organisations including NSPCC, Barnardo's, the Children's Society and education unions.

We are committed to RHSE which:

- Is taught by staff regularly trained in RHSE (with expert visitors invited in to enhance and supplement the programme where appropriate – for example NSPCC Speak Out, Stay Safe programme)
- Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home (for example Year 6 parents are invited to a meeting to view resources prior to delivery of sex education lessons)

- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
- Promotes safe, equal, caring and enjoyable relationships and discussed real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
- Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity
- Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views
- Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online
- Respects gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RHSE lessons and in every-day school life
- Meets the needs of all pupils with their diverse experiences –including those with special educational needs and disabilities
- Seeks pupils' views about RHSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change (for example, pupils contributing to the school's healthy lunch box policy for parents/carers or exploring the environmental impact of plastic pollution)

Entitlement and equality of opportunity

All children are entitled to access a broad and balanced curriculum delivered in an age and stage appropriate manner. Teachers will include a range of teaching styles and groupings to allow all children to make progress. Every child will be given the opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

We actively celebrate the diversity of our pupils, their families and the wider whole-school community. RHSE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law, to ensure all pupils have equal access to our RHSE curriculum. We do not use RHSE as a means of promoting any form of sexual orientation over another.

Through consultation, continual assessment and regular reviews of the curriculum we ensure that we continually recognise and respect pupils' different abilities, levels of maturity and personal circumstances, including gender identity, faith or culture and that of their family, friends and the wider whole-school community in accordance with the school's approach to inclusion.

Teaching and learning

The RHSE programme will be led by the headteacher and taught by teachers and our HLTA. The programme will also be supported by visitors and outside agencies, for example, NSPCC, Crucial Crew and One Day Creative. All staff involved in the delivery of RHSE, including Governors, have received specialist training to ensure that pupils receive clear and consistent approaches to RHSE throughout their time at Thurton CE Primary School. Whole staff and individual training needs will be identified through the school’s self-evaluation process and staff appraisal system.

On occasion, external visitors, experts and agencies may be invited to contribute to the delivery of RHSE because of the particular expertise or to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with children and young people. When this happens, the school will:

- Check the visitor or visiting organisation’s credentials
- Ensure the teaching delivered by the visitor fits with their planned programme and the published policy
- Discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils
- Ask to see the materials visitors will use as well as a lesson plan in advance, to ensure it meets the full range of pupils’ needs (e.g. special educational needs)
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy
- Arrange for the visitor to be supervised/supported by a member of school staff at all times
- Monitor and evaluate the visitor input to inform future planning

RHSE will be taught through a range of teaching methodologies, including story-telling through film with alternate endings, role play, discussion, individual private reflection, quizzes and fact finding, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles.

Our Curriculum

The majority of elements of the RHSE curriculum are a statutory requirement to teach to meet the Department for Education’s ([DfE Relationships Education, Relationships and Sex Education and Health Education Statutory Guidance](#) (last updated 9th July 2020) and The Equalities Act, 2010.

DfE Primary statutory requirements: (SEE APPENDIX 1 for more detail):

<i>Relationships Education</i>	<i>Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe</i>
<i>Health Education</i>	<i>Mental wellbeing Internet safety and harms Physical health and fitness Healthy eating Drugs, alcohol and tobacco Health and prevention Basic first aid Puberty: Changing adolescent body</i>
<i>*Sex Education</i>	<i>Conception: How a baby is conceived and born</i>

**Sex education is not compulsory in Primary Schools but is included in our curriculum.*

We will be delivering our RSHE curriculum using a two year programme which will be divided into age appropriate modules or themes. RHSE will be taught through a ‘spiral curriculum’. This approach means that pupils will gain knowledge, develop values and acquire skills gradually during their school years by re-visiting core themes to build on prior learning. RHSE will support the school’s commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world.

Our intended RHSE curriculum is detailed below, but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case parent/carers will be provided with appropriate notice before the amended programme is delivered. Where possible the curriculum will be complemented by themed assemblies, topic days and cross curricular links.

An overview of the age 5-8 modules:

<p>Keeping/Staying Safe</p> <ul style="list-style-type: none"> • Road Safety • Leaning Out of Windows • Staying Safe • Tying Shoelaces 	<p>Keeping/Staying Healthy</p> <ul style="list-style-type: none"> • Healthy Eating • Brushing Teeth • Washing Hands • Medicine 	<p>Relationships</p> <ul style="list-style-type: none"> • Bullying • Body Language • Friendship • Touch 	<p>Being Responsible</p> <ul style="list-style-type: none"> • Practice Makes Perfect • Helping Someone in Need • Stealing • Water Spillage
<p>Feelings and Emotions</p> <ul style="list-style-type: none"> • Jealousy • Worry • Anger • Grief 	<p>Computer Safety</p> <ul style="list-style-type: none"> • Online Bullying • Image Sharing • Making Friends Online • Computer Safety Documentary 	<p>Money Matters</p> <ul style="list-style-type: none"> • Money Matters • Access to Nationwide Education resources 	<p>Hazard Watch</p> <ul style="list-style-type: none"> • Is it safe to eat or drink? • Is it safe to play with?

An overview of the age 8-11 modules:

<p>Keeping/Staying Safe</p> <ul style="list-style-type: none"> • Cycle Safety • Peer Pressure • Water Safety • Keeping/Staying Safe Documentary 	<p>Keeping/Staying Healthy</p> <ul style="list-style-type: none"> • Healthy Living • Smoking • Alcohol • Keeping/Staying Healthy Documentary 	<p>Growing and Changing</p> <ul style="list-style-type: none"> • Relationships • Puberty • Conception • Growing and Changing Documentary 	<p>Being Responsible</p> <ul style="list-style-type: none"> • Coming Home on Time • Looking Out for Others • Stealing • Being Responsible Documentary
<p>Feelings and Emotions</p> <ul style="list-style-type: none"> • Jealousy • Anger • Worry • Feelings and Emotions Documentary 	<p>Computer Safety</p> <ul style="list-style-type: none"> • Online Bullying • Image Sharing • Making Friends Online • Computer Safety Documentary 	<p>The Working World</p> <ul style="list-style-type: none"> • Chores at Home • Enterprise • In-App Purchases • The Working World Documentary 	<p>A World Without Judgement</p> <ul style="list-style-type: none"> • Breaking Down Barriers • Inclusion and Acceptance • British Values • A World Without Judgement Documentary

For a curriculum map and more information, please visit our school website:

<http://www.thurton.norfolk.sch.uk/teaching-learning/curriculum>

Resources

Thurton CE Primary School uses a number of resources and resource providers to help deliver the curriculum:



<https://www.1decision.co.uk/>



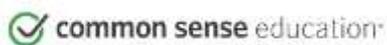
https://www.educatorsolutions.org.uk/product/rse/?service_type_id=103



<https://www.pshe-association.org.uk/>



<https://www.premier-education.com/>



<https://www.commonsense.org/education/digital-citizenship#digit-program>



<https://learning.nspcc.org.uk/research-resources/schools/pants-teaching>



<https://onedaycreative.com/>



<https://www.norfolk.gov.uk/safety/norfolk-fire-and-rescue-service/in-your-community/crucial-crew>

All resources and their content are evaluated by school leaders, including governors and teachers, and through consultation with parents when required, to consider how suitable they are for our children at Thurton CE Primary School. The criteria for evaluation is based on the statutory requirements, social need, maturity of pupils, religious background of pupils and environment.

Basic First Aid will be delivered by our HLTA who is VTS First Aid trained.

Assessment and monitoring

Pupils' learning will be assessed at the beginning and end of the every module to ensure that pupils are making sufficient progress to build on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of normal teaching activity to ensure that pupils do not feel under pressure. There will be self-assessment tasks throughout the programme that will confirm pupils' understanding of the topics. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate.

The quality of RHSE teaching and learning will be monitored through RHSE learning walks, team teaching and informal drop-ins conducted by subject leads and/or members of the senior leadership team. Governors will monitor the quality of provision, pupil progress and accessibility of the RHSE provision. Specific governor responsibilities are in section 38 and 39 of the RHSE Guidance, the

observations and findings of which will be used to identify and inform future staff training and resource needs.

Responding to pupils' questions

There will always be sensitive and controversial issues with the subjects of RHSE. These may be a matter of age and stage appropriateness, contrasting personal beliefs including disagreements with the official teaching of the Church and otherwise. We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues openly, within the framework of the class working agreement. At the end of certain lessons, pupils will be provided with an opportunity to raise anonymous questions through the use of an anonymous 'ask-it basket'. Teachers will answer questions as fully as they feel age and stage appropriate, based on the level of knowledge demonstrated by pupils during the lessons. Teachers may delay answering a pupil's question if they need time to consult with a colleague or the school leadership team to construct an appropriate answer. Teachers can refuse to answer a question that they feel is inappropriate, and will never answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons clearly explained and the teacher will work with the pupil to identify suitable sources of information where they can obtain an answer to their question. This may include encouraging the child to ask a parent or trusted adult at home.

Confidentiality, signposting and handling disclosures

Thurton CE Primary School's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources.

At the beginning of the RHSE teaching, the class will discuss and create a 'working agreement'. Confidentiality will be included within this agreement so pupils are clear of the limits of confidentiality that can be guaranteed by a teacher.

Distancing techniques, such as the use of characters or films with actors within RHSE (1Decision resources), avoids pupils feeling under pressure to participate to disclose information beyond that which is appropriate or feels comfortable. This strategy makes RHSE more accessible to all pupils, including those who may have experienced unhealthy relationships and/or abuse.

Teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also liaise with the Senior Leadership Team to advise of topic coverage so that the school can be responsive to pupils' pastoral needs, and safeguarding arrangements can be actioned efficiently if required.

Teachers will conduct RHSE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will immediately inform the named person for child protection if there are concerns. The designated safeguarding lead will then deal with the matter in line with the school's Safeguarding policy.

Involving parents and carers

We believe that parents are the primary educators of their children in RHSE and that RHSE is most effective when it is a collaboration between school and home. We therefore wish to continue to maintain a positive and supporting relationship with parents and carers of children and young people at our school through mutual understanding, trust and cooperation.

Thurton CE Primary School is keen to establish strong channels of communication between parents/carers and their children. The school will provide support to parents and carers through an annual meeting for Year 6 parents, which will provide a valuable opportunity to review the resources being used for sex education as well as considering ways to build on the learning at home. The school will also provide links and information on the school website which will enable parents/carers to develop awareness of emerging RHSE topics. The school also operates an open-door policy enabling parents to discuss RHSE at relevant times throughout the school year if required.

Parental rights to have a child excused

The vast majority of RHSE is compulsory. There is no right to withdraw from Relationships Education or Health Education. Parents and carers are only able to request that their child is excused from sex education, taught outside of the national curriculum for science. If a parent wishes their child to be excused from some or all of the non-statutory sex education, they should discuss this with the Head teacher, making clear what aspects of the programme they do not wish their child to participate in. During the discussion, the Head teacher will outline to the parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in class, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead). Once a decision has been made, they must inform the school in writing stating their reasons as to why they would like their child withdrawn.

Once these discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to have their child excused from non-statutory sex education. The school must document this process.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the Head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

If a pupil is excused from sex education, it is Thurton CE Primary School's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Links to other policies and curriculum

This policy complements other policies and curriculum areas including: Behaviour, Anti-bullying, ICT Code of Conduct, Online E-safety, PE, RE, Science, Equality and Safeguarding.

Review date or Monitoring and Review

The governing body monitors the impact of RHSE on an annual basis. The Governors give serious consideration to any comments, consultation and evidence of impact.

Consultation with pupils will be conducted on a regular basis to support with reviewing the curriculum to ensure it remains responsive to emerging needs and the policy updated accordingly.

The policy will be reviewed every 2 years, or sooner if the RHSE curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance. The next review date of this policy is currently set to be September 2022.

APPENDIX 1

Relationships Education (Primary)

54. The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

55. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

56. Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

57. From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

58. The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

59. Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

60. A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the

development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

61. Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

62. Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

By the end of primary school:

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. • that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. • that marriage* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. <p><i>*Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.</i></p> <ul style="list-style-type: none"> • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
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<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
<p>Online relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
<p>Being safe</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

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| | <ul style="list-style-type: none">• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.• how to recognise and report feelings of being unsafe or feeling bad about any adult.• how to ask for advice or help for themselves or others, and to keep trying until they are heard.• how to report concerns or abuse, and the vocabulary and confidence needed to do so.• where to get advice e.g. family, school and/or other sources. |
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Physical health and mental wellbeing: Primary

90. The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

91. This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

92. Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

93. Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

94. Pupils should also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.

95. Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

96. A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

By the end of primary school:

<p>Mental wellbeing</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
<p>Internet safety and harms</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.

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

Annex 2 – Table of changes

Date of change	Paragraphs affected	Summary of update