

Health, Relationships & Sex Education Policy



**Trust God
Love Always
Aim High**

Health, Relationships & Sex Education (HRSE) Policy

May 2021



Contents

Aims	2
Statutory Requirements	3
Policy Development	3
Definitions	3
Curriculum	4
Delivery of HSRE	4
Roles and Responsibilities	5
Parents' Right to Withdraw	6
Training	7
Monitoring Arrangements	7
Appendix 1: Curriculum Map	8
Appendix 2: By the end of primary school pupils should know	
Appendix 3: Parent form: withdrawal from sex education with HRSE	



Our Vision Statement **Trust God, Love Always** and **Aim High** encapsulates our Christian distinctiveness and is underpinned by our six core school values of; **Fellowship, Friendship, Respect, Trust, Peace and Love.**

At Canon Sharples, we ask all of our staff and pupils to embrace and uphold our school values so that we can all flourish individually as well as collectively as a school. Our ethos supports The Church of England's vision for Education with Jesus' promise of 'life in all its fullness' at its heart.

We seek to achieve our school vision by exploring and deepening our understanding of our school Christian values through our Collective Worship, Religious Education, Relationships, Sex and Health Education, Personal, Social and Economic Education and across the wider curriculum.



Aims of Health, Relationships and Sex Education Teaching

The aims of health, relationships and sex education (HRSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves, their bodies and their feelings
- Teach pupils about the importance of physical health and fitness, healthy eating and mental wellbeing and how they can work to achieve this
- Teach pupils about the associated risks of consuming, drugs, alcohol and tobacco

Statutory Requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching HRSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). At Canon Sharples we teach HRSE as set out in these documents and policies.

Policy Development

This policy has been developed in consultation with staff, pupils, governors and parents. The consultation and policy development process involved the following steps:

1. Review –The PSHE/RSE lead pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents were invited to complete a Microsoft forms questionnaire
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified



Definitions

Relationships Education is the programme of work that forms part of the basic curriculum. It covers all types of relationships including online, peer to peer, family and carer relationships. It also covers respect for others and staying safe.

Sex Education is a programme of work that covers relationships, puberty and reproduction.

Health Education is a programme of teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco.

The Science curriculum covers human reproduction.

Curriculum

In school, class teachers use the HeartSmart programme and materials to support the teaching of PSE and HRSE. An overview of the HeartSmart Relationships and Health curriculum, organised by school year, can be found on our school website. In delivery of the programme in school, we aim to help children grow into caring, reflective, well rounded adults who are well equipped to navigate modern life.

Teachers will use their professional judgement to select the resources to ensure the objectives within the relationships and health education curriculum are delivered. Teachers will teach areas of the HRSE curriculum not covered by the HeartSmart programme through additional PSE and HRSE lessons and other discrete subjects such as Science. In addition, we work with a variety of external partners to deliver specific elements of the curriculum such as Sex Education.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

In Year 6, HHKids will deliver a stand-alone lesson on Conception and Pregnancy which is additional to the content stipulated in the National Curriculum for Science. Parents have the right to withdraw their child from this lesson. An information letter will be distributed to parents in advance of this lesson and parents who wish to withdraw their child from the lesson should complete the form in Appendix 3.

HHKids deliver key aspects of our HRSE programme in school which are outlined in our curriculum map (see Appendix 1). We also work with a number of other external partners to deliver specific HRSE and/or PSE content through special projects across school and with specific year groups. We regularly review our curriculum and may need to adapt our curriculum map as and when necessary to meet the needs of our children in school.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so they are informed and don't seek to find answers online.



Delivery of HRSE

HRSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of HRSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education and drugs education sessions delivered by HHKids.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our HRSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Physical Health and Mental Wellbeing

As part of our curriculum we will teach about good physical health and mental wellbeing. Pupils will know that mental wellbeing is a normal part of daily life, in the same way as physical health.

We will teach our pupils about the benefits and importance of daily exercise, good nutrition and sufficient sleep and the language and knowledge to understand the normal range of emotions that everyone experiences. This will 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.

We will discuss with pupils the steps that they 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.

Pupils will be taught that there is a two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

The benefits of hobbies, interests and participation in the community will also be covered. Our pupils will know that as humans, we 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, are beneficial for health and wellbeing.

This complements Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.



Thrive Approach

At Canon Sharples, we have embraced the Thrive Approach across school to help us effectively support and develop our pupils' emotional and social development. The Thrive Approach gives staff the training, tools and strategies to tune into children's 'real-time' developmental needs, identify any gaps, including earlier developmental interruptions and plan to meet them. Class teachers use a tool called Thrive-Online to assess their pupils' social, emotional development each term. These assessments help teachers form a holistic picture of a child's development and enables them to plan a well matched social and emotional curriculum for the whole class, incorporating relevant strategies and activities into PSE and HRSE lessons, the wider curriculum and within Quality First Teaching. This is also achieved through tailored action plans for groups and individuals with parent consent.

In adopting Thrive as a whole school, we aim to support all of our pupils to build a strong emotional intelligence toolkit with strong self-awareness and a good stress regulation system. In doing this, will support their good progress in learning and help them to THRIVE in their school years and beyond.

By using Thrive in school we will:

- Develop a holistic approach to support children and young people's mental health and wellbeing.
- Provide early identification and effective support for children who are experiencing emotional, social or behavioural difficulties.
- Provide an environment for children to safely express and explore strong feelings which are creating barriers to learning.
- Develop supportive relationships between peers, and between children and adults in school.
- Support children to regulate and self soothe leading to resilience, academic progress and positive relationships.
- Provide children with strong foundations that will carry them through into adulthood
- Positive relationships are at the heart of Thrive and we use these relationships, together with play and creative activities, to give children key experiences at each different stage of their development to meet their needs.

Roles and Responsibilities

The Governing Board

The governing board will approve the HRSE policy, and hold the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for ensuring that HRSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

Subject Lead

The subject lead will:

- Work with class teachers to offer support on the planning of the curriculum ensuring that staff are aware and involved in the development of their pupils' social and emotional development.
- Organise resources and make them accessible to class teachers, encouraging staff to use the resources in cross-curricular links and activities.
- Liaise with other subject leaders to develop links between and across subjects.



- Arrange for specialist opportunities as needed such as extra-curricular clubs.
- Liaise with external partners to plan delivery of specific aspects of the HRSE curriculum.
- Devise a system of record-keeping, monitoring the opportunities of children during practical sessions, whenever possible.
- Identify areas for assessment and recording in various ways the work children produce.
- To attend subject courses/conferences.
- To encourage parental support in home practice/learning.

Staff

Staff are responsible for:

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

Staff do not have the right to opt out of teaching HRSE. Staff who have concerns about teaching any aspect of the HRSE curriculum are encouraged to discuss this with the headteacher.

Supporting New Staff

All staff within school are responsible for supporting new staff, whether this be NQTs in their first teaching post or more experienced staff that are new to Canon Sharples. Subject leaders will support staff in a number of informal ways

- Provide an overview of the planning for the specific subject and year group;
- Allow the new teacher to observe good quality teaching and learning if requested;
- Talk confidently about own subject area;
- Keep the teacher informed as to any changes which are imminent in the subject;
- Be willing to offer time and guidance if needed on developing the subject area with the new teacher.

In addition to these methods, ECT's (Early Career Teachers) will also have the support of a mentor who will meet regularly with them and be their first point of contact should any queries around specific subjects arise. The subject leader will provide any additional support needed to ECT's if there are areas that the ECT would like to discuss.

Pupils

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



Parents' Right to Withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

In Year 6, HHKids will deliver a stand-alone lesson on Conception and Pregnancy which is additional to the content stipulated in the National Curriculum for Science. Parents have the right to withdraw their child from this lesson. An information letter will be distributed to parents in advance of this lesson and parents who wish to withdraw their child from the lesson should complete the form in Appendix 3

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

Training

Staff are trained on the delivery of HRSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching HRSE.

Monitoring Arrangements

The delivery of HRSE is monitored by the subject co-ordinators through book scrutiny, learning walks, lesson observations, pupil voice interviews and outside agency reviews (HHKids).

Pupils' development in HRSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by C.Kiselis and the HRSE Lead annually.

Appendix 1 – Curriculum Map

Strand		Specific Objective	Where and how covered							
			Nursery	Reception	1	2	3	4	5	6
Relationships Education	Families and people who care for me	that families are important for children growing up because they can give love, security and stability	PSHE (HS) Cornerstones	PSHE (HS) RE Cornerstones	PSHE (HS)	PSHE (HS) RE	PSHE (HS) RE DIAS	PSHE (HS)	PSHE (HS) DIAS	PSHE (HS) L&L
		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.	PSHE (HS)	PSHE (HS)	PSHE (HS) RE	PSHE (HS) RE	PSHE (HS) DIAS	PSHE (HS)	PSHE (HS)	PSHE (HS) RE
		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.	Circle Time/PSED RE	PSHE (HS) RE Cornerstones Circle Time/PSED	PSHE (HS) RE	PSHE (HS) RE	PSHE (HS) RE DIAS Thrive	PSHE (HS)	PSHE (HS)	PSHE (HS) Cornerstones SC
		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	Cornerstones -	PSHE (HS)	PSHE (HS) RE	PSHE (HS) RE	PSHE (HS) RE DIAS	PSHE (HS)	PSHE (HS) DIAS	PSHE (HS)
		that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	RE							
		how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	Circle Time/PSED	PSHE (HS) Circle Time/PSED	PSHE (HS)	PSHE (HS)	PSHE (HS) DIAS	PSHE (HS) DIAS workshop	PSHE (HS) DIAS workshops	PSHE (HS)



Caring Relationship	how important friendships are in making us feel happy and secure, and how people choose and make friends	PSHE (HS)	PSHE (HS) Circle Time/PSED RE Thrive Christian Values CW	PSHE (HS) RE CW Christian Values Thrive	PSHE (HS) RE CW Christian Values Thrive	PSHE (HS) CW Christian Values Thrive	PSHE (HS) CW Christian Values Thrive	PSHE (HS) CW Christian Values Thrive	PSHE (HS) CW Christian Values Thrive
	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences	Christian Values	PSHE (HS) Circle Time/PSED RE CW Christian Values Thrive	PSHE (HS) RE CW Christian Values Thrive	PSHE (HS) RE CW Christian Values Thrive	PSHE (HS) RE CW Christian Values Thrive	PSHE (HS) RE CW Christian Values Thrive	PSHE (HS) RE CW Christian Values Thrive	PSHE (HS) CW Christian Values Thrive
	and support with problems and difficulties								
	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	PSHE (HS) Circle Time/PSED	PSHE (HS) Circle Time/PSED RE Thrive Christian Values CW: AntiBullying Week	PSHE (HS) RE Thrive Christian Values CW: AntiBullying Week	PSHE (HS) RE Thrive Christian Values CW: AntiBullying Week	PSHE (HS) RE Thrive Christian Values CW: AntiBullying Week	PSHE (HS) RE Thrive Christian Values CW: AntiBullying Week	PSHE (HS) RE Thrive Christian Values CW: AntiBullying Week	PSHE (HS) RE Thrive Christian Values CW: AntiBullying Week
	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	PSHE (HS) Circle Time/PSED	PSHE (HS) Circle Time/PSED RE Thrive CW	PSHE (HS) RE CW	PSHE (HS) RE CW	PSHE (HS) CW Christian Values Thrive	PSHE (HS) CW Christian Values Thrive	PSHE (HS) RE CW Christian Values Thrive	PSHE (HS) CW Christian Values Thrive



	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	Christian Values Circle Time/PSED	Christian Values Circle Time/PSED Thrive Christian Values CW	PSHE (HS) C Christian Values CW	PSHE (HS) C Thrive Christian Values CW	PSHE (HS) C Christian Values CW	PSHE (HS) RE Christian Values CW	PSHE (HS) Christian Values CW Thrive	PSHE (HS) L&L Christian Values CW
Respectful Relationships	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	RE Christian Values	PSHE (HS) RE Cornerstones Circle Time CW Christian Values	PSHE (HS) CW Christian Values	PSHE (HS) CW Christian Values	PSHE (HS) Thrive CW Christian Values	PSHE (HS) Cornerstone s" CW Christian Values	PSHE (HS) RE	PSHE (HS) Cornerstones
	practical steps they can take in a range of different contexts to improve or support respectful relationships.	Circle Time/PSED	Circle Time/PSED			Thrive DIAS CW	Thrive DIAS CW	Thrive DIAS CW	Thrive CW
	the conventions of courtesy and manners.	Christian Values PSED	Christian Values PSED CW	Christian Values CW	Christian Values CW PSHE (HS)	Christian Values CW	Christian Values CW	Christian Values CW	Christian Values CW

	the importance of self-respect and how this links to their own happiness	PSHE (HS) PSED	PSHE (HS) RE PSED CW	PSHE (HS) CW	PSHE (HS) CW	PSHE (HS) CW	PSHE (HS) CW	PSHE (HS) CW	PSHE (HS) HH Kids – Assertive Decisions CW Thrive
	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	Christian Values	CW Christian Values	CW Christian Values	CW Christian Values	CW Christian Values	CW Christian Values	RE PSHE (HS) Cornerstone s CW Christian Values	CW Christian Values



	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.	C	PSHE (HS) C	PSHE: AntiBullying Week C CW	PSHE: AntiBullying Week C CW	PSHE: AntiBullying Week C CW	PSHE: AntiBullying Week C CW	PSHE: AntiBullying Week C CW	PSHE: AntiBullying Week C CW
	what a stereotype is, and how stereotypes can be unfair, negative or destructive.					PSHE (HS)	PSHE (HS)	PSHE (HS) RE	PSHE (HS)
	the importance of permissionseeking and giving in relationships with friends, peers and adults.					PSHE (HS) Thrive DIAS	PSHE (HS) Thrive DIAS	PSHE: HH Kids Thrive DIAS	PSHE C
Online Relationships	that people sometimes behave differently online, including by pretending to be someone they are not			PSHE (HS) C	C	C	C	C	C
	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			PSHE (HS) C	C	C CW	C CW	C CW	C CW
	the rules and principles for keeping safe online, how to recognise risks,	C	C	PSHE (HS) C	C	C CW	C CW	C CW	C CW
	harmful content and contact, and how to report them								



Being safe	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.			PSHE (HS) C	C	C	PSHE (HS) C	C	C
	how information and data is shared and used online.			C	C	C	C CW	C CW	C CW
	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).		PSHE/PSED Thrive	PSHE Thrive	PSHE Thrive	PSHE Thrive	PSHE Thrive	PSHE Thrive	PSHE Thrive
	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.	PSHE/PSED NSPCC - PANTS	PSHE/PSED NSPCC - PANTS	PSHE	PSHE	PSHE Thrive	PSHE (HS)	PSHE: HH Kids	PSHE
	that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact		PSHE/PSED NSPCC - PANTS	PSHE	PSHE	PSHE Thrive	PSHE (HS)	PSHE	PSHE: HH Kids – Assertive Decisions
	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	PSHE/PSED	PSHE/PSED	PSHE	PSHE	PSHE/C Thrive	PSHE/C CW	PSHE/C CW	PSHE: HH Kids – Assertive Decisions C CW
	how to recognise and report feelings of being unsafe or feeling bad about any adult.	PSHE/PSED NSPCC - PANTS	PSHE/PSED NSPCC - PANTS	PSHE	PSHE	PSHE Thrive NSPCC - PANTS	PSHE/C DIAS	PSHE/C	PSHE/C
	how to ask for advice or help for themselves or others, and to keep trying until they are heard.		PSHE/PSED			PSHE Thrive	PSHE	PSHE	PSHE



		how to report concerns or abuse, and the vocabulary and confidence needed to do so.					PSHE Thrive	PSHE DIAS	PSHE: NSPCC	PSHE
		where to get advice e.g. family, school and/or other sources	Circle Time	PSHE/PSED			PSHE Thrive	PSHE DIAS	PSHE: NSPCC	PSHE
	Mental Wellbeing	that mental wellbeing is a normal part of daily life, in the same way as physical health		PSHE (HS) Yoga CW	PSHE (HS) Yoga CW Mental Health Awareness Week	PSHE (HS) Yoga CW Mental Health Awareness Week	PSHE (HS) CW Mental Health Awareness Week	PSHE (HS) CW Mental Health Awareness Week	PSHE CW Mental Health Awareness Week Thrive	PSHE CW Mental Health Awareness Week Thrive
		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.	PSHE/PSED	PSHE/PSED Circle Time Thrive Mental Health Awareness Week	PSHE (HS) Mental Health Awareness Week	PSHE (HS) Mental Health Awareness Week	PSHE (HS) Thrive Mental Health Awareness Week	PSHE RE Thrive Mental Health Awareness Week	PSHE Mental Health Awareness Week	PSHE Mental Health Awareness Week CW Thrive
		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	Circle Time	PSHE/PSED Circle Time	PSHE (HS)	PSHE (HS)	PSHE (HS) Thrive	PSHE Thrive RE	PSHE	PSHE Mental Health Awareness Week CW Thrive
		how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.			PSHE (HS)	PSHE (HS)	PSHE (HS) Thrive	PSHE Thrive	PSHE	PSHE Mental Health Awareness Week CW Thrive



	the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	Circle Time DM Forest Schools	CW Circle Time PE DM Forest Schools	CW SC PE PSHE (HS) Forest Schools	CW SC PE Forest Schools	CW PE DM Thrive	CW PSHE Thrive PE DM	CW PE DM	CW PE DM
	simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	Circle Time	CW Circle Time	PSHE (HS)	PSHE	PSHE PE Thrive CW PSHE (HS)	PSHE PE DM CW		PSHE
	isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.		PSHE/PSED			Thrive CW PSHE (HS)	PSHE CW Thrive Anti-Bullying Week	PSHE CW	PSHE CW
	that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing			C PSHE (HS) Anti-Bullying Week	C PSHE (HS) Anti-Bullying Week	C PSHE (HS) Anti-Bullying Week	C PSHE (HS) Anti-Bullying Week	C PSHE (HS) Anti-Bullying Week	C Anti-Bullying Week
	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)					PSHE (HS)	PSHE (HS) C		



		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.					World Mental Health Day DIAS Thrive	World Mental Health Day PSHE	World Mental Health Day	World Mental Health Day
	Internet Safety and Harms	that for most people the internet is an integral part of life and has many benefits		C Cornerstones	C Cornerstones	C	C Cornerstones	C Cornerstones	C	C
		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					C CW	PSHE C CW	C CW	C CW
		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			C	C	PSHE (HS) C	PSHE (HS) C	C	C
		why social media, some computer games and online gaming, for example, are age restricted		PSHE/PSED	C	C	C	PSHE C	PSHE C	PSHE C



		that the internet can also be a negative place where online abuse, trolling, bullying and			C	C	C	PSHE C	C	C
		harassment can take place, which can have a negative impact on mental health					PSHE C	PSHE C		C.
		how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.					C	PSHE C		C

		where and how to report concerns and get support with issues online			PSHE (HS) C	PSHE (HS) C	C	PSHE C	C	C
	Physical Health and Fitness	the characteristics and mental and physical benefits of an active lifestyle.	PE	PE WOW activity tracker	PE PSHE (HS) WOW activity tracker	PE WOW activity tracker	PE WOW activity tracker	PE PSHE WOW activity tracker	PE PE WOW activity tracker	PE WOW activity tracker
		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.	DM WOW activity tracker	PE DM WOW activity tracker	PE DM PSHE (HS) SC WOW activity tracker	PE DM SC WOW activity tracker	PE DM WOW activity tracker	PE DM WOW activity tracker	PE DM WOW activity tracker	PE DM WOW activity tracker
		the risks associated with an inactive lifestyle (including obesity)		PE/PSED			PE	PE PSHE	PE	PSHE: HH Kids



		how and when to seek support including which adults to speak to in school if they are worried about their health.						CW	PSHE Cornerstones - SC CW	CW	PSHE: HH Kids CW
	Healthy Eating	what constitutes a healthy diet (including understanding calories and other nutritional content)		PSED	SC	SC			PSHE Cornerstones - SC		Cornerstones - SC
		the principles of planning and preparing a range of healthy meals.	FT	FT	SC	SC					Cornerstones - SC
	Drugs, Alcohol	the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth	PSED Circle Time	PSED Circle Time Dental Hygiene	SC	SC Dental Hygiene			Cornerstones - SC	PSHE: HH Kids	Cornerstones - SC
		decay) and other behaviours (e.g. the impact of alcohol on diet or health).									
		the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drugtaking								PSHE: HH Kids	PSHE: HH Kids - Drugs and Alcohol
		how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body									Cornerstones - SC!



	Health and Prevention	about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	Cornerstones	PSHE/PSED	PSHE (HS)	PSHE (HS)				PSHE: HH Kids – Drugs and Alcohol
		the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	Cornerstones	PSHE Cornerstones					PSHE (HS)	PSHE: HH Kids
-		about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	Dental Hygiene	Dental Hygiene	PSHE (HS)	Dental Hygiene		Cornerstones - SC		
		about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing	Circle Time Handwashing/Soaper Heroes Day	PSED Handwashing/Soaper Heroes Day CW	Soaper Heroes Day CW	PSHE: HH Kids Hand Washing Soaper Heroes Day CW	Soaper Heroes Day CW	Cornerstones – SC Soaper Heroes Day CW	Soaper Heroes Day CW	Soaper Heroes Day CW
		the facts and science relating to allergies, immunisation and vaccination.					PSHE (HS) CW	CW Delivered by an external partner tbc	CW	CW
	Basic First Aid	how to make a clear and efficient call to emergency services if necessary.		CW	CW	CW	CW	CW	CW	CW
		concepts of basic first-aid, for example dealing with common injuries, including head injuries						Delivered by an external partner tbc		
		key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes					Cornerstones	PSHE: HH Kids		



	Changing Adolescent Body	about menstrual wellbeing including the key facts about the menstrual cycle							PSHE: HH Kids	PSHE: HH Kids	
--	--------------------------	---	--	--	--	--	--	--	---------------	---------------	--

Key			
PSHE	Personal, Social, Health and Economic Education	CW	Collective Worship
HS	HeartSmart	PE	Physical Education link
RE	Religious Education link	DM	Daily Mile
SC	Science link	FT	Food Technology link
C	Computing link	L&L	Literacy & Language link

Appendix 2 – End of Primary School Expectations

<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. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<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.



Online relationships	Pupils should know <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
Being safe	Pupils should know <ul style="list-style-type: none">• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.• 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.
Physical health	Pupils should know: <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 (obesity).• How and when to seek support including which adults to speak to in school if they are worried about their health.
Mental wellbeing	Pupils should know that: <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 (eg 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.



	<ul style="list-style-type: none"> • 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 cyber bullying) has a negative and often lasting impact on mental well-being. • 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.
Healthy eating	<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 (eg the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know:</p> <ul style="list-style-type: none"> • The risks about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<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 the lack of sleep can affect weight, mood and ability to learn • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • About personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing • The facts and science relating to allergies, immunisation and vaccination
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • How to make a clear an efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.



Appendix 3 – Parents' Withdrawal Form

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	