

# Relationships, Health and sex education policy (from 2020)

Pool Hayes Primary School.



*Inspire, challenge, learn*

Approved by: [Name]

Date: [Date]

Last reviewed on: [Date]

Next review due by: [Date]

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### 1. Aims

RHSE is taught as part of our PSHE curriculum and supports the ethos and values of our school. Through PSHE and RHSE we aim to help pupils develop their self-esteem, self-confidence and independence by reflecting on a variety of different issues, beliefs and viewpoints. Through a range of appropriate and challenging activities pupils develop the knowledge, strategies, skills, language and confidence required to behave according to their values in new situations.

The aims of relationships and sex education (RHSE) 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 and their bodies

### 2. Statutory requirements

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

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RHSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

From September 2020, it is statutory for all primary schools to deliver Relationship Education. At Pool Hayes Primary we teach RHSE as set out in this policy.

### 3. Policy development

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

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1. Review – a member of staff or working group 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 and any interested parties were invited to complete an online questionnaire and attend an online meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RHSE through discussion and specific activities undertaken with a range of children from key stage 2
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

RHSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RHSE involves a combination of sharing information and exploring issues and values.

RHSE is not about the promotion of sexual activity.

The aspects of Sex Education taught within RHSE are not statutory and parents have the right to withdraw their child from this aspect of the curriculum (See section 8). Before teaching any aspect of Sex Education as part of the RHSE curriculum, parents will be notified when the lessons will take place and be given some information about what these lessons will cover. Wherever possible there will be the opportunity for to view the resources that will be used.

## 5. Curriculum

RHSE is an integral part of our whole school PSHE provision.

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. Relationship and Health Education is statutory and taught throughout the school. As stated above, Sex Education is not statutory and the majority of this content will be taught in Year 6.

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 appropriate manner, so they are fully informed and don't seek answers online.

Primary sex education will focus on:

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

For more information about our curriculum, see our curriculum map in Appendix 1.

## 6. Delivery of RHSE

RHSE is taught within the personal, social, health and economic (PSHE) education curriculum and is planned using guidance provided by the PSHE Association. Biological aspects of RHSE are taught within the science curriculum.

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

Across all Key Stages, pupils will be supported in developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness

- Seeking help and support when required
- Informed decision making
- Self-respect and empathy for others
- Managing conflict
- Discussion and group work

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

- Families and caring friendships
- Safe relationships
- Respectful relationships/Respecting ourselves and others
- Belonging to a community
- Online relationships
- Being safe
- Feelings and Emotions

In addition to the aspect covered within the Science curriculum, Sex education focuses of examining and teaching aspects including:

- Physical and emotional changes in puberty
- Personal hygiene routines
- Human reproduction and birth

For more information about our RHSE 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).

## **7. Roles and responsibilities**

### **7.1 The governing board**

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

### **7.2 The headteacher**

The headteacher is responsible for ensuring that RHSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RHSE (see section 8).

### **7.3 Staff**

Staff are responsible for:

- Delivering RHSE in a sensitive way
- Modelling positive attitudes to RHSE

- 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 RHSE

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

All class teachers are responsible for the teaching of RHSE in school. RHSE elements of the PSHE curriculum should be taught by class teachers and supported by the other adults working within the class. Class teachers should be responsible for teaching PSHE as the likelihood of disclosure is higher in these lessons.

## 7.4 Pupils

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

## 8. 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 RHSE.

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.

## 9. Training

Staff are trained on the delivery of RHSE 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 nuRHSEs or sexual health professionals, to provide support and training to staff teaching RHSE.

## 10. Monitoring arrangements

The delivery of RHSE is monitored by the PSHE Coordinator through:

- Book scrutinies,
- discussion with pupils and staff,
- learning walks,
- examination of assessment data,
- supportive lesson observations if and when appropriate

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

This policy will be reviewed by the Head teacher and PSHE Coordinator annually. At every review, the policy will be approved by the board of governors.

## Appendix 1: Curriculum map

### Relationships, sex education and health education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Autumn	<p><u>Families and Friendships</u></p> <ul style="list-style-type: none"> <li>• about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</li> <li>• the role these different people play in children’s lives and how they care for them</li> <li>• what it means to be a family and how families are different, e.g. single parents, same-sex parents, foster families, families headed by grandparents etc.</li> </ul> <p>about the importance of telling someone — and how to tell them — if they are worried about something in their family</p>	<p><a href="#">Medway Public Health Directorate</a> -  <a href="#">Primary RHSE Lessons (KS1), Lesson 1, 'My special people'</a></p> <p><a href="#">Metro charity KS1 Love and respectful Relationships</a></p>
		<p><u>Safe Relationships</u></p> <ul style="list-style-type: none"> <li>• about situations when someone’s body or feelings might be hurt and whom to go to for help</li> <li>• about what it means to keep something private, including parts of the body that are private</li> <li>• to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</li> <li>• how to respond if being touched makes them feel uncomfortable or unsafe</li> <li>• when it is important to ask for permission to touch others</li> <li>• how to ask for and give/not give permission</li> </ul>	<p><a href="#">NSPCC – The underwear rule resources (PANTS)</a></p> <p><a href="#">1 decision (5-8)-Relationships</a></p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<u>Respecting Ourselves and Others</u> <ul style="list-style-type: none"> <li>• what kind and unkind behaviour mean in and out school</li> <li>• how kind and unkind behaviour can make people feel</li> <li>• about what respect means</li> <li>• about class rules, being polite to others, sharing and taking turns</li> </ul>	1 decision (5-8)-Being responsible  <a href="#">Alzheimer's Society -Creating a dementia-friendly generation (KS1)</a>
Year 1	<b>Spring</b>	<u>Media literacy and Digital resilience</u> <ul style="list-style-type: none"> <li>• how and why people use the internet</li> <li>• the benefits of using the internet and digital devices</li> <li>• how people find things out and communicate safely with others online</li> </ul>	
Year 1	<b>Summer</b>	<u><b>Physical health and Mental wellbeing</b></u> <ul style="list-style-type: none"> <li>• what it means to be healthy and why it is important</li> <li>• ways to take care of themselves on a daily basis</li> <li>• about basic hygiene routines, e.g. hand washing</li> <li>• about healthy and unhealthy foods, including sugar intake</li> <li>• about physical activity and how it keeps people healthy</li> <li>• about different types of play, including balancing indoor, outdoor and screen-based play</li> <li>• about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</li> <li>• how to keep safe in the sun</li> </ul>	1 decision (5-8) - Keeping/staying healthy

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p><u>Growing and Changing</u></p> <ul style="list-style-type: none"> <li>• to recognise what makes them special and unique including their likes, dislikes and what they are good at</li> <li>• how to manage and whom to tell when finding things difficult, or when things go wrong</li> <li>• how they are the same and different to others</li> <li>• about different kinds of feelings</li> <li>• how to recognise feelings in themselves and others</li> <li>• how feelings can affect how people behave</li> </ul>	<p><a href="#">PSHE Association – Mental health and wellbeing lessons (KS1)</a></p> <p><a href="#">Medway Public Health Directorate -</a></p> <p><a href="#">Primary RHSE Lessons – KS1, Lesson 2,</a></p> <p><a href="#">‘Growing up: the human life cycle’</a></p> <p><a href="#">1 decision (5-8)-Feelings and emotions</a></p>
		<p><u>Keeping safe</u></p> <ul style="list-style-type: none"> <li>• how rules can help to keep us safe</li> <li>• why some things have age restrictions, e.g. TV and film, games, toys or play areas</li> <li>• basic rules for keeping safe online</li> <li>• whom to tell if they see something online that makes them feel unhappy, worried, or scared</li> </ul>	<p><a href="#">Thinkuknow: Jessie and Friends (ask Alan if he has a login for resources)</a></p> <p><a href="#">1 decision (5-8)-Computer safety/Hazard watch</a></p>



YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Autumn	<p><b>Families and friendships</b></p> <ul style="list-style-type: none"> <li>• how to be a good friend, e.g. kindness, listening, honesty</li> <li>• about different ways that people meet and make friends</li> <li>• strategies for positive play with friends, e.g. joining in, including others, etc.</li> <li>• about what causes arguments between friends</li> <li>• how to positively resolve arguments between friends</li> <li>• how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</li> </ul> <p><b>Safe relationships</b></p> <ul style="list-style-type: none"> <li>• how to recognise hurtful behaviour, including online</li> <li>• what to do and whom to tell if they see or experience hurtful behaviour, including online</li> <li>• about what bullying is and different types of bullying</li> <li>• how someone may feel if they are being bullied</li> <li>• about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</li> <li>• how to resist pressure to do something that feels uncomfortable or unsafe</li> <li>• how to ask for help if they feel unsafe or worried and what vocabulary to use</li> </ul> <p><b>Respecting ourselves and others</b></p> <ul style="list-style-type: none"> <li>• about the things they have in common with their friends, classmates, and other people</li> <li>• how friends can have both similarities and differences</li> <li>• how to play and work cooperatively in different groups and situations</li> <li>• how to share their ideas and listen to others, take part in discussions, and give reasons for their views</li> </ul>	<p><a href="#">1 decision (5-8) - Relationships</a></p> <p><a href="#">NSPCC – The underwear rule resources</a></p> <p><a href="#">(PANTS)</a></p> <p><a href="#">1 decision (5-8)-Relationships</a></p> <p><a href="#">Thinkuknow Jessie and Friends</a></p> <p><a href="#">PSHE Association – Inclusion, belonging and addressing extremism, (KS1), 'Sameness and difference'</a></p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Spring	<p><b><u>Media literacy and Digital resilience</u></b></p> <ul style="list-style-type: none"> <li>• the ways in which people can access the internet e.g. phones, tablets, computers</li> <li>• to recognise the purpose and value of the internet in everyday life</li> <li>• to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</li> <li>• that information online might not always be true</li> </ul>	
	Summer	<p><b><u>Physical health and Mental wellbeing</u></b></p> <ul style="list-style-type: none"> <li>• about routines and habits for maintaining good physical and mental health</li> <li>• why sleep and rest are important for growing and keeping healthy</li> <li>• that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li> <li>• the importance of, and routines for, brushing teeth and visiting the dentist</li> <li>• about food and drink that affect dental health</li> <li>• how to describe and share a range of feelings</li> <li>• ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</li> <li>• how to manage big feelings including those associated with change, loss and bereavement</li> <li>• when and how to ask for help, and how to help others, with their feelings</li> </ul>	<p><a href="#">1 decision (5-8) - Keeping/staying healthy</a></p> <p><a href="#">PSHE Association – Mental health and wellbeing lessons (KS1)</a></p> <p><a href="#">1 decision (5-8) -Feelings &amp; emotions</a></p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p><b>Growing and changing</b></p> <ul style="list-style-type: none"> <li>• how our needs and bodies change as we grow up</li> <li>• to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</li> <li>• about change as people grow up, including new opportunities and responsibilities</li> <li>• preparing to move to a new class and setting goals for next year</li> </ul>	<p><a href="#">Medway Public Health Directorate -</a></p> <p><a href="#">Primary RHSE Lessons (KS1), Lesson 3,</a></p> <p><a href="#">‘Everybody’s body’</a></p>
		<p><b>Keeping safe</b></p> <ul style="list-style-type: none"> <li>• how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</li> <li>• how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and ‘out and about’</li> <li>• to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</li> <li>• how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products</li> <li>• about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel</li> <li>• how to respond if there is an accident and someone is hurt</li> <li>• about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</li> </ul>	<p><a href="#">Red Cross – Life. Live it ‘Stay safe’</a></p> <p><a href="#">Islington Healthy Schools Team</a></p> <p><a href="#">DrugWise – we currently do not have access to this resource.</a></p> <p><a href="#">1 decision (5-8) - Keeping/staying safe</a></p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Autumn	<p><b>Families and friendships</b></p> <ul style="list-style-type: none"> <li>• to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</li> <li>• that being part of a family provides support, stability and love</li> <li>• about the positive aspects of being part of a family, such as spending time together and caring for each other</li> <li>• about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li> <li>• to identify if/when something in a family might make someone upset or worried</li> <li>• what to do and whom to tell if family relationships are making them feel unhappy or unsafe</li> </ul>	<p>Coram Life Education – The <a href="#">Adoptables'</a> Schools Toolkit</p>
		<p><b>Safe relationships</b></p> <ul style="list-style-type: none"> <li>• What is appropriate to share with friends, classmates, family and wider social groups including online</li> <li>• about what privacy and personal boundaries are, including online</li> <li>• basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> <li>• that bullying and hurtful behaviour is unacceptable in any situation</li> <li>• about the effects and consequences of bullying for the people involved</li> <li>• about bullying online, and the similarities and differences to face-to-face bullying</li> <li>• • what to do and whom to tell if they see or experience bullying or hurtful behaviour</li> </ul>	<p><a href="#">NSPCC Share Aware</a></p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Autumn	<p><b><u>Respecting ourselves and others</u></b></p> <ul style="list-style-type: none"> <li>• to recognise respectful behaviours e.g. helping or including others, being responsible</li> <li>• how to model respectful behaviour in different situations e.g. at home, at school, online</li> <li>• the importance of self-respect and their right to be treated respectfully by others</li> <li>• what it means to treat others, and be treated, politely</li> <li>• the ways in which people show respect and courtesy in different cultures and in wider society</li> </ul>	<p><a href="#">Premier League Primary Stars-KS2</a></p> <p><a href="#">Behaviour/relationships Do the right thing</a></p> <p><a href="#">Alzheimer's Society -Creating a dementia-friendly generation (KS2)</a></p>
	Spring	<p><b><u>Media literacy and Digital resilience</u></b></p> <ul style="list-style-type: none"> <li>• how the internet can be used positively for leisure, for school and for work</li> <li>• to recognise that images and information online can be altered or adapted and the reasons for why this happens</li> <li>• strategies to recognise whether something they see online is true or accurate</li> <li>• to evaluate whether a game is suitable to play or a website is appropriate for their age-group</li> <li>• to make safe, reliable choices from search results</li> <li>• how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</li> </ul>	<p><a href="#">Google and Parent zone Be Internet Legends</a></p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer	<p><u>Physical health and Mental wellbeing</u></p> <ul style="list-style-type: none"> <li>• about the choices that people make in daily life that could affect their health</li> <li>• to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</li> <li>• what can help people to make healthy choices and what might negatively influence them</li> <li>• about habits and that sometimes they can be maintained, changed or stopped</li> <li>• the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</li> <li>• what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li> <li>• that regular exercise such as walking or cycling has positive benefits for their mental and physical health</li> <li>• about the things that affect feelings both positively and negatively</li> <li>• strategies to identify and talk about their feelings</li> <li>• about some of the different ways people express feelings e.g. words, actions, body language</li> <li>• to recognise how feelings can change overtime and become more or less powerful</li> </ul>	<p><a href="#">PSHE Association – Mental health and wellbeing lessons (KS2 - Y3/4)</a></p> <p>1 decision Keeping/staying healthy</p> <p>1 decision Feelings &amp; emotions</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p><u>Growing and changing</u></p> <ul style="list-style-type: none"> <li>• that everyone is an individual and has unique and valuable contributions to make</li> <li>• to recognise how strengths and interests form part of a person’s identity</li> <li>• how to identify their own personal strengths and interests and what they’re proud of (in school, out of school)</li> <li>• to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues</li> <li>• basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</li> </ul>	<p><a href="#">Premier League Primary Stars KS2 PSHE Self-esteem</a></p> <p><a href="#">Premier League Primary Stars KS2 PSHE Inclusion</a></p>
		<p><u>Keeping safe</u></p> <ul style="list-style-type: none"> <li>• how to identify typical hazards at home and in school</li> <li>• how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</li> <li>• about fire safety at home including the need for smoke alarms</li> <li>• the importance of following safety rules from parents and other adults</li> <li>• how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</li> </ul>	<p><a href="#">PSHE Association and GambleAware KS2</a></p> <p>Lesson 1 Exploring risk</p> <p>1 decision Keeping/staying safe</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Autumn	<p><b><u>Families and friendships</u></b></p> <ul style="list-style-type: none"> <li>• about the features of positive healthy friendships such as mutual respect, trust and sharing interests</li> <li>• strategies to build positive friendships</li> <li>• how to seek support with relationships if they feel lonely or excluded</li> <li>• how to communicate respectfully with friends when using digital devices</li> <li>• how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li> <li>• what to do or whom to tell if they are worried about any contact online</li> </ul>	<p><a href="#">NSPCC Share Aware</a></p> <p><a href="#">Google and Parent zone Be Internet</a></p> <p><a href="#">Legends</a></p>
		<p><b><u>Safe relationships</u></b></p> <ul style="list-style-type: none"> <li>• to differentiate between playful teasing, hurtful behaviour and bullying, including online</li> <li>• how to respond if they witness or experience hurtful behaviour or bullying, including online</li> <li>• recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>• how to manage pressures associated with dares</li> <li>• when it is right to keep or break a confidence or share a secret</li> <li>• how to recognise risks online such as harmful content or contact</li> <li>• how people may behave differently online including pretending to be someone they are not</li> <li>• how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</li> </ul>	<p><a href="#">Google and Parent zone Be Internet</a></p> <p><a href="#">Legends</a></p> <p>1 decision Computer safety</p>



YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Autumn	<p><b><u>Respecting ourselves and others</u></b></p> <ul style="list-style-type: none"> <li>• to recognise differences between people such as gender, race, faith</li> <li>• to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li> <li>• about the importance of respecting the differences and similarities between people</li> <li>• a vocabulary to sensitively discuss difference and include everyone</li> </ul>	<p><a href="#">Premier League Primary Stars KS2 PSHE</a></p> <p><a href="#">Diversity</a></p>
	Spring	<p><b><u>Media literacy and Digital resilience</u></b></p> <ul style="list-style-type: none"> <li>• that everything shared online has a digital footprint</li> <li>• that organisations can use personal information to encourage people to buy things</li> <li>• to recognise what online adverts look like</li> <li>• to compare content shared for factual purposes and for advertising</li> <li>• why people might choose to buy or not buy something online e.g. from seeing an advert</li> <li>• that search results are ordered based on the popularity of the website and that this can affect what information people access</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer	<p><b><u>Physical health and Mental wellbeing</u></b></p> <ul style="list-style-type: none"> <li>• to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</li> <li>• what good physical health means and how to recognise early signs of physical illness</li> <li>• that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> <li>• how to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>• the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</li> </ul>	<p>1 decision Keeping/staying healthy</p>
		<p><b><u>Growing and changing</u></b></p> <ul style="list-style-type: none"> <li>• how to recognise, respect and express their individuality and personal qualities</li> <li>• ways to boost their mood and improve emotional wellbeing</li> <li>• about the link between participating in interests, hobbies and community groups and mental wellbeing</li> </ul>	<p><a href="#">PSHE Association Mental Health and wellbeing lessons (KS2 Y5-6)</a></p> <p>Premier League Primary Stars – <a href="#">Selfesteem/Resilience</a></p>
		<p><b><u>Keeping safe</u></b></p> <ul style="list-style-type: none"> <li>• the importance of taking medicines correctly and using household products safely</li> <li>• to recognise what is meant by a ‘drug’</li> <li>• that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</li> <li>• to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li> <li>• to identify some of the risks associated with drugs common to everyday life</li> <li>• that for some people using drugs can become a habit which is difficult to break</li> <li>• how to ask for help or advice</li> </ul>	<p><i>Islington Healthy Schools Team – DrugWise not currently available to us.</i></p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Autumn	<p><b><u>Families and friendships</u></b></p> <ul style="list-style-type: none"> <li>• what makes a healthy friendship and how they make people feel included</li> <li>• strategies to help someone feel included</li> <li>• about peer influence and how it can make people feel or behave</li> <li>• the impact of the need for peer approval in different situations, including online</li> <li>• strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> <li>• that it is common for friendships to experience challenges</li> <li>• strategies to positively resolve disputes and reconcile differences in friendships</li> <li>• that friendships can change over time and the benefits of having new and different types of friends</li> <li>• how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</li> <li>• when and how to seek support in relation to friendships</li> </ul>	<p><a href="#">Premier League Primary Stars</a>  <a href="#">KS2 PSHE Inclusion</a></p>
Year 5	Autumn	<p><b><u>Safe relationships</u></b></p> <ul style="list-style-type: none"> <li>• to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</li> <li>• how to ask for, give and not give permission for physical contact</li> <li>• how it feels in a person's mind and body when they are uncomfortable</li> <li>• that it is never someone's fault if they have experienced unacceptable contact</li> <li>• how to respond to unwanted or unacceptable physical contact</li> <li>• that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</li> <li>• whom to tell if they are concerned about unwanted physical contact</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p><b><u>Respecting Ourselves and others</u></b></p> <ul style="list-style-type: none"> <li>• to recognise that everyone should be treated equally</li> <li>• why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> <li>• what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</li> <li>• to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</li> <li>• the impact of discrimination on individuals, groups and wider society</li> <li>• ways to safely challenge discrimination</li> <li>• how to report discrimination online</li> </ul>	<p><a href="#">Premier League Primary Stars-KS2</a></p> <p><a href="#">Behaviour/relationships Do the right thing</a></p> <p><a href="#">Premier League Primary Stars KS2 PSHE Developing values</a></p>
	Spring	<p><b><u>Media literacy and Digital resilience</u></b></p> <ul style="list-style-type: none"> <li>• to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</li> <li>• basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</li> <li>• that some media and online content promote stereotypes</li> <li>• how to assess which search results are more reliable than others</li> <li>• to recognise unsafe or suspicious content online</li> <li>• how devices store and share information</li> </ul>	<p><a href="#">Guardian foundation and National</a></p> <p><a href="#">Literacy Trust NewsWise-KS2 Lesson</a></p> <p><a href="#">5 Spotting fake news, Lesson 6</a></p> <p><a href="#">Understanding news is targeted</a></p> <p><a href="#">Google and Parent zone Be Internet Legends</a></p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Summer	<p><b><u>Physical health and Mental wellbeing</u></b></p> <ul style="list-style-type: none"> <li>• how sleep contributes to a healthy lifestyle</li> <li>• healthy sleep strategies and how to maintain them</li> <li>• about the benefits of being outdoors and in the sun for physical and mental health</li> <li>• how to manage risk in relation to sun exposure, including skin damage and heat stroke</li> <li>• how medicines can contribute to health and how allergies can be managed</li> <li>• that some diseases can be prevented by vaccinations and immunisations</li> <li>• that bacteria and viruses can affect health</li> <li>• how they can prevent the spread of bacteria and viruses with everyday hygiene routines</li> <li>• to recognise the shared responsibility of keeping a clean environment</li> </ul>	<p><a href="#">PSHE Association and Department of Children's Sleep Medicine at Evelina</a></p> <p><a href="#">London Children's Hospital– The sleep factor</a></p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>
		<p><b><u>Growing and changing</u></b></p> <ul style="list-style-type: none"> <li>• how to identify external genitalia and reproductive organs</li> <li>• about the physical and emotional changes during puberty</li> <li>• key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</li> <li>• strategies to manage the changes during puberty including menstruation</li> <li>• the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>• how to discuss the challenges of puberty with a trusted adult</li> <li>• how to get information, help and advice about puberty</li> <li>• about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</li> <li>• that for some people their gender identity does not correspond with their biological sex</li> </ul>	<p>Medway Public Health Directorate - Primary RSE lessons (Y4/5), 'Puberty' (see staff files folder)</p> <p><a href="#">Betty: It's perfectly natural</a></p> <p>1 decision Growing and Changing</p> <p><a href="#">Metro charity KS2 Gender</a></p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p><b><u>Keeping safe</u></b></p> <ul style="list-style-type: none"> <li>• to identify when situations are becoming risky, unsafe or an emergency</li> <li>• to identify occasions where they can help take responsibility for their own safety</li> <li>• to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</li> <li>• how to deal with common injuries using basic first aid techniques</li> <li>• how to respond in an emergency, including when and how to contact different emergency services</li> </ul>	<p><a href="#">British Red Cross Life. Live it KS2 lesson Help save lives, Emergency Action</a></p> <p><a href="#">PSHE Association and GambleAware</a></p> <p><a href="#">-Lesson 1 Exploring risk</a></p>
Year 6	Autumn	<p><b><u>Safe relationships</u></b></p> <ul style="list-style-type: none"> <li>• to compare the features of a healthy and unhealthy friendship</li> <li>• about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> <li>• strategies to respond to pressure from friends including online</li> <li>• how to assess the risk of different online ‘challenges’ and ‘dares’</li> <li>• how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li> <li>• how to get advice and report concerns about personal safety, including online</li> <li>• what consent means and how to seek and give/not give permission in different situations</li> </ul>	<p><a href="#">NSPCC Share Aware</a></p> <p><a href="#">Thinkuknow Play Like Share</a></p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p><b><u>Respecting ourselves and others</u></b></p> <ul style="list-style-type: none"> <li>• about the link between values and behaviour and how to be a positive role model</li> <li>• how to discuss issues respectfully</li> <li>• how to listen to and respect other points of view</li> <li>• how to constructively challenge points of view they disagree with</li> <li>• ways to participate effectively in discussions online and manage conflict or disagreements</li> </ul>	<p>Premier League Primary Stars-KS2</p> <p>Behaviour/relationships <a href="#">Do the right thing</a></p>
Year 6	Autumn	<p><b><u>Families and friendships</u></b></p> <ul style="list-style-type: none"> <li>• what it means to be attracted to someone and different kinds of loving relationships</li> <li>• that people who love each other can be of any gender, ethnicity or faith</li> <li>• the difference between gender identity and sexual orientation and everyone's right to be loved</li> <li>• about the qualities of healthy relationships that help individuals flourish</li> <li>• ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>• what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>• that people have the right to choose whom they marry or whether to get married</li> <li>• that to force anyone into marriage is illegal</li> <li>• how and where to report forced marriage or ask for help if they are worried</li> </ul>	<p><a href="#">Medway Public Health Directorate</a></p> <p><a href="#">Primary RHSE-KS2 Y6 Lesson 3 Positive and healthy relationships</a></p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Spring	<p><b><u>Media literacy and Digital resilience</u></b></p> <ul style="list-style-type: none"> <li>• about the benefits of safe internet use e.g. learning, connecting and communicating</li> <li>• how and why images online might be manipulated, altered, or faked</li> <li>• how to recognise when images might have been altered</li> <li>• why people choose to communicate through social media and some of the risks and challenges of doing so</li> <li>• that social media sites have age restrictions and regulations for use</li> <li>• the reasons why some media and online content is not appropriate for children</li> <li>• how online content can be designed to manipulate people's emotions and encourage them to read or share things</li> <li>• about sharing things online, including rules and laws relating to this</li> <li>• how to recognise what is appropriate to share online</li> <li>• how to report inappropriate online content or contact</li> </ul>	<p><a href="#">NSPCC Share aware</a></p> <p><a href="#">Childnet Trust me Y5/6 lesson 1 Online content</a></p> <p><a href="#">Google and Parent zone Be Internet Legends</a></p> <p><a href="#">BBFC KS2 lessons Let's watch a film!</a></p> <p><a href="#">Making choices about what to watch</a></p>



YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Summer	<p><b>Physical health and Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• that mental health is just as important as physical health and that both need looking after</li> <li>• to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</li> <li>• how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</li> <li>• positive strategies for managing feelings</li> <li>• that there are situations when someone may experience mixed or conflicting feelings</li> <li>• how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</li> <li>• to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available</li> <li>• identify where they and others can ask for help and support with mental wellbeing in and outside school</li> <li>• the importance of asking for support from a trusted adult</li> <li>• about the changes that may occur in life including death, and how these can cause conflicting feelings</li> <li>• that changes can mean people experience feelings of loss or grief</li> <li>• about the process of grieving and how grief can be expressed</li> <li>• about strategies that can help someone cope with the feelings associated with change or loss</li> <li>• to identify how to ask for help and support with loss, grief or other aspects of change</li> <li>• how balancing time online with other activities helps to maintain their health and wellbeing</li> <li>• strategies to manage time spent online and foster positive habits e.g. switching phone off at night</li> <li>• what to do and whom to tell if they are frightened or worried about something they have seen online</li> </ul>	<p><a href="#">PSHE Association Mental Health and wellbeing lessons (KS2 Y5-6)</a></p> <p><a href="#">NSPCC Making sense of relationships</a></p> <p><a href="#">Public Health England Rise Above KS2</a></p> <p><a href="#">Social media</a></p> <p><a href="#">Guardian foundation and National</a></p> <p><a href="#">Literacy Trust NewsWise-KS2 Lesson 3</a></p> <p><a href="#">Managing feelings about the news</a></p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p><b><u>Growing and changing</u></b></p> <ul style="list-style-type: none"> <li>• to recognise some of the changes as they grow up e.g. increasing independence</li> <li>• about what being more independent might be like, including how it may feel</li> <li>• about the transition to secondary school and how this may affect their feelings</li> <li>• about how relationships may change as they grow up or move to secondary school</li> <li>• practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</li> <li>• identify the links between love, committed relationships and conception</li> <li>• what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</li> <li>• how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</li> <li>• that pregnancy can be prevented with contraception<sup>2</sup></li> <li>• about the responsibilities of being a parent or carer and how having a baby changes someone's life</li> </ul>	<p>Medway Public Health Directorate -</p> <p>Primary RHSE lessons (Y4/5), 'Puberty' (see staff files folder)</p> <p><a href="#">Betty: It's perfectly natural</a></p> <p>1 decision Growing and Changing</p> <p><a href="#">Metro charity KS2 Gender</a></p> <p><a href="#">NSPCC Share aware</a></p> <p>1 decision – Computer safety</p> <p><a href="#">Childnet Trust me-Y5/6 Lesson 2 Online contact</a></p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p><b><u>Keeping safe</u></b></p> <ul style="list-style-type: none"> <li>• how to protect personal information online</li> <li>• to identify potential risks of personal information being misused</li> <li>• strategies for dealing with requests for personal information or images of themselves</li> <li>• to identify types of images that are appropriate to share with others and those which might not be appropriate</li> <li>• that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be</li> <li>• what to do if they take, share or come across an image which may upset, hurt or embarrass them or others</li> <li>• how to report the misuse of personal information or sharing of upsetting content/ images online</li> <li>• about the different age rating systems for social media, T.V, films, games and online gaming</li> <li>• why age restrictions are important and how they help people make safe decisions about what to watch, use or play</li> </ul>	<p><a href="#">NSPCC Share aware</a></p> <p>1 decision – Computer safety</p> <p><a href="#">BBFC KS2 lessons Let's watch a film!</a></p> <p><a href="#">Making choices about what to watch</a></p> <p><a href="#">Childnet Trust me-Y5/6 Lesson 2 Online contact</a></p> <p><a href="#">Google and Parent zone Be Internet Legends</a></p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p><b><u>Keeping safe</u></b></p> <ul style="list-style-type: none"> <li>• about the risks and effects of different drugs</li> <li>• about the laws relating to drugs common to everyday life and illegal drugs</li> <li>• to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</li> <li>• about the organisations where people can get help and support concerning drug use</li> <li>• how to ask for help if they have concerns about drug use</li> <li>• about mixed messages in the media relating to drug use and how they might influence opinions and decisions</li> </ul>	<p>Islington Healthy Schools Team –  DrugWise – this resource is not currently available to us</p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>

<sup>2</sup> Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made. PHP will annually decide whether this is appropriate for our community and specific cohort and will approach this sensitively and appropriately as part of Sex Education.

## Appendix 2: By the end of primary school pupils should know

### Relationships and sex education.

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

## Physical health and mental wellbeing.

By the end of primary school:

TOPIC	PUPILS SHOULD KNOW:
<b>Mental wellbeing</b>	<ul style="list-style-type: none"><li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li><li>• 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.</li><li>• 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.</li><li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li><li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li><li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li><li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li><li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li><li>• 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).</li><li>• 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.</li></ul>
<b>Internet safety and harms</b>	<ul style="list-style-type: none"><li>• that for most people the internet is an integral part of life and has many benefits.</li><li>• 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.</li><li>• 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.</li><li>• why social media, some computer games and online gaming, for example, are age restricted.</li><li>• 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.</li><li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li><li>• where and how to report concerns and get support with issues online.</li></ul>

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



### Appendix 3: Parent form: withdrawal from sex education within RHSE

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	

