



# Policy for Relationships and Health Education and Sex Education

## 1. Vision and values

Our teaching is underpinned by our school's family ethos, by the value we place on strong relationships and by our four core values of:

- **Honesty**
- **Respect**
- **Responsibility and**
- **Kindness**

We aim to know our children "inside out" and to develop all children as unique and valued individuals.

We actively seek to develop the character and personal attributes of all our children through the experiences and opportunities we provide and through the relationships which exist within our school community.

Our approach is supported by the Heartsmart High Fives:

- **Don't forget to let love in** (knowing you are loved)
- **Too much selfie isn't healthy** (valuing others)
- **Don't rub it in, rub it out** (dealing with negative emotions)
- **Fake is a mistake** (valuing uniqueness, being true to yourself)
- **No way through isn't true** (resilience)

We believe that in addition to our planned teaching programme, relationships and health education is taught all the time, throughout the whole curriculum.

## 2. Development of this policy

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

**Review:** Relevant national and local guidance was reviewed including:

\*The Department of Education guidance document, 'Relationships Education, Relationship and Sex Education (RSE) and Health Education', published in 2019

\*The PSHE Association Roadmap for relationships and health education

The following documents were also taken into account: The Equality Act 2010, Education Act 1996 the SEND Code of Conduct and Keeping Children Safe in Education 2020, Children and Social Care Act 2017

**Staff consultation:** All staff have considered the policy and had the opportunity to make recommendations.

**Governor consultation:** This included wider reading and discussion about Relationships Education, Sex and Health Education and the Equality Act.

**Parent / carer consultation:** This policy was emailed directly to parents and made available on the website in draft form. Parents/carers were invited to attend a meeting to discuss the policy and were asked to respond to a survey online.

**Pupil consultations:** Our Heartsmart Leaders discussed with a focus group of children from each Key Stage what they would like included in their PSHE/RSE.

**Ratification :** Once amendments were made, the policy was shared with the full Governing Body and approved.

### **3. Definition of Relationships and Health Education**

Relationships and Health Education is about the emotional, social and cultural development of pupils and involves learning about relationships, sexual health, sexuality and healthy lifestyles, diversity and personal identity. Relationships and Health Education involves a combination of sharing information, exploring issues and values.

### **4. Aims and Objectives**

**Aims:**

- To enable our children to build good relationships
- To educate our children to look after themselves and others both now and in the future
- To support our children in developing personal attributes which will enable them to respond positively to future change and to live rich and fulfilling lives.

**The wider community:** We use an age appropriate programme to develop children's understanding of respectful and healthy relationships both on and off-line.

**Parent partnership:** The programme provides children with the necessary building blocks to lead happy and safe lives. Our work in school leads on directly from the valuable support, guidance and encouragement our children receive at home.

**Whole child-development:** We believe that Relationships and Health Education is an important part of our holistic approach to child development and learning. It sits securely within the framework for PSHE and our universal support for children's mental health and well-being.

### **Intended outcomes**

By the time children leave our school in year 6 they will:

- know about families and people who care for them
- know and understand what healthy, caring and respectful relationships are, both on and off-line
- develop an understanding of the importance of self-respect and self-worth,
- develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice
- Have an awareness of positive emotional and mental wellbeing, including how friendships can support mental wellbeing
- know how to stay safe and how to report concerns if they have them
- have a broad understanding of a healthy lifestyle
- understand how to care for their bodies
- understand that they have a right to be safe
- tackle age-appropriate challenges with confidence and resilience

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).

Further detail of this content can be found in the **Appendix**.

## **5. Delivery of Relationships Education**

We follow the Heartsmart teaching and learning units for Relationships and Health Education. (See Appendix)

<https://www.heartsmart.school/>

The units cover:

- ✓ Families and people who care for them

- ✓ Caring relationships
- ✓ Respectful relationships
- ✓ Online relationships
- ✓ Being Safe
- ✓ Mental well-being
- ✓ Internet safety and harms
- ✓ Physical health and Fitness
- ✓ Health and Prevention
- ✓ Basic First Aid
- ✓ Changes in our bodies

These units are planned across years 1-6, so that the teaching and learning content is age-appropriate. Each unit is taught through a range of teaching methods and interactive activities, including art work and drama. Selected resources, such as books and film clips, are used which support and promote understanding within a moral context that reflects the values of our school.

A safe learning environment is created for the children through sensitive training, including the use of class rules and ground rules for discussion, and sensitive adult responses.

<b>Relationships Education</b>	
<b>Families and people who care for me</b>	<p>Pupils will be taught:</p> <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>
<b>Caring friendships</b>	<p>Pupils will be taught:</p> <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,</li> </ul>

	<p>truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <ul style="list-style-type: none"> <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>
<b>Respectful relationships</b>	<p>Pupils will be taught:</p> <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> </ul>
<b>Online relationships</b>	<p>Pupils will be taught:</p> <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>
<b>Being safe</b>	<p>Pupils will be taught:</p> <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> </ul>

	<ul style="list-style-type: none"> <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>
<b>Physical Health and Mental Wellbeing</b>	
<b>Mental Wellbeing</b>	<p>Pupils will be taught:</p> <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 given</li> </ul>
<b>Internet Safety and Harms</b>	<p>Pupils will be taught:</p> <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</li> </ul>

	<p>positive and negative content online on their own and others' mental and physical wellbeing.</p> <ul style="list-style-type: none"> <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>
<b>Physical Health and Fitness</b>	<p>Pupils will be taught:</p> <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>	<p>Pupils will be taught:</p> <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>	<p>Pupils will be taught:</p> <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>	<p>Pupils will be taught:</p> <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</li> </ul>

	<p>dental flossing, including regular check-ups at the dentist.</p> <ul style="list-style-type: none"> <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</li> </ul>
<b>Basic first aid</b>	<p>Pupils will be taught:</p> <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>	<p>Pupils will be taught:</p> <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>

Details of when objectives in Relationships and Health Education are taught in each year group through the use of HeartSmart are outlined in the **Appendix**.

## 6. How Relationships and Health Education complements other National Curriculum subjects

At Key Stage 1 and 2, the national curriculum for **Science** includes teaching about external parts of the body and changes to the human body as it grows from birth to old age, including puberty.

The national curriculum for **Computing** aims to ensure that all pupils understand and apply the fundamental principles and concepts of computer science including logic, algorithms and data representation. It also covers e-safety with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and where to go for help and support.

The national curriculum for **P.E.** aims to ensure that pupils develop competence and excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

The table below outlines when objectives in Science, Relationships Education, Health Education linked to the body and changing body are taught.



	<b>Science</b> (taken from the National Curriculum)	<b>Relationships Education</b> (taken from the statutory guidance)	<b>Health Education</b> (taken from the statutory guidance)
<b>Year R</b>			
<b>Year 1</b>	Identify, name, draw and label the basic parts of the human body.	Autumn 2: I know that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	
<b>Year 2</b>	Notice that animals, including humans, have offspring which grow into adults		
<b>Year 3</b>	Identify that humans have skeletons and muscles for support, protection and movement.	Summer 1: I know that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	
<b>Year 4</b>	Describe the basic functions of the digestive system in humans.		Summer 2: I know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
<b>Year 5</b>	Describe the life processes of		Summer 2: I know key facts about puberty

	<p>reproduction in some plants and animals (including sexual and asexual reproduction).</p> <p>Describe the changes as humans develop to old age (including puberty).</p>		<p>and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>Summer 2: I know about menstrual wellbeing including the key facts about the menstrual cycle.</p>
<b>Year 6</b>			<p>Summer 2: I know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p>

## 7. Managing difficult questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education and Health Education. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Where questions are raised, teachers will take into account that whilst children may be the same age, they may developmentally be at different stages. Any responses given will consider the age-appropriate programme of Relationships Education and Health Education, what is appropriate and inappropriate in a whole class setting and whether there is a need for discussion on a one to one basis or in small groups.

## 8. Inclusion

Our school is an inclusive school where we place a strong focus on the wellbeing and progress of every child and where all members of our community are of equal worth.

All schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying). Under provisions of the Equality Act, we will not unlawfully discriminate on the basis age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics.)

Through our Relationships and Health Education, we will ensure that all children understand the importance of equality and respect. We will be mindful of any everyday sexism, homophobia and gender stereotypes, taking positive action to build a culture where these are not tolerated, ensuring that any occurrences are identified and tackled.

## **9. SEND**

We ensure Relationships and Health Education is inclusive and meets the needs of all our children, including those with special educational needs and disabilities (SEND), by working with our SENCo to plan, review and adapt our curriculum provision. Our programme is well-matched to individual needs and we use a wide range of resources to represent different individuals, groups and families.

We provide high quality teaching that is differentiated and personalised to ensure accessibility.

## **10. Parents' right to withdraw**

There is no right for parents to withdraw their child from Relationships Education, Health Education, or the Science curriculum as set out in Section 6 of this policy.

Parents can however request that their child be withdrawn from some or all of Sex Education which go beyond the national curriculum for Science, Relationships and Health Education. See section 11 in this policy.

Parents will be informed when content relating to Sex Education is to be taught and will have the opportunity to review resources. If parents do not wish their child to participate in these sessions, they should express this in writing, outlining their wish for their child to be excused from the non-statutory content, addressed to the Headteacher. This request will then be granted by the Headteacher, in line with the Department of Education statutory guidance, the school will ensure that the pupil continues to receive appropriate, purposeful education during the period of withdrawal.

## **11. Sex Education**

The table below outlines objectives in Year 6 that will be taught in Sex Education.

	<b>Sex Education</b> (taken from the PSHE Association's Programme of Study)
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<b>Year 6</b>	Summer 2: I know about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.
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We teach about changes in the body related to puberty, such as periods and voice breaking; when these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these.

**11.1** As highlighted in Section 6, we arrange a meeting for all parents and carers of children in Year 6 to discuss Sex Education lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.

## **12. Roles and Responsibilities**

### **The Governing Body**

The Governing Body is responsible for

- ensuring that RHE and SE as subjects are well led, effectively managed and well planned
- ensuring that clear information is provided for parents on subject content and that the right to request their child is withdrawn is communicated clearly
- ensuring that the school is fulfilling its legal obligations.

The Governing Body will review this policy every three years or in the event of updated statutory guidance. At every review, the policy will be approved by the full Governing Body.

### **The Headteacher**

The Headteacher is responsible for

- ensuring that both staff and parents are informed about this policy and that the policy is implemented effectively
- monitoring this policy and reporting to the Governing Body on the effectiveness of the policy.

### **The RHE and SE Leader**

The RHE and SE Leader is responsible for

- ensuring that a clear Relationships and Health Education and Sex Education curriculum is in place
- working closely with other subject leaders in Science, Computing and P.E. to ensure Relationships Education, Sex Education and Health Education do not duplicate content covered in the National Curriculum
- working with external organisations in order to enhance delivery of these subjects by introducing specialist knowledge in different ways of engaging pupils
- providing strategic leadership and direction
- ensuring appropriate coverage of the curriculum

- providing training, guidance and support for staff
- keeping up to date with new developments and resources

### **Heartsmart Leads**

Our Key Stage 1 and Key Stage 2 Heartsmart Leads are responsible for

- supporting the RHE and SE Lead
- role-modelling the teaching of RHE lessons
- supporting and encouraging other teaching staff in the teaching of RHE
- providing feedback to the RSE and SE lead

### **Parents / Guardians**

Parents / Guardians are responsible for:

- playing a key role in developing their children's understanding about relationships. (Parents are the first teachers of their children and have the most significant influence in enabling their children to grow and mature and to form healthy relationships.)

### **The School**

The school will be responsible for:

- supporting the children's education through the teaching of Relationships and Health Education and Sex Education as set out in this policy. The school will work with parents when planning and delivering these subjects by:
  - providing a copy of this policy on the school website
  - providing information regarding content to be taught in each class's half-termly Curriculum information
  - holding an information event with parents before teaching content relating to sex education
  - where appropriate, providing resources, guidance and support to assist ongoing learning at home
  - always being open for dialogue regarding the subject

This, combined with the sharing of best practice with regards to Relationships and Health Education and Sex Education, aims to ensure that children receive consistent messages about how to live a happy and successful life.

## **13. Monitoring and Review**

Pupils' development in RHE and SE is monitored by class teachers. The delivery of RHE and SE is monitored by the RHE and SE Leader and the Headteacher. This policy will be reviewed by the RHE and SE Leader and the Governing Body every three years or in the event of updated statutory guidance.







**Approved by governing body:**

**Review:** Spring 2024

## Appendix – Details of objectives in Relationships and Health Education taught through the use of HeartSmart.

We use the six HeartSmart themes, the HeartSmart scheme and resources to teach the statutory objectives set out in the Department of Education’s document ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education.’







The six ‘Heartsmart’ themes are:

<p><b>1: ‘Get Heartsmart’</b> Laying the foundations for understanding, discussing and managing emotions and feelings, both in ourselves and others.</p>	
<p><b>2: ‘Don’t Forget to Let Love In!’</b> Laying the foundations for understanding the importance of looking after ourselves, both physically and mentally.</p>	
<p><b>3: ‘Too Much Selfie Isn’t Healthy!’</b> Laying the foundations for understanding the importance of looking after all other people, both physically and mentally.</p>	
<p><b>4: ‘Don’t Rub It In, Rub It Out!’</b> Laying the foundations for making positive decisions on processing our emotions, including negative ones.</p>	
<p><b>5: ‘Fake Is a Mistake!’</b> Laying the foundations for understanding the importance of being proud of who we are, including in an online world.</p>	
<p><b>6: ‘No Way Through’ Isn’t True!’</b> Laying the foundations for understanding the importance of perseverance and embracing change.</p>	

Each of these six themes is titled with its own slogan (in bold above) which are used as part of the day-to-day conversations within school. This underlies our vision that Relationships and Health Education is taught all the time – through relationships, conversations, games, break times, assemblies, and so on.

The whole school follows the same themes at the same time, one each half term, enabling further focus and discussion around the school, the scheduling of whole school events and the theming of school assemblies.

By the end of Year 6, children have been taught all the objectives in the statutory guidance from the Department for Education in relation to Relationships and Health Education.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
'Get Heartsmart'	'Don't Forget to Let Love In!'	'Too Much Selfie Isn't Healthy'	'Don't Rub It In, Rub It Out'	'Fake is a Mistake!'	'No Way Through Isn't True'
GH	DF	TM	DR	FI	NW
					

## A: Relationships Education Objectives

### STATUTORY OBJECTIVES TAKEN FROM RELATIONSHIPS EDUCATION CURRICULUM

#### Families and People Who Care for Me

Pupils will be taught...	YR	Y1	Y2	Y3	Y4	Y5	Y6
that families are important for children growing up because they can give love, security and stability.		TM4	GH5	GH5	DF2	GH5	DF4
the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other	TM1	TM4			GH5 FI3	GH5	

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.	TM2 FI6		GH5		DF2		DF4
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.		TM4 FI3			DF2	GH5	
that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.							GH5
how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.				DF3		DF3	
<b>Caring Friendships</b>							
Pupils will be taught...	YR	Y1	Y2	Y3	Y4	Y5	Y6
how important friendships are in making us feel happy and secure, and how people choose and make friends.	DF4 FI2	GH5 TM2	TM2	GH1 GH2 GH5 DF2	GH1 GH7 TM2	GH1 GH7 FI5	GH1 DF4



the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and	GH3	GH5	GH3	GH2	GH3	GH3	TM1
	GH6	TM1	TM1	DF3	TM1	DF2	TM5
	DF5	TM3	TM7	TM1	TM5	TM1	TM7
	DF6	TM5	FI1	TM5	TM7	TM7	DR5
	DR1	TM7	FI7	TM7	FI1	FI1	FI1

experiences and support with problems and difficulties.	DR4	FI1		DR5	FI7	FI4	FI7
	FI1	FI5		FI1		FI7	
	FI2	FI7		FI5			
	FI3			FI7			

that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	DF4	GH1	GH1	GH1	GH1	GH1	GH1
	TM4	GH2	GH2	GH7	GH7	GH7	DF3
	DR1	GH7	GH7	DF2	TM1	TM1	TM1
	DR2	DF4	TM1	TM1	TM5	TM7	TM2
		TM1	TM3	TM2	TM7	FI3	TM5
		TM3	TM7	TM5	FI2	FI5	TM7
		TM7	FI3	TM7	FI3		

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.	DR6	GH2	DR1	DR1	DR1	DR1	TM3
		DR1	DR2	DR2	DR2	DR2	DR1
		DR3	DR7	DR3	DR3	DR7	DR2
		DR7		DR4	DR7		DR7

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.	DR5	DR2		GH4	DR2	DF3	DR5
		F14		DF3	FI4		
		GH2		DR2			

## Respectful Relationships

Pupils will be taught...	YR	Y1	Y2	Y3	Y4	Y5	Y6
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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.		DR2 NW4	TM4 TM5		FI2	GH2 GH3 TM3	TM2 TM3
practical steps they can take in a range of different contexts to improve or	GH1 GH2	DR1 DR7	TM3 DR1	TM2 DR1	DR1 DR7	TM3 DR1	DR1 DR2

support respectful relationships.	TM5 DR3		DR7	DR7		DR2 DR7	DR4 DR7 FI4
the conventions of courtesy and manners.	TM4		FI5	DF5 DR2	DR2		
the importance of selfrespect and how this links to their own happiness.	DF1 FI4	DF1 DF7 <i>FI2</i>	DF1 DF2 DF3 <i>DF4</i> DF7 <i>FI2</i>	DF1 DF7	DF1 DF3 <i>DF4</i> DF7 <i>NW5</i>	DF1 DF7	GH2 DF1 DF2 DF7 <i>FI2</i>
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.	TM6		DF3 TM4 TM5	TM4	GH2 TM4	TM4	TM2 TM4
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.	DR6	DR6	GH2	DR6	DR6		
what a stereotype is, and how stereotypes can be unfair, negative or destructive.				DR6			

the importance of permission-seeking and giving in relationships with friends, peers and adults.					DR5 FI5		
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### Online Relationships

Pupils will be taught...	YR	Y1	Y2	Y3	Y4	Y5	Y6
that people sometimes behave differently online, including by pretending to be someone they are not.				FI2		TM6 FI2	DR4
that the same principles apply to online relationships as to face-to-face relationships,		TM6	TM6				

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.		TM6	TM6	TM6			
how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.						TM2 TM6 FI2	
how information and data is shared and used online.			TM6	TM6			

### Being Safe

Pupils will be taught...	YR	Y1	Y2	Y3	Y4	Y5	Y6
what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).					GH4 DR5 FI5	FI4	FI4



## B: Health Education Objectives

### STATUTORY OBJECTIVES TAKEN FROM HEALTH EDUCATION CURRICULUM

#### Mental Wellbeing

Pupils will be taught...	YR	Y1	Y2	Y3	Y4	Y5	Y6
that mental wellbeing is a normal part of daily life, in the same way as physical health.	GH1 DF1 FI5 NW2	GH1 GH4 GH6 GH7 DF1 DF1 DF7	GH1 GH7 DF1 DF7 FI3 NW3 DF2 NW5 DF7	GH1 GH7 DF1 DF7 NW3 DF7	GH1 GH6 GH7 DF1 DF7	GH1 GH7 DF1 DF3 DF7 DR3 NW4	GH1 GH3 DF1 DF5 DF7 DR3 FI3 NW3
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.	GH4 GH5 DF3 TM3 NW1 NW6	GH3 DR4 NW1 NW6 NW7	FI4 NW1 NW2 NW3 NW4 NW7	DF4 DR4 DI3 NW1 NW7	TM3 NW1 NW7	DR4 FI3 NW1 NW7	NW1 NW7
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.	GH4 GH5 DF3 TM3 NW3 NW5 NW6	GH3 DR4 DR5 NW6	GH4 DR3 DR5 FI4 NW4	GH3 NW2	TM3 DR3 NW2 NW4	DR4 DR5 FI3	GH3 NW2 NW3
how to judge whether what they are feeling and how they are behaving is	NW1 NW2 NW3	DR4 NW2	GH3 GH4 DR3	GH3 DF4 NW2	DF5 NW2 NW3	NW2 NW3 NW4	GH3 NW3 NW4
appropriate and proportionate.	NW5 NW6		FI3 NW3		NW4		NW5

the benefits of physical exercise, time outdoors, community participation, voluntary and servicebased activity on mental wellbeing and happiness.			NW6		DR4 NW3	TM5	
simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	DF2	NW5	DF5				GH2
isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.			DR4	DF7		TM2	
that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.		DR6	DR6		GH2	DR6	DR6
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).		NW6	DR4 DR5		DR4		
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.					GH6		

## Internet Safety and Harms

Pupils will be taught...	YR	Y1	Y2	Y3	Y4	Y5	Y6
that for most people the internet is an integral part of life and has many benefits.		TM6			DR6		
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.					TM6	GH4	TM6
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.						TM6	TM6
why social media, some computer games and online gaming, for example, are age restricted.						GH4	TM6
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.					DR6		

how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted				FI2		FI2	FI5
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where and how to report concerns and get support with issues online.			TM6		TM6 DR6		
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*also see Computing Overview*

## Physical Health and Fitness

Pupils will be taught...	YR	Y1	Y2	Y3	Y4	Y5	Y6
the characteristics and mental and physical benefits of an active lifestyle.		GH6	DF6	GH6		Bikeability	
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.			DF6			Bikeability	
the risks associated with an inactive lifestyle (including obesity).			DF6	GH6			
how and when to seek support including which adults to speak to in school if they are worried about their health.				GH6			

*also see PE Overview*

## Healthy Eating

Pupils will be taught...	YR	Y1	Y2	Y3	Y4	Y5	Y6
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what constitutes a healthy diet (including understanding calories and other nutritional content).				DF6			
the principles of planning and preparing a range of healthy meals.			GH6	DF6			GH6
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).			GH6				
	<i>also see D&amp;T Overview</i>						

### **Drugs, Alcohol and Tobacco**

Pupils will be taught...	YR	Y1	Y2	Y3	Y4	Y5	Y6
the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.					FI6	FI6	FI6

### **Health and Prevention**

Pupils will be taught...	YR	Y1	Y2	Y3	Y4	Y5	Y6
how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.							DF6
about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.			FI6				

the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.						GH6	
about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.		DF6 FI6					
about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.		DF6			DF6		
the facts and science relating to allergies, immunisation and vaccination.				FI6			FI5

### Basic First Aid

Pupils will be taught...	YR	Y1	Y2	Y3	Y4	Y5	Y6
how to make a clear and efficient call to emergency services if necessary.				TM3		First Aid Day	
concepts of basic first-aid, for example dealing with common injuries, including head injuries.				NW4		First Aid Day	

### Changing Adolescent Body

Pupils will be taught...	YR	Y1	Y2	Y3	Y4	Y5	Y6
key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.					NW6	NW6	NW6

about menstrual wellbeing including the key facts about the menstrual cycle.						NW5 NW6	

## C: Other Objectives

### NON-STATUTORY OBJECTIVES TAKEN FROM PSHE ASSOCIATION'S PROGRAMME OF STUDY

These objectives are taught in part through our Heartsmart lessons but also linked to topics, subjects, experiences and books throughout the school.

### Health and Wellbeing

Pupils will be taught...	YR	Y1	Y2	Y3	Y4	Y5	Y6
about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe.							
strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about.					<i>Swimming</i>		<i>Bikeability</i>
	<i>Walk to School Week</i> <i>Road Safety Training</i> <i>Residential trips in KS2</i> <i>Visits from local firefighters</i>						

<p>about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.</p> <p><i>NOTE: Parents should be informed before this objective is taught. Meeting should be arranged with class teacher</i></p>							<i>NW</i>
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<b>Living in the Wider World</b>							
Pupils will be taught...	YR	Y1	Y2	Y3	Y4	Y5	Y6
about the different groups that make up their community; what living in a community means.			<i>NW6</i>			<i>TM5</i>	
to value the different contributions that people and groups make to the community.			<i>NW6</i>			<i>TM5</i>	
what money is; forms that money comes in; that money comes from different sources.	<i>NW4</i>	<i>DF5</i>					Summer term unit
about the different ways to pay for things and the choices people have about this.						<i>DF5</i>	Summer term unit

to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'.						<i>DF5</i>	Summer term unit
to recognise that people make spending decisions based on priorities, needs and wants.						<i>DF5</i>	Summer term unit
different ways to keep track of money.							Summer term unit
about risks associated with							Summer term unit
money (e.g. money can be won, lost or stolen) and ways of keeping money safe.							Summer term unit