Greenmount Primary School

Policy for

Personal, Social, Health and Economic Education

including Relationships and Sex Education

Parents and carers have the right to withdraw their child from lessons where the Sex Education elements of the curriculum are being taught.

We will inform parents/carers when these elements are to be taught.

Chronology:
This policy replaces the one agreed on 22nd February 2016.
This policy has been reviewed in line with the DfE Statutory Guidance "Relationships Education, Relationships and Sex Education (RSE) and Health Education" published in February 2019.
This policy was discussed at the Pupils and Curriculum Committee on 27th January 2020 and 30th November 2020.
This policy was ratified by the Full Governing Body on 8th February 2021.
This policy will be reviewed by the Pupils and Curriculum Committee in the Spring term 2024.

Overview
To embrace the challenges of creating a happy and successful adult life, pupils need knowledge, skills and understanding that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts including in the online world. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

Relationships Education
At primary school the focus of Relationships Education is teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of their time in our school, building on preschool education, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact are the forerunners of teaching about consent, which takes place at secondary school.

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

The principles of positive relationships also apply online. When teaching relationships content, teachers will address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers will include content on how information and data is shared and used in all contexts, including online.

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

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

Through Relationships Education (and the wider subject of PSHE), we will teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

We will teach children how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it is important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong.

As part of our comprehensive PSHE programme and whole school approach, this knowledge supports our safeguarding of children.

Physical Health and Mental Wellbeing

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

It is important for us to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.

Effective teaching aims to reduce stigma attached to health issues, in particular those to do with mental wellbeing. We aim to engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

Our focus is on teaching the characteristics of good physical health and mental wellbeing. Teachers are clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences.

This will enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

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

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

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

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

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

Practice

The aims of this policy are primarily addressed through the PSHE curriculum which is based on the model from the National Association for PSHE. The correlation between our Scheme of Work and the statutory objectives for Relationships Education are listed in Appendix 2.

In terms of online safety, the school uses the objectives outlined in the DfE document "Education for a Connected World" to enhance the objectives stated in this policy.

Relationships and Sex Education is also covered in other subjects of the curriculum (see Appendix 3).

The school annually publishes its curriculum which details the terms in which all of these objectives will be covered. The curriculum is published on the school website.

The PSHE curriculum and the objectives set out in this documents are taught discretely by those given responsibility to teach PSHE and Science. This is supported by all staff through the teaching of other subjects, delivering assemblies and the day-to-day supportive interactions between staff and pupils. Our Pastoral Support Team (PS3) has a crucial role in supporting individual children and families.

Difficult Questions

Teachers will endeavour to answer questions as honestly as possible within the context of the objectives they are teaching. If faced with a question they do no feel comfortable answering within the classroom, or if it diverts too much from the planned objective, provision will be made to meet the individual child's needs. This may include discussion with the child's parents or carers.

Involving Parents and Carers

Parents and carers will be consulted in the development of this policy and in the review of our PSHE teaching.

Parents and carers have the right to withdraw their child from lessons where the Sex Education elements of the curriculum are being taught. We will inform parents/carers when these elements are to be taught.

Parents and carers do not have the right to withdraw their child from the statutory elements of Relationships Education or the National Curriculum for Science.

Pupils with SEND

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other pupils. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or Teaching Assistants work with individual pupils where required, and if appropriate. It is not the school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement.

Relation to the Equalities Act 2010

In teaching Relationships Education and RSE, we will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their 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).

Staff will be alive to issues such as everyday sexism, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours.

We believe that RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law. Pupils will receive teaching on LGBT relationships, which is delivered at Greenmount, for example, through teaching about different types of family, including those with same sex parents.

Monitoring and Review

The implementation of this policy will be reviewed regularly by our school's subject leader for PSHE who will report to the governors' Pupils and Curriculum Committee. Staff, pupils and parents will be involved in this regular review.

Appendix 1

How our curriculum maps to the statutory guidance

We follow the PSHE Association's Scheme of Work for PHSE. The following pages map how that curriculum maps to the statutory guidance.

On the following pages, the central blue boxes are taken directly from the DfE statutory guidance on Relationships Education, Relationships and Sex Education (RSE), and Health Education. The boxes around the outside identify learning opportunities from our Programme of Study that implicitly or explicitly address the content in the statutory guidance. Many learning opportunities in the Programme of Study could be mapped to several of the bullet points in the statutory guidance, so we have included the most appropriate 'best fit' examples, to make the mapping document as clear and user-friendly as possible.

Our Scheme of Work is split into three themes:

Theme 1: Health and Wellbeing (referenced H on the following pages)

Theme 2: Relationships (referenced R on the following pages

Theme 3: Wider World (referenced L on the following paged)

How our Scheme of Work is mapped over the year groups is available via our Curriculum PowerPoint which is available on our website.

Relationships education: Key stages 1 and 2

KS1 R8:
to identify and respect the differences and similarities between people
KS1 R9:
identify their special people (family, friends, carers), what makes them special and how special people should care for one another
KS1 L4:
that they belong to different groups and communities such as family and school
KS2 R4:
to recognise different types of relationships, including those between acquaintances, friends, relatives and families

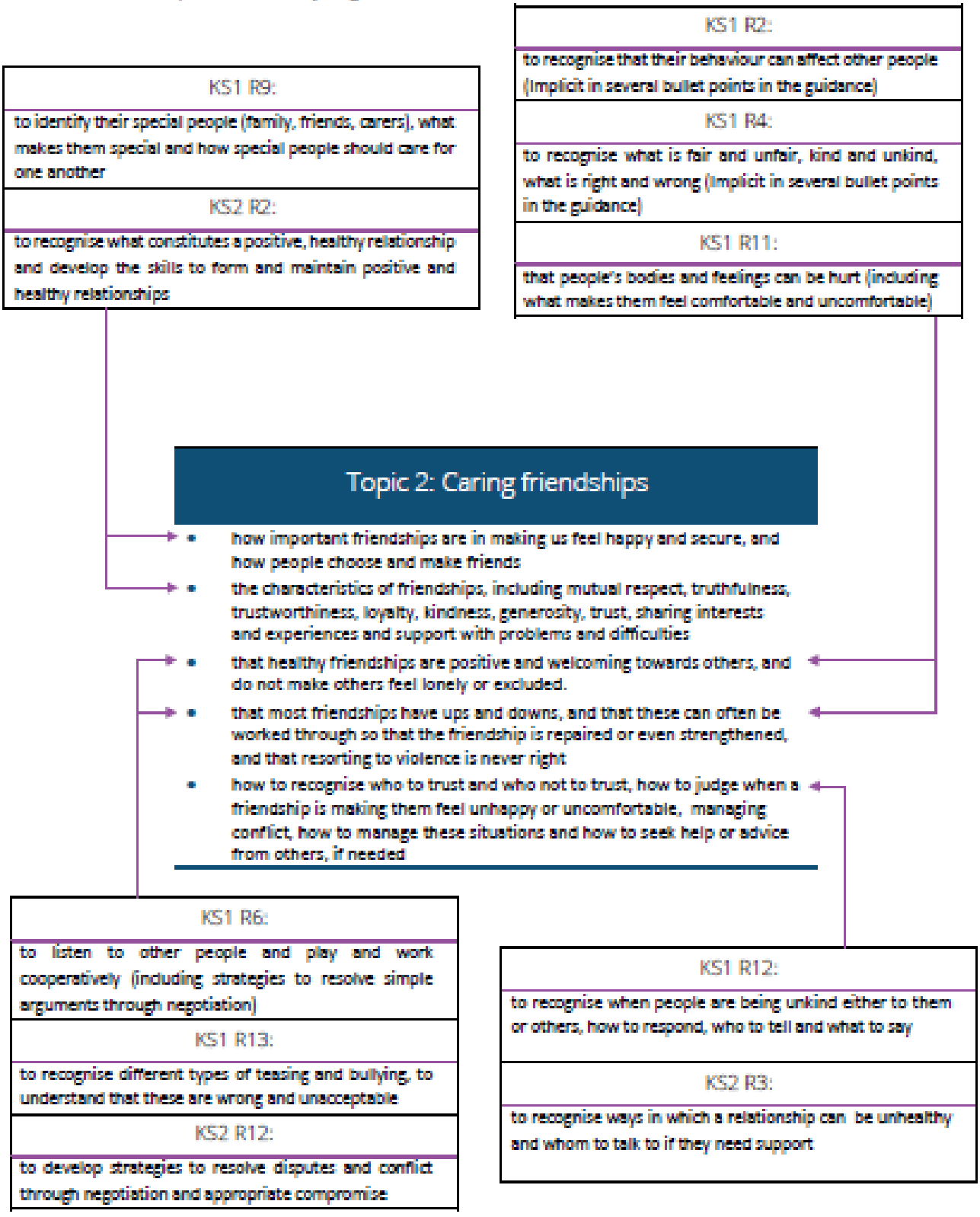
Topic 1: Families and people who care for me

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

KS2 R5:
that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment

KS1 H13:
about people who look after them, their family networks, who to go to if they are worried and how to attract their attention
KS2 R3:
to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support

* Footnote from DfE: In the rest of this guidance, references to marriage should be read as marriage and civil partnership.


KS1 R9:
to identify their special people (family, friends, carers), what makes them special and how special people should care for one another
KS2 R2:
to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
KS1 R2:
to recognise that their behaviour can affect other people (Implicit in several bullet points in the guidance)
KS1 R4:
to recognise what is fair and unfair, kind and unkind, what is right and wrong (Implicit in several bullet points in the guidance)
KS1 R11:
that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
Topic 2: Caring friendships
how important friendships are in making us feel happy and secure, and how people choose and make friends
the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
KS1 R6:
to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
KS1 R13:
to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
KS2 R12:
to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise
KS1 R12:
to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
KS2 R3:
to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support

KS1 R8:

to identify and respect the differences and similarities between people

KS2 R10:

to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view

KS1 L3:

that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)

Topic 3: Respectful Relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners*
- the importance of self-respect and how this links to their own happiness†
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

KS2 R21:

to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy

KS2 R16:

to recognise and challenge stereotypes

KS1 R13:

recognise different types of teasing and bullying, to understand that these are wrong and unacceptable

KS1 R14:

strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

KS2 R14:

to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)

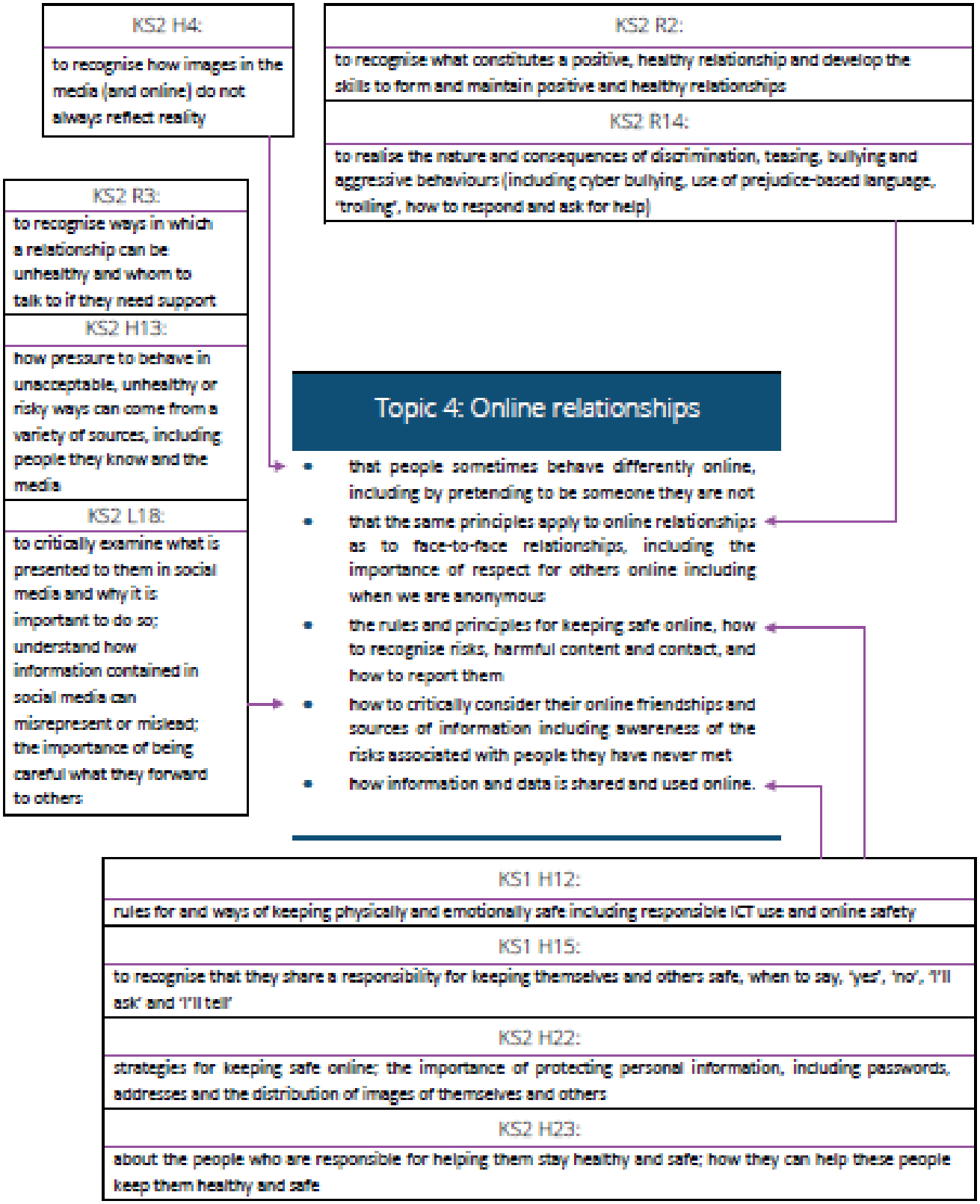
KS2 R18:

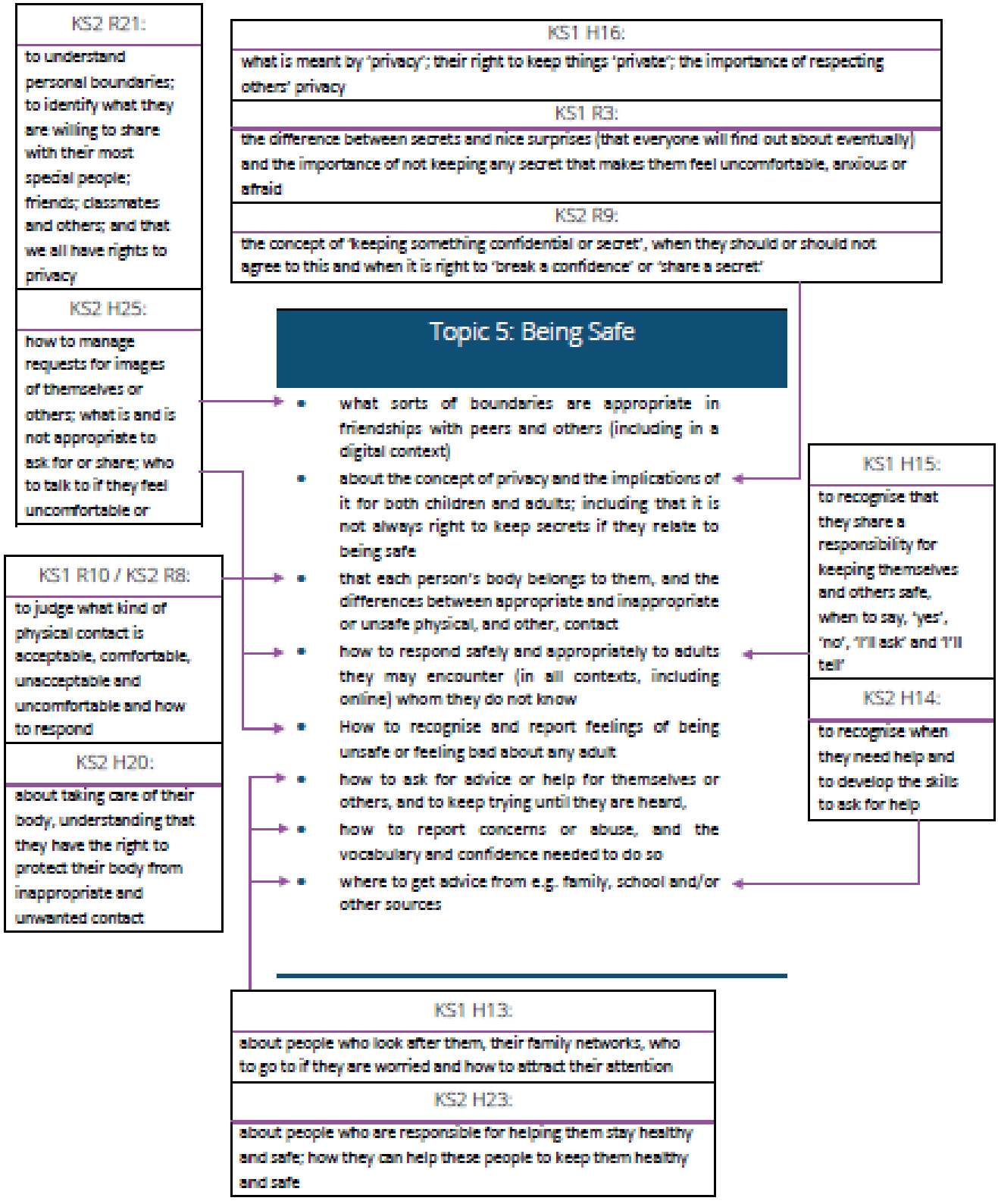
to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)

KS2 L6:

to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk

* Implicit within many learning opportunities in the programme of study


KS2 H4:
to recognise how images in the media (and online) do not always reflect reality
KS2 R2:
to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
KS2 R14:
to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)
KS2 R3:
to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support
KS2 H13:
how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media
KS2 L18:
to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others
Topic 4: Online relationships
that people sometimes behave differently online, including by pretending to be someone they are not
that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
how information and data is shared and used online.
KS1 H12:
rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety
KS1 H15:
to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'
KS2 H22:
strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others
KS2 H23:
about the people who are responsible for helping them stay healthy and safe; how they can help these people keep them healthy and safe


KS2 R21:
to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy
KS2 H25:
how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or
KS1 H16:
what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy
KS1 R3:
the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid
KS2 R9:
the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
Topic 5: Being Safe
what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
How to recognise and report feelings of being unsafe or feeling bad about any adult
how to ask for advice or help for themselves or others, and to keep trying until they are heard,
how to report concerns or abuse, and the vocabulary and confidence needed to do so
where to get advice from e.g. family, school and/or other sources
KS1 H15:
to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'
KS2 H14:
to recognise when they need help and to develop the skills to ask for help
KS1 R10 / KS2 R8:
to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond
KS2 H20:
about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact
KS1 H13:
about people who look after them, their family networks, who to go to if they are worried and how to attract their attention
KS2 H23:
about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe

Physical health and mental wellbeing: Key stages 1 and 2

KS1 H1:
what constitutes, and how to maintain, a healthy lifestyle
KS2 H1:
what positively and negatively affects their physical, mental and emotional health
KS2 H2:
how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'

Topic 1: Mental wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are

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KS2 H7:
to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these

KS1 R1:
to communicate their feelings to others, to recognise how others show feelings and how to respond
KS1 H4:
about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings
KS2 H6:
to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others

Physical health and mental wellbeing: Key stages 1 and 2

KS1 H1:

KS1: H1: what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest

KS2 H1:

what positively and negatively affects their physical, mental and emotional health

KS2 L10:

to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing

... Topic 1: Mental wellbeing (continued)

- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)*
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

KS1 H4:

about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings

KS1 R13:

recognise different types of teasing and bullying, to understand that these are wrong and unacceptable

KS2 R14:

to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)

KS2 L6:

to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities

KS1 H13:

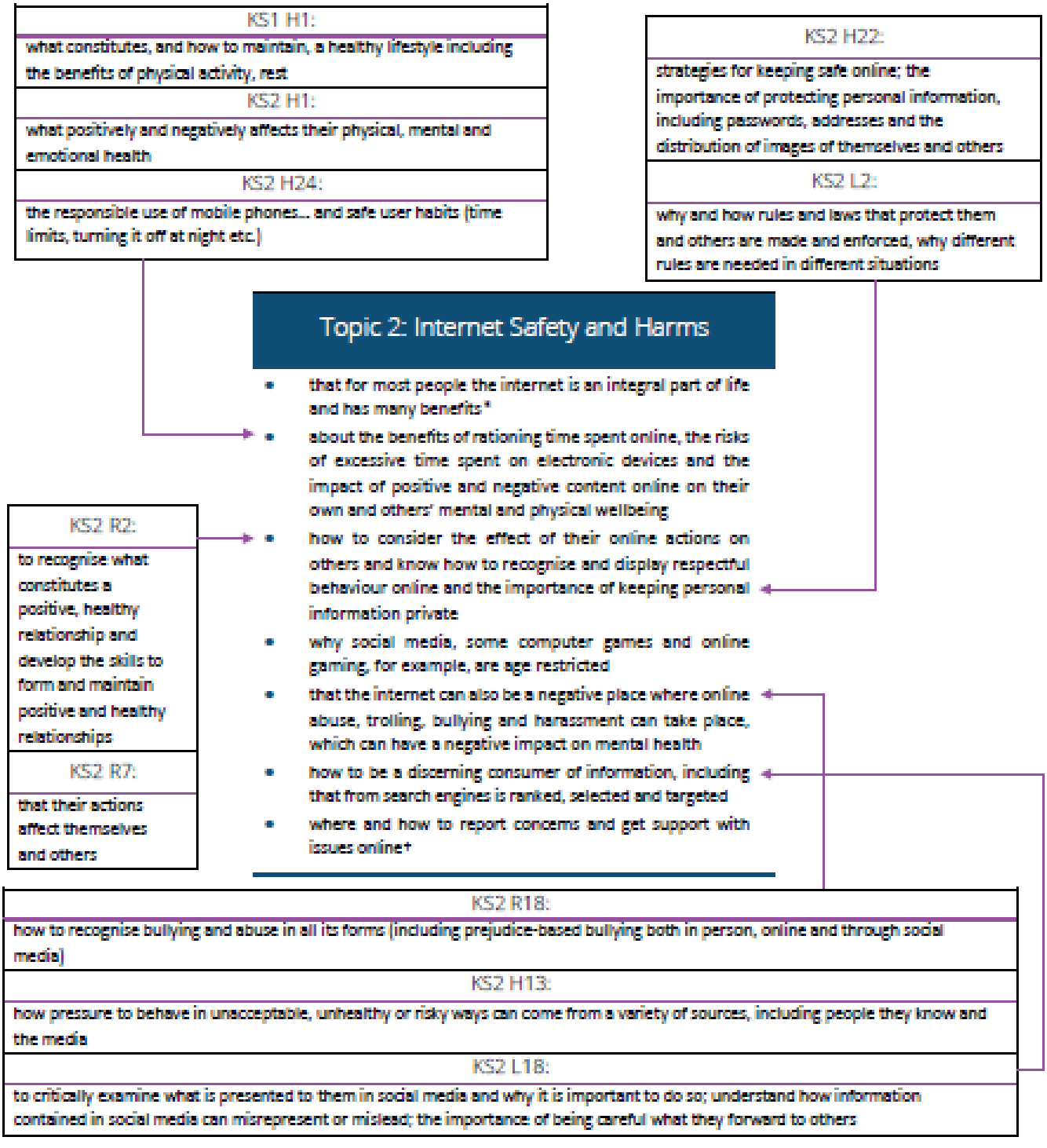
about people who look after them, their family networks, who to go to if they are worried and how to attract their attention

KS2 H23:

about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe

KS2 H14:

to recognise when they need help and to develop the skills to ask for help...


KS1 H1:
what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest
KS2 H1:
what positively and negatively affects their physical, mental and emotional health
KS2 H24:
the responsible use of mobile phones... and safe user habits (time limits, turning it off at night etc.)
KS2 H22:
strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others
KS2 L2:
why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations
Topic 2: Internet Safety and Harms
that for most people the internet is an integral part of life and has many benefits*
about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
why social media, some computer games and online gaming, for example, are age restricted
that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
how to be a discerning consumer of information, including that from search engines is ranked, selected and targeted
where and how to report concerns and get support with issues online†
KS2 R2:
to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
KS2 R7:
that their actions affect themselves and others
KS2 R18:
how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)
KS2 H13:
how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media
KS2 L18:
to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others

Physical health and mental wellbeing: Key stages 1 and 2

KS1 H1:

what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity

KS1 H2:

to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences

KS2 H1:

what positively and negatively affects their physical, mental and emotional health

KS2 H2:

how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'

KS1 H13:

about people who look after them, their family networks, who to go to if they are worried and how to attract their attention

KS1 H14:

about the ways that pupils can help the people who look after them to more easily protect them'

KS2 H20:

about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers

KS2 H23

about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe

Topic 3: Physical health and fitness

- the characteristics and mental and physical benefits of an active lifestyle
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- the risks associated with an inactive lifestyle (including obesity)
- how and when to seek support including which adults to speak to in school if they are worried about their health

Topic 4: Healthy Eating

- what constitutes a healthy diet (including understanding calories, and other nutritional content)
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

KS1 H1:

what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health

KS2 H3:

to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet

KS2 H1:

what positively and negatively affects their physical, mental and emotional health

KS2 H17:

which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others

KS1 H11:
that household products, including medicines, can be harmful if not used properly
KS2 H17:
which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others

Topic 5: Drugs, alcohol and tobacco

- The facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug-taking

Topic 6: Health and Prevention

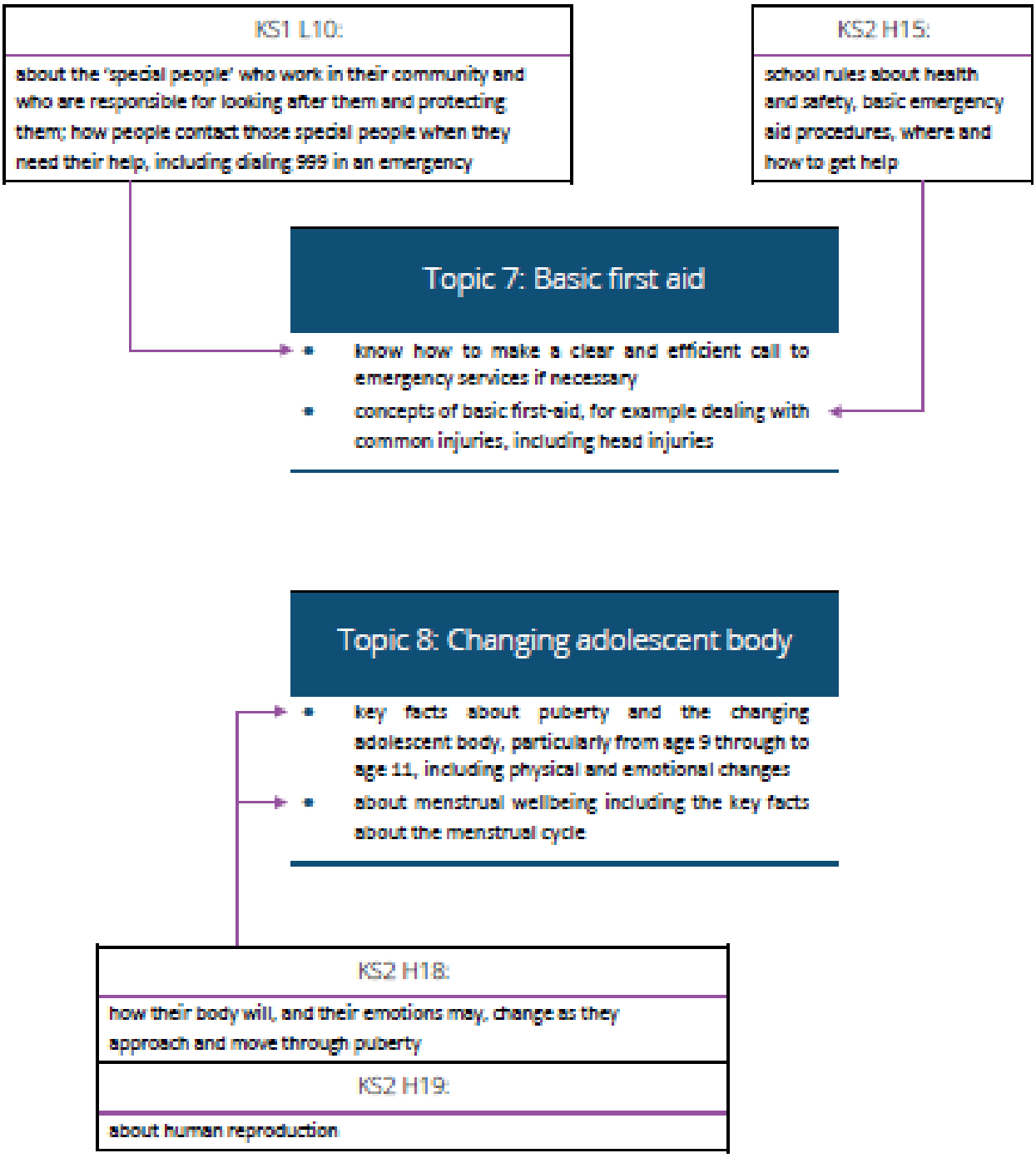
- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body**
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- The facts and science relating to allergies, immunisation and vaccination.**

KS1 H1:
what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health
KS2 H1:
what positively and negatively affects their physical, mental and emotional health
KS2 H2:
how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'

KS1 H6:
the importance of, and how to, maintain personal hygiene
KS1 H7:
how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading
KS2 H12:
that bacteria and viruses can affect health and that following simple routines can reduce their spread

** Not covered explicitly, however, this is being reviewed as we update the programme of study

The school supplements this topic by participating in the HeartStart programme each year.



Appendix 2

Relationships and Sex Education Covered in Other Areas of the Curriculum

Foundation Stage

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

Key Stage 1

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. Children learn to name the basic body parts. They learn about the importance of personal hygiene to maintain good health. In RE children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.

They also learn about personal safety.

Key Stage 2

In science children build on their knowledge of life cycles and describe the life process of reproduction in some plants and animals (Y5). They learn to describe the changes as humans develop to old age (Y5). They learn to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents (Y6).

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge.