



PSHE/RSHE Policy

Safeguarding Statement

West Heath Primary will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunity to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability. West Heath Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Owner	PSHE/RSHE Leader
Date of review	May 2022
Date of next review	May 2023

West Heath Primary School

PSHE/RSHE Policy 2022

The Importance of PSHE / RSHE

Our personal, social and health education (PSHE) programme alongside our relationships, sex and health education (RSHE) programme promote children's personal, social and economic development, as well as their health and wellbeing. It helps to give children the knowledge and understanding they need to lead confident, healthy and independent lives and to become informed responsible citizens. We believe it is the duty of our school to give our young people the learning that will enable them to live safe, fulfilled and health lives. This includes giving them all the skills they will need to survive in the modern world. This policy covers our school's approach and attitude towards PSHE and RSHE. It is available on our school website and in printed form on request.

At West Heath, children's wellbeing, happiness and safety are our first priority, and PSHE is the key vehicle through which we share this with children. We regard PSHE as an important, integral component of the whole curriculum, central to our approach and at the core of our ethos. In accordance with government guidance, the PSHE & RSHE curriculum focus on developing personal attributes including kindness, integrity, generosity and honesty.

As part of our PSHE curriculum, we include RSHE, making sure all of our children are prepared for the changes which will happen to their bodies, along with how to deal with transitions in their lives. According to government guidance, many schools are choosing to deliver RSHE as part of timetabled PSHE programme, with good outcomes. The RSHE programme is the final piece of our curriculum, intended to create fully rounded human beings.

Our curriculum is broad and balanced, ensuring that it:

- Promotes the spiritual, moral, cultural, mental and physical development of our children and of society.
- Prepares our children for the opportunities, responsibilities and experiences they already face and for adult life.
- Provides information about keeping healthy and safe, emotionally and physically.
- Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

The curriculum is also planned in accordance with all relevant government guidance as referenced in appendix 3. We aim to meet the learning objectives as set out in the Relationships & Sex Education and Health Education (England) Regulations 2019. The overall aims of our curriculum are detailed in appendix 5.

Organisation/Provision

PSHE is delivered within a whole school approach which includes:

- Dedicated curriculum time / lessons from our individualised school questionnaire scheme and other appropriate resources
- Teaching PSHE through other curriculum areas e.g. RE, Computing
- Circle Time sessions
- Assemblies
- PSHE themed weeks & school events
- Pastoral care team
- Visiting speakers
- Access to intervention where appropriate

The curriculum is delivered by a variety of school staff including but not limited to class teachers, the pastoral team, senior leadership team and HLTAs. When appropriate opportunities are available, the curriculum will be supplemented by visitors and other external agencies to give children the highest quality provision available. It is

important that visitors and external agencies do not take over this provision, as it is important that a classroom teacher delivers as much content as possible, to highlight that PSHE and RSHE are things we can talk about at school. Furthermore, class teachers know their children, and will be best placed to support additional needs, or scaffold difficult and sensitive topics which may make a child feel vulnerable. Where possible, a class teacher should be the lead provider of PSHE and RSHE lessons.

At our school, we follow an adapted version of the PSHE association, health and wellbeing whole school approach scheme. This is supplemented with up to date resources for more difficult issues e.g. PREVENT, bullying, racism, homophobia etc. Along with this, we also ensure that we incorporate and respect all social, moral, spiritual and cultural issues, encouraging our children to think about their place within Britain as citizens. We include the five British Values (democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths/beliefs) within all of our teachings to establish an effective and safe school environment. PSHE is split into a themes for each term; term 1 – relationships, term 2 – health and wellbeing and term 3 – living in the wider world.

Each unit is planned with age appropriate materials. This means lessons are differentiated for all pupils including those with EAL and SEND needs, to create an accessible curriculum for all. Activities are planned taking into consideration the needs of each individual class. Some pupils may require an individualised curriculum appropriate to their needs. All pupils regardless of their needs must be a part of PSHE & RSHE lessons, as it is an important part of developing healthy relationships with peers. Where possible, all pupils take part in PSHE, RSHE & Health lessons within school.

Relationships in School

Relationships at West Heath Primary are based on an atmosphere of trust, care and respect for everyone. This attitude is reflected amongst our students, staff and is also expected of visitors. The ethos of our school reflects this through our values initiative. Children are encouraged to develop good relationships with their peers and all staff. Everyone is responsible for their own behaviour. All staff act as role models for children and work hard to promote a safe, happy environment. The school have an active school council comprising of one child from each class, elected to represent the class views. Children are also encouraged to take part in Circle Time sessions in class, further developing their relationship with their peers and class teachers. Circle Time is a safe, conversational space where any concerns can be discussed openly.

Assemblies & Whole School Celebrations

Throughout the school year, we incorporate our PSHE & RSHE into our assemblies. There are three assemblies a week in school: a celebration and values based assembly (Monday), a weekly news assembly (Wednesday), and a singing assembly (Fridays.). All assemblies aim to tackle and cover issues which are important to the children. We also make an effort to instil British Values through taking part in a variety of celebrations e.g. Children In Need, Red Nose Day, Armistice Day etc. Our assemblies are non-denominational, celebrating all religions at appropriate times of year. We also include visitors from the wider community to reinforce our messages e.g. local religious leaders, charity organisations and other people of importance. To link with this, trips are arranged where possible to further reinforce our PSHE & RSHE messages.

The Curriculum & Equalities Education

During PSHE & RSHE lessons, a variety of topics are covered. These include cross curricular themes such as healthy bodies (Science), E-Safety (Computing), tolerance and respect (RE), the effect of activity on our bodies (PE), money awareness (Maths) and many others. Where possible PSHE & RSHE Education is made cross curricular, tapping into other areas of the National Curriculum to develop a child's wider understanding. We also cover more sensitive worldwide issues such as mental health and personal wellbeing. During these types of topics, disclosures are possible and staff are trained on the processes they must follow in school (see safeguarding policy).

When planning the curriculum, a good understanding of the backgrounds of pupils will be considered e.g. faith backgrounds. These will help to construct the curriculum, but not dominate or control it. Positive relationships between school and local communities will help to shape and evolve teaching, and create a constructive context for teaching within PSHE & RSHE. When teaching all these subjects, the topics that are included in core content will

need to be appropriately handled, whilst still ensuring that school complies with the relevant provision of the Equality Act 2010. At West Heath Primary School, we choose not to shape our education specifically on faith teachings, but may include them in appropriate lessons. Teaching will reflect British Values and the law, to allow young people to clearly understand what the law allows and does not allow, and the wider legal implications of the decisions they make. Teaching will also cover all statutory elements as listed in the National Curriculum, and other relevant guidance.

As part of the PSHE & RSHE we have a duty to discuss the nine protected characteristics in the Equality Act 2010. These are age, disability, chosen gender, marriage/civil partnership, race, religion/belief, biological sex, sexual orientation and pregnancy/maternity. Under this provision, schools cannot discriminate against pupils, staff or visitors due to these characteristics. Schools are encouraged to take positive actions, to deal with particular issues within the school environment, including ways to foster healthy relationships between peers. We cover topics such as anti-bullying, racism, online safety and safeguarding. These are also covered using the Equality Act to ensure everyone is included in the discussions. Teaching within these areas should be integrated into the wider curriculum and not just taught as standalone aspects. As a school we will look to use resources which are age appropriate such as those provided by the No Outsiders project, Stonewall, NSPCC, Barbados, The Sex Education Forum and the PSHE Association. Lessons will focus around mutual respect and acceptance of other people's choices, lifestyles and challenges. Pupils will be encouraged to use the correct language when referring to different types of people when the topics are discussed. Pupils will also be encouraged to take part in whole school events as part of the wider assembly program e.g. Black History Month and Disability Awareness days.

Mental Wellbeing

At West Heath Primary School, we acknowledge that physical health and mental wellbeing are interlinked, and aim to teach pupils the importance of looking after both their physical health and mental wellbeing. Pupils are encouraged to look after themselves and self-regulate their behaviours. They are taught strategies to do this and given time to apply these strategies (e.g. The daily mile). Where children are struggling to do this, interventions are in place which school staff can refer pupils to. As part of looking after mental wellbeing, school events take place on a regular basis around wellbeing, including celebrating national and world-wide events e.g. Children's Mental Health Week. Assemblies and wellbeing Wednesday will also work towards promoting positive mental health. Effective teaching within school across all avenues, aims to reduce the stigma attached to health issues including mental wellbeing. They should also encourage pupils to seek support and advice as they need it. Mental wellbeing should also be a consideration when teaching about puberty, due to increase emotional strain. Both male and female pupils should be prepared and supported through the changes they will experience.

Assessment and Recording

Children are informally assessed by staff throughout their work and issues that arise are dealt with accordingly as appropriate. Evidence of PSHE will be in a variety of forms e.g. photographs as well as written work. The very nature of PSHE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgment in this. A full overview of what is expected of children by the end of Primary School, is included at the end of this document (Appendix 1, 2 and 4).

Relationships, Sex and Health Education (RSHE)

West Heath recognises that as a school, we have a legal responsibility under the Relationships and Sex Education and Health Education (England) Regulations 2019, to provide comprehensive and inclusive relationships, sex and health education to pupils. Relationships education is defined as education to teach pupils the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults. It should include also include learning about the emotional, social and physical aspects of growing up, enabling pupils to become fully functioning well rounded young adults. It is important that as part of this education, children know the correct names for the parts of their bodies, as well as the different functions of their bodies, and feel reassured that it is natural to be curious about their bodies. The knowledge they will gain as part of this education will support their wellbeing and attainment in the future, and prepare them for the RSHE curriculum at secondary school.

The aim of RSHE is to prepare children for the wider world, allowing them to discuss, in a safe environment, a variety of sensitive topics including puberty, attraction, bereavement, sickness, personal safety and life transitions. For Primary children, the focus of the curriculum are relationships and health education, rather than sex education.

The programme is intended to be taught within a wider curriculum programme. It should complement other National Curriculum subjects, and not be taught in isolation. Currently, Sex Education is not compulsory in Primary school. None of the lessons planned as part of the PSHE & RSHE curriculum, are part of Sex Education. They are all based on the statutory guidance provided. At West Heath, lessons are planned using a variety of resources, ensuring that they cover the aspects required in the RSHE Government Guidance 2019. We consider RSHE to be part of the wider school curriculum, which should be taught to all year groups in an age appropriate manner, with parents kept informed of changes to the curriculum as they arise via letter, newsletter and parent feedback groups. We endeavour to make all children feel safe with our RSHE sessions, encouraging them to ask questions when they feel they need to. RSHE is taught as part of a variety of subjects e.g. Computing, PSHE, PE, RE and Science. As part of RSHE, children may ask difficult questions. It is important that all questions are handled respectfully, to avoid children accessing alternative sources for answers e.g. the internet, which may leave them uninformed or open to inappropriate sources of information. Avoiding questions also build unnecessary barriers between learners and teachers. It can sometimes also give the children the impression they have done something wrong by asking a question. Questions should be seen as a positive thing during PSHE & RSHE lessons. Adults will exercise their professional judgement when answering questions, seeking advice where they are unsure, and directing any potential safeguarding concerns which may arise due to difficult questions to the correct individuals (DSLs). Adults will also exercise their judgement as to whether a question is appropriate to answer as a whole year group, or on a one to one basis. If a question is asked which isn't necessarily suitable for the entire class, the question will still be acknowledged, but answered privately. We aim to, through tackling questions which may be particularly difficult for children to ask, remove the stigma surrounding some areas of PSHE & RSHE. All questions will be answered honestly, openly, scientifically and factually, avoiding personal beliefs. If a member of staff feels a personal belief would help explain a situation, they should frame their answer making it clear it is a belief, not a fact. For more information on how questions may be answered, see Appendix 6.

As part of the RSHE curriculum, Years 5 and 6 in particular will have lessons planned appropriate to their age, covering emotional and physical development, tailored to their age and physical / emotional maturity. These will ensure both boys and girls are prepared for the changes that adolescence will bring, drawing on all statutory knowledge which has been taught prior. Girls should specifically be taught about menstruation, to help them through a potentially confusing and alarming time. It is important to recognise that menstruation is happening to younger and younger pupils. Pupils should be taught the key facts about the menstrual cycle, including the average length, range of products available and the implications for emotional and physical health. Menstruation supplies are also available in school to girls, and this will be highlighted when appropriate in lessons. While menstruation education is important for girls, boys must also be taught the facts surrounding puberty, to continue to remove the stigma attached to a healthy biological function.

Right to Withdraw

Under the RSHE and Health Education guidance 2020, RSHE education is statutory, meaning that in primary school, children cannot be withdrawn from any aspect of relationship or health education, as this is seen as vital to developing them as well-rounded human beings. A full and comprehensive list of the topics which are covered as part of RSHE are detailed in Appendix 1, 2 and 4. Children cannot be withdrawn from any aspect of the RSHE curriculum which falls within the National Curriculum. This includes any topic which falls in both the RSHE Curriculum as well as the Science curriculum e.g. puberty, changes to human bodies as you age., the biological naming of body parts and reproduction. Children also cannot be withdrawn from any aspect of the RSHE which falls within other National Curriculum subjects e.g. E-Safety. Parents do have a right to withdraw their children from RSHE taught outside of these parameters. At West Heath Primary, none of the content planned at present falls outside of the parameters of compulsory relationships and health education within primary. Puberty education, including correctly naming the parts of the body, falls into the Health Education curriculum as well as the Science curriculum. If a withdrawal is requested, consultation with the head teacher would be required, whereby the nature and purpose of the curriculum would be clarified.

Policy Review

This policy was reviewed in the academic year 2021/22 by the PSHE co-ordinator and approved governors. It will be reviewed in the academic year 2022/2023. This is to ensure the policy accurately reflects the attitudes and beliefs of the school, and remains up to date with current guidance from the Government and DFE.

Any major policy changes will involve parental and staff consultation.

Reviewed: May 2022

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Appendix 1 – Health Curriculum

By the end of primary school:

Mental wellbeing	<p><u>Pupils should know:</u></p> <ul style="list-style-type: none">• That mental wellbeing is a normal part of daily life, in the same way as physical health.• That there is a normal range of emotions (e.g. Happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.• Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).• It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
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Internet safety and harms	<p><u>Pupils should know:</u></p> <ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits. • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age restricted. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • Where and how to report concerns and get support with issues online
Physical health and fitness	<p><u>Pupils should know:</u></p> <ul style="list-style-type: none"> • Pupils should know • 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.
Healthy Eating	<p><u>Pupils should know:</u></p> <ul style="list-style-type: none"> • Pupils should know • 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).
Drugs, alcohol and Tabaco	<p><u>Pupils should know:</u></p> <ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p><u>Pupils should know:</u></p> <ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene, including visits to the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing. • About immunisations.
Basic first aid	<p><u>Pupils should know:</u></p> <ul style="list-style-type: none"> • Know how to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body facts about the menstrual cycle.	<p><u>Pupils should know:</u></p> <ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 2 – Relationships and sex guidance

By the end of primary school:

Families and people who care for me	<p><u>Pupils should know:</u></p> <ul style="list-style-type: none">• That families are important for children growing up because they can give love, security and stability.• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.• That marriage represents a formal and legally recognised commitment of two people (of either the same or opposite genders) 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.
Caring friendships	<p><u>Pupils should know:</u></p> <ul style="list-style-type: none">• How important friendships are in making us feel happy and secure, and how people choose and make friends.• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	<p><u>Pupils should know</u></p> <ul style="list-style-type: none">• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.• Practical steps they can take in a range of different contexts to improve or support respectful relationships. - the conventions of courtesy and manners.• The importance of self-respect and how this links to their own happiness.• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.• What a stereotype is, and how stereotypes can be unfair, negative or destructive.• The importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p><u>Pupils should know:</u></p> <ul style="list-style-type: none">• That people sometimes behave differently online, including by pretending to be someone they are not.

	<ul style="list-style-type: none"> • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • How information and data is shared and used online.
Being safe	<p><u>Pupils should know:</u></p> <ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • How to recognise and report feelings of being unsafe or feeling bad about any adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard, • How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g. Family, school and/or other sources.

Appendix 3 – A list of relevant government guidance

- Relationships Education, Relationships and Sex Education and Health Education (Statutory Guidance)
- Keeping Children Safe in Education (Statutory Guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- National Citizen Service guidance for schools

Appendix 4 – Relationships Education (Primary)

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

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

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

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

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

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

60. A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

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

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

Appendix 5 – Aims of the curriculum

Health & Wellbeing

- Know and understand what constitutes a healthy lifestyle
- Know how to maintain physical, mental and emotional health and wellbeing
- Be aware of safety issues including how to respond in an emergency
- Know how to manage change, including puberty, transition and loss
- Encourage physical activity both in and out of school

Relationships

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts
- Know how to recognise and manage emotions within a range of relationships
- Know how to recognise negative relationships, including all forms of bullying and abuse, how to help someone in this situation
- Know how to respect equality and diversity

Living in the Wider World

- Know the importance of responsible behaviours and actions
- Be responsible and independent members of the school community
- Be positive and active members of a democratic society
- Know about the importance of respecting and protecting the environment
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues
- Develop good relationships with other members of the school and wider community
- Know about where money comes from, how to manage it and the importance of keeping it safe.
- Have a basic understanding of enterprise

Appendix 6 – Answering questions

Provided here are some examples of ways questions may be answered when asked.

If a question is not necessarily suitable for the entire class – “That is a fantastic question. I’d like you to hold that thought so we can return to it later and I will answer it then.”

If a member of staff does not know the answer to a question – “That is a fantastic question. I do not know the answer to it at the moment, but I will help you find the answer to it a little later.”

If a member of staff is unsure how to answer a question due to it being a tricky or sensitive subject. “That is a brilliant question. I would like to give you an equally brilliant answer so let me have a think about it and I will come back to you later.”

If a question is asked which may raise concerns for the member of staff. “That’s an interesting question. Let me have a think about it and come back to you later.”

This allows time to seek advice from senior leadership / safeguarding team. If a question relates to a personal belief or opinion. “Some people believe that...” Answers should always return to the facts. E.g. “The facts are...” “The law is...”

Appendix 7 – Units Covered

Term	Autumn			Spring			Summer		
Core Theme	Health and Wellbeing <i>Minimum of 10 lessons</i>			Relationships <i>Minimum of 10 lessons</i>			Living in the Wider World <i>Minimum of 10 lessons</i>		
Topics	Healthy Lifestyles	Growing and Changing	Keeping Safe	Feelings and emotions	Healthy Relationships	Valuing difference	Rights and Responsibilities	Environment	Money
Year 1	What helps keep bodies healthy; hygiene routines	Recognising what they are good at; setting goals. Change and loss and how it feels	Keeping safe around household products; how to ask for help if worried about something	Recognising feelings in self and others; sharing feelings	Secrets and keeping safe; special people in their lives	Respecting similarities and differences in others; sharing views and ideas	Group and class rules; everybody is unique in some ways and the same in others	Looking after the local environment (CROSS YEAR-GROUP PROJECT WITH YEAR 2)	Where money comes from; how to use money - saving and spending money
Year 2	Healthy choices; different feelings; managing feelings	Recognising what they are good at; setting goals. Growing; changing and being more independent; correct names for body parts (including external genitalia)	Keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts	Behaviour; bodies and feelings can be hurt	Listening to others and playing cooperatively; appropriate and inappropriate touch; teasing and bullying	Respecting similarities and differences in others; sharing views and ideas	Group and class rules; respecting their own and others' needs; groups and communities they belong to; people who work in the community; getting help in an emergency	Looking after the local environment (CROSS YEAR-GROUP PROJECT WITH YEAR 1)	Where money comes from; saving and spending money; making choices; keeping track of money spent/saved
Year 3	What makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits	Recognising what they are good at; setting goals. Describing feelings; conflicting feelings and how to manage feelings	School rules on health and safety; basic emergency aid; people who help them stay healthy and safe	Recognising feelings in others; responding to how others are feeling	Positive; healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively	Recognising and responding to bullying	Discuss and debate health and wellbeing issues. Being a part of the community and who works in the community	Responsibilities; rights and duties	Enterprise; what it means; developing skills in enterprise (CROSS YEAR-GROUP PROJECT WITH YEAR 6)
Year 4	What makes a balanced lifestyle and making choices; drugs common to everyday life; hygiene and germs	Recognising what they are good at; setting goals. Changes at puberty. Changes that happen in life and feelings associated with change	How to keep safe in local area and online; people who help them stay healthy and safe	Keeping something confidential or secret; when to break a confidence; recognise and manage dares	Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers	Listen and respond effectively to people; share points of view	Discuss and debate health and wellbeing issues. Appreciating difference and diversity in the UK and around the world	Sustainability of the environment across the world	Role of money; managing money (saving and budgeting); what is meant by interest and loan
Year 5	What positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet; different influences on food; skills to make choices	Recognising what they are good at; setting goals; aspirations. Intensity of feelings; managing complex feelings. Coping with change and transition; bereavement and grief	Strategies for managing personal safety in the local environment; online safety; including sharing images; mobile phone safety	Responding to feelings in others	Actions have consequences of actions; working collaboratively; negotiation and compromise; giving feedback	Listening to others; raise concerns and challenge	Discuss and debate health and wellbeing issues. Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving differences	Different rights; responsibilities and duties	Importance of finance in people's lives; being a critical consumer; looking after money; interest; loan; debt management of money; tax

Year 6	Images in the media and reality; how this can affect how people feel; risks and effects of drugs	Recognising what they are good at; setting goals; aspirations. Changes at puberty (<i>recap Y4</i>); human reproduction; roles and responsibilities of parents	Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out: who is responsible for their health and safety; where to get help and advice	Confidentiality and when to break a confidence; managing dares	Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriage); committed; loving relationships; marriage. Acceptable and unacceptable physical touch; personal boundaries and the right to privacy	Listening to others; raise concerns and challenge. What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying	Discuss and debate health and wellbeing issues. Human rights; the rights of child; cultural practices and British law. Being part of a community; groups that support communities. Being critical of what is in the media and what they forward to others	How resources are allocated; effect of this on individuals; communities and environment	Enterprise; setting up an enterprise (<i>CROSS YEAR-GROUP PROJECT WITH YEAR 3</i>)
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