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Version	Date	Comments	Author

Educate Together Academy Trust Relationships, Sex and Health Education Policy

Introduction

Relationships, Sex and Health Education (RSHE) is an important element of the Trust's work in preparing children for adult life. We are committed to helping children understand the importance of loving and caring relationships and how to recognise, avoid and prevent abuse within relationships. The teaching and learning in this area is designed to promote the development of children into self-confident, healthy, and responsible adults.

Our RSHE curriculum is drawn from the 2019 Department of Education document 'Relationships Education, Relationships and Sex Education and Health Education', which contains excellent, detailed guidance and becomes statutory in September 2020.

Values

The RSHE programme at Educate Together Academy Trust reflects the Academy's ethos and demonstrates the following values:

- **Equality based-** All children have equal access to the school and no one religion or worldview is given priority over another within the school.
- **Co-educational-** All children are encouraged to explore their full range of abilities and are provided with equal opportunities regardless of their gender or identity.
- **Child centred-** Our child-centred approach means that we put children at the heart of all policies and practices and involve them in decision-making where appropriate.
- **Democratically run-** We run schools on a democratic basis, encouraging active participation by parents and students in the daily life of the school whilst positively affirming the professional role of the teachers.

Effective RSHE can make a significant contribution to the development of the personal skills needed by pupils, if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing.

Relationships Education

From September 2020, it is compulsory for all maintained primary schools to deliver Relationships Education as set out in the DfE guidance (2019). According to this guidance, Relationships Education teaches “the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults”. The staff and trustees of Educate Together Academy Trust recognise the vital role played by effective Relationships Education in enabling our pupils to develop strong and positive relationships with others, and to keep themselves and others safe.

The statutory Relationships Education curriculum covers the following topics:

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

Health Education

From September 2020, it is also compulsory for primary schools to deliver a programme of Health Education to teach “the characteristics of good physical health and mental wellbeing”. This teaching should not only help pupils to maintain their physical and mental health, both at school and in later life, but also give them the tools to articulate their feelings and use accurate language to talk about their body, health and emotions.

The statutory Health Education curriculum covers the following topics:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid

- Changing adolescent body (including key facts about puberty and the menstrual cycle)

In Educate Together Academies, these Relationships and Health Education topics are taught regularly in every year group to pupils at an age-appropriate level through the Learn Together curriculum, both formally and as topics arise naturally in the course of school life. See appendix A for the Learn Together curriculum for Relationships Education and Health Education. From September 2020, parents and carers cannot withdraw their child from any aspect of Relationships or Health Education. If parents or carers are concerned about any aspect of the Academy's Relationships or Health Education curriculum, we strongly encourage them to discuss their concerns with their child's class teacher in the first instance, and the headteacher if concerns remain, to ensure that they are fully informed and to enable the Trust to receive valuable feedback.

Provision and disposal of sanitary products in school

Since girls can start their period from the age of 8, the Trust recognises that provision must in be in place for pupils who need it. As part of lessons on puberty in Years 4, 5 and 6, girls will be made aware of the procedures in place for accessing and the safe disposal of sanitary products. The Trust is aware that period poverty can be an issue for some pupils and will, to the best of its ability, ensure that girls have access to appropriate sanitary products during school time.

Sex Education

The Department for Education recommends that:

“all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.”

(Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, paragraph 67)

The Educate Together Academy Trust believe that a clear, factual and age-appropriate programme of Sex Education is an essential part of our safeguarding provision, as it presents

children with facts in an objective and balanced manner, and equips them to cope with the physical and emotional changes they will encounter as they grow up. A fact-based, well-informed approach to Sex Education will also enable children to develop their own considered morals and values as part of the Moral and Spiritual strand of the Learn Together curriculum.

As part of the National Curriculum for Science, pupils will cover the following topics related to reproduction and the human life cycle:

Year group	Content
1	identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
2	notice that animals, including humans, have offspring which grow into adults (pupils should be introduced to the processes of reproduction and growth in animals - the focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs)
4	explore and use classification keys to help group, identify and name a variety of living things (begin to put vertebrate animals into groups, for example: fish, amphibians, reptiles, birds and mammals)
5	describe the life process of reproduction in some plants and animals (pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals) describe the changes as humans develop to old age (pupils should draw a timeline to indicate stages in the growth and development of humans, and should learn about the changes experienced in puberty)
6	recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body) recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

In addition to this, we provide education on the following Sex Education topics:

Year group	Content
5	how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb, including IVF
6	identify the links between love, committed relationships and conception what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults

	that pregnancy can be prevented with contraception about the responsibilities of being a parent or carer and how having a baby changes someone's life
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As part of statutory Health Education teaching, children will learn key facts about puberty and the menstrual cycle. This includes the reasons puberty takes place. Teachers will explain that some people in a safe and loving relationship may choose to have a baby, and during puberty your body becomes ready for that. The Year 5 science curriculum also covers sexual reproduction, including the interaction between sperm and egg cells from males and females to form an embryo. Any teaching about conception and childbirth beyond this is considered Sex Education content and will be delivered as set out in this policy.

We follow recommendations from the Association for Science Education regarding the teaching of reproduction in Science, as follows:

“Year 5 teachers should cover development to maturity in humans and sexual reproduction in some animals, e.g. mammals (which should include humans), amphibians, insects or birds, to give a broader picture of the variety of life. Teaching about sexual reproduction within the life cycles of different animals should include:

- the joining of a sperm from the male and an egg from the female to enable an offspring, which has characteristics of both, to grow, (knowledge of cells and genetic material is not required in KS2 science),*
- the differences between internal and external fertilisation (although not the mechanics), e.g. in terms of the larger number of eggs and sperm produced in external fertilisation and the greater risks from predators than internally fertilized young.*
- viviparous and oviparous species (animals that have live births and those that lay eggs)*

Understanding what pregnancy and birth are (in the context of mammals in general) is a key aspect of learning both in terms of classification and for differentiating the life cycles of mammals from egg laying species – part of the progression between Y4 and Y6 classification statements. Knowledge of the process of sexual reproduction, including the passing of

inherited characteristics to offspring, will also support pupils in understanding the basics of inheritance and evolution, which is covered in Year 6.

As with all teaching of the Science National Curriculum, correct scientific vocabulary should be taught and its use encouraged. The naming of internal parts and the process of internal fertilisation would be covered in KS3 science, but the correct naming of external parts should be included at KS1 and KS2.”

The Association for Science Education and PSHE Association (March 2016)
Joint Policy Statement: Human Development and Reproduction in the Primary Curriculum

Teaching of RSHE

RSHE lessons are delivered by class teachers as part of the Learn Together curriculum through circle time sessions and more extended lessons. Most lessons will be delivered to the whole class, with the exception of one Health Education lesson in Year 6 which will be taught in single gender groups to encourage children to talk more openly about their thoughts and concerns related to puberty. Some topics, for instance sun safety and internet safety, will also be taught through whole school initiatives and assemblies at various points throughout the year.

Where subject content overlaps with other curriculum subjects, it may be taught in those subjects' lessons. Parts of the 'Online Relationships' and 'Internet Safety and Harms' sections of the curriculum will be taught through computing using the Project EVOLVE curriculum. Parts of the Health Education curriculum, including some of 'Physical Health and Fitness' and 'Healthy Eating', will be taught in science.

Our school ethos means that many topics in the RSHE curriculum will be discussed in a range of subjects, including through core texts in literacy. RSHE learning will be supported and reinforced through wider curriculum teaching, including: sharing and responding to relevant texts; geography and history projects relating to topics such as respect, stereotypes and lifestyles of people in other cultures; and expressing emotions through art.

Involving parents and carers

The Trust is committed to working with parents and carers and they will be invited into school to view the resources that will be used to deliver RSHE for their child's year group and discuss the content. Parents' views are taken into account and adjustments may be made.

As with all curriculum subjects, parents and carers are also able to discuss the RSHE curriculum at any point in the year with their child's class teacher, particularly during Parents' Evening appointments.

This policy has been developed in consultation with parents and carers, and the Trust would seek to undertake similar consultations when the policy is reviewed.

Right to be excused

Under the 2019 statutory guidance on Sex Education, pupils at primary school have the right to be excused from Sex Education lessons at the request of their parents. Parents wishing to exercise this right are invited to discuss this with the class teacher and/or Headteacher who will explore the concerns of the parents and discuss any impact that withdrawal may have on the child. As part of our democratically run value, Educate Together Academies are keen to work collaboratively with parents, including to develop a programme of Sex Education that all children can access. Once a child has been withdrawn they cannot take part in specific sex education lessons until the request for withdrawal has been removed.

Parents and carers cannot withdraw their child from any lessons about reproduction or the human life cycle covered by the statutory Science National Curriculum. From September 2020, they are also unable to withdraw their child from any aspect of Relationships or Health Education, including teaching about puberty and menstruation. These lessons help children to develop essential skills and knowledge to be successful, happy and safe in later life, and make mature and well-informed decisions.

Equal Opportunities Statement

The Academy is committed to the provision of RSHE to all of its pupils. Our programme aims to respond to the diversity of the children's identity, cultures, faiths and family backgrounds.

Equal time and provision will be allocated for all groups but there may be occasions when children with Special Educational Needs and Disabilities are given extra support.

The Equality and Justice strand of the Learn Together curriculum places huge importance on equality and respect, and our curriculum complies with the Equality Act 2010, under which sexual orientation and gender reassignment are protected characteristics. Throughout the Equality and Justice strand, pupils discuss concepts such as equality, discrimination and prejudice towards a wide range of people and this is fully integrated into our curriculum throughout the school. In lessons that cover RSE provision, teachers will deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support. This content is not delivered as stand-alone lessons, but is discussed at various points in relation to family units, historic discrimination and providing a nurturing environment for children. LGBT+ bullying is taken seriously and dealt with in line with our anti-bullying policy.

Wherever possible, staff use inclusive language when discussing family units and relationships. This includes recognising that nurturing families may take many forms, including adoptive parents, foster parents and carers, and families headed by grandparents, among many others. Careful and sensitive language choices ensure that all children feel supported and that there is no stigmatisation of children based on their home circumstances.

Safeguarding

RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, as well as about online and offline safety. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38), a responsibility which is met partly through our comprehensive programme of RSHE.

Teachers conduct RSE lessons in a sensitive manner, and in confidence. However, if a child is believed to be at risk or in danger or involved in sexual activity then the member of staff involved will report concerns to the Designated Safeguarding Lead (DSL) who should take action in accordance with the Child Protection Policy. All staff are familiar with the policy and

know who the DSL is. See the Child Protection Policy for further guidance on specific issues such as FGM or Child Sexual Exploitation.

As part of Relationships Education, pupils will be made aware of how to raise concerns about potentially sensitive issues and how any report will be handled. This includes processes when they have a concern about a friend or peer.

Managing difficult questions

The Trust is aware that views around RSHE-related issues are varied. Personal views are respected in Educate Together academies and we teach all RSHE issues without bias, equipping pupils with factual information so that they are able to form their own informed opinions while respecting that others have the right to a different opinions.

Pupils are likely to ask their teachers or other adults questions about sex or sexuality which goes beyond what is set out in this policy for their age group. We are aware that leaving such questions unanswered may cause pupils to turn to inappropriate sources of information and believe it essential that children do not feel shame for asking such questions. These questions are addressed at an age-appropriate level through our curriculum, so children will usually be told that they will learn about the topic further up the school and encouraged to speak to a trusted adult at home if they have questions now. Class teachers may contact parents or carers to ask if they would prefer the question to be answered individually in school.

We endeavour to provide children with an open and honest environment at all times in school, so want them to feel comfortable to ask questions knowing that they will not be ignored. During teaching on Sex Education or more sensitive topics such as puberty, teachers will provide a questions box in the classroom before leading a whole class question and answer session. In this way, they can look through questions in advance to determine which are appropriate to answer in a whole class session and which would be better answered individually or at home. If any questions or discussion raise concerns about the safety of a child, the Child Protection Policy will be followed as usual.

Monitoring and evaluation

Delivery of this programme will be monitored by the RSHE coordinator as part of the wider Learn Together team. It will be monitored through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

The programme's effectiveness will be evaluated through staff meetings to review and share experiences, pupil voice discussions and monitoring of work produced by pupils. The expectations for the quality of pupils' work and the feedback provided by staff is the same as for other curriculum subjects.

External contributors

When appropriate, Academies may invite experts to visit the school and support the delivery of RSHE content, for instance the school nurse, community police or fire officers, or charities such as the NSPCC. Academies will follow the usual safeguarding procedures to check the credentials of any visitor and will discuss the content and structure of assemblies or lessons in advance of the visit. This will ensure that the teaching is age-appropriate and accessible for the pupils, and fits with this policy. Visitors will also be informed of the Academy's policies on confidentiality and safeguarding. Teachers will always be present during these sessions and remain responsible for the delivery of the RSHE curriculum.

Pupil consultation

To be added after teaching in term 3

Links to other policies and curriculum areas

There are many clear links between RSHE and the following policies:

- PSHE (Learn Together)
- Science
- Teaching and Learning
- Equal Opportunities
- Child Protection
- Online safety
- Anti-bullying

- Behaviour

Staff are aware of the need to refer to these policies when appropriate.

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Appendix A

Learn Together Relationships, Health and Sex Education curriculum by year group

Reception

Relationships	<ul style="list-style-type: none"> • Explore his/her identify and individuality through discussion and projects related to the discovery of oneself e.g. recognising likes and dislikes • Explore moral development through exploration of family and its importance in his/her life. • Appreciate diversity in the school e.g. culture, ethnicity, religion and family units <p>At an age-appropriate level students learn:</p> <ul style="list-style-type: none"> • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • how to respond if being touched makes them feel uncomfortable or unsafe • How to respect other's boundaries e.g. when lining up, using toilets etc. • when it is important to ask for permission to touch others • how to ask for and give/not give permission
Health	<ul style="list-style-type: none"> • Discuss the people who look after them, at home and at school, and be supported in identifying who they can go to if they are worried and how to ask for help. • Learn about different jobs and roles in our community • Discuss importance of different jobs and how they affect our lives. • Learn rules for and ways of keeping physically and emotionally safe including road safety, cycle safety, fire safety and safety near rail tracks, water and in the environment • Explore what constitutes as a healthy lifestyle. • Begin to understand that we have a responsibility in helping reduce the spread of infection and to develop simple skills to help prevent disease spreading • Begin to understand why hygiene is important. • To appreciate the value of their body, its capabilities and uniqueness.

Year 1

Relationships	<ul style="list-style-type: none"> • about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • the role these different people play in children's lives and how they care for them • what it means to be a family and how families are different, e.g. single parents, same-sex parents, religions. • about the importance of telling someone — and how to tell them — if they are worried about something in their family • about situations when someone's body or feelings might be hurt and whom to go to for help • about what it means to keep something private, including parts of the body that are private • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • how to respond if being touched makes them feel uncomfortable or unsafe • when it is important to ask for permission to touch others • how to ask for and give/not give permission
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Health	<ul style="list-style-type: none"> to recognise what makes them special and unique including their likes, dislikes and what they are good at how to manage and whom to tell when finding things difficult, or when things go wrong how they are the same and different to others about different kinds of feelings how to recognise feelings in themselves and others how feelings can affect how people behave what it means to be healthy and why it is important ways to take care of themselves on a daily basis about basic hygiene routines, e.g. hand washing about healthy and unhealthy foods, including sugar intake about physical activity and how it keeps people healthy about different types of play, including balancing indoor, outdoor and screen-based play about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors how to keep safe in the sun Begin to understand that we have a responsibility in helping reduce the spread of infection and to develop simple skills to help prevent disease spreading.
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Year 2

Relationships	<ul style="list-style-type: none"> how to recognise hurtful behaviour, including online what to do and whom to tell if they see or experience hurtful behaviour, including online about what bullying is and different types of bullying how someone may feel if they are being bullied about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help how to resist pressure to do something that feels uncomfortable or unsafe how to ask for help if they feel unsafe or worried and what vocabulary to use about the human life cycle and how people grow from young to old how our needs and bodies change as we grow up to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) about change as people grow up, including new opportunities and responsibilities preparing to move to a new class and setting goals for next year
Health	<ul style="list-style-type: none"> how to describe and share a range of feelings ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others how to manage big feelings including those associated with change, loss and bereavement when and how to ask for help, and how to help others, with their feelings how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel how to respond if there is an accident and someone is hurt about whose job it is to keep us safe and how to get help in an emergency, incl. how to dial 999 and what to say about routines and habits for maintaining good physical and mental health why sleep and rest are important for growing and keeping healthy that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies the importance of, and routines for, brushing teeth and visiting the dentist about food and drink that affect dental health Begin to understand that we have a responsibility in helping reduce the spread of infection and to develop simple skills to help prevent disease spreading.

Year 3

Relationships	<ul style="list-style-type: none"> to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents that being part of a family provides support, stability and love about the positive aspects of being part of a family, such as spending time together and caring for each other about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty to identify if/when something in a family might make someone upset or worried what to do and whom to tell if family relationships are making them feel unhappy or unsafe What is appropriate to share with friends, classmates, family and wider social groups including online about what privacy and personal boundaries are, including online basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision that bullying and hurtful behaviour is unacceptable in any situation about the effects and consequences of bullying for the people involved about bullying online, and the similarities and differences to face-to-face bullying what to do and whom to tell if they see or experience bullying or hurtful behaviour
Health	<ul style="list-style-type: none"> about the things that affect feelings both positively and negatively strategies to identify and talk about their feelings about some of the different ways people express feelings e.g. words, actions, body language to recognise how feelings can change over time and become more or less powerful about the choices that people make in daily life that could affect their health to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) what can help people to make healthy choices and what might negatively influence them about habits and that sometimes they can be maintained, changed or stopped the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally that regular exercise such as walking or cycling has positive benefits for their mental and physical health how to identify typical hazards at home and in school how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen about fire safety at home including the need for smoke alarms the importance of following safety rules from parents and other adults how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety How to keep themselves safe online –<i>how the internet can be used positively for leisure, for school and for work; to recognise that images and information online can be altered or adapted and the reasons for why this happens; to evaluate whether a game is suitable to play or a website is appropriate for their age-group; to make safe, reliable choices from search results; how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</i>

Year 4

Relationships	<ul style="list-style-type: none"> to think about themselves as a part of a family or friend group and their role in these relationships the meaning and benefits of living in a community to recognise that they belong to different communities as well as the school community about the different groups that make up and contribute to a community about the individuals and groups that help the local community, including through volunteering and work how to show compassion towards others in need and the shared responsibilities of caring for them to differentiate between playful teasing, hurtful behaviour and bullying, including online how to respond if they witness or experience hurtful behaviour or bullying, including online recognise the difference between ‘playful dares’ and dares which put someone under pressure, at risk, or make them feel uncomfortable how to manage pressures associated with dares when it is right to keep or break a confidence or share a secret how to recognise risks online such as harmful content or contact how people may behave differently online including pretending to be someone they are not how to report concerns and seek help if worried or uncomfortable about someone’s behaviour, including online
Health	<ul style="list-style-type: none"> how to identify external genitalia and reproductive organs about the physical changes during puberty key facts about the menstrual cycle and menstrual wellbeing the importance of personal hygiene routines during puberty including washing regularly and using deodorant how to discuss the challenges of puberty with a trusted adult to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally what good physical health means and how to recognise early signs of physical illness that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary how to maintain oral hygiene and dental health, including how to brush and floss correctly the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health the importance of taking medicines correctly and using household products safely to recognise what is meant by a ‘drug’ that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects to identify some of the risks associated with drugs common to everyday life that for some people using drugs can become a habit which is difficult to break and how to ask for help or advice

Year 5

Relationships	<ul style="list-style-type: none"> what makes a healthy friendship and how they make people feel included how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable when and how to seek support in relation to friendships to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations how to ask for, give and not give permission for physical contact how it feels in a person’s mind and body when they are uncomfortable that it is never someone’s fault if they have experienced unacceptable contact how to respond to unwanted or unacceptable physical contact that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about whom to tell if they are concerned about unwanted physical contact about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes that for some people their gender identity does not correspond with their biological sex how to recognise, respect and express their individuality and personal qualities, including by developing a positive body image
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Health	<ul style="list-style-type: none"> ways to boost their mood and improve emotional wellbeing about the link between participating in interests, hobbies and community groups and mental wellbeing how sleep contributes to a healthy lifestyle healthy sleep strategies and how to maintain them about the benefits of being outdoors and in the sun for physical and mental health how to manage risk in relation to sun exposure, including skin damage and heat stroke how medicines can contribute to health and how allergies can be managed that some diseases can be prevented by vaccinations and immunisations that bacteria and viruses can affect health how they can prevent the spread of bacteria and viruses with everyday hygiene routines to recognise the shared responsibility of keeping a clean environment to identify when situations are becoming risky, unsafe or an emergency to identify occasions where they can help take responsibility for their own safety to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour how to deal with common injuries using basic first aid techniques about the physical and emotional changes that occur in puberty, including erections and wet dreams strategies to manage the changes during puberty (including menstruation) and maintain good hygiene about the products available to use during menstruation, including their environmental impact how to get information, help and advice about puberty that female genital mutilation (FGM) is against British law what to do and whom to tell if they think they or someone they know might be at risk of FGM
Sex Education	<ul style="list-style-type: none"> how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb, including IVF – this links to the Year 5 Science curriculum, which teaches the life process of reproduction in some plants and animals

Year 6

Relationships	<ul style="list-style-type: none"> to compare the features of a healthy and unhealthy friendship about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong strategies to respond to pressure from friends including online how to assess the risk of different online ‘challenges’ and ‘dares’ how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable how to get advice and report concerns about personal safety, including online what consent means and how to seek and give/not give permission in different situations what it means to be attracted to someone and different kinds of loving relationships that people who love each other can be of any gender, ethnicity or faith the difference between gender identity and sexual orientation and everyone’s right to be loved Describe ways in which media can shape ideas about gender; identify messages about gender roles and make judgements based on them; challenge and explain why it is important to reject inappropriate messages about gender online to recognise some of the changes as they grow up e.g. increasing independence about what being more independent might be like, including how it may feel about the transition to secondary school and how this may affect their feelings about how relationships may change as they grow up or move to secondary school practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school
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Health	<ul style="list-style-type: none"> • how to protect personal information online • to identify potential risks of personal information being misused • strategies for dealing with requests for personal information or images of themselves • to identify types of images that are appropriate to share with others and those which might not be appropriate • that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be • what to do if they take, share or come across an image which may upset, hurt or embarrass them or others • how to report the misuse of personal information or sharing of upsetting content/ images online • about the different age rating systems for social media, T.V, films, games and online gaming • why age restrictions are important and how they help people make safe decisions about what to watch, use or play • about the risks and effects of different drugs • about the laws relating to drugs common to everyday life and illegal drugs • to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs • about the organisations where people can get help and support concerning drug use • how to ask for help if they have concerns about drug use • about mixed messages in the media relating to drug use and how they might influence opinions and decisions • that mental health is just as important as physical health and that both need looking after • to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • positive strategies for managing feelings • that there are situations when someone may experience mixed or conflicting feelings • how feelings can often be helpful, whilst recognising that they sometimes need to be overcome • to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available • identify where they and others can ask for help and support with mental wellbeing in and outside school • the importance of asking for support from a trusted adult • about the changes that may occur in life including death, and how these can cause conflicting feelings • that changes can mean people experience feelings of loss or grief • about the process of grieving and how grief can be expressed • about strategies that can help someone cope with the feelings associated with change or loss • to identify how to ask for help and support with loss, grief or other aspects of change • how balancing time online with other activities helps to maintain their health and wellbeing • strategies to manage time spent online and foster positive habits e.g. switching phone off at night • what to do and whom to tell if they are frightened or worried about something they have seen online
Sex Education	<ul style="list-style-type: none"> • identify the links between love, committed relationships and conception • what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults • that pregnancy can be prevented with contraception • about the responsibilities of being a parent or carer and how having a baby changes someone's life