



Gatcombe Park
Primary School

Teamwork / Respect / Aim High

H A M W I C  T R U S T
EDUCATION

Relationships Education and Health Education Policy

September 2020

Date reviewed	July 2020
Governors approved	September 2020
Date of next review	July 2021

INTRODUCTION AND STATUTORY GUIDANCE

This Policy is written in line with the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance September 2020. The policy has been produced in partnership with Hamwic Education Trust.

As a primary school we are required to teach Relationships Education and Health Education (RHE).

Parents will be consulted on the policy in the summer term 2020. (Due to the Covid-19 pandemic, schools may need to delay the consultation process until schools re-open. In this case, consultation will take place during the first month of schools reopening.)

The statutory guidance used to inform this policy is listed below

- As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).
- We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is of similar breadth and depth to the National Curriculum. This includes the requirement to teach the elements of sex education contained in the science curriculum. At Gatcombe Park Primary School we follow the national curriculum for science.
- In teaching Relationships and Health Education, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

DEFINITIONS AND KEY AREAS OF TEACHING

Relationship Education

Relationship Education will focus on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.

All teaching will reflect the Equality Act 2010 ensuring there is no discrimination for any pupil or family with protected characteristics.

Children will be taught in an age-appropriate way about the characteristics and values of healthy relationships, including areas such as differences, boundaries, respect, trust and kindness. Teaching will focus on both face-to-face and online relationships recognising the significance of the digital world we now embrace. Teachers will also take all opportunities to discuss positive emotional and mental well-being with children. The characteristics that will be taught are also reflected in the school values of...

- Teamwork
- Respect
- Aim High

Learning will be planned to meet the objectives set out in the Relationships Education, Sex Education (RSE) and Health Education Statutory Guidance 2020 (see appendix 1), under the broad headings of

- Families and people who care for me
- Caring friendships

- Respectful relationships
- Online relationships
- Being safe

The Science Curriculum - body changes and life cycles

Sex Education beyond the requirements of the science national curriculum is not compulsory in primary schools; however, we recognise the importance of preparing children well for secondary school. At Gatcombe Park Primary school, children will be taught about puberty as set out in the expectations of the science National Curriculum. In line with year group expectations, children will learn about external body parts, changes in the human body from birth to old age, and reproduction in some plants and animals. As part of the life cycle objectives, Year 6 pupils will be taught the science of how a baby is conceived and born. In our school, we only teach the body changes and life cycles required by the science national curriculum. As a consequence, parents do not have the right to withdraw children from these scientific lessons. (Parents will have the opportunity to discuss and view the content of the Year 5/6 curriculum before it is taught upon request.)

We recognise that during such lessons, children may have questions as a result of their learning. We are mindful that unanswered questions often lead to misconceptions and will aim to avoid this where possible. When questions arise, they will be dealt with as follows.

- Questions directly linked with the science taught will be answered factually for the class or individual. Children will be given the opportunity to write anonymous questions submitted via a question box.
- Questions of a personal nature directly linked to the teaching may need to be dealt with by talking directly to the child with an additional adult also present. If deemed necessary, teachers will inform parents of the questions asked. Wherever possible, questions will be answered in front of all pupils via the question box.
- Where a question relates to sex education beyond the scientific teaching, children will be advised to ask their parents or carers.

Combined with the science curriculum, we will also teach additional lessons as part of our SRE.

- The programme for Year Five is as follows: Personal hygiene, Body changes and Puberty.
- The Programme for Year Six is as follows: Revisiting puberty, Relationships, Conception and Birth.

Parents have the right to withdraw children from Sex Education aspects that are not part of the science curriculum. In the first instance, parents should contact the Headteacher who will advise parents on how to withdraw.

A separate Sex Education Policy can be found on the school website and is available upon request to the school.

Physical Health and mental wellbeing

Health and wellbeing education will focus on the characteristics of good physical health and mental wellbeing. It will include aspects such as the importance of exercise, good nutrition and the normal

range of emotions we experience. Pupils will be taught about moderation, including online and the positive two-way relationship between good physical health and good mental wellbeing.

Learning will be planned at an age appropriate level to meet the objectives set out in the Relationships Education, Sex Education (RSE) and Health Education Statutory Guidance 2020 (see appendix 2), under the broad headings of

- 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

RELATIONSHIPS AND HEALTH CURRICULUM DELIVERY

Relationships and Health Education (RHE) is taught through weekly lessons linked to the SCARF (Safety, Caring, Achievement, Resilience, Friendship) personal, social and health education programme and links with the whole school assembly programme. An overview of the broad topics covered and the linked Relationship and Health objectives can be found in appendix 3.

Biological aspects of sex education are taught within the science curriculum in line with the age expectations set out in the National curriculum. A number of aspects of the RHE link closely to science, computing, PE and DT. Where this is the case, messages will be reinforced within these subjects (appendix 4).

The areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We are mindful that some children with SEND may need additional support to understand the themes and learning within the relationships and health education curriculum. Teachers will draw on their knowledge of the child to ensure learning is differentiated appropriately.

We will keep abreast of local contextual issues and support these through our curriculum where possible.

In Portsmouth we are aware that 24% of the population are in receipt of low income, that there are high levels of domestic violence, that there are rising levels of concern about county lines drugs activity and that the above average rate of exclusion in schools may reflect mental health concerns. We are also aware that the authority wish to address the health related absence of pupils.

ROLES AND RESPONSIBILITIES

The governing body

The governing body will consult parents, suggest amendments to the headteacher and approve the RHE policy. They will hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from any non-scientific components of sex education (in line with the science national curriculum).

The Heateacher will determine whether any aspects of the curriculum will be delivered by professionals outside of the school (e.g., the school nurse may deliver information about menstruation).

Staff

Teaching staff are responsible for:

- Delivering Relationships and Health Education in a sensitive way and in accordance to their year group expectations
- Modelling positive attitudes to Relationships and Health Education
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from non-statutory components of RSE and Health Education

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

The leader for RHE at Gatcombe Park Primary School is Rebecca Moss.

Pupils

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

TRAINING

Staff are trained on the delivery of RHE and biologic aspects of the science curriculum as part of their induction and it is included in our continuing professional development calendar. Staff have access to the RHE Policy and revisit this when changes occur.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RHE.

MONITORING OF RHE

The delivery of RHE is monitored by Senior Leaders and the RHE leader through:

- Planning scrutiny

- Lesson observation
- Analysis of pupils work and discussions with pupils
- Monitoring of SEN plans and IEPs where appropriate
- Sampling of pupils' end of year reports

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

This policy will be reviewed annually and will require approval by the governing body.

APPENDIX 1 – Expectations for Relationships Education

<p>Families and people who care for me</p>	<p>Pupils should know</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 marriage¹ 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.
<p>Caring friendships</p>	<p>Pupils should know</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.
<p>Respectful relationships</p>	<p>Pupils should know</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.

	<ul style="list-style-type: none"> • 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>Pupils should know</p> <ul style="list-style-type: none"> • 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.
Being safe	<p>Pupils should know</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 2 – EXPECTATIONS OF HEALTH EDUCATION

<p>Mental Wellbeing</p>	<p>Pupils should know</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.
<p>Internet safety and harms</p>	<p>Pupils should know</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.
<p>Physical Health and Fitness</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle.

	<ul style="list-style-type: none"> 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>Pupils should know</p> <ul style="list-style-type: none"> 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 tobacco	<p>Pupils should know</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>Pupils should know</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 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.
Basic First Aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> 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	<p>Pupils should know:</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 3 – RHE CURRICULUM OVERVIEW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Relationships		Health and Wellbeing		Living in the Wider World	
Year R	<p>Rules, Rights and Responsibilities Take part in creating and agreeing classroom rules. Demonstrate understanding that classroom rules help everyone to learn and be safe. <u>Why we have classroom rules</u></p> <p>Recognise the importance of looking after things that belong to themselves or to others. <u>Taking care of something</u></p> <p>Healthy Relationships Know when they need help and who to go to for help at home and at school. <u>Who can help me?</u></p> <p>Name people who are special to them (e.g. mums, dads, grandparents). <u>Me and my special people</u></p> <p>Feelings and Emotions Confident to speak to others about their own needs, wants. Can describe self in positive terms and talk about abilities. <u>All about me</u></p>	<p>Feelings and Emotions <u>What makes me special</u></p> <p>Name some basic feelings and say when they might feel like that. Tell an adult how they are feeling. Talk about how they and others show feelings. Show sensitivity to others' needs and feelings. <u>My feelings 1</u> <u>My feelings 2</u></p> <p>Valuing Difference Demonstrate understanding that other children don't always enjoy the same things, and are sensitive to this. <u>I'm special, you're special</u></p> <p>Talk about similarities and differences between themselves and others, and among families, communities and traditions. <u>Same and different</u></p>	<p>Growing and Changing Explore how trees change and grow through the different seasons. <u>Seasons</u></p> <p>Describe a simple life cycle. Observe the changes that happen. <u>Life stages - plants, animals, humans</u></p> <p>Talk about what 'growing up' means. Say some things they can do now that they couldn't do when they were a baby. <u>Getting bigger</u></p> <p>Simply explain where babies come from. Know that sometimes babies can be adopted. <u>Where do babies come from?</u></p> <p>Talk about how girl's and boy's bodies are different using correct terminology. <u>Me and my body - girls and boys</u></p>	<p>Keeping Safe Explain what is safe/unsafe.</p> <p>Talk about safe things to go on their bodies. <u>What's safe to go onto my body</u></p> <p>Talk about ways that they can make their body feel better if they are poorly. Talk about who and what can help them. Understand that medicines can sometimes make people feel better Talk about ways of keeping their bodies healthy. <u>Keeping Myself Safe - What's safe to go into my body (including medicines)</u></p> <p>Name someone who helps to keep them safe. <u>People who help to keep me safe</u></p> <p>Recognise how to keep safe in the environment around them. <u>Safe indoors and outdoors</u></p>	<p>Healthy Lifestyles Identify ways they stay healthy. Say which foods are healthy and unhealthy. Describe why our bodies need food. <u>Healthy eating (1)</u> <u>Healthy eating (2)</u></p> <p>Recognise that exercise and sleep are important for a healthy lifestyle. <u>Move your body</u> <u>A good night's sleep</u></p> <p>Recognise the importance of regular hygiene routines.</p>	<p>Money Recognise and use money. <u>Looking after money: recognising, spending, using</u></p> <p>Identify safe places for keeping money. <u>Looking after money: saving money and keeping it safe</u></p> <p>Caring for the Environment Respect belongings of others or shared resources in the classroom. <u>Being helpful at home and caring for our classroom</u></p> <p>Give some examples of how they look after their environment at school and at home (e.g. throw rubbish in the bin, feed the birds). <u>Caring for our world</u></p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Relationships		Health and Wellbeing		Living in the Wider World	
Year 1	<p>Rules, Rights and Responsibilities Explain their classroom rules and be able to contribute to making these. Explain why we have classroom rules. <u>Why we have classroom rules</u></p> <p>Healthy Relationships Recognise and name some of the qualities that make a person special to them. <u>Who are our special people?</u> or <u>My special people</u></p> <p>Explain the difference between unkindness, teasing and bullying. <u>Unkind, tease or bully?</u></p> <p>Suggest simple strategies for resolving conflict situations. <u>How are you listening?</u> or <u>Pass on the praise!</u></p> <p>Recognise how a person's behaviour (including their own) can affect other people. <u>Harold has a bad day</u></p>	<p>Healthy Relationships Explain the difference between appropriate and inappropriate touch. Identify who they trust and who they can ask for help. <u>Good or bad touches?</u></p> <p>Feelings and Emotions Recognise that body language and facial expression can give clues about someone's feelings. <u>Thinking about feelings</u></p> <p>Say what they can do if they have strong, but not so good feelings, to help them stay safe (e.g. sad - talk to someone). Think of some different ways of dealing with 'not so good' feelings. Name a variety of different feelings and explain how these might make them behave. <u>Our feelings</u></p> <p>Recognise that people's feelings can be hurt. Suggest ways of dealing with different kinds of hurt. <u>Feelings and bodies</u></p>	<p>Valuing Difference Identify the differences and similarities between people. <u>Good friends</u></p> <p>Empathise with those who are different from them. Begin to appreciate the positive aspects of these differences. <u>Same or different?</u></p> <p>Growing and Changing Recognise that learning a new skill requires practice. <u>Harold learns to ride his bike</u></p> <p>Name major internal body parts and explain what they do. <u>Inside my wonderful body!</u></p> <p>Identify parts of the body that are private and describe how they can be kept private. <u>Keeping privates private</u></p> <p>Identify things they could do as a baby, a toddler and can do now. <u>Then and now</u></p> <p>Explain how to meet the basic needs of a baby. <u>Taking care of a baby</u></p>	<p>Keeping Safe Recognise the range of feelings that are associated with loss. <u>Harold loses Geoffrey</u></p> <p>Recognise emotions and physical feelings associated with feeling unsafe. Identify people who can help them when they feel unsafe. <u>Who can help? (1)</u></p> <p>Explain how school rules help to keep everybody safe. <u>Harold's school rules</u></p> <p>Explain simple issues of safety and responsibility about medicines and their use. <u>What could Harold do?</u></p> <p>Healthy Lifestyles Give examples of how they keep themselves healthy. Say which foods we should eat more/less of. Say why it's important to eat at least five portions of vegetables/fruit a day. <u>Eat well</u></p>	<p>Healthy Lifestyles Explain the importance of regular hygiene routines and understand how diseases spread. <u>Catch it! Bin it! Kill it!</u></p> <p>Explain why exercise and sleep are important. Identify a good bedtime routine. <u>Healthy me</u></p> <p>Rules, Right and Responsibilities Demonstrate responsibility in looking after something (e.g. a class pet or plant). <u>Taking care of something</u></p> <p>Explain how various groups and communities such as their families help us and how we can also help them to help us. <u>Our special people balloons</u></p>	<p>Money Explain where people get money from. <u>Harold's money</u></p> <p>Say some ways that we look after money. Explain the importance of keeping money safe. Describe the concept of saving money. <u>How should we look after our money?</u></p> <p>Caring for the Environment Talk about ways they can look after their environment at school and at home. <u>Being helpful ant home and caring for our classroom</u></p> <p>Identify what they like about the school environment. Recognise who cares for and looks after the school environment. <u>Around and about the school!</u></p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Relationships		Health and Wellbeing		Living in the Wider World	

Year 2	<p>Rules, Rights and Responsibilities Suggest and describe actions and strategies that will contribute positively to the life of the classroom. <u>Our ideal classroom</u></p> <p>Healthy Relationships Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships. <u>Solve the problem</u></p> <p>Identify situations as to whether they are incidents of teasing or bullying. <u>Bullying or teasing?</u></p> <p>Give examples of how bullying behaviours can be stopped. <u>Don't do that!</u></p> <p>Identify special people in the school and community who can help to keep them safe. <u>Feeling safe</u></p>	<p>Healthy Relationships Recognise that friendship is a special kind of relationship and identify some of the ways that good friends care for each other. <u>Being a good friend</u></p> <p>Feelings and Emotions Use a range of words to describe feelings. Recognise that people have different ways of expressing their feelings. Identify helpful ways of responding to other's feelings. <u>How are you feeling today?</u></p> <p>Recognise, name and understand how to deal with feelings (e.g. anger, loneliness). <u>Let's all be happy!</u></p> <p>Recognise and describe acts of kindness and unkindness and explain how these impact on other people's feelings. <u>An act of kindness</u></p> <p>Explain, and be able to use, strategies for dealing with impulsive behaviour. <u>When I feel like erupting</u></p>	<p>Valuing Difference Identify some of the physical and non-physical differences and similarities between people. Know and use words and phrases that show respect for other people. <u>What makes us who we are?</u></p> <p>Growing and Changing Describe what things they can do now that they couldn't when they were younger. Identify different stages of growth. <u>Haven't you grown!</u></p> <p>Understand that private parts are where we get rid of bodily waste. Explain why private parts are private. <u>My body, your body</u></p> <p>Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. <u>Sam moves house</u></p> <p>Keeping Safe Identify situations in which they would feel safe or unsafe. Suggest actions for dealing with unsafe situations. <u>How safe would you feel?</u></p>	<p>Keeping Safe Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. <u>What should Harold say?</u></p> <p>Explain what privacy means. Give examples of different types of private information. <u>Respecting privacy</u></p> <p>Healthy Lifestyles Identify healthy and unhealthy choices. <u>My day</u></p> <p>Describe simple dental hygiene routines and explain its importance. <u>Harold's bathroom</u></p> <p>Explain how diseases spread and identify some ways to reduce this. <u>Harold's postcard - helping us to keep clean and healthy</u></p>	<p>Healthy Lifestyles Give examples of some of the things that a person can do to feel better without use of medicines. Recognise that vaccinations can help prevent certain illnesses. <u>Harold's picnic</u></p> <p>Explain what the body needs to stay healthy. <u>My body needs...</u></p> <p>Name some major internal organs. <u>What does my body do?</u></p> <p>Rules, Right and Responsibilities Suggest and use strategies for helping someone who is feeling left out. <u>When someone is feeling left out</u></p>	<p>Money Recognise that money can be spent on essential or non-essential items. <u>Harold goes camping</u></p> <p>Explain that money can be saved for a future and explain why. <u>Harold saves for something special</u></p> <p>Explain that people earn their income through their jobs. <u>Earning money</u></p> <p>Caring for the Environment Define what is meant by the environment. Identify any problems with the school environment (e.g. things needing repair). Make suggestions for improving the school environment. <u>How can we look after our environment?</u></p>
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Relationships		Health and Wellbeing		Living in the Wider World		

<p>Year 3</p>	<p>Healthy Relationships Explain what 'collaboration' means. <u>Tanagram team challenge</u></p> <p>Define the term body space (or personal space). <u>Body space</u></p> <p>Demonstrate simple strategies for resolving given conflict situations. <u>How can we solve this problem?</u></p> <p>Define the words danger and risk and explain the difference between the two. <u>Danger or risk?</u></p> <p>Give ideas about what they do to be a good friend and tell you some different ideas for how they make up with a friend if they've fallen out. <u>Friends are special</u></p> <p>Explain some of the reasons why different people are bullied. <u>Zeb</u></p>	<p>Healthy Relationships Explain what we mean by a 'positive, healthy relationship'. <u>Ok or not ok? (1)</u></p> <p>Recognise who they have positive healthy relationships with and suggest strategies for maintaining a positive relationship with their special people. <u>Looking after our special people</u> or <u>Relationship tree</u></p> <p>Feelings and Emotions Recognise how different surprises and secrets might make them feel. Know who they could ask for help if a secret made them feel uncomfortable or unsafe. <u>Secret or surprise?</u></p> <p>Explain what a dare is. <u>How dare you!</u></p> <p>Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. <u>Dan's dare</u></p> <p>Valuing Difference Recognise that there are many different types of family. Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships'. <u>Family and friends</u></p>	<p>Valuing Difference Recognise the factors that make people similar to and different from each other. <u>Let's celebrate our differences</u></p> <p>Growing and Changing Explain some of the feelings someone might have when they lose something important to them. <u>My special pet</u></p> <p>Explain some of the different talents and skills that people have and how skills are developed. <u>Top talents</u></p> <p>Identify their achievements and areas of development. Recognise that people may say kind things to help us feel good about ourselves. Explain why some groups of people are not represented as much on television/in the media. <u>I am fantastic!</u></p> <p>Keeping Safe Identify risk factors in given scenarios. Suggest ways of managing risks. <u>The Risk Robot</u></p> <p>Demonstrate strategies for assessing risks. <u>Raisin challenge (1)</u></p>	<p>Keeping Safe Identify key people who are responsible for keeping them safe. <u>Helping each other to stay safe</u></p> <p>Identify the key risks identified with alcohol and cigarettes. <u>Alcohol and cigarettes: the facts</u></p> <p>Understand that drugs can be helpful and harmful. <u>Help or harm?</u></p> <p>Identify what is personal information and when it is appropriate to share this (including online). <u>None of your business!</u></p> <p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret. <u>Secret or surprise?</u></p> <p>Healthy Lifestyles Explain how each of the food types benefits the body. Define 'balanced diet'. <u>Derek cooks dinner! (healthy eating)</u></p>	<p>Healthy Lifestyles Explain how some infectious diseases are spread from person to person. Suggest medical and non-medical ways for reducing the spread of diseases (including hygiene practices). <u>Poorly Harold</u></p> <p>Rules, Right and Responsibilities Develop skills in discussion and debating an issue, express opinions and listen to those of others, consider others' points of view. Make recommendations, based on their research. <u>Thunks</u> <u>For or against?</u></p> <p>Evaluate the validity of statements relating to online safety. Give examples of strategies for safe browsing online. <u>Super Searcher</u></p> <p>Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds. <u>Our friends and neighbours</u></p> <p>Define the word 'respect' and demonstrate ways of showing respect to others' differences. <u>The people we share our world with</u></p>	<p>Money Explain the terms: 'income', 'saving' and 'spending'. Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.) <u>Can Harold afford it?</u></p> <p>Identify that the amount people get paid is due to a range of factors (skill, experience, responsibility etc.) <u>Earning money</u></p> <p>Caring for the Environment Explain whose responsibility it is to look after the local environment. <u>Let's have a tidy up!</u></p> <p>Define the term 'community' and identify the different communities that they belong to. Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. <u>My community</u></p> <p>Define what a volunteer is and identify people who are volunteers in the school community. Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. <u>Our helpful volunteers</u></p> <p>Evaluate and explain different methods of looking after the school environment. <u>Harold's environment project</u></p>
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Relationships		Health and Wellbeing		Living in the Wider World	

<p>Year 4</p>	<p>Healthy Relationships Give examples of how they have worked collaboratively. <u>Human machines</u></p> <p>Rehearse strategies for when someone is inappropriately in their body space. <u>Body space</u></p> <p>Describe appropriate assertive strategies for saying 'no' to a friend. <u>Ok or not ok? (2)</u></p> <p>Recognise how others' non-verbal signals indicate how they feel. Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. <u>Islands</u></p> <p>Explain what is meant by the terms negotiation and compromise. Suggest ways of managing conflict or differences, through negotiation and compromise. <u>Can you sort it?</u></p>	<p>Feelings and Emotions Identify and name a wide range of feelings. Recognise that different people can have different feelings in the same situation. Explain how feelings can be linked to physical state <u>Different feelings</u></p> <p>Explain how different words can express the intensity of feelings. <u>An email from Harold!</u></p> <p>Explain strategies for managing dares. <u>How dare you!</u></p> <p>Valuing Difference Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances). <u>Friend or acquaintance?</u></p> <p>Identify ways in which everyone is unique. Appreciate their own uniqueness. <u>What makes me ME?!</u></p> <p>List some of the ways that people are different to each other (including differences of race, gender, religion) <u>What would I do?</u></p>	<p>Growing and Changing Describe how feelings can affect our physical state. Suggest reasons why young people sometimes fall out with their parents. <u>My feelings are all over the place!</u></p> <p>Describe some of the changes that happen to people during their lives. <u>Moving house</u></p> <p>Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. <u>Together</u></p> <p>Keeping Safe Define terms danger, risk and hazard and identify these in situations. <u>Danger, risk or hazard?</u></p> <p>Explain how different people in the school and community keep them safe. <u>Who helps us stay healthy and safe?</u></p> <p>Explain the key risks identified with alcohol and cigarettes. <u>Know the norms (formerly Tell Mark II)</u></p>	<p>Keeping Safe Understand that we can be influenced both positively and negatively and give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way. <u>Raisin challenge (2)</u></p> <p>Explain safety issues for using medicines. <u>Medicines: check the label</u></p> <p>Identify images that are safe/unsafe to share online. <u>Picture Wise</u></p> <p>Describe stages of identifying and managing risks. <u>Keeping ourselves safe</u></p> <p>Healthy Lifestyles Give examples of choices they make for themselves and choices others make for them. <u>Making choices (formerly Conformatron control)</u></p> <p>Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health. <u>SCARF Hotel (formerly Diversity World Hotel)</u></p>	<p>Rules, Right and Responsibilities Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/ democratic process/ school council). <u>How do we make a difference?</u></p> <p>Identify the difference between 'fact' and 'opinion'. <u>Fact or opinion?</u></p> <p>Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. Recognise that reports in the media can influence the way they think about a topic. <u>In the news!</u></p> <p>Explain the role of the bystander and how it can influence bullying or other anti-social behaviour. <u>Safety in numbers</u></p> <p>Demonstrate understanding that humans have rights and also responsibilities. <u>It's your right</u></p>	<p>Money Define the terms 'income' and 'expenditure'. Prioritise items of expenditure in the home from most essential to least essential. <u>Harold's expenses</u></p> <p>Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'. <u>Why pay taxes?</u></p> <p>Caring for the Environment Explain some of the ways that various national and international environmental organisations work to help take care of the environment. <u>Logo quiz</u></p> <p>Use the Five Ways to Wellbeing theory to suggest some of the reasons why people volunteer. <u>Volunteering is cool</u></p> <p>Suggest ways in which different people support the school community. Identify qualities and attributes of people who support the school community. <u>My school community 1</u></p> <p>Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs). <u>Harold's seven Rs</u></p>
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Relationships		Health and Wellbeing		Living in the Wider World	

Year 5	<p>Healthy Relationships Define and demonstrate successful qualities of teamwork and collaboration. Collaboration Challenge!</p> <p>Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. Taking notice of our feelings</p> <p>Describe strategies for resolving difficult issues or situations. Give and take</p> <p>Identify what things make a relationship unhealthy. Relationship cake recipe</p> <p>Describe strategies for dealing with bullying. Stop, start, stereotypes</p> <p>Identify situations where someone might need to break a confidence in order to keep someone safe. Dear Ash</p>	<p>Healthy Relationships <i>Recognise the difference between face-to-face and online bullying.</i> Spot bullying</p> <p>Feelings and Emotions <i>Explain how someone might feel when they are separated from someone or something they like.</i> Dear Hetty</p> <p><i>Recognise how our body feels when we're relaxed.</i> <i>List some of the ways our body feels when it is nervous or sad.</i> Help! I'm a teenager - get me out of here!</p> <p><i>Give a range of examples of their emotional needs and explain why they are important.</i> Our emotional needs</p> <p><i>Explain why someone might give a dare.</i> Ella's diary dilemma</p> <p><i>Use a range of words and phrases to describe the intensity of different feelings.</i> How are they feeling?</p>	<p>Valuing Difference <i>Identify and explain the difference between sex, gender identity, gender expression and sexual orientation.</i> Is it true?</p> <p><i>Develop an understanding of discrimination and its injustice, and describe this using examples.</i> <i>Empathise with people who have been, and currently are, subjected to injustice, including through racism.</i> <i>Consider how discriminatory behaviour can be challenged.</i> Happy being me</p> <p>Growing and Changing <i>Explain why puberty happens.</i> <i>Identify parts of the body that males and females have in common and those that are different.</i> <i>Know the correct terminology for their genitalia.</i> All change!</p> <p><i>Identify some of the ways to cope better with periods.</i> Period positive</p> <p><i>Identify some products that they may need during puberty and why.</i> Growing up and changing bodies</p> <p><i>Identify their own strengths and talents and areas that need improvement.</i> Different skills</p>	<p>Growing and Changing <i>Explain strategies they can use to build resilience.</i> How are they feeling?</p> <p><i>Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</i> Help! I'm a teenager - get me out of here!</p> <p>Keeping Safe <i>Define 'habit'.</i> 'Thinking' about habits</p> <p><i>Recognise that there are positive and negative risks.</i> Jay's dilemma</p> <p><i>Identify risk factors in given situations and consider outcomes of risk.</i> Our emotional needs</p> <p><i>Understand ways medicine can be used safely/unsafely.</i> Drugs: true or false?</p>	<p>Keeping Safe <i>Consider which information is safe/unsafe to share and how to keep personal information private.</i> Play, like, share</p> <p>Healthy Lifestyles <i>Understand the norms around smoking and why there are misconceptions.</i> <i>Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health.</i> Getting fit</p> <p><i>Know the basic functions of the four systems covered and know they are interrelated.</i> It all adds up!</p> <p>Rules, Right and Responsibilities <i>Explain some of the areas that local councils have responsibility for.</i> Local councils</p> <p><i>Identify and discuss issues currently in the media concerning health and wellbeing.</i> What's the story?</p> <p><i>Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life.</i> Star qualities?</p>	<p>Rules, Rights and Responsibilities <i>Define the differences between responsibilities, rights and duties and discuss what can make them difficult to follow.</i> Rights responsibilities and duties</p> <p>Money <i>State the costs involved in producing and selling an item.</i> Spending wisely</p> <p><i>Define the terms loan, credit, debt and interest.</i> <i>Suggest advice for a range of situations involving personal finance.</i> Lend us a fiver!</p> <p>Caring for the Environment <i>Identify the impact on individuals and the wider community if responsibilities are not carried out.</i> Rights, responsibilities and duties</p> <p><i>Explain what being part of a school community means to them and suggest ways of improving the school community.</i> My school community 2</p> <p><i>Explain what we mean by the terms voluntary, community and pressure (action) group.</i> <i>Give examples of voluntary groups, the kind of work they do and its value.</i> Mo makes a difference</p>
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Relationships		Health and Wellbeing		Living in the Wider World		

<p>Year 6</p>	<p>Healthy Relationships Recognise some of the challenges that arise from friendships. Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. Solve the friendship problem</p> <p>Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. Behave yourself</p> <p>List some assertive behaviours. Recognise peer influence and pressure. Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. Assertiveness skills</p> <p>Demonstrate understanding that some inappropriate touch is also illegal. Acting appropriately</p> <p>Feelings and Emotions Describe the consequences of reacting to others in a positive or negative way. Dan's day</p> <p>Identify and explain their emotional needs. Behave yourself</p>	<p>Feelings and Emotions Demonstrate how to respond to a wide range of feelings in others. How good a friend are you?</p> <p>Valuing Difference Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative). Advertising friendships!</p> <p>Demonstrate ways of showing respect to others, using verbal and non-verbal communication. Respecting differences</p> <p>Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences. OK to be different</p> <p>Growing and Changing Identify aspirational goals and describe the actions needed to set and achieve these. This will be your life!</p> <p>Recognise some of the changes they have experienced and their emotional responses to those changes. Identify people who can support someone who is dealing with a challenging time of change. Helpful or unhelpful? Managing change</p>	<p>Growing and Changing Recognise that babies come from the joining of an egg and sperm. Explain what happens when an egg doesn't meet a sperm. Understand that for girls, periods are a normal part of puberty. Explain what genitals are for. My changing body (This is taken from year 3)</p> <p>Define the word 'puberty'. Explain the different ways to cope better with periods and suggest strategies that would help someone who felt challenged by the changes in puberty. Understand what FGM is and that it is an illegal practice in this country. Is this normal?</p> <p>Identify the changes that happen through puberty to allow sexual reproduction to occur. Making babies</p> <p>Keeping Safe Identify strategies for keeping personal information safe online. Describe safe behaviours for communicating online. It's a puzzle and/or Traffic lights</p> <p>Keeping Safe Define 'addiction' and recognise related behaviours. Rat Park</p> <p>Recognise that drugs can be categorised into different groups depending on medical and legal contexts. What sort of drug is...?</p>	<p>Keeping Safe Explain why there are laws related to drugs in this country. Drugs: it's the law!</p> <p>Describe some of the risks and effects of drinking alcohol. Alcohol: what is normal?</p> <p>Explain how a risk can be reduced. What's the risk? (1) What's the risk? (2)</p> <p>Know and explain the risks of sharing photos and videos of themselves online. Pressure online</p> <p>Healthy Lifestyles Describe how the five ways to wellbeing contribute to a healthy lifestyle Five Ways to Wellbeing project</p> <p>Explain how HIV affects the body's immune system. Understand that HIV is difficult to transmit. Know how a person can protect themselves from HIV. What is HIV?</p>	<p>Rules, Right and Responsibilities Identify that there are basic human rights shared by all peoples and all societies, and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. Captain Coram 1 - Gin Lane: children's rights in the 18th century</p> <p>Present information they researched on a health and wellbeing issue outlining the key issues and making suggestions for any improvements concerning those issues. Our recommendations</p> <p>Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them. Two sides to every story</p> <p>Recognise that people fall into a wide range of what is seen as normal. Challenge stereotypical gender portrayals of people. Boys will be boys? - challenging gender stereotypes</p> <p>Demonstrate understanding of the term prejudice. Identify and describe the different groups that make up their school/wider community/other parts of the UK. Describe the benefits of living in a diverse society. Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. Tolerance and respect for others</p> <p>Identify qualities people have, as well as their looks.</p>	<p>Rules, Rights and Responsibilities Explain how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. Democracy in Britain 1 - Elections Democracy in Britain 2 - How (most) laws are made</p> <p>Money Describe the different ways money can be saved, outlining the pros and cons of each method. Suggest sale prices for a variety of items, taking into account a range of factors. What's it worth?</p> <p>Explain the different types of tax (income tax and VAT) which help to fund public services. Jobs and taxes</p> <p>Caring for the Environment Define different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities. Project Pitch</p> <p>Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. Action stations!</p> <p>Explain what is meant by living in an environmentally sustainable way and suggest actions that could be taken to live in a more</p>
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					<i><u>I look great!</u></i>	<i>environmentally sustainable way. <u>Happy shoppers</u></i>
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APPENDIX 4 – RHE LINKED WITH OTHER NATIONAL CURRICULUM AREAS

Highlighted colours in each row indicated where the Relationships and Health education statements link with other subjects and years groups. For example the yellow highlight in the box below ‘protection and care for children and other family members’ links to y2 habitats about basic needs and y4 environments. Colours are not subject specific and simply show the links across each row in the table.

Primary RHE, science, computing, DT and PE

	Relationships Education	Science links	PE/DT links	Computing links
Families and people who care for me	<p>Pupils should know</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 marriage² 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. 	<p>Living things and their habitats</p> <p>Y2</p> <ul style="list-style-type: none"> identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other <p>Y4</p> <ul style="list-style-type: none"> recognise that environments can change and that this can sometimes pose dangers to living things. 	N/A	N/A
Caring friendships	<p>Pupils should know</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. 	N/A	N/A	N/A

	<ul style="list-style-type: none"> 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>Pupils should know</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. 	N/A	N/A	N/A

	<ul style="list-style-type: none"> • 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>Pupils should know</p> <ul style="list-style-type: none"> • 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. 	N/A	N/A	<p>KS1</p> <ul style="list-style-type: none"> • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies <p>KS2</p> <ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact • be discerning in evaluating digital content
Being safe	<p>Pupils should know</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. 			<p>KS1</p> <ul style="list-style-type: none"> • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies <p>KS2</p> <ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of

	<ul style="list-style-type: none"> • 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. 			ways to report concerns about content and contact
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Primary Physical Health and Mental wellbeing

	Relationships Education	Science	PE and DT	Computing
Mental Wellbeing	<p>Pupils should know</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 	<p>Animals including Humans</p> <p>Y2</p> <ul style="list-style-type: none"> • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene <p>Y6</p> <ul style="list-style-type: none"> • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function 	<p>PE</p> <p>KS1</p> <ul style="list-style-type: none"> • be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. <p>KS2</p> <ul style="list-style-type: none"> • enjoy communicating, collaborating and competing with each other • develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. 	<p>KS1</p> <ul style="list-style-type: none"> • identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies <p>KS2</p> <ul style="list-style-type: none"> • recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

	<p>their emotions (including issues arising online).</p> <ul style="list-style-type: none"> 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. 			
Internet safety and harms	<p>Pupils should know</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. 	N/A	N/A	<p>KS1</p> <ul style="list-style-type: none"> use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies <p>KS2</p> <ul style="list-style-type: none"> understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact be discerning in evaluating digital content
Physical Health and Fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> 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 	<p>Animals and Humans</p> <p>Y2</p> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Y6</p>	<p>PE – support statements but not specifically linked</p> <p>KS1</p> <ul style="list-style-type: none"> master basic movements including running, jumping, 	N/A

	<p>daily active mile or other forms of regular, vigorous exercise.</p> <ul style="list-style-type: none"> 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. 	<p>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	<p>throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>KS2</p> <ul style="list-style-type: none"> enjoy communicating, collaborating and competing with each other develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	
<p>Healthy Eating</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> 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). 	<p>Animals and Humans</p> <p>Y1 identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Y3 identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food;</p>	<p>DT – cooking and nutrition</p> <p>KS1 Pupils should be taught to:</p> <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. <p>KS2</p>	<p>N/A</p>

		<p>they get nutrition from what they eat</p> <p>Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques 	
Drugs, alcohol and tobacco	<p>Pupils should know</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. 	<p>Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	N/A	N/A
Health and prevention	<p>Pupils should know</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 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. 	<p>Animals and humans</p> <p>Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Y4 identify the different types of teeth in humans and their simple functions</p> <p>Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	N/A	N/A
Basic First Aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. <p>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	N/A	N/A	N/A
Changing adolescent body	<p>Pupils should know:</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. 	<p>Animals, including humans</p> <p>Y5 describe the changes as humans develop to old age.</p> <p>Y6</p>	N/A	N/A

	<ul style="list-style-type: none">• about menstrual wellbeing including the key facts about the menstrual cycle.	recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function		
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