



Chisenhale Primary School



# Health and Relationships Education Policy

Date written	April 2021
Written by	Will Clark
Approved by Governors	Tues 27 <sup>th</sup> April 2021
Planned Review date	April 2022

## OUR SCHOOL VISION

Chisenhale is proud to be a community school. Our community is a rich social and ethnic mix and families are welcomed to become an important part of school life. We have a really committed and hard-working staff team, who want children to enjoy learning through a range of interesting experiences.

Our vision is Learning Together for a Better Future and in order to achieve this vision we aim for all children to be respectful citizens in a world of possibilities.



Our vision and values support Articles 3, 28, 29, 31 the United Nations Convention on the Rights of a Child.

Article 3: The best interests of a child must be a top priority in all things that affect children.

Article 28: Every child has the right to an education.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.



This policy also supports the children's rights:

Article 19; I have the right to be protected from being hurt or badly treated.

Article 34: Nobody should touch me in ways that make me feel uncomfortable, unsafe or sad.

Article 12: I have the right to be listened to and taken seriously.

### *National Picture*

- *Extensive national consultations*
- *Puberty now statutory*
- *New emphasis on equality & mental health*

### *Tower Hamlets*

- *Extensive local consultations*
- *No Place for Hate borough*
- *Local steer for schools*

### *Chisenhale School*

- *UNICEF Rights Respecting Gold Award*
- *Respectful Citizens in World of Possibilities*
- *Safeguarding commitment*
- *Informed by questionnaire and zoom consultation*

## Quick Look Summary of Updates

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Names of body parts including private body parts	Names of body parts including private body parts	Names of body parts including private body parts	Introduction of puberty content-changes inside and outside the body	Continuation of puberty content-changes inside and outside the body	Continuation of puberty content-changes inside and outside the body
Families including LGBT examples	Families including LGBT examples	Families including LGBT examples, challenging stereotypes	Different relationships and challenging stereotypes	Challenging bullying and discrimination	Consider how gender and sexuality can be cause for conflict and reason for celebration
					Sex Education - Conception

# Parent Consultations

## Pre-consultation Questionnaire

We had 85 pre-consultation questionnaire responses from parents.

Below are some of the topics, responses and actions from this consultation.

### Names of Sexual Body Parts

**Actions:** We will teach the names of the sexual body parts in Year 1, in the context of what is a private body part and that no one has the right to touch these parts. We feel that is important that there is a common language and we see this as necessary for safeguarding.

**Comments:** Children in Reception will continue to learn the names of the parts of their bodies but will not be introduced to the vocabulary of sexual body parts. Some parents expressed a preference for an older year group. As safeguarding is at the core of our role at Chisenhale we feel it is vital to give children the necessary vocabulary to report abuse. Some parents also felt it was important to take the stigma away from these words and introduce them as soon as possible.

### Sex Education Lessons

**Actions:** We will teach about how babies are conceived and born in Year 6, but parents will have the right to withdraw their children from these lessons. We will make sure we inform parents when this topic is being taught so that they are able to express their wish for their child to be withdrawn from the lessons, if that is what they require. Parents also asked that we make it clear in our policy that they have the statutory right to withdraw their child.

**Comments:** Some parents did not feel this was compulsory in primary school and felt that it should not be taught in primary school. Please remember if you do not want your child to learn this topic you will have the right to withdraw them. Some parents expressed a preference for an earlier age group than Year 6 but we are going to follow the local authority guidance on delivering this in Year 6.

## Different Families including LGBT Families

**Actions:** We were very interested in the strength of support for a Reception-based approach to this. In accordance with the local authority guidance, this curriculum content will be delivered in Year 1.

**Comments:** The majority of parents were happy for this to be taught in Reception. In Reception, children will continue to learn about families and this will be rooted in their experiences of their own families. In Year 1, this will expand to include a range of families through the Jigsaw PHSCE curriculum. Some parents expressed a preference for older age groups for this education. Many parents expressed a preference for children to be taught this from the earliest age possible. At Chisenhale, we want to make sure that the children understand and respect the different types of families within the community that they live in and we do not promote or favour one family type over another. One parent summed this up by stating: 'Children from these different types of families will attend school from reception and should not be made to feel any different'.

## Use of Resources

**Actions:** We will continue to use diagrams and animations rather than photos and videos. This allows children to understand the changes that will occur to them in an age-appropriate fashion.

**Comments:** Some parents voiced their concerns about it being too early for their child to learn about puberty and that they did not want their children to learn this at school. It is important to stress that puberty is part of the statutory science curriculum and there is no right to withdraw your child from this. We will teach it in a sensitive, scientific manner. Both boys and girls start to experience changes to their bodies, associated with puberty, at different times so getting our children prepared for these changes will only support them in understanding what is happening to them and why.

**These lessons are taught in single sex groups where appropriate.**

## Zoom Consultations

We had 46 zoom consultation participants

Below are some of the topics, responses and actions from this consultation.

### Year 1

**Questions/ Comments:** How will you share information with parents? How will you include children with SEN? How you will teach about consent? Will you teach in mixed year groups? Will boys and girls be taught separately?

**Answers/ Actions:** We will be teaching all of Year 1 together in their classes. We will keep as inclusive an approach as possible and allow children to access the content at a level that is appropriate for them. Consent will be taught in the context of touch that we enjoy or do not enjoy. Information is available in this policy that is available on our website and in annual meetings to share resources.

### Year 2

**Questions/ Comments:** How will you talk about difference in relation to families, will this make some families feel singled out? Will the children be taught in gender specific groups?

There was an expression of gratitude that children have access to this education and reassurance as to the contents.

**Answers/ Actions:** Instead of singling out one kind of family as normal and another as different, the children are taught that all families are different but that all families are special. They will be taught that care and protection should be the foundation of any loving family. The children will not be taught in gender specific groups until Year 4. We aim to give children the information they need and empower their voice in order that they are able to be as happy and healthy as possible.

### Year 3

**Questions/ Comments:** What definition will we give of a gay or lesbian person? What if a child asks about what it means to be transgender? Will they be discussing the function or just the name of the private body parts? Will the children learn about body image? How will we respond if asked how babies are born?

**Answers/ Actions:** As a school we will make sure that children are not made to feel ashamed for asking questions. While making sure children are not shamed it is also important that answers are provided at an age appropriate level. Within Key Stage 1 we would define a gay relationship as one where a man loves another man and lesbian relationship as one in which a woman loves another woman. Children will explore vocabulary about being transgender as part of their discussions of bullying and gender stereotypes in Upper Key Stage 2.

In Year 3 the children will learn the scientific names of their body parts including private parts but they will not learn about reproduction. Throughout their time at Chisenhale we will explore differences in body types and advocate for healthy self image. This will become more explicit in UKS2 when questions of bullying based on size and also look at how photo editing is used to change photographs.

#### Year 4

**Questions/ Comments:** Why is sex education taught only in Year 6? How does this reflect the views on the pre-consultation questionnaire? Will you mention fertility and the different experiences of conception?

There was an expression of frustration that we cannot teach sex education sooner when some children are already curious in Year 4 and below.

There was an expression of gratitude that puberty is now available from Year 4 and sex education from Year 6. There was a request for suggested literature on HRE.

**Answers/ Actions:**

While there was a close split on the questionnaire a majority of the respondents (39%) responded they would prefer Year 6 and others also expressed fears about sex education being taught in Primary School at all. In order to keep withdrawals to a minimum we think it is important to follow the Tower Hamlets steer and teach this in Year 6. We want to work with parents and encourage them to have conversations at home with their children regarding questions they have at a point they feel is ready. We are hopeful that our approach will help to equip all of our children to be confident in advocating for their own safety and wellbeing. We will research and aim to share a reading list at a later date.

#### Year 5

**Questions/ Comments:** There was an expression of appreciation that there should be no discrimination. There was also an appreciation for the use of diagrams and animations rather than videos and photographs. There was an expression of comfort with the content to be delivered.

**Answers/ Actions:**

At Chisenhale we see our diversity as our strength and believe that we should equip our children with the ability to challenge discrimination in the world. We followed the majority of parent responses to the questionnaire and the local authority steer in using diagrams over videos.



## Year 6

**Questions/ Comments:** When in the year is sex education taught? Is it taught every year? How much time is allocated? What is the process for question boxes?

**Answers/ Actions:**

Sex education lessons are offered each year in Year 6 in the second term of summer. HRE is offered as part of the usual PHSCE Jigsaw program and is usually around 45 minutes long. In Year 5 and 6 this timing is flexible for the possibility of longer conversations being needed. The question boxes are an anonymous distancing technique that allows children to ask questions and expresses worries without risking their right to privacy. To protect this anonymity everyone is asked to write something in the box so that no one is singled out.

## Governors Body

**Questions/ Comments:** Who has overall responsibility for the HRE policy? How do parents withdraw and how do we support children through this process? How will parent opinions be recorded in the future? How will the policy be shared with parents?

**Answers/ Actions:**

The governing body in conjunction with the SLT and head teacher have responsibility for ensuring the policy is in place, monitoring its impact and implantation and ensuring it works with the schools vision and values. Parents will be able to request their children from the sex education lesson in Year 6 and ask for a meeting. After this resource sharing meeting the parents who decided to go ahead with withdrawal can do so. The school will ensure any withdrawn children still receive age appropriate health education that does not include sex education. They will not be made to feel ostracized or singled out. The approved policy (including parent consultation section) will be uploaded to the website and a note included in the 'Chatter'.

**We would like to thank everyone for their contributions to this process.**

# Primary Health and Relationship Education (HRE) Policy

**School Name:** Chisenhale

**Date policy was approved:**

**Review date:**

<p><b>Aim:</b></p>	<p>The main aims of our school HRE policy are:</p> <ol style="list-style-type: none"> <li>1. Chisenhale is committed to putting safeguarding at the heart of everything we do and this includes teaching HRE to pupils.</li> <li>2. To teach HRE as outlined by the Department of Education and comply with the relevant provisions of the Equality Act 2010.</li> <li>3. To ensure pupils are able to keep themselves safe by teaching factually accurate information so they can make informed decisions.</li> <li>4. Children understand the changes to their body as they grow and develop and are supported to behave in a mature and responsible way.</li> </ol>
<p><b>Context:</b></p>	<p><i>“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”</i></p> <p>Relationships Education, Relationships and Sex Education (SRE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019) – Secretary of State Foreword, Pg. 4</p>
<p><b>Governance:</b></p>	<p>The governing body is included in the consultation process, approves the HRE policy and will be updated as to developments in its implementation by the subject lead coordinator and the head teacher. The governing body in conjunction with the SLT and head teacher have responsibility for ensuring the policy is in place, monitoring its impact and implementation and ensuring it works with the schools vision and values.</p>

**CURRICULUM PROVISION and CONTENT from September 2020**

<b>Relationships Education (Statutory)</b>	<ul style="list-style-type: none"><li>• Families And People Who Care For Me</li><li>• Caring Relationships</li><li>• Respectful Relationships</li><li>• Online Relationships</li><li>• Being Safe</li></ul> <p>(please refer to Appendix 1 for further detail)</p>
<b>Health Education (Statutory)</b>	<ul style="list-style-type: none"><li>• Mental Wellbeing</li><li>• Internet and Safety Harms</li><li>• Physical Health and Fitness</li><li>• Healthy Eating</li><li>• Drugs, Alcohol and Tobacco</li><li>• Health and Prevention</li><li>• Basic First Aid</li><li>• Changing Adolescent Body</li></ul> <p>(please refer to Appendix 1 for further detail)</p>

**National Curriculum Science (Statutory)**

**Key Stage 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.
- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

**Key Stage 2:**

**Year 5**

- describe the changes as humans develop to old age

**Year 6**

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

**From the DfE guidance:**

Puberty

*“The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age\* (including puberty) and reproduction in some plants and animals”.*

*“106. At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty”*

	(please refer to Appendix 1 for further detail)
<b>Sex Education (Non-Statutory)</b>	<ul style="list-style-type: none"> <li>• How a baby is conceived and born (DfE recommend in Year 6)</li> </ul> <p>(please refer to Appendix 1 for further detail)</p>

## **MONITORING, EVALUATION and ASSESMENT**

<b>Monitoring and Evaluation</b>	The subjects will be monitored and evaluated by the co-ordinator and headteacher It is important these subjects are consistently monitored to ensure confidence levels of teachers are maintained and the delivery and content is consistent across the school.
<b>Assessment</b>	<p>The school will identify pupils' prior knowledge using open questioning at the beginning of each topic so that children feel able to share their understanding from home. This helps to both include home contexts in the school education and also to understand any misconceptions children might have.</p> <p>The school will assess pupils' learning and progress through the verbal contributions to sessions and some small drawn or written contributions. There will be a greater emphasis on verbal assessment due to the importance of respecting children's right to privacy (Article 16). This is particularly true in relation to the Puberty lessons.</p> <p>The school will evidence pupils' learning and progress by reference to the Reflection Journals and teacher assessment. Reflection journals will contain small written reflections and journals from those lessons when that is appropriate.</p>

## **THE RIGHT TO WITHDRAW**

<b>No Right to Withdraw</b>	There is no parental right to withdraw from Relationships Education, Health Education or the National Curriculum Science as these are a statutory part of the curriculum
<b>Right to Withdraw</b>	Parents have the right to withdraw from topics taught outside of these areas and relating to Sex Education, for example, how a baby is conceived and born.
<b>Withdrawal Process</b>	Parents wishing to withdraw their child from the non-statutory elements of Sex Education will need to make an appointment to meet with the Headteacher or a member of SLT. Letters will not be accepted as a means of withdrawing a pupil and an individual meeting will need to be held, to discuss parent's concerns.

## EQUALITY and SAFEGUARDING

<b>Equality</b>	The school is committed to following the Equality Act and to tackling sexism, misogyny, homophobia and gender stereotypes.
<b>LGBT</b>	<p>LBTH recommends teaching about LGBT relationships, in the context of different types of families, in order that children coming from same sex families feel welcomed and included in school, from the very beginning of their school career, in Key Stage 1. It is also important in terms of tackling homophobic behaviour and bullying and demonstrates LBTH's commitment to equalities, as outlined in the Equality Act.</p> <p>At Chisenhale school, we are committed to protecting children and families against discrimination, whether knowing or unintentional. This includes discrimination against people's religion, culture or sexuality, to name just a few of the Protected Characteristics in the Equality Act. The Department for Education statutory guidance strongly encourages and enables schools to teach LGBT content, in the context of different types of families.</p> <p>At Chisenhale school, we <b>have chosen to follow the LBTH recommendation with regards to LGBT content</b>, in the context of different types of families. With due regard to all relevant evidence we have chosen to place LGBT content, in the context of different types of families, into the statutory part of the curriculum in Key Stage 1 (by the end of Year 2).</p>
<b>Naming of the Sexual Body Parts</b>	<p>LBTH recommends that children are taught in Key Stage 1 about naming of the sexual body parts, as a safeguarding issue. This is so pupils can report abuse if it happens or so that they can accurately report medical symptoms if they are unwell. The more children are able to name the sexual body parts and to know about appropriate and inappropriate touch, the more they are protected from abuse.</p> <p>Pupils will also be taught about stable, caring, healthy family life and</p>

	<p>friendships and how to recognise if or when relationships are making them unhappy or unsafe. Lessons will cover staying safe both online and offline, how to identify risks online, harmful online content and contact and how to report it. Pupils will also learn how to seek help and advice from others.</p> <p>LBTH also recommends that lessons about puberty begin in Year 4, to prepare children for puberty and menstruation for girls, before it occurs.</p> <p>At Chisenhale school we have chosen to place the naming of the sexual body parts into the <b>statutory part of the (Relationships Education / Science) curriculum in Key Stage 1</b> (from Year 1).</p> <p>The following words are recommended to be taught in Key Stage 1:</p> <ul style="list-style-type: none"> <li>• Penis</li> <li>• Vulva</li> <li>• Breast / Nipples</li> <li>• Anus / Bottom</li> <li>• Testicles</li> <li>• Vagina</li> </ul>
<b>SEND</b>	The delivery of the content will be made accessible to all pupils, including those with SEND.
<b>Disclosures</b>	Any disclosures will follow the schools agreed safeguarding procedures.

## **RESOURCES**

<b>Teaching Resources</b>	<p>Chisenhale school is committed to using diagrams, rather than pictures, and where appropriate and possible to teach single sex lessons. Our school is also committed to holding information meetings to show parents resources and lesson plans before the commencement of HRE lessons.</p> <p>The school will use the following teaching resources: Jigsaw 2</p>
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## CONSULTATION AND PARTNERSHIPS

<b>Parents</b>	Our relationship with parents/carers is very important and we aim to support them with information meetings about our HRE curriculum content, including resources, where they can share any concerns or issues they may have about any aspect of the HRE provision.
<b>Staff</b>	The school encourages staff to contribute and support this HRE policy. The school holds staff meetings and training on HRE to ensure that all staff feel confident to deliver this content.
<b>Governors</b>	<p>Governors, in conjunction with the Headteacher and SLT, ultimately make the decision about which resources are used to teach HRE and how HRE is taught within the school.</p> <p>The DfE HRE guidance (2019) provides further clarification as to the role of Governors:</p> <p><i>“In addition to fulfilling their legal obligations, the governing boards or management committee should make sure that the subjects are timetabled, accessible to all pupils, including pupils with SEND (preparing for adulthood outcomes). Governors will ensure that subjects are well-led, staffed and lessons are resourced, so that the schools can fulfil its legal obligations. Also ensuring that pupils make progress and the curriculum has regular and effective self-evaluation built in. Governors will also ensure that clear information is passed onto parents about subject content, as well as informing parents about the right to request that their child is withdrawn from the non-statutory content.</i></p> <p><i>Chisenhale School will publish the Policy on the school website, made available to parents and others. The school will provide a copy of the policy free of charge to anyone who asks for one.</i></p>

## APPENDIX 1

### LBTH Primary Schools HRE Mapping

#### Relationships, Health, Sex Education and Science – Tower Hamlets

Relationships Education - <i>Statutory</i>	Sex Education – <i>Non statutory</i>	Science - <i>Statutory</i>	Physical Health and Mental Wellbeing (Health Education) - <i>Statutory</i>
<p>By the end of primary school Pupils should know:</p> <p><b>Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>• that families are important for children growing up <b>because they can give love, security and stability</b>.</li> <li>• the characteristics of <b>healthy family life</b>, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.</li> <li>• that others’ families, either in school or in the wider world, <b>sometimes look different from their family</b>, but that they should <b>respect</b> those differences and</li> </ul>	<ul style="list-style-type: none"> <li>• questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education.</li> <li>• sexual reproduction in humans</li> <li>• reproductive cycle in humans</li> <li>• conception (Year 6 only)</li> </ul>	<p><b>Key Stage 1:</b></p> <ul style="list-style-type: none"> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>• notice that animals, including humans, have offspring which grow into adults</li> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and</li> </ul>	<p>By the end of primary school Pupils should know:</p> <p><b>Mental Wellbeing</b></p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a <b>normal part of daily life</b>, in the same way as physical health.</li> <li>• that there is a <b>normal range of emotions</b> (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>• how to <b>recognise and talk about their emotions</b>, including having a varied vocabulary of words to use when talking about their own and others’ feelings.</li> <li>• how to judge whether what they are <b>feeling</b> and how they are</li> </ul>

<p>know that other children’s families are also characterised by love and care</p> <ul style="list-style-type: none"> <li>• that <b>stable, caring relationships, which may be of different types, are at the heart of happy families</b>, and are important for children’s security as they grow up.</li> <li>• that marriage* represents a formal and <b>legally recognised commitment of two people</b> to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are <b>making them feel unhappy or unsafe</b>, and how to seek help or advice from others if needed.</li> </ul> <p>*Marriage in England and Wales is available to both opposite and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.</p> <p><b>Caring friendships</b></p>		<p>hygiene</p> <p><b>Key Stage 2:</b></p> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• describe the changes as humans develop to old age</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> </ul> <p><b>From the DfE guidance:</b></p> <p><b>Puberty</b>  <i>“The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject</i></p>	<p>behaving is <b>appropriate and proportionate</b>.</p> <ul style="list-style-type: none"> <li>• the <b>benefits of physical exercise</b>, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• <b>simple self-care techniques</b>, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• <b>isolation and loneliness</b> can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that <b>bullying</b> (including cyberbullying) has a <b>negative</b> and often lasting impact on mental wellbeing.</li> <li>• <b>where and how to seek support</b> (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• <b>it is common for people to</b></li> </ul>
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<ul style="list-style-type: none"> <li>• how important friendships are in <b>making us feel happy and secure</b>, and <b>how people choose and make friends</b>.</li> <li>• the <b>characteristics of friendships</b>, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are <b>positive and welcoming towards others</b>, and do not make others feel lonely or excluded.</li> <li>• that most <b>friendships have ups and downs</b>, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• <b>how to recognise who to trust and who not to trust</b>, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul> <p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>• <b>the importance of respecting</b></li> </ul>		<p><i>content in related areas, such as the main external body parts, the human body as it grows from birth to old age* (including puberty) and reproduction in some plants and animals”.</i></p> <p><i>“106. At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty”</i></p>	<p><b>experience mental ill health.</b> For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p> <p><b>Internet safety and harms</b></p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has <b>many benefits</b>.</li> <li>• about the benefits of rationing time spent online, the <b>risks of excessive</b> time spent on electronic devices and the <b>impact of positive and negative content online</b> on their own and others’ mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and know how to recognise and <b>display respectful behaviour online</b> and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, <b>are age restricted</b>.</li> <li>• that the internet can also be a <b>negative place</b> where online</li> </ul>
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<p><b>others, even when they are very different from them</b> (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <ul style="list-style-type: none"> <li>• practical steps they can take in a range of different contexts to <b>improve or support respectful relationships.</b></li> <li>• the conventions <b>of courtesy and manners.</b></li> <li>• the importance <b>of self-respect</b> and how this links to their own <b>happiness.</b></li> <li>• that in school and in wider society they can <b>expect to be treated with respect</b> by others, and that in turn they <b>should show due respect to others</b>, including those in positions of authority</li> <li>• about <b>different types of bullying</b> (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a <b>stereotype is</b>, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of <b>permission-seeking</b> and giving in</li> </ul>			<p><b>abuse, trolling, bullying and harassment</b> can take place, which can have a negative impact on mental health.</p> <ul style="list-style-type: none"> <li>• how to be a <b>discerning consumer of information online</b> including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• <b>where and how to report concerns</b> and get support with issues online.</li> </ul> <p><b>Physical health and fitness</b></p> <ul style="list-style-type: none"> <li>• the characteristics and <b>mental and physical benefits</b> of an active lifestyle.</li> <li>• the importance of <b>building regular exercise into daily and weekly routines</b> and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the <b>risks associated with an inactive lifestyle</b> (including obesity).</li> <li>• <b>how and when to seek support</b> including which adults to speak to in school if they are worried</li> </ul>
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<p>relationships with friends, peers and adults.</p> <p><b>Online relationships</b></p> <ul style="list-style-type: none"> <li>• that people sometimes <b>behave differently online</b>, including by pretending to be someone they are not.</li> <li>• that the <b>same principles apply to online relationships as to face-to-face relationships</b>, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for <b>keeping safe online</b>, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to <b>critically consider</b> their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how <b>information and data is shared</b> and used online.</li> </ul> <p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>• what sorts of <b>boundaries</b> are appropriate in friendships with peers and others (including in a</li> </ul>			<p>about their health.</p> <p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>• what constitutes a <b>healthy diet</b> (including understanding calories and other nutritional content).</li> <li>• the principles of <b>planning and preparing a range of healthy meals</b>.</li> <li>• the characteristics of a <b>poor diet</b> and <b>risks</b> associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul> <p><b>By the end of primary school Pupils should know:</b></p> <p><b>Drugs, alcohol and tobacco</b></p> <ul style="list-style-type: none"> <li>• the facts <b>about legal and illegal harmful</b> substances and associated risks, including <b>smoking, alcohol use and drug-taking</b>.</li> </ul> <p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>• how to recognise <b>early signs of physical illness</b>, such as weight loss, or unexplained changes to</li> </ul>
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<p>digital context).</p> <ul style="list-style-type: none"> <li>• about the concept of <b>privacy</b> and the implications of it for both children and adults; including <b>that it is not always right to keep secrets if they relate to being safe.</b></li> <li>• that <b>each person's body belongs to them</b>, and the differences between <b>appropriate and inappropriate or unsafe physical, and other, contact.</b></li> <li>• how to respond <b>safely and appropriately to adults</b> they may encounter (in all contexts, including online) whom they do not know.</li> <li>• <b>how to recognise and report feelings of being unsafe</b> or feeling bad about any adult.</li> <li>• how to <b>ask for advice</b> or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to <b>report concerns</b> or abuse, and the vocabulary and confidence needed to do so.</li> <li>• <b>where to get advice</b> e.g. family, school and/or other sources.</li> </ul>			<p>the body.</p> <ul style="list-style-type: none"> <li>• about <b>safe and unsafe exposure to the sun</b>, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient <b>good quality sleep</b> for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about <b>dental health</b> and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about <b>personal hygiene and germs</b> including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to <b>allergies, immunisation and vaccination.</b></li> </ul> <p><b>Basic first aid</b></p> <ul style="list-style-type: none"> <li>• how to make a clear and <b>efficient call to emergency services</b> if necessary.</li> <li>• concepts of basic <b>first-aid</b>, for example dealing with common injuries, including head injuries.</li> </ul> <p><b>Changing adolescent body</b></p> <ul style="list-style-type: none"> <li>• key facts about <b>puberty and the</b></li> </ul>
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			<p><b>changing adolescent body</b>, particularly from age 9 through to age 11, including <b>physical and emotional changes</b>.</p> <ul style="list-style-type: none"> <li>• about <b>menstrual wellbeing</b> including the key facts about the <b>menstrual cycle</b>.</li> </ul>
<p><b>From the DfE guidance:</b></p> <p><b>Lesbian, Gay, Bisexual and Transgender (LGBT)</b></p> <p><i>“In teaching Relationships Education and HRE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics”.</i></p>			