



Wellbeing and PSHE including Relationships, Sex and Health Education Policy and Procedures

Key Document details:

Author:	Emily Holloway	Approver:	Simon Cowley
Owner:	Gagle Brook Primary	Version No.:	4
Date:	June 2023	Next review date:	June 2024

Ratified:

Intent

In PHSE (Personal, Health, Social and Economic Education) our intent as a whole is to equip every child with the skills to navigate the modern world around them: developing a holistic set of values; an understanding of healthy relationships; to be able to articulate their feelings and emotions and understand how to lead a healthy lifestyle. The teaching of values is intertwined across our curriculum in order to give children the skills and behaviours to succeed in life and take responsibility for themselves, others in their school and the global community.

The specific aims of Relationships, Sex and Health education (RHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Develop children's social and emotional skills self esteem, health and well being
- Help pupils develop feelings of self-respect, confidence and empathy
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Develop self-confidence and self-responsibility
- Create a positive culture around different types of relationships
- Develop the ability to form good relationships such as friendships
- Learn to respect the similarities and differences between people
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Provide children with the strategies and tools needed in order to understand and manage the range of their emotions

RHE is embedded in and relates to the whole school ethos:

At Gagle Brook Primary School we care about our learning, each other and the world around us.

While following the One Planet Principles and core values, our intention is to embrace and develop a shared set of values in our children, recognising and building on our diverse school community and preparing them for life in an ever-changing, modern world.

Context

In February 2019, the Department for Education (DfE) published guidance for schools on *Relationships Education, Relationships and Sex Education (SRE) and Health Education*.

This guidance replaces the *Sex and Relationship Education* guidance (2000). Schools are expected to teach according to this guidance from September 2020.

What is Relationships Education?

We must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

Relationships Education in primary school is teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them.

For more information on Relationships Education, view the full DfE guidance and refer to pp.19-22.

Is Relationships and Sex Education (RSE) mandatory?

No. Whilst Relationships Education and Health Education will be compulsory in all primary schools from September 2020, Sex Education is not mandatory in primary schools. The DfE states that it is for primary schools to determine whether they need to cover an additional content on Sex Education beyond the mandatory Science Curriculum to meet the needs of their pupils.

Relationships and Sex Education (RSE) at Gagle Brook Primary and Nursery School

At Gagle Brook Primary and Nursery school, we believe that all children, regardless of gender, religion or background, have the right to access age appropriate RSE and, as such, uphold our right to teach Relationships and Sex Education (RSE) to meet the needs of our pupils. See below for our reasons. That said, we understand and respect that parents have the right to request that their child be withdrawn from some or all of Sex Education (see below for more information on *Right to Withdraw*). There is no right to withdraw from Relationships Education and Health Education.

Brook (www.brook.org.uk), the PSHE Association (www.pshe-association.org.uk) and the Sex Education Forum (www.sexeducationforum.org.uk) worked together to produce advice for schools which supplements the DfE's guidance.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

For more information about our RHE curriculum, see Appendices 1 and 2.

The above advice states:

‘Teaching RSE is vital – done well, it is enriching for teachers and pupils alike. It also helps schools fulfil their duties to protect, safeguard and promote the wellbeing of their pupils’.

What is Relationships and Sex Education (RSE)?

RSE is learning about the emotional, social and physical aspects of growing up, relationships, sex and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Why is RSE in schools important?

High quality RSE helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education and to protection from any kind of exploitation (being taken advantage of), as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 *Not Yet Good Enough* report.
- RSE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve and can play a crucial part in meeting these obligations.
- The Department of Health set out its ambition for all children and young people to receive high quality RSE in the *Sexual Health Improvement Framework* (2013), while the Department for Education's paper *The importance of Teaching* (2010) highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'.
- Gagle Brook Primary and Nursery School wishes to provide RSE that prepares our pupils to lead safe, fulfilling and enjoyable lives and is in accordance with the DfE guidelines.

For more information on Relationships and Sex Education, view the full DfE guidance and refer to pp.23-24.

Curriculum and Delivery

The teaching of RSE:

At Gagle Brook Primary and Nursery School, we have a PSHE curriculum which covers relationships, staying safe, keeping healthy and feelings/emotions. This is delivered through the Jigsaw Curriculum, which is a progressive scheme and builds on pupils learning year on year, ensuring that every aspect covered is age appropriate. Jigsaw is taught across the school and is taught once a week for a minimum of 30 minutes. Nursery and reception teach Jigsaw once a week with a session no longer than 15 minutes. In addition to this, other aspects are included in work for other subjects such as Science and Guided Reading. In every year group, PSHE Education is delivered by the class teacher.

We recognise that Relationships and Health Education can be a sensitive subject but we firmly believe that effective RHE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain a range of relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

RSE has three main elements:

Attitudes and Values

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- learning how to recognize and avoid exploitation and abuse.

Knowledge and understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, emotions and relationships.

Whilst pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others. We are educating our children to live in the real world with all its contradictions. We mustn't let our adult knowledge and bias prevent us seeing things from a child's perspective. Our focus is on building healthy attitudes and positive relationships in an environment where difference is celebrated and everyone is included and valued for who they are.

Confidentiality and Safeguarding

The school's work in RSE will result in sensitive issues being discussed, either with groups of pupils or with individuals. We will:

- reassure pupils that their best interest will be maintained;
- encourage pupils to talk to their parents/carers and provide support in this is necessary;
- ensure that pupils are aware that teachers cannot offer unconditional confidentiality;
- inform pupils that if an external agency needs to be informed, they will be told first and supported appropriately;
- uphold Child Protection guidelines and procedures if there is any possibility of abuse;
- ensure that pupils are reassured and informed of sources of confidential help.

Visitors are made fully aware of the school's RSE Policy. All visitors are subject to the school's Child Protection and Safeguarding Policy.

The right of Parents/Carers to withdraw their child from RSE

We will ensure, should they wish, that parents/carers have the opportunity to watch films/images shown to the children that they might be concerned about. Parents/carers have the right to withdraw their children from Sex Education except from the elements that are in the National Curriculum for Science. Requests should be made, in writing, to the Principal.

Parents/carers are not obliged to give their reasons for wishing to withdraw their child but are encouraged to discuss the matter with a senior member of staff.

There is no right to withdraw from Relationships Education or Health Education.

Assessment

The Jigsaw philosophy is that children are praised and their achievements are celebrated in every piece (lesson). Jigsaw PSHE demands a positive relationship between the teacher and the children which, in itself, values and celebrates each individual. Appropriate time is allocated for this process.

Teachers will ensure children are making progress with their learning throughout the Jigsaw PSHE experience. Therefore, each puzzle (except puzzle 1) has a built in assessment task, usually in piece 5 and 6. This task is the formal opportunity for teacher assessment but also offers children the chance to assess their own learning and have a conversation with the teacher about their opinions. The task is evidenced in the class Jigsaw floor book. Each puzzle has a set of three level descriptors for each year group:

Working towards

Working at

Working beyond

These will be monitored through teacher and child assessment using 'My Jigsaw Learning Record' at during the six weeks of sessions.

Training

Staff are trained on the delivery of Jigsaw and it is included in our continuing professional development calendar. The Principal will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training for staff as required. Parent Workshops are led annually to support the understanding behind our curriculum.

The Learning Environment at Gagle Brook

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital.

To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every piece of the jigsaw – by using 'The Jigsaw Charter'.

The Jigsaw Charter:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Gagle Brook parents and carers input

Gagle Brook strongly believes that it is important to have the support of parents, carers and the wider community for the Jigsaw PSHE programme. Parents and carers will be given the opportunity to find out about and discuss the Jigsaw PSHE programme through:

- Workshops
- Parent consultation evenings with the class teacher
- Inclusion team coffee mornings
- Information leaflets and displays

Appendix I: Curriculum Maps

Jigsaw Termly Theme

Term	Puzzle Name (taught in all year groups at appropriate age level)	Areas of learning taught before the end of Primary School
Term 1 Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters.
Term 2 Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work.
Term 3 Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events.
Term 4 Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.
Term 5 Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills.
Term 6 Summer 2:	Changing Me**	Includes Health and Relationship Education in the context of looking at changes to the human body as humans grow.

All year groups at Gagle Brook work on the same theme (puzzle) at the same time. There are six puzzles (themes) in Jigsaw that are designed to progress in sequence from September to July. Each puzzle has six pieces (lessons) which work towards a 'final outcome'. Each puzzle has two learning intentions: one is based on specific PSHE learning (covering the non statutory national framework for PSHE Education but enhanced to address children's needs today; and one is based on emotional literacy and social skills.

Table showing objectives currently covered in each year group via Jigsaw PSHE and Science:

Year Group	Relationships and Sex Education (RSE) objectives/expectations
Reception	<p>Demonstrate friendly behaviour, including conversations and forming good relationships with peers and familiar adults.</p> <p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Can describe in self positive terms and talk about abilities.</p> <p>They are confident to speak in a familiar group, will talk about their ideas.</p> <p>Seek out others to share experiences.</p> <p>Show affection and concern for people that are special to them.</p> <p>They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>Begin to accept the needs of others.</p> <p>Show confidence in asking adults for help.</p> <p>Seek comfort from familiar adults when needed.</p>

	<p>Aware of own feelings. Can talk about how they and others show feelings.</p> <p>To be able to express their own feelings.</p> <p>To respond to the feelings of others.</p> <p>To be aware that some actions can hurt and harm others.</p> <p>To understand that their own actions affect other people.</p> <p>Talk about their own and others' behavior, and its consequences, and know that some behavior is unacceptable.</p> <p>To work as part of a group or class, and understand and follow the rules.</p> <p>To form a special relationship with another child.</p>
<p>I</p> <p>NSPCC 'Speak Out, Stay Safe'</p>	<p>To understand their rights and responsibilities as a member of their class.</p> <p>To recognise that their choices affect others and can have positive and negative consequences.</p> <p>To identify and celebrate similarities and differences between people in their class.</p> <p>Awareness of what bullying is and why it is never okay.</p> <p>I understand that bullying is sometimes about differences.</p> <p>I can be kind to children who are bullied.</p> <p>I know when to stand up for myself and others.</p> <p>I know how to get help if I or someone else is being bullied.</p> <p>I know some ways to make new friends.</p> <p>I know how it feels to be a friend and have a friend.</p> <p>To identify the characteristics of a good friend and how it makes them feel to have friends.</p> <p>To explore how they are similar and different to their friends.</p> <p>I understand that differences make us special and unique</p> <p>To identify some ways to keep safe and healthy.</p> <p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.</p> <p>I can identify members of my family and understand there are lots of different types of families.</p> <p>I know how it feels to belong to a family and care about the people who are important to me.</p> <p>I can identify what being a good friend means to me.</p> <p>I know how to make a new friend.</p> <p>I know appropriate ways of physical contact to greet my friends and know which ways I prefer.</p> <p>I can recognise which forms of physical contact are acceptable and unacceptable.</p> <p>I know who can help me in my school community.</p> <p>I can recognize my qualities as a person or a friend.</p> <p>I know ways to praise myself.</p>

	<p>I can tell you why I appreciate someone who is special to me. I can express how I feel about them.</p> <p>I understand that changes happen as we grow and that this is okay.</p> <p>I understand that growing up is natural and everybody grows at different rates.</p> <p>I can tell you how my body has changed since I was a baby.</p> <p>I can identify the parts of the body that makes boys different to girls and use the correct names for these: penis, testicles and vagina (Puzzle Piece 4)</p> <p>I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>
<p>2</p> <p>NSPCC 'Speak Out, Stay Safe'</p> <p>Drug and Alcohol Education</p>	<p>To understand their rights and responsibilities as a member of their class.</p> <p>To recognise when I am feeling worried and know who to ask for help.</p> <p>I can listen to other people and contribute my own ideas.</p> <p>I can help make my class a safe and a fair place.</p> <p>To recognise that their choices affect others and can have positive and negative consequences.</p> <p>I am starting to understand that sometimes people make assumptions about boys and girls.</p> <p>I understand some ways in which boys and girls are similar and feel good about this.</p> <p>I understand some ways in which boys and girls are different and accept that this is okay.</p> <p>I know what I need to do to keep my body healthy.</p> <p>I can identify the different members of my family, understand my relationships with each of them and know why its important to share and cooperate.</p> <p>I accept that everyone's family is different and understand that most people value their family.</p> <p>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.</p> <p>I know which types of physical contact I like and don't like and can talk about this.</p> <p>I can identify some things that cause conflict with my friends.</p> <p>I can demonstrate how to use positive problem-solving techniques to resolve conflicts with my friends.</p> <p>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.</p> <p>I know how it feels to be asked to keep a secret, I do not want to keep and know who to talk to about this.</p> <p>I recognise this and appreciate people who can help me in my family, my school, and my community.</p> <p>I understand how it feels to trust somebody.</p> <p>I can express my appreciation for the people in my special relationships.</p> <p>I am comfortable accepting appreciation from others.</p>

	<p>I understand that there are some changes that are outside of my control and can recognise how I feel about this.</p> <p>I can identify people I respect who are older than me.</p> <p>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</p> <p>I feel proud about becoming independent.</p> <p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicle, vagina) and appreciate that some parts of my body are private (Puzzle Piece 4)</p> <p>I know animals, including humans, have offspring which grow into adults (Puzzle Piece 1)</p> <p>I understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow. I can express how I might feel if I had a new baby in my family (Puzzle Piece 2)</p> <p>I can tell you what I like/ don't like about being a girl/boy.</p> <p>I understand there are different types of touch and can tell you ones I like and don't like.</p> <p>I am confident to say what I like and don't like and can ask for help.</p> <p>I understand how medicines work in my body and how important it is to use them safely – Pzzle Piece 3 (Medicine Safety)</p> <p>I feel positive about caring for my body and keeping it healthy.</p>
<p>3</p> <p>NSPCC 'Speak Out, Stay Safe'</p> <p>Drug and Alcohol Education</p>	<p>I recognise my worth and can identify positive things about myself and my achievements.</p> <p>I value myself and know how to make someone else feel welcome and valued.</p> <p>I recognise how it feels to be happy, sad or scared and I am able to identify if other people are feeling these emotions.</p> <p>I can make responsible choices and ask for help when I need it.</p> <p>I understand why rules are needed and how they relate to rights and responsibilities.</p> <p>I understand that my actions affect myself and others and I care about other persons feelings.</p> <p>I understand that my behavior brings rewards/consequences.</p> <p>I can make responsible choices and take action.</p> <p>I can work cooperatively in a group.</p> <p>I try to see things from other peoples' point of view.</p> <p>I understand that everybody's' family is different and important to them.</p> <p>I appreciate my family/the people who care for me.</p> <p>I understand that differences and conflicts sometimes happen among family members.</p> <p>I know how to calm myself down and can use the "solve it together" technique.</p> <p>I know what in means to be a witness to bullying.</p> <p>I know some ways of helping make someone who is bullied feel better.</p>

I know that witnesses can make the situation better or worse by what they do.

I can problem-solve a bullying situation with others.

I recognise that some words are used in hurtful ways.

I try hard not to use hurtful words (fat, gay ect.)

I can tell you about a time when my words affected someone's feelings and what the consequences were.

I know how to give and receive compliments.

I understand how complex my body is and how important it is to take care of it.

I can identify the roles and responsibilities of each member of my family and can reflect on stereotypical roles of males and females.

I can describe how taking some responsibilities in my family makes me feel.

I can identify and put into practice some of the skills of friendship (e.g., taking turns and being a good listener.)

I know how to negotiate in conflict situations to try to find a win-win situation.

I know and can use some strategies for keeping myself safe.

I know who to ask for help if I am worried or concerned.

I can explain how some of the action and work of people around the world help and influence my life.

I understand how my needs and rights are shared by children around the world and I can identify how our lives may be different.

I can empathise with children whose lives are different to mine and appreciate what I may learn from them.

I know how to express my appreciation to my friends and family.

I enjoy being a part of a family and friendship groups.

I understand that it is typically a female who have babies but that, for some animal species, males give birth (e.g., seahorses) or take significant role before birth (e.g., emperor penguins.)

I understand what a baby needs to live and grow.

I can express how I might feel if I had a new baby in my family.

I can start to recognise stereotypical ideas about parenting and family.

I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.

I understand that boys' and girls' bodies need to change so that when they grow up, their bodies can make babies.* (Puzzle Piece 3)

I can identify how boys' and girls' bodies change on the outside during this growing process.* (Puzzle Piece 3)

	<p>I can identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up. (Puzzle Piece 4)</p> <p>I recognise how I feel about these changes happening to me and know who to talk to about my feelings.* (Puzzle Piece 4)</p> <p>I can tell you my knowledge and attitude towards drugs and can identify how I feel towards drugs – Puzzle Piece 3 (What do I know about drugs?)</p> <p>Teach NSPCC PANTs rule</p> <p><i>I can make clear and efficient calls to emergency services if necessary</i></p> <p><i>I know the concepts of basic first aid, for example dealing with common injuries, including head injuries.</i></p>
<p>4</p> <p>NSPCC 'Speak Out, Stay Safe'</p> <p>Drug and Alcohol Education</p>	<p>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.</p> <p>I try to accept people for who they are.</p> <p>I can question why I think what I think about other people.</p> <p>I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure.</p> <p>I know how it might feel to be a witness to and a target of bullying.</p> <p>I can tell you why witnesses sometimes join in with bullying and sometimes don't tell.</p> <p>I can problem solve a bullying situation with others.</p> <p>I can identify what is special about me and value the ways in which I am unique.</p> <p>I like and respect unique features of my physical appearance.</p> <p>I can tell you when my first impression of someone changed when I got to know them.</p> <p>I can explain why it is good to accept people for who they are.</p> <p>I can recognise how different friendship groups are formed, how I fit into them and the friends I value the most.</p> <p>I recognise when other peoples' actions make me feel embarrassed, hurt or inadequate and I can help myself manage these emotions.</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p> <p>I know myself well enough to have a clear picture of what is right and wrong.</p> <p>I can tap into my inner strength and know how to be assertive.</p> <p>I can identify the web of relationships that I'm apart of, starting from those closest of me and including those more distant.</p> <p>I know how it feels to belong to a range of different relationships and can identify what I contribute to all of them.</p>

	<p>I can identify some I love and can express why they are special to me.</p> <p>I know how most people feel when they lose someone or something they love.</p> <p>I can tell you about someone I know that I no longer see.</p> <p>I understand that we can remember people even if we no longer see them.</p> <p>I understand how people feel when they love a special pet.</p> <p>I can understand that losing a special pet brings feelings that can be hard to cope with, but that it can be helpful to mark loss by celebrating special things about the pet.</p> <p>I know how to show love and appreciation to the people and animals who are special to me.</p> <p>I can love and be loved.</p> <p>I understand that some of my personal characteristics have come from my birth parents. Needs to be mindful of any children who are fostered or adopted.</p> <p>I appreciate that I am a truly unique human being.</p> <p>I can correctly label the internal and external parts of the male and female bodies that are necessary for making a baby.* (Puzzle Piece 2)</p> <p>I understand that having a baby is a personal choice and can express how I feel about having a child when I'm a adult.</p> <p>I can describe how a girls' body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. * (Puzzle Piece 3). This should be taught by the SHN or a female member of staff to girls only. During the time the boys should be taught</p> <p>I have strategies to help me cope with the physical and emotional changes I will experience during puberty.*</p> <p>I understand the facts about smoking and it's effects on health, and also some of the reasons some people start to smoke can relate to feelings of shame and guilt – Puzzle Piece 3 (smoking)</p> <p>I know how to act assertively to resist pressure from myself and others.</p> <p>I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol can relate to feelings of shame and guilt – Puzzle Piece 4 (Alcohol)</p> <p><i>I can recognise and challenge stereotypical ideas about female and male characteristics.</i></p> <p><i>I understand that families are important for children growing up because they can give love, security, and stability.</i></p>
<p>5</p> <p>NSPCC 'Speak Out, Stay Safe', assembly and workshop</p> <p>SHN – Puberty</p>	<p>I understand my rights and responsibilities as a British Citizen.</p> <p>I can empathise with people in this country whose lives different to my own.</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel.</p> <p>I understand that my actions affect me and others.</p> <p>I understand how an individual's behaviour can impact on a group.</p>

Drug and Alcohol
Education

- I understand that cultural differences sometimes cause conflict.
- I am aware of my own culture.
- I understand what racism is.
- I am aware of my attitude towards people from different races.
- I understand how rumour-spreading and name-calling can be bullying behaviours.
- I can tell you a range of strategies in managing my feelings in bullying situations and for problem solving when I'm part of one.
- I can explain the differences between direct and indirect bullying.
- I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.
- I can appreciate the value of happiness regardless of material wealth.
- I respect my own culture and other people's cultures.
- I understand how media and celebrity culture promotes certain body types.
- I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am.
- I respect and value my body.
- I know what makes a healthy lifestyle.
- I am motivated to keep myself healthy and happy.
- I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.
- I know how to keep building my own self esteem.
- I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.
- I know how to stand up for myself and how to negotiate and compromise.
- I understand that relationships are personal and there is no need to feel pressured into having a boyfriend/ girlfriend.
- I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean.
- I can recognise the feeling of jealousy, where it comes from and how to manage it.
- I understand how to stay safe when using technology to communicate with my friends.
- I can recognise and resist peer pressure to use technology in ways that may be risky or may cause harm to others.
- I am aware of my own self image and how my body image fits into that.
- I know how to develop my own self esteem.
- I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally (single sex groups – Puzzle Piece 2)

	<p>I understand that puberty is a natural process that happens to everybody and that it will be okay for me – Puzzle Piece 2</p> <p>I can describe how boys' and girls' bodies change during puberty (Puzzle Piece 3)</p> <p>I can express how I feel about the changes that will happen to me during puberty.</p> <p>I understand that sexual intercourse can lead to conception and that is how babies are made.</p> <p>I appreciate how amazing it is that human bodies can reproduce in these ways.</p> <p>I can identify what I am looking forward to about becoming a teenager and understand that this brings growing responsibilities (age of consent).</p> <p>I am confident that I can cope with the changes that growing up will bring.</p> <p>I can describe the changes as humans develop to old age.</p> <p>Pupils should draw a timeline to indicate stages in growth and development of humans. They should learn about the changes experienced in puberty.</p> <p>I know the health risks of smoking and can tell you how tobacco affects your lungs, liver and heart – Puzzle Piece 1 (Smoking)</p> <p>I can make an informed decision about whether or not I choose to smoke and know how to resist pressure.</p> <p>I know some of the risks with misusing alcohol, including anti social behaviour, and how it affects the liver and heart – Puzzle Piece 2 (Alcohol)</p> <p><i>I understand that there are different types of love (e.g. love of a pet, love of yourself, love of a friend, love of a parent, love of someone you are attracted to, love of an activity...)</i></p>
<p>6</p> <p>IMPs, Junior Citizens, NSPCC 'Speak Out, Stay Safe', assembly and workshop</p> <p>SHN – Making Babies</p> <p>Drug and Alcohol Education</p>	<p>I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.</p> <p>I understand there are different perceptions about what 'normal' means.</p> <p>I can empathise with people who are living with disabilities.</p> <p>I understand how living with disabilities could affect someone's life.</p> <p>I am aware of my attitude towards people with disabilities.</p> <p>I can explain some of the ways in which one person or a group can have power over another.</p> <p>I know how it can feel to be excluded or treated badly by being different in some way.</p> <p>I know some reasons why people use bullying behaviours.</p> <p>I can tell you a range of strategies in managing my feelings in bullying situations and for problem solving when I'm part of one.</p> <p>I appreciate people for who they are.</p> <p>I can show empathy with people in conflict.</p> <p>I know what some people in my class like or admire about me and can accept praise.</p> <p>I can give praise and compliments to other people when I recognise their contributions and achievements.</p>

I know how to keep myself safe to avoid emergencies and also how to deal with emergencies if they happen.

I understand what it means to be emotionally well and can explore people's attitudes to mental health/illness.

I know how to help myself feel emotionally healthy and can recognise when I need help with this.

I can recognise when I feel stressed and the triggers that cause this.

I can use different strategies to manage stress and pressure.

I can identify the most significant people to be in my life so far.

I understand how it feels to have people in my life that are special to me.

I know some of the feelings we can have when someone dies or leaves.

I can use some strategies to manage feelings associated with loss and can help other people to do so.

I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.

I can recognise when I am feeling those emotions and have strategies to manage them.

I can recognise when people are trying to gain power or control.

I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.

I understand how technology can be used to try and gain power and I can use strategies to prevent this from happening.

I can take responsibility for my own safety and wellbeing.

I can use technology positively and safely to communicate with my friends and family.

I can take responsibility for my own safety and wellbeing.

I am aware of my own self image and how my body image fits into that.

I know how to develop my own self esteem.

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

I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally (Puzzle Piece 2)

I can express how I feel about the changes that will happen to me during puberty.

I can ask questions that I need answered about changes during puberty (single sex groups – Puzzle Piece 3)

I can reflect on how I feel about asking the questions and about the answers I receive (single sex groups)

I can describe how a baby develops from conception through to nine months of pregnancy, and how it is born (Puzzle Piece 4)

	<p>I recognise how I feel when I reflect on the development and birth of a baby.</p> <p>I understand how being physically attracted to someone changes the nature of the relationship (Puzzle Piece 5)</p> <p>I can express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this.</p> <p>I know about different types of drugs and their uses and their effects on the body particularly the liver and heart – Puzzle Piece 2 (Drugs)</p> <p>I know ways to be motivated to be happy and cope with life’s situations without using drugs.</p> <p>I can evaluate when alcohol is being used responsibly, anti socially or being misused - Puzzle Piece 3 (Alcohol)</p> <p>I can tell you how I feel about using alcohol when I am older and my reasons for this.</p> <p><i>I know what body dysmorphia is and how media and the celebrity culture can impact on people’s self-concept and self-esteem.</i></p> <p><i>I understand the importance of self-acceptance.</i></p> <p><i>I understand the difference between biological sex and gender.</i></p> <p><i>I know that we are all on a gender spectrum.</i></p> <p><i>I can begin to understand that some people identify as transgender and that is okay.</i></p> <p><i>I can begin to understand that we are all different – we have our own gender identity, gender expression, sex assigned at birth, physical attraction to others and emotional attraction to others.</i></p> <p><i>I understand what gender-based violence is and what a hate crime is.</i></p>
--	---

Confidentially and Safeguarding

At Gagle Brook, as a general rule, a child’s confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he will talk to the Designated Safeguarding Lead who will take action laid down in the Safeguarding Policy. All members of staff are familiar with the policy and know who to approach with Safeguarding concerns (Designated Safeguarding Lead or Deputy Designated Safeguarding Leads). The child concerned will be informed that support is being put in place and the reasons why and they will be reassured throughout by their class teacher and the Safeguarding/Inclusion team.

Appendix 2: Relationship Education Statutory Expectations (For YR-Y6)

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives • That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<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

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: Health Education Statutory Expectations (for Yr-Y6)

TOPIC	PUPILS SHOULD KNOW
-------	--------------------

<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. 33 • 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.

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 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
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.