

GATLEY PRIMARY SCHOOL



RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION POLICY

This policy is intended as a framework for staff, parents and governors of the school.

May 2021

VERSION HISTORY

Date	Document Version	Document Revision History	Document Author / Reviser
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Gatley Primary School | Hawthorn Road | Cheadle | Gatley | SK8 4NB

Introduction

Gatley Primary takes its responsibility to provide relevant, effective and responsible Relationships and Health education to all its pupils as part of the school's personal, social, health and economic education (PSHEE) curriculum very seriously. At Gatley Primary we want parents and pupils to feel assured that sex education will be delivered at a level appropriate to both the age and development of pupils, and that it is safe to voice opinions and concerns relating to the sex education provision.

This policy has been developed in consultation with parents, pupils and staff from the School to ensure that it meets the school community. The policy is available on the Gatley Primary School website and is reviewed and approved by the governing body annually.

At Gatley Primary School we believe that education in PSHEE enables children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing, we help to develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the school council. We teach children about their rights and their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society. contribution, and achieve economic well-being”.

Our objectives in the teaching of PSHEE are for all our children:

- to know and understand what is meant by a healthy lifestyle;
- to be aware of safety issues;
- to understand what makes good relationships with others;
- to have respect for others;
- to be thoughtful and responsible members of their community and the school;
- to become active members of our democratic society;
- to develop self-confidence and self-esteem;
- to make informed choices regarding personal and social issues;
- to gain some understanding of economic wellbeing;
- to respect and celebrate differences between each other.

Policy aims

Through the delivery of high quality, evidence-based and age-appropriate Relationships and Health Education, we aim to help prepare pupils for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships and to ensure pupils know how and when to ask for help and where to access support. By the end of their learning journey at Gatley Primary School we hope that pupils will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life.

Definitions

Relationships education

Relationships education is about pupils being taught different relationships including about friendships, family and the people that can help them. Respect for others is also taught in an age appropriate way with a focus on healthy relationships that pupils will encounter. This also applies to online relationships to ensure that children are safe when online and how others can use their information in a way that they may not expect.

This teaching will include different types of family that provide a nurturing environment for children, including for example single parent families, families headed by grandparents, adoptive parents, LGBT parents among others. The purpose of this is to ensure that there is no stigmatisation of different families and to show people come from different backgrounds.

Relationships and sex education (RSE)

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that gives pupils the confidence to make sound decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable and mutually supportive relationships with another person, and how to control and understand feelings that come with being in a relationship.

RSE does not encourage early sexual experimentation. It teaches children and young people to understand human sexuality and to respect themselves and others, to build self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

RSE will outline that there are different types of committed, stable relationships, the characteristics and legal status of other types of long-term relationships, the importance of marriage as a relationship choice and why it must be freely entered into, how relationships might contribute to human happiness and the their importance for raising children, as well as highlighting the roles and responsibilities of parents with respect to raising children, characteristics of successful parenting and how to judge when relationships have become unsafe as well as how to seek help or advice and report concerns about others.

Roles and responsibilities

Governors

Governors will monitor and evaluate the impact of the policy by reviewing pupils' progress in achieving the expected educational outcomes. They will hold the Headteacher to account for the implementation of the policy.

Executive Headteacher

The Executive Headteacher will ensure that Relationships and Health Education is taught consistently across the academies within the Trust and will report back to the Board of Trustees on educational outcomes. They will ensure that senior staff receive regular professional development training in how to deliver Relationships Education.

Headteacher

The Headteacher, with support from their respective Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that RSE or Relationships Education and Health Education is well led, effectively managed and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The Headteacher will ensure that teaching is age-appropriate, delivered in ways that are accessible to all pupils with SEND and that the subjects are resourced, staffed and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for pupils and will liaise with parents regarding any concerns or opinions regarding Relationships and Health Education provision and will manage parental requests for withdrawal of pupils from non-statutory, non-science components of RSE.

Staff

Teachers of Relationships and Health Education will ensure that they are up to date with school policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously.

Parents

Gatley Primary School expects parents to share the responsibility of sex education and support their children's personal, social and emotional development. We encourage parents to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHEE. Parents are also encouraged to seek additional support in this from the school where they feel it is needed.

Pupils

Pupils are expected to attend sex education classes that are in their school timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development and the school expects pupils to recognise this.

Pupils should support one another with issues that arise through Relationships Education. Listening in class, being considerate of other people's feelings and beliefs. Complying with confidentiality rules that are set in class are key to effective provision. Pupils who regularly fail to follow these standards of behaviour will be dealt with under the school behaviour policy.

Gatley Primary School's behaviour policy can be accessed via the school's website.

We also hope that pupils will feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to relationships, sex education or otherwise.

Implementation and curriculum

It is important that at Gatley Primary School, we implement the Relationships and Health policy consistently throughout the school and provide effective provision throughout classrooms. We encourage teachers to provide classes that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.

Through this aspect of our curriculum we aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding Relationships and Health Education. It is important that pupils know the difference between fact, opinion and belief.

The Relationships and Health Education will be delivered throughout our curriculum areas by means of a 'Golden Thread' **Appendix 1** and through PSHEE. We understand that different pupils of the same age may develop at different stages and staff will be able to plan provision to take into account these differences. **Appendix 1** sets out the concepts and themes that will be taught to pupils before the end of primary. Given the age of primary pupils, the focus of the curriculum is around relationships of pupils, with their family members, friends and online relationships.

We wish to promote pupils' health and well-being by encouraging self-control, their ability to self-regulate and strategies for doing so. This will enable pupils to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. We

believe that an integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment. Health Education will be delivered within:

- English, Communication and Language,
- Mathematical Understanding,
- Physical Development, Health and Wellbeing (including PSHEE), History,
- Social Understanding,
- The Arts, and
- Science and Technological Understanding.

By the end of their primary education we expect pupils to know the information set out at Appendix [2/3].

Teaching and learning style

We use a range of teaching and learning styles to meet the PSHEE requirements of the National Curriculum. We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, eg. charity fundraising, the planning of special school events.

We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour and resolve any conflicts. We offer children the opportunity to hear visiting speakers such as health workers, police and local clergy whom we invite into the school to talk about their role in creating a positive and supportive local community. Whenever possible PSHEE will be taught with cross curricular links to class themes.

PSHEE/RSE curriculum planning

We teach RSE/PSHEE in a variety of ways. Sometimes, eg. drugs education, we teach PSHEE and as a discrete subject. On other occasions RSE/PSHEE topics can be introduced through the teaching in other subjects, for example good dental health can be taught through the Science curriculum. The teaching of RSE/PSHEE appears on our curriculum progression grids as a 'Golden Thread' (**see Appendix 1**), it is the thread that runs through all of our curriculum areas meaning that it is embedded into teaching and learning across the curriculum. We also develop PSHEE/RSE through various activities and whole school events e.g., the school council representatives and wellbeing ambassadors from each year group meet regularly to discuss school matters.

The Early Years Foundation Stage

In our Nursery and Reception classes, we teach PSED as an integral part of our work. The PSED aspects of the children's work in the Foundation Stage are related to the Early Learning Goals. The teaching of PSHE matches the aim of developing a child's personal, social and emotional development as set out in the ELGs. We also support citizenship education in the Early Years Foundation Stage when we teach 'how to develop a child's knowledge and understanding of the world'.

Dealing with difficult questions

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the PDHWP team.

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this might be:

- an anonymous question box; this will enable pupils to feel more comfortable to ask questions without being identified
- making the classroom a zone of silence; this means that whatever is discussed in the classroom stays in the classroom and should not be brought up at any other time. We hope this will give pupils the sense that they are in a safe zone to speak freely about sex and relationships.

Pupils with special educational needs

At Gatley Primary, we work hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to Relationships and Health Education.

We will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- practical activities
- using DVDs or video
- group and paired activities

Withdrawal from RSE

At Gatley Primary, we hope that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy.

Parents of children in primary school have the right to withdraw their child from sex education and should state this in writing and send it to the Headteacher.

Before withdrawing or making a request, the school strongly urges parents to carefully consider their decision as sex education is a vital part of the school curriculum and supports child development. Parents cannot withdraw their child from Relationships or Health Education or the elements on human growth and reproduction which fall under the National Curriculum for science.

If a pupil is excused from sex education the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Complaints

Parents or carers who have complaints or concerns regarding the RSE curriculum should contact the school and follow the school's complaints policy.

Equal opportunities

The School has duties under the Equalities Act 2010 to ensure that pupils are not discriminated against because of their sex, race, disabilities, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity. Relationships and Health Education lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the **school's behaviour policy**.

The school's behaviour policy can be accessed via the Gatley Primary School website.

Safeguarding and confidentiality

We hope to provide a safe and supportive *school* community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's **child protection and safeguarding procedure** will be followed.

The school's child protection and safe-guarding policy can be accessed via the Gatley Primary School website.

If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- Ensure that the pupil is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active.
- Encourage the pupil to talk to their parent or carer. Pupils may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible.
- Decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a pupil under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Designated Safeguarding Lead to decide what is in the best interest of the child.

Monitoring, review and evaluation

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide Relationships Education that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we review the Relationships curriculum yearly, and will inform parents of any revisions to the school policy or sex education curriculum.

We aim to monitor the effectiveness of our sex education provision through:

- yearly feedback from pupils
- yearly feedback from parents
- feedback from staff
- classroom observations.

Gatley Primary School will review this policy annually, evaluating its effectiveness by taking into account feedback from pupils, staff and parents, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

Support

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to Relationships Education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

For one-on-one support on providing effective sex and relationships education at home you can contact your child's class teacher or be referred to the school nurse by contacting the school office:

*Phone & Email
Tel: 0161 428 6180
office@gatleyprimary.com*

Signed by

_____ **Chair of Governors** **Date:**

_____ **Executive Headteacher**

Date:

This policy will be reviewed annually

Appendix 1 – Relationships Education Primary stage curriculum

The ‘Golden Thread’ is related to the 6 new concepts which are formed from the new PSHEE and RSE curriculum and related policies. They will enable us to embed topics relating to relationships, health and wellbeing into our curriculum instead of them being taught discretely. The ‘Golden Thread’ runs through each of our curriculum areas:

- Physical Development, Health and Well being
- English, Communication and Language
- Mathematical Understanding
- History, Geography and Social Understanding
- Arts
- Science and Technological Understanding

The Golden Thread can be identified through 6 key concepts on progression maps within each of the curriculum areas.

The 6 new concepts are:

- ECL: Caring Friendships
- MU: Economic Wellbeing
- PDHWB: Health and Wellbeing
- HGSU: Families & People who Care for us
- Arts: What it means to be healthy (hobbies, healthy mind, creativity)
- STU: Internet Safety

Example:

Golden Thread

Progression of the Computing Curriculum						
	RSHE Internet Safety	COMPUTING Designing & Evaluating	COMPUTING Logical and Computational Thinking	COMPUTING Organising and Presenting	COMPUTING Applying Technology	COMPUTING Statistics
100%	Has an understanding of how information and data is stored, shared and used online. Is aware of 'digital footprints' and how this can be tracked and can impact on employability in the future.	Designs, creates and evaluates their own computer programs that use various procedures and/or functions, whilst highlighting their effectiveness.	Understands several key algorithms that reflect computational thinking (e.g. for sorting and searching) and can analyse these for efficiency.	Reflects on the information collated, selecting the most reliable and appropriate data. Justifies their choices clearly with thorough consideration of the purpose and audience.	Undertakes projects that involve selecting, using, and combining multiple applications, across a range of devices, to achieve challenging goals.	Makes appropriate and informed use of a range of data structures.
90%	Understands the implications of actions online towards others. Shows an awareness of mental health implications through online communications.	Evaluates how effective programs are at accomplishing specific goals.	Can efficiently solve problems within an algorithm by decomposing them into smaller parts.	Selects, uses and combines a variety of software to collect, analyse, present and manipulate data and information.	Selects, use and combine a variety of software, preferably on a range of devices, to produce a range of programmes, systems and content to accomplish given goals.	Understands the appropriateness of the methods (they) have used to represent their data.
80%	Considers the effect of their online actions on others and how to recognise and display respectful behaviour online and the importance of keeping personal information private.	Can consult previous plans and uses these to design, write and debug programs for a specific goal.	Uses sequence, selection and repetition in programs, working with variables and various forms of input and output.	Can select and use appropriate software to organise and present data and information.	Understands the compatibility of various technologies, combining a range of devices where appropriate.	Analyses information through various technological methods in order to reflect on statistical outputs and goals.
70%	Understands that the same rules apply to online relationships as to face to face relationships, including the importance of respect for others online.	Can plan for the use of variables, sequencing, selection and repetition in programmes and evaluates the effect this will have on a given programme.	Can identify where there are similarities and differences amongst algorithms and how this may affect the output/outcome.	Shows awareness and understanding of a variety of software that can be used to organise and present data. Is beginning to be selective in the choices they make.	Can identify the achievable outputs from various technologies and select the most appropriate for given goals.	Collects information and from this construct simple data through technology.
60%	Recognises their place within an online community and the responsibilities that entails.	Through evaluation, can debug their own simple programmes and content where appropriate.	Identifies problems and predicts the behaviour of simple programs and algorithms.	Begin to show consideration of the end user and organises content purposefully.	Identifies the technology required for a given output, and evaluates how appropriate it is for a given goal.	Shows an awareness on the various technological programmes that can be used to represent statistical data and their usefulness.
50%	Can distinguish between age appropriate online materials. Recognises and reports upsetting or inappropriate content.	Understands how programs follow sequences and repeated patterns.	Understands what algorithms are, how they are implemented as programmes on digital devices and that they follow precise instructions.	Explores further ways of presenting data (e.g. tables, charts, figures, text).	Uses technology purposefully in order to create, organise, store, manipulate and retrieve digital content.	Understand various methods to represent data.
40%	Uses age appropriate online platforms safely and independently.	Understands that some programs require debugging in order to successfully work.	Understands the link between precise instructions and algorithms.	Use technology purposefully to organise and present data.	Understands how to manipulate (edit) work that has been previously created.	Can record, collate and organise data.
30%	Demonstrates an understanding of why social media, computer games and online gaming are age restricted.	Can create content via technology to represent their ideas.	Understands the differences between a set of instructions and unambiguous and precise instructions.	Uses technology to explore and research a given subject.	Understands how digital content is created, stored and retrieved.	Identifies how we can use numbers to categorise data.
20%	Follows rules when using online resources and asks for support if needed.	Can explore a variety of methods to safely represent their ideas.	Performs a range of instructions involving several ideas and/or actions.	Recognises that some answers can be found using technology.	Selects and uses technology for a particular purpose.	Uses their understanding of number to solve number problems.
10%	Begins to have an awareness of what it means to be safe online. Makes comparisons to personal safety.	Represents their ideas, thoughts and feelings in a variety of ways.	Understands a range of commands and instructions.	Raises questions about a given subject to deepen understanding.	Understands the purpose of a chosen technology.	Presents the value of a number in a variety of ways.
0%	Selects and uses technology and uses online resources with adult supervision.	Generates an idea based on given criteria.	Identifies basic rules and step-by-step instructions.	Can communicate ideas about a given subject.	Identifies a range of technologies.	Can recognize the value of a number.

RSHE Internet Safety
Has an understanding of how information and data is stored, shared and used online. Is aware of 'digital footprints' and how this can be tracked and can impact on employability in the future.
Understands the implications of actions online towards others. Shows an awareness of mental health implications through online communications.
Considers the effect of their online actions on others and how to recognise and display respectful behaviour online and the importance of keeping personal information private.
Understands that the same rules apply to online relationships as to face to face relationships, including the importance of respect for others online.
Recognises their place within an online community and the responsibilities that entails.
Can distinguish between age appropriate online materials. Recognises and reports upsetting or inappropriate content.
Uses age appropriate online platforms safely and independently.
Demonstrates an understanding of why social media, computer games and online gaming are age restricted.
Follows rules when using online resources and asks for support if needed.
Begins to have an awareness of what it means to be safe online. Makes comparisons to personal safety.
Selects and uses technology and uses online resources with adult supervision.

Families and people who care for 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

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

What Makes a relationship healthy?

- Being Safe**
 - turn off mic and camera
 - leave if you unsure
 - ask for help
 - Being active
- Respectful Relationships**
 - kind
 - feeling safe
 - supportive
 - respectful
 - understanding
 - honest
 - Zoom/hears
 - practice
- Caring friendships**
 - help when you need
 - spend time together
 - feeling safe
- Online Relationships**
 - whatsapp
 - growing

Additional Notes and Connections:

- Families and people who care for me.** (Connected to 'Being Safe' and 'Respectful Relationships')
 - caring
 - self confidence
 - trust
 - self-reliant
- give permission** (A diagonal line connecting 'Respectful Relationships' and 'Caring friendships')
- Brothers and sisters** (Connected to 'Caring friendships')
 - help when you need
 - spend time together
- Is important if you have any...** (A curved arrow pointing from 'Being Safe' to 'Respectful Relationships')
- Keep us safe** (A line connecting 'Being Safe' and 'Families and people who care for me')
- Still available** (A line connecting 'Being Safe' and 'Families and people who care for me')
- happy** (Connected to 'Caring friendships')
- Engage in your share in doing and care for them who giving** (A note pointing to 'Caring friendships')

Sex Education

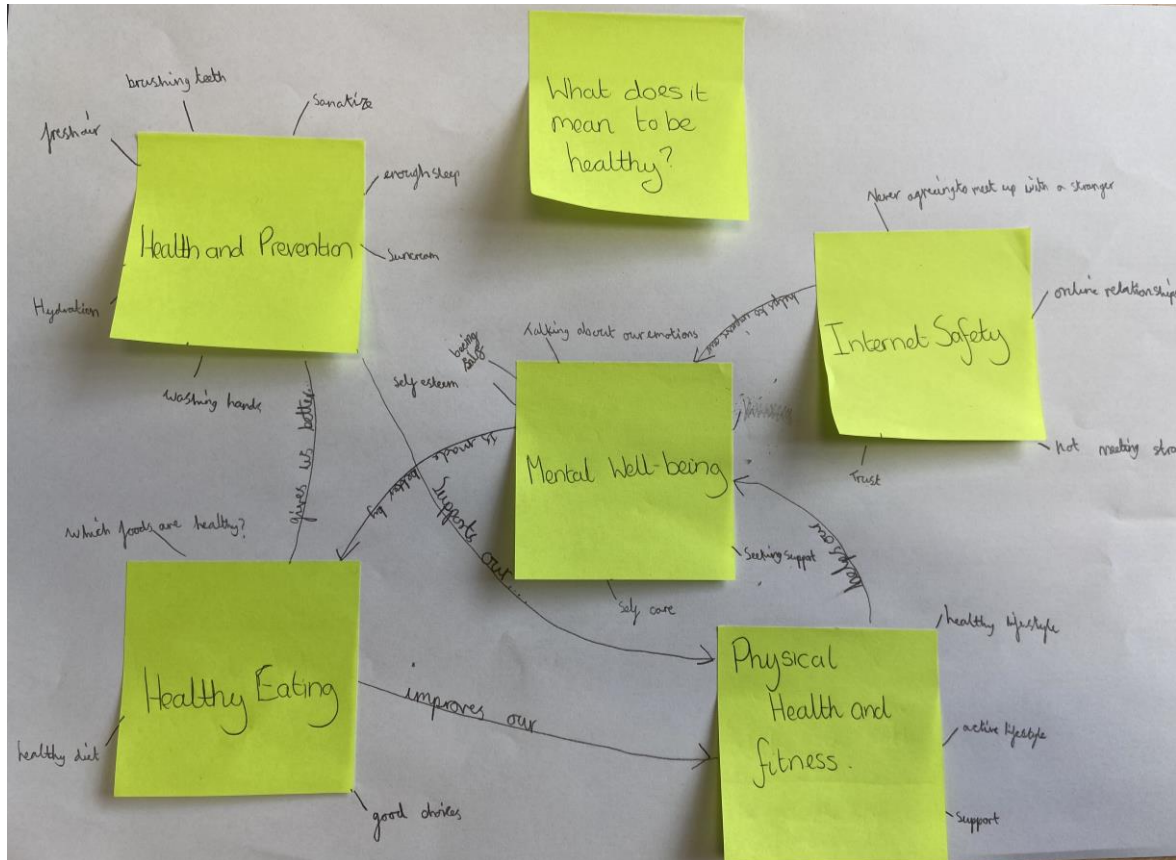
The National Curriculum for Science covers:

- naming the main external parts of the human body,
- the human body as it grows from birth to old age (including puberty),
- processes of reproduction and growth in animals and
- reproduction in some plants.

Appendix [2 or 3] – Health Education Primary stage curriculum and outcomes

Mental wellbeing	<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
Internet safety and harms	<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	<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 adults to speak to in school if they are worried about their health
Healthy eating	<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	<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	<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	<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	<ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, identifying the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction (linking to life cycles in Science) about the physical and emotional changes that happen when approaching and during puberty, about menstrual wellbeing including the key facts about the menstrual cycle



Concept map create by the Well-Being Ambassadors.