Relationships Education and Health Education Policy

Twin Sails Infant School & Nursery
And
Hamworthy Park Junior School

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INTRODUCTION AND STATUTORY GUIDANCE

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

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

The statutory guidance used to inform this policy is listed below

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

DEFINITIONS AND KEY AREAS OF TEACHING

Relationship Education

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

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

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

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

- Families and people who care for me
- Caring friendships
- Respectful/ Safe relationships
- Online relationships

Teaching will consider the age, ability, SEND, readiness and cultural backgrounds of all children to ensure that all can fully access the objectives set out in the Relationships Education, Sex Education (RSE) and Health Education statutory Guidance 2020. The objectives will be taught and delivered through a spiral PSHE curriculum that will be delivered age appropriately.

The Science Curriculum - Body changes and Life cycles

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

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

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

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools' (p. 23)

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'. We feel it is important for children to understand sex education in the context of loving relationships which is why we teach this PSHE and not just science.

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

At Twin Sails Infant School and Hamworthy Park Junior School, puberty is taught as a statutory requirement of Health Education and covered within our PSHE curriculum. We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this.

These lessons are taught within the Physical Health and Mental Well Being concept of our PSHE curriculum within the 'Growing & Changing' component.

Year 4- Having a baby

Year 5- Conception

Year 6- Conception & birth

The school will inform parents of this right by inviting them in to view the materials prior to this being taught.

Physical Health and Mental Wellbeing

Health and wellbeing education will focus on the characteristics of good physical health and mental wellbeing. It will include aspects such as the importance of exercise, good nutrition and the normal range of emotions we experience. Pupils will be taught about moderation, including online and the positive two-way relationship between good physical health and good mental wellbeing.

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

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

The expected outcomes for each of these elements can be found further on in this policy within the curriculum overview planning document.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand.

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

RELATIONSHIPS AND HEALTH CURRICULUM DELIVERY

Relationships and Health Education (RHE) is taught through weekly lessons as part of our PSHE curriculum and links with the whole school assembly programme. An overview of the broad topics covered and the linked Relationship and Health objectives can be found in the appendix 1.

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

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

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

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

As a Federation we took into consideration local Public Health England data alongside information about our local context when planning our bespoke PSHE curriculum. Within Poole data informs us that there are an increasing number of teenage pregnancies. As a result, we felt it was important to cover the aspects of contraception, having a baby earlier on in KS2.

In Poole we are also mindful of the Local Authority plan to tackle health inequalities and promote health and well-being, particularly in areas of higher deprivation. We are aware that more children come back onto child protection plans than comparator authorities and recognise that the Local Authority wish to tackle areas such as substance misuse, mental health and domestic abuse. We recognise that sport uptake is high and will continue to encourage this. We are also mindful of the authority's plan to support healthy weight in children.

ROLES AND RESPONSIBILITIES

The Governing Body

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

The Headteacher

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

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

Staff

Teaching staff are responsible for:

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

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

The leader for RHE at Twin Sails Infant School – Karen Magee

The leader for RHE at Hamworthy Park Junior School– Dawn Murray

Pupils

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

TRAINING

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

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

MONITORING OF RHE

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

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

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

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

Equality
This policy will inform the school's Equalities Plan.
The DfE Guidance 2019 (p. 15) states, "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 they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics…

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

At Twin Sails Infant School and Hamworthy Park Junior School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

For further explanation, as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see our Federated curriculum overview.

APPENDIX 1 – Expectations for Relationships Education

Families and people who care for me	Pupils should know • 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[1] 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	Pupils should know • 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	Pupils should know • 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	Pupils should know • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	Pupils should know • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

APPENDIX 2 – EXPECTATIONS OF HEALTH EDUCATION

Mental Wellbeing	Pupils should know • 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	Pupils should know • 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	Pupils should know • 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	Pupils should know • 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	Pupils should know • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	Pupils should know • 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	Pupils should know: • 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	Pupils should know: • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

APPENDIX 3 – PSHE CURRICULUM OVERVIEW

PSHE Concepts and Components Curriculum Progression Map

Relationships: Families/ Friendships and People who care for me						
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
See separate overview sheet for statements within the EYFS framework that link to the teaching of PSHE.	I can identify the people who care for me.eg parents, siblings, grandparents, relatives, teachers, friends I understand the role that these different people play in my life. I know what it means to be a family and how families are different, eg single parents, same-sex parents etc I understand how important it is to tell someone if I'm worried about something in my family and how to tell them. **Vocabulary: Friends, teachers, parents, sibling, grandparent. Relatives, families**	I know how to be a good friend, eg Kindness, listening, honesty. I understand the strategies needed for positive play with friends Eg joining in, including others etc I understand what can cause arguments between friends. I know how to positively resolve arguments between friends. I know how to recognise, and ask for help when I'm feeling lonely or unhappy. I know how to help someone else. **Vocabulary: Kindness, listening, honesty, inclusion, arguments, help**	I know about and respect that there are different types of families including single parents, same-sex parents, step-parents, blended families, foster and adoptive families. I know that being part of a family provides support, stability and love. I know about the positive aspects of being part of a family such as spending time together and caring for each other. I know about the different ways that people ca care for each other eg giving encouragement or support in times of difficulty.	I know about the features of positive, healthy friendships such as mutual respect, trust and sharing interests. I know what strategies I can use to build positive friendships. I know how to seek support with relationships if I feel lonely or excluded. I know how to communicate respectfully with friends when using digital devices. I understand that knowing someone online differs from knowing someone face to face. I understand the risks in communicating with someone I don't know	I know what makes a healthy friendship and how to make people feel included. I know what strategies to use in order to help someone feel included. I understand about peer influence and how it can make people feel or behave. I understand the impact of the need for peer approval in different situations including on line. I know what strategies I can use to manage peer influence and the need for peer approval eg exit strategies, assertive communication. I understand that it is common for friendships	I know what it means to be attracted to someone and I understand that there are different kinds of loving relationships. I understand that people who love each other can be of any gender, ethnicity or faith. I know the difference between gender identity and sexual orientation and everyone's right to be loved. I know about the qualities of healthy relationships that help individuals flourish. I understand that there are different ways that couples show their love & commitment to one another including those who are not married or live apart.

			I can identify if/ when something in a family might make someone upset or worried. I know what to do and who to tell if family relationships are making me feel unhappy or unsafe. **Vocabulary** **Respect, stability, love, support, caring, unsafe, recognise**	I know what to do/ who to tell if I am worried about any contact on line. **Vocabulary** **Friendships, positive, digital devices, communicating, contact, online, healthy**	to experience challenges. I know what strategies to use to positively resolve disputes and reconcile differences in friendships. I understand that friendships can change over time and know the benefits of having new and different types of friends I can recognise if a friendship is making me feel unsafe, worried or uncomfortable. I know when and how to ask for support in relation to friendships. **Vocabulary** **Healthy friendships, relationships, influence, communication, support, peer**	I understand what marriage and civil partnership mean eg a legal declaration of commitment made by two adults. I understand that people have the right to choose whom they marry or whether to get married. I know that to force anyone into marriage is illegal. I know how and when to report forced marriage or how to ask for help if I am worried. **Vocabulary** **Relationship, attraction, healthy, commitment, love, marriage**

Relationships: Safe & Healthy Relationships						
Year R	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	I know when someone's body or feelings might be hurt and who to go to for help. I know what it means to keep something private, including parts of my body that are private. I can identify the different types of touch and how they make people feel eg hugs, tickling, kisses and punches etc I know what to do if being touched makes me feel uncomfortable or unsafe. I know when it is important to ask for permission to touch other people. I know how to ask for permission & I know how to give or not give permission for others to touch me.	I know how to recognise hurtful behaviour including on line. I know what to do and who to tell if I see or experience hurtful behaviour, including on line. I know what bullying is and the different types of bullying. I understand how someone might feel if they are being bullied. I understand the difference between happy surprises and secrets that make me feel uncomfortable or worried and how to get help. I know how to resist pressure to do something that feels uncomfortable or unsafe. I know how to ask for help if I'm worried and	I know what is appropriate to share with friends, family and wider social groups including on line. I know what privacy and personal boundaries are including online. I understand the basic strategies I need to help keep myself safe online eg passwords, using trusted sites, and adult supervision. I understand that bullying and hurtful behaviour is unacceptable in any situation. I know about the effects and consequences of bullying for the people involved. I know about bullying online & the similarities and differences to face to face bullying.	I understand the differences between teasing, hurtful behaviour and bullying on line. I know what to do if I witness or experience hurtful behaviour or bullying, including on line. I understand the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable. I know how to manage pressures associated with dares. I know when it is right to keep or break a confidence or share a secret. I know how to recognise risks online such as harmful content or	I know what physical touch is acceptable, unacceptable, wanted or unwanted in different situations. I know how to ask for, give and not give permission for physical contact. I understand how it feels in a person's mind and body when they are uncomfortable. I understand that it is never someone's fault if they have experienced unacceptable contact. I know how to respond to unwanted or unacceptable physical contact. I know that no one should ask me to keep a secret that makes me feel uncomfortable or try to persuade me to keep a secret that I am worried	I can compare the features of a healthy and unhealthy friendship. I understand about shared responsibility if someone is put under pressure to do something dangerous and something goes wrong. I know what strategies to use to respond to pressure from friends including online. I know how to assess the risk of different online 'challenges' and 'dares' I know how to recognise and respond to pressure from others to do something unsafe or that makes me feel worried or uncomfortable. I know how to get advice and report concerns about personal safety, including online.

	Vocabulary: **Feelings, help, private, uncomfortable, safe, unsafe, permission, behaviour, school, kind,**	what vocab to use. **Vocabulary:** **On line, bullying, feelings, differences, secrets, uncomfortable, worried.**	I know what to do and who to tell if I see or experience bullying or hurtful behaviour. **Vocabulary** **Boundaries, respect, safe, behaviour, bullying, responsible.**	contact. I understand that people may behave differently online including pretending to be someone they're not. I know how to report concerns and seek help if I am worried or uncomfortable about someone's behaviour, including online. **Vocabulary** **Differentiate, experience, bullying, dares, pressures, harmful, pretending.**	about. I know who to tell if I am worried about unwanted physical contact. I understand that everyone should be treated equally. I understand why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to mine. **Vocabulary** **Permission, uncomfortable, contact, unacceptable, secret,**	I understand what consent means and how to ask for/ give/ not give permission in different situations. **Vocabulary** **Pressure, dares, unsafe, guidance.**

Health and Well Being: Physical Health and Mental Wellbeing						
Year R	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	I know what it means to be healthy and why this is important. I know how to take care of myself on a daily basis. I know about basic hygiene routines eg hand washing I understand about healthy and unhealthy foods, including sugar intake. I know about physical activity and how it keeps people healthy. I know about different types of play including balancing indoor, outdoor and screen based play. I know about people who can help me to stay healthy such as parents, doctors, nurses, dentists	I know about routines and habits that help maintain good physical and mental health. I know why sleep and rest are important for growing and keeping healthy. I know that medicines, including vaccinations and immunisations can help people stay healthy and manage allergies. I understand the importance of routines for brushing my teeth, visiting the dentist. I understand that food and drink can affect my dental health. I know how to describe and share a range of feelings. I know about the different ways I can feel good, calm down or	I know that choices people make in daily life can affect their health. I understand about healthy and unhealthy choices eg in relation to food, exercise, sleep) I know what can help people to make healthy choices and what might negatively influence them. I know about habits and that sometimes they can be maintained, changed or stopped. I understand about the positive and negative effects of habits such as regular exercise or eating too much sugar and how this impacts on a healthy lifestyle. I know what is meant by a healthy balanced diet including what foods should be eaten	I can identify a wide range of factors that maintain a balanced physically healthy lifestyle. I know what good physical health means and how to recognise early signs of physical illness. I know that common illnesses can be quickly and easily treated with the right care eg visiting the doctor when necessary. I know how to maintain oral hygiene and dental health including how to brush and floss correctly I understand the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health.	I understand how sleep contributes to a healthy lifestyle. I know about different sleep strategies and how to maintain them. I understand about the benefits of being outdoors and in the sun for physical and mental health. I know how to manage risk in relation to sun exposure, including skin damage and heat stroke. I know how medicines can contribute to health and how allergies can be managed. I understand that diseases can be prevented by vaccinations and immunisations. I know that bacteria and viruses can affect health.	I understand that mental health is just as important as physical health and that they both need looking after. I understand that anyone can be affected by mental ill health and that difficulties can be resolved with help and support. I understand that negative experiences such as being bullied or feeling lonely can affect mental wellbeing. I know a range of positive strategies for managing my feelings. I know that there are situations when someone may experience mixed or conflicting feelings. I understand that sometimes feelings can

	I know how to keep safe in the sun. q **Vocabulary** **Healthy, hygiene, care, unhealthy, balance.**	change my mood eg playing outside, listening to music etc I know how to manage big feelings including those associated with change, loss. I know when and how to ask for help and how to help others with their feelings. **Vocabulary** **Human, bodies, medicines, change, healthy,**	regularly or just occasionally. I know that regular exercise such as walking or cycling has positive benefits for my mental and physical health. I know about the things that affect feelings both positively and negatively. I can identify and talk about my feelings. I know about some of the different ways people express feelings eg words, actions, body language I know that feelings can change over time and become more or less powerful. **Vocabulary** **Choices, healthy, unhealthy, influence, habits, lifestyle,**	**Vocabulary** **Balance, healthy, recognise, illness, dental health, hygiene,**	I know how I can prevent the spread of bacteria and viruses with everyday hygiene routines. I understand that we all have a shared responsibility for keeping a clean environment. **Vocabulary** **Lifestyle, healthy, sun safety,** **Illness, cleanliness, virus, allergies.**	be helpful, whilst also recognising that they sometimes need to be overcome. I understand that there is help and support available if someone experiences feelings that are not so good. I can identify where myself or others can ask for help and support with mental wellbeing both in and outside school. I understand the importance of asking for support from a trusted adult I know about the changes that may occur in life including death and how loss, grief or other aspects of change can cause conflicting feelings. I understand about the process of grieving and how grief can be expressed. I know that there are different strategies that

						can help someone cope with the feelings associated with change or loss. I know how to ask for help and support with loss, grief or other aspects of change. I know how balancing time online with other activities helps to maintain my health and wellbeing. I understand the importance of fostering positive online habits eg switching my phone off at night I know what to do and whom to tell if I am frightened or worried about something I have seen online. Vocabulary Independence, changes, grief, mental wellbeing

Health and Well Being: Growing and changing						
Year R	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	I know what makes me special and unique including my likes/dislikes and what I am good at. I know what to do and whom to tell when I'm finding things difficult or when things go wrong. I know how I am the same/ different to others. I know about different kinds of feelings. I can recognise feelings in myself and others. I understand how feelings can affect how people behave. **Vocabulary** **Unique, special, same, different, feelings, recognise.**	I know about the human life cycle and how people grow from young to old. I understand how my needs and bodies change as I grow up. I can identify and name the main parts of the body including external genitalia eg penis, vagina, testicles, I know that things change as people grow up including new opportunities and responsibilities. I can prepare to move to a new class and I can set goals for the school new year. **Vocabulary** **Feelings, goals, changes, Penis, vagina, testicles**	I know that everyone is an individual and has unique and valuable contributions to make. I know that strengths and interests form part of a person's identity. I can identify my own personal strengths and interests and what I am proud of. I can recognise common challenges to self-worth eg finding school work difficult, friendship issues. I have developed strategies to manage and reframe setbacks eg asking for help, focussing on what I can learn from the setback, remembering what I am good at, trying again **Vocabulary** **Valuable, contribution, self- worth, setbacks, challenges, identity**	I can identify external genitalia and reproductive organs. I know about the physical and emotional changes that occur during puberty. I know the key facts about the menstrual cycle and menstrual wellbeing. I know how a baby is made and I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby. I understand that having a baby is a personal choice and express how I feel about having children when I am an adult. I know a variety of different strategies I can use to manage the changes during puberty	I understand about personal identity and what contributes to it including race, sex, gender, family, faith, culture, hobbies, likes/dislikes I know that for some people their gender identity does not correspond with their biological sex. I can recognise, respect and express my individuality and personal qualities. I know the different ways that I can boost my mood and improve my emotional wellbeing. I understand the link between participating in interests, hobbies, community groups and my mental wellbeing. I know that sexual intercourse can lead to conception.	I can recognise how I am changing as I grow up. I understand what being more independent might be like including how it may make me feel I understand about the transition to secondary school and how this may affect my feelings I understand that relationships may change as I grow up or move to secondary school. I know a variety of practical strategies that will help me to manage times of change and transition eg practising the bus route to secondary school. I can identify links between love, committed relationships and conception. I know what sexual intercourse is and how it can be part of an

				and menstruation. I understand the importance of personal hygiene routines during puberty including washing regularly and using deodorant. I can discuss the challenges of puberty with a trusted adult. I know how to get information, help and advice about puberty. **Vocabulary** **Emotion, puberty, menstruation, hygiene, genitalia, reproductive organs**	I know that some people might help to conceive and might use IVF or adopt. **Vocabulary** **Personal identity, gender, recognise, respect, express, wellbeing,**	intimate relationship with consenting adults. I understand how pregnancy occurs and that pregnancy can be prevented with contraception. I understand about the responsibilities of being a parent or carer and how having a baby changes someone's life. **Vocabulary** **Feelings, mental health, conflict, support, changes, bereavement, balance, online**

Relationships: Respectful relationships						
Year R	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	I know what kind and unkind behaviours mean in and out of school I know how kind & unkind behaviour can make people feel. I know what respect means. I know about the class rules, being polite to others, sharing and taking turns. **Vocabulary** **Feelings, respect, polite, rules, sharing**	I understand that friends may have similarities/ differences to me and how to play and work together. I know how to work/ play cooperatively in different groups and situations. I know how to share my ideas, listen to others, take part in discussions and give reasons for my views. **Vocabulary** **Kindness, listening, honesty, inclusion, arguments, help**	I can recognise respectful behaviours eg helping or including others, being responsible. I know how to model respectful behaviour in different situations eg at home, school, online I understand the importance of self-respect and my right to be treated respectfully by others. I know what it means to treat others and be treated politely. I know about the different ways that people show respect and courtesy in different cultures and in wider society. **Vocabulary** **Respect, behaviour, responsible, self-respect, polite, cultures, society**	I recognise the differences between people such as gender, race, faith. I know what I have in common with others eg shared values, likes and dislikes, aspirations etc I know about the importance of respecting the differences and similarities between people. I know what words to use to sensitively discuss difference and include everyone. **Vocabulary** **Recognise gender, race, faith, values, respect, differences, include**	I understand that everyone should be treated equally. I understand why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to mine. I understand what discrimination means and the different types of discrimination eg racism, sexism, homophobia. I can identify online bullying and discrimination of groups or individuals eg trolling and harassment. I understand the impact of discrimination on individuals, groups and the wider society. I know the different ways that I can safely challenge discrimination.	I understand the link between values and behaviour and how to be a positive role model. I can discuss issues respectfully. I know how to listen to and respect other people's point of view. I know how to constructively challenge points of view that I disagree with. I know how to participate effectively in discussions online and manage conflict or disagreements. **Vocabulary** **Values, respect, disagreement, conflict, views**

					I know how to report discrimination online. **Vocabulary** **Treated equally, discrimination, report, bullying**	

Health and Wellbeing : Keeping Safe						
Year R	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	I know how rules can help to keep us safe. I know why some things have age restrictions eg TV and films, games, toys or play areas. I know the basic rules for keeping safe online. I know who to tell if I see something online that makes me feel unhappy, worried or scared. **Vocabulary** **Online, trust, restrictions, safe**	I know how to recognise risk in everday situations eg road, water, rail safety, medicines. I know how to keep myself safe in familiar and unfamiliar environments such as in school, online and in the community. I can identify potential unsafe situations and know the steps that I can take to avoid or remove myself from these situations. I know how to keep myself safe at home in relation to electrical appliances, fire safety, medicines, household products. I know about things that people can put into their body or onto their skin (medicines or creams) and how these can affect how people feel.	I can identify typical hazards at home and in school. I know how to predict, assess and manage risk in everyday situation eg crossing the road, running in the playground, kitchen I know about fire safety at home including the need for smoke alarms. I understand the importance of following safety rules from parents and other adults. I know how to keep myself safe in the local environment or unfamiliar places including road, rail, water and fire safety. **Vocabulary** **Hazards, risks, safety, rules, environment**	I understand the importance of taking medicines correctly and using household products safely. I can recognise what is meant by a 'drug' I know that drugs common to everyday life eg cigarettes, vaping, alcohol and medicines can affect health and well-being. I know how to ask for help or advice if I am worried. I can identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects. I can identify some of the risks associated with drugs common to everyday life I know that for some	I can identify when situations are becoming risky, unsafe or an emergency. I can identify occasions where I can take responsibility for my own safety. I can differentiate between positive risk taking (eg trying a challenging new sport) and dangerous behaviour. I know how to deal with common injuries using basic first aid techniques I know how to respond in an emergency, including when and how to contact different emergency services. **Vocabulary** **Unsafe, emergency, risk, injuries, FGM.**	I know how to protect personal information online I can identify the potential risks of personal information being misused. I know strategies I can use for dealing with requests for personal information or images of myself. I can identify types of images that are appropriate to share with others and those which might not be appropriate. I understand that images or texts can be quickly shared with others, even when they are only sent to one person and I understand what the impact of this might be. I know what to do if I take, share or come across an image which may upset, hurt or

		I know what to do if there is an accident and someone is hurt. I know about people whose job it is to keep us safe. I know how to get help in an emergency including how to dial 999 and what to say. **Vocabulary** **Medicines, safety, unsafe, danger, accident, emergency**		people drugs can become a habit which is difficult to break. **Vocabulary** **Medicines, drug, cigarettes, vaping**		embarrass me or others. I know how to report the misuse of personal information or sharing of upsetting content/ images online. I know about the different age rating systems for social media I understand why age restrictions are important and how they help people make safe decisions about what to watch, use or play. I know about the risks and effects of different drugs. I know about the laws relating to drugs that are common to everyday life and illegal drugs. I recognise why people choose to use/not use drugs including nicotine, alcohol and medicines as well as illegal drugs. I know about the organisations where people can get help and support concerning drug use.

						I know how to ask for help if I have concerns regarding drug use. I understand about the mixed messages in the media relating to drug use and how this might influence opinions and decisions. **Vocabulary** **online, images, text, inappropriate, share, restrictions, laws, drugs, organisations, media**

Living in the wider world: Money and work						
Year R	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	I understand that everyone has different strengths in and out of school. I know about people whose job it is to help us in the community I know about the different jobs and work that people do. **Vocabulary:** **Strengths, interests, community, jobs, work**	I know what money is and its different forms eg coins, notes and ways of paying for things debit cards, electronic payments. I know how money can be kept and looked after and the different ways people spend money. I know that people are paid money for the job that they do. I can recognise the difference between needs and wants. I understand how people make choices about spending money, including thinking about needs and wants. **Vocabulary:** **Debit cards, electronic payments, choices, currency, jobs, banks, savings, money, spending**	I know about the jobs that people have from different sectors eg professionals, business, construction etc I know that people can have more than one job at once or over their lifetime. know about the common myths and gender stereotypes related to work I am able to challenge stereotypes through my knowledge or role models in different fields of work. I know about some of the skills needed to do a job such as teamwork and decision making. I can recognise my own interests, skills and achievements and how these might link to future jobs.	I understand that people make different spending decisions based on their budget, values and needs. I know how to keep track of money and why it is important to know how much is being spent. I know about the different ways to pay for things such as cash, cards, e payment and the reasons for using them. **Vocabulary** **Budgets, value, payment, charities**	I can identify jobs that I might like to do in the future. I understand the role ambition can play in achieving a future career. I understand how or why someone might choose a certain career. I understand what might influence people's decisions about a job/ career, including pay, working conditions, personal interests, strengths and qualities, family, values I understand the importance of diversity and inclusion to promote people's career opportunities. I know about stereotyping in the workplace, it's impact and how to challenge it. I know that there are a	I understand the role that money plays in people's lives. I understand that people have different attitudes to money and what influences decisions about money. I understand what 'value for money' means and I can judge if something is value for money. I know how companies encourage customers to buy things and why it is important to be a critical consumer. I understand how having/not having money can impact on a person's emotions, health and wellbeing. I know about the common risks associated with money including debt, fraud and gambling.

			I am able to set my own goals of what I would like to achieve this year eg learn a new skill **Vocabulary,** **Choices, jobs, vocation, myths, stereotypes, teamwork, achievements**		variety of routes into work eg college, apprenticeships, university, training **Vocabulary** **Ambition, career, stereotypes**	I know how money can be gained or lost eg stolen, scams, gambling etc and I know how this puts people at financial risk. I know how to get help if I am concerned about gambling or other financial risks. **Vocabulary** **Finances, risk, gambling**

Living in the Wider world: Media Literacy and Digital Resilience						
Year R	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	I know how and why people use the internet. I understand the benefits of using the internet and digital devices. I know how people find things out and communicate safely with others online. **Vocabulary:** **Internet, digital, devices, safety, online,**	I know about the different ways in which people can access the internet eg phones, tablets, computers I understand the purpose and value of the internet in everyday life. I know that some content on the internet is factual and some is for entertainment eg news, games, videos I know that information online might not always be true. **Vocabulary:** **Internet, purpose, value, content, recognise,**	I understand how the internet can be used positively for leisure, school or for work. I know that images and information online can be altered or adapted and the reasons for why this happens. I have developed strategies to recognise whether something I see online is true or accurate. I am able to evaluate whether a game is suitable to play or a website is appropriate for my age group. I can make safe, reliable choices from search results. I know how to report something that I have seen or experienced online that concerns me eg images, content, unkind or inappropriate	I know that everything shared online has a digital footprint. I know that organisations can use personal information to encourage people to buy things. I know what online adverts look like. I am able to compare content shared for factual purposes and for advertising. I understand why people might choose to buy or not buy something online eg from seeing an advert I know that search engines are ordered based on the popularity of the website and that this can affect what information people access. **Vocabulary**	I can identify different types of media and discuss their purposes eg to entertain, inform, persuade or advertise. I have developed strategies to assess whether content online (eg research, news, reviews, blogs) is based on fact, opinion or is biased. I know that some media and online content promotes stereotypes. I know how to assess which search results are more reliable than others. I can recognise unsafe or suspicious content online. I understand how devices store and share information. **Vocabulary** **Identity, purpose, fact,**	I know about the benefits of safe internet use eg learning, connecting, communicating I know how and why images online might be manipulated, altered or faked. I know how to recognise when images might have been altered. I know why people choose to communicate through social media and some of the risks and challenges of doing so. I know that social media sites have age restrictions and regulations for use. I know the reasons why some media and online content is not appropriate for children I know how online content can be designed

			communication. **Vocabulary** **Leisure, online, reliable, websites, choices,**	**Digital footprint, organisations, online,**	**opinion, stereotypes. Reliable information,**	to manipulate people's emotions and encourage them to read or share things. I understand that there are rules and laws to this I know how to recognise what is appropriate to share online. I know how to report inappropriate online content. **Vocabulary** **Contacting, communicating, safety, social media, sharing, age restrictions, connecting**

Living in the wider world: Belonging to a Community						
Year R	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	I understand the rules for different situations eg super star rules in school, rules at home, rules outside. I understand that people are different and have differing needs. I know how to care for people, animals and other living things in different ways. I know how I can help to look after the environment eg recycling I understand that everyone has different strengths in and out of school. I know about people whose job it is to help us in the community I know about the different jobs and work that people do.	I understand what it means to be part of a group and the role that I play in these groups eg class, teams, faith groups. I understand about the responsibilities I have in school and the wider community. I understand how a community can help people from different groups to feel included. I recognise the ways in which we are the same and different to others in our community and that we are all equal. **Vocabulary:** **Groups, roles, teams, faiths, responsibilities, community, equal**	I understand the reason for rules and laws in wider society. I understanding the importance of abiding by the law and what might happen if rules and laws are broken. I know what human rights are and how they protect people I can identify basic examples of human rights including the rights of children. I understand that with every right there is also a responsibility eg the right to an education and the responsibility to learn. **Vocabulary** **Laws, society, human rights, responsibilities, police.**	I understand the meaning and benefits of living in a community. I understand that I belong to different communities as well as the school community. I know about the different groups that make up and contribute to a community. I know that there are individuals and groups that help the local community including volunteers. I am able to show compassion towards others in need and understand the shared responsibilities of caring for them. **Vocabulary** **Community, belonging, differences, volunteering, compassion, responsibilities,**	I understand how resources are allocated and the effect this has on individuals, communities and the environment. I understand the importance of protecting the environment and how everyday actions can either support or damage it. I am able to show compassion for the environment, animals and other living things. I know about the way that money is spent and how it affects the environment. I am able to express my own opinions about my responsibility towards the environment. **Vocabulary** **Resources, protecting, environment, actions,**	I know what prejudice means. I understand the difference between prejudice and discrimination. I know how to recognise acts of discrimination. I have developed strategies to safely respond to and challenge discrimination. I can recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups. I know how stereotypes are perpetuated and how to challenge this. **Vocabulary** **Prejudice, discrimination, challenge, stereotypes, influence.**

	Vocabulary: Rules, care, environment, recycling, differences				compassion, responsibility	

APPENDIX 4 – RHE LINKED WITH OTHER NATIONAL CURRICULULM AREAS

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

Primary RHE, science, computing, DT and PE

Relationships Education		Science NC links	PE NC links	Computing NC links
Families and people who care for me	Pupils should know • 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[2] 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.	Living things and their habitats Y2 • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Y4 • recognise that environments can change and that this can sometimes pose dangers to living things.	N/A	N/A
Caring friendships	Pupils should know • how important friendships are in making us feel happy and secure, and how people choose and make friends.	N/A	N/A	N/A

	• 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	Pupils should know • 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.	N/A	N/A	N/A
Online relationships	Pupils should know • 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-toface 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.	N/A	N/A	KS1 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies KS2

	• how information and data is shared and used online.			• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact • be discerning in evaluating digital content
Being safe	Pupils should know • 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.			KS1 • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies KS2 • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Primary Physical Health and Mental wellbeing

		Science	PE and DT	Computing
Mental Wellbeing	Pupils should know • 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.	Animals including Humans Y2 • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene Y6	PE KS1 • be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.	KS1 • identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies KS2

	• 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.	▪ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	KS2 • enjoy communicating, collaborating and competing with each other • develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.	• recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
Internet safety and harms	Pupils should know • 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.	N/A	N/A	KS1 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies KS2 • understand computer networks, including the internet; how they can provide multiple services, such as the World Wide

	• 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.			Web, and the opportunities they offer for communication and collaboration • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact • be discerning in evaluating digital content
Physical Health and Fitness	Pupils should know • 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.	Animals and Humans Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	PE – support statements but not specifically linked KS1 • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities KS2 • enjoy communicating, collaborating and competing with each other • develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	N/A

Healthy Eating	Pupils should know • 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).	Animals and Humans Y1 identify and name a variety of common animals that are carnivores, herbivores and omnivores Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene Y3 identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans.	DT – cooking and nutrition KS1 Pupils should be taught to: • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from. KS2 Pupils should be taught to: • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	N/A
Drugs, alcohol and tobacco	Pupils should know • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	N/A	N/A
Health and prevention	Pupils should know • 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.	Animals and humans Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	N/A	N/A

	• 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.	Y4 identify the different types of teeth in humans and their simple functions Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function		
Basic First Aid	Pupils should know: • 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.	N/A	N/A	N/A
Changing adolescent body	Pupils should know: • 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.	Animals, including humans Y5 describe the changes as humans develop to old age. Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	N/A	N/A