



Middleton Primary School PSHE/ Relationships and Health Education Policy

Written by – Shabir Hemraj (PSHE/Behaviour Lead)

In consultation with the Senior Management Team and Governors

REVIEW LOG - Policy reviews as per the School's policy review schedule

Author	Reviewed by	Review Date	Next review due
Vicky Wells	SMT, Governors, SRE Working party, Gaynor Mansell	Sept 2013	Sept 2014
Vicky Wells	SMT, Governors	Sept 2014	Sept 2015
Vicky Wells	SMT, Governors	Sept 2015	Sept 2016
Vicky Wells	SMT, Governors	April 2017	April 2018
Vicky Wells	SMT	April 2018	April 2019
Shabir Hemraj	SMT, Governors	November 2020	November 2021

1) Introduction

The National Curriculum states that ‘all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.’

According to the Education Act 2002 and the Academies Act 2010, the PSHE curriculum should be a balanced and broadly-based curriculum which ‘promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for opportunities, responsibilities and experiences of later life.’

This policy sets out our school’s approach to statutory Relationships and Health Education and non-statutory Sex Education. It was produced by the PSHE coordinator working with the Senior Management Team, Governors and Dimensions curriculum. We have based our school's relationships and sex education policy on the statutory guidance document “Relationships and Sex Education (RSE) and Health Education” (DfE, 2019) and the PSHE Association’s supplementary guidance “Writing your school’s relationships and sex education (RSE) policy” (PSHE Association, September 2018).

Department for Education guidance states that by September 2020, schools must implement the teaching of Relationships and Health Education. Due to the unprecedented situation with COVID 19, schools have been able to delay this implementation until Summer 2021. The teaching of Sex Education in primary schools remains non statutory, with the exception of the elements of sex education contained in the science national curriculum including the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

2) Consultation with parents

The school understands the important role parents play in enhancing their children’s understanding of relationships and health. Similarly, we also understand how important parents’ views are in shaping the curriculum. The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum. Parents are provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school aims to build positive relationships with parents by discussing the content taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum. Parents will be informed through the school website about the content of the Relationships and Health Education taught in each year group. Phone conversations with class teachers can be arranged to discuss further if

required. In addition, parents will be consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

3) Principles - The Philosophy of the School

Our school philosophy aims to provide a stimulating and caring environment in which each child may experience high standards of education and preparation for the future, working in partnership with parents and the local community. As part of our PSHE programme, the policy for Relationships Education is written in accordance with this philosophy.

We aim to:

- Raise children's self-esteem and confidence, especially in relationships with others
- Develop children's skills in language, decision making and assertiveness
- Help children gain access to information and support
- Enable children to participate in society and value self and others

Aspects of Relationship Education are taught as an integral part of PSHE provision from the Early Years Foundation Stage up to Year 6. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately.

4) Curriculum Content

At Middleton school we understand the importance of good quality PSHE education and the positive impact it can have on the learning, development and well-being of our children. It has a positive influence on the ethos, learning and relationships in the school and therefore receives the full commitment and involvement of the school community as a whole. PSHE is embedded throughout daily life at Middleton. We model positive relationships, self-image and communication skills with others in all our day-to-day interactions, as well as teaching skills explicitly in Circle Time and in PSHE lessons.

The school curriculum should promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, work and in the community. It should develop their ability to relate to others and work for the common good.

We aim to provide a secure and caring atmosphere where moral and spiritual values will be developed throughout the whole curriculum. We believe that by developing the 'whole person' we will enable individuals to lead a rewarding, satisfying and fulfilling life.

We use a PSHE Programme - 3D PSHE - in which pupils develop the knowledge, skills and attributes needed in order to keep themselves healthy and safe whilst preparing them for life and work. This policy, produced in conjunction with Dimensions Curriculum, reflects the 2020 guidance and covers all aspects of Relationships Education and Health Education in an age-appropriate way.

There are three underlying core themes taught throughout Dimensions 3D PSHE, within which there is broad overlap and flexibility :-

- 1. Health and Wellbeing**
- 2. Relationships**
- 3. Living in the Wider World**

Pupils are encouraged to participate in a wide variety of activities, enabling them to make significant contributions to both life in school and within the wider community. This allows them to become aware of their skills and talents, develop their self-worth, learn to work as part of a team and take greater responsibility for their own learning. In doing so, they are able to reflect and evaluate on how they are making progress.

The 3D PSHE Programme provides pupils with the means to handle many of the social, cultural, spiritual, physical and moral issues that occur throughout life.

3D PSHE helps pupils to develop and demonstrate skills and attitudes that will allow them to participate fully, and contribute positively, to life in modern Britain. Pupils learn to respect similarities and differences between our diverse cultures in order to build successful and meaningful friendships and relationships that are vital to the world we live in.

Dimensions 3D PSHE supports the development of the attitudes, values, skills and behaviour which enable pupils to:-

- Live healthy lifestyles
- Address personal hygiene
- Develop an awareness of changing and growing
- Deal with different emotions in an appropriate way
- Keep safe
- Communicate well with others and work as a team
- Define, identify and know how to respond to bullying
- Know where and how to seek help when needed
- Treat everybody with respect
- Form and build positive relationships
- Understand the reasons for rules, and their responsibility to keep them
- Learn about their responsibility in caring for others
- Be active in their own learning
- Be active within their community
- Manage money well
- Keep safe online
- Self-assess and identify their strengths and weaknesses
- Know how to make emergency calls
- Know basic First Aid
- Work collaboratively and respectfully
- Appreciate diversity
- Empathise with other points of view

- Express opinions clearly
- Understand the changes that occur in puberty
- Develop strategies for managing changing emotions

5) Relationships Education (Statutory)

The focus of 3D PSHE in primary school is 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.

3D PSHE teaches pupils, in an age-appropriate way, what a healthy relationship is, enabling them to form a clear understanding of the features of positive relationships that are likely to lead to fulfilment, happiness and security. Pupils learn what friendship is, what family means and who the people are who can support them.

Our school's careful use of 3D PSHE teaches about families in a well-judged and sensitive way, based on a clear knowledge of the pupils and their circumstances, reflecting that some children have different family structures and supportive relationships. They learn how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding, including the differences between appropriate and inappropriate or unsafe physical, and other, contact are the forerunners of teaching about consent, which takes place at secondary.

3D PSHE lessons teach pupils about online safety and appropriate behaviour online, including sharing data and ways in which information provided by users may be used negatively. Relationship Education encourages the development and practice of resilience and perseverance, self-respect and self-worth. Pupils are also helped to develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. In 3D PSHE, this is achieved through a plethora of exciting and innovative learning experiences for in active citizenship.

Pupils are taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

They also learn about safe relationships, focusing on boundaries and privacy and ensuring that they understand that they have rights over their own bodies. This also covers understanding boundaries in friendships with peers, in families and with others, in all contexts, including online. In 3D PSHE, pupils are clearly taught how to report concerns and seek advice when they suspect or know that something is wrong. Of paramount importance is ensuring the balance between informing children about making sensible decisions to stay safe (including online) without frightening them unnecessarily, whilst also making it clear that it is never the fault of a child who is exploited or abused, and why victim blaming is always wrong.

Please see appendix 1 for content laid out in the DfE guidance.

6) Health Education (Statutory)

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. The following areas are covered in the Primary curriculum:

- 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

Please see appendix 2 for content laid out in the DfE guidance.

7) Sensitive issues:

Puberty:

At our school Relationship and Health Education is set within the context of PSHE. This means that as our children reach puberty they will know that they will change and develop, and will have confidence in managing the physical and emotional changes. Our teachers will deliver the unit on puberty within Year 5 and develop this further in Year 6. The format for these sessions will be whole class teaching as well as single sex sessions, which will allow for more specific issues and questions to be addressed and dealt with. Boys and girls will be given factual information about the development and changes at puberty.

Menstruation:

The onset of menstruation for girls can be alarming if they are not prepared. At Middleton school, our Relationships and Health Education programme includes preparation for menstruation. We will make adequate and sensitive arrangements to help girls cope with the school environment and ensure that it is conducive to privacy when dealing with sanitary requests and disposal. Depending on the needs of the cohort and the preferences of our parents, we understand that it can be necessary to carry out the discussion on periods with the girls at the end of year 4 (see 'Puberty' above).

Sexual Identity and sexual orientation:

It is our aim to provide Relationships and Health Education that is relevant and sensitive to all of our children's needs. We acknowledge that many children will be aware of both

heterosexual and homosexual relationships and may ask questions about these. We will answer these questions factually, in a general way, seeking to challenge prejudice. We will discuss different family arrangements, including same sex partners, when considering relationships. If we encounter examples of homophobic language or attitudes we will challenge these. Incidents of homophobic bullying will be dealt with according to our Anti-bullying policy which explicitly refers to homophobic bullying.

8) Parents' right to withdraw- Relationships and Health Education

Parents do not have the right to withdraw their children from **Relationships and Health Education** or the programme of study as part of the requirements of the **science curriculum**. The school will continue to teach the science curriculum as set out in the National Curriculum. The changing of the adolescent body topics will be taught in single sex groups and, where possible, by a member of staff of the same gender.

9) Sex Education (Non statutory)

Within the statutory guidance document for Relationship and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information: "It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement." Our school has determined **that we need to** cover any additional content on sex education to meet the needs of our pupils.

We use the 3D Sex Education Unit. This is tailored to the age and the physical and emotional maturity of our pupils and supports pupils' ongoing emotional and physical development effectively. We 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, understand how a baby is conceived and born. In addition, other resources will be used to supplement this teaching.

We consult parents prior to the commencement of this teaching and share the detailed content of what will be learnt through the 3D PSHE Sex Education unit. We offer parents support in talking to their children about sex education and how to link this with what is being taught in school.

10) Parents' right to withdraw from sex education

Parents have the right to withdraw their children from our sex education lessons. Our head teacher/PSHE lead will be available to discuss the request with parents to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum, and a record will be kept of this process. The head teacher will discuss with parents the benefits of receiving this education and any detrimental effects that withdrawal might have on the child, for example the likelihood of the child hearing their peers' version of what was said in

the classes, rather than what was directly said by the teacher. These detrimental effects may, of course, be mitigated if the parents propose to deliver sex education to their child at home instead. If a pupil is excused from sex education, our school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. Our 3D PSHE Sex Education teaching and materials are appropriate, having regard to the age and religious backgrounds, and any special educational needs or disabilities of our pupils.

In addition to the 3D PSHE Sex Education unit, we also use appropriate resources provided by the PSHE Association, Medway Public Health Directorate and Cambridgeshire scheme of work.

11) Additional units covered by Middleton Primary School

3D PSHE Extremism and Radicalisation Unit

We use the 3D PSHE Extremism and Radicalisation Units. In KS1 we cover understanding the differences between 'fact' and 'opinion'; recognising and respecting similarities and differences between people; how to deal with confrontation; understanding that difference is a positive feature. In KS2 we look at how to deal with peer pressure; how extremism manifests itself; homophobia and racism as extremist behaviours; terrorism.

3D PSHE Substance Related Abuse Unit

We use the 3D Substance Related Abuse Unit. This covers keeping safe, understanding some of the consequences of risk-taking, knowing some of the different forms addiction can take, the names of the most common drugs and how advertising influences our choices.

12) Cross-curricular approach

At Middleton school, we understand that PSHE teaching cannot always be confined to specific timetabled time. We appreciate that there are times in every class when sensitive issues will arise spontaneously through the children, which may require elements of the PSHE curriculum to be revisited or delivered with a specific focus. We believe that PSHE should be incorporated into areas of the daily curriculum through topics and through the delivery of other curriculum subjects. PSHE is therefore delivered within a whole school cross-curricular approach which includes:

- Through dedicated curriculum time and stand-alone lessons (Circle time).
- Through cross-curricular work in termly projects and mini topics.
- Through enrichment activities such as assemblies, educational visits and performances.
- Incidentally when an issue is raised by a pupil, or as an incident takes place.
- Through promotion of the ethos, atmosphere of the school.

- Through PSHE activities and whole school events (School fairs, fundraising charity days).
- Through pastoral care and guidance (including the school welfare team).
- Through visiting speakers.

13) Who will teach PSHE/Relationship and Health Education?

In our school we believe that the best possible form of education is delivered by the teachers who know our children well and are aware of their needs.

If deemed appropriate, we will occasionally use outside visitors to support the class teacher. All teaching staff will teach the factual content from the Foundation Stage through to year 6. There will be some opportunity for single sex and small group work as and when appropriate.

14) How will it be taught?

There will be a whole school approach towards Relationship and Health Education from the Foundation Stage to Year 6. The school follows the Dimensions PSHE programme and teachers will plan for using the DfE framework and differentiate accordingly, taking into account the needs and developmental stages of their children.

When spontaneous discussion arises it will be treated in such a way, which encourages pupils to have due regard for moral situations and the value of family life. Children will be treated sensitively, as they are in all areas of the PSHE curriculum, according to their age and ability.

If teachers feel it is a matter of child protection, they will follow the school procedures to deal with this as detailed in the school Safeguarding Policy.

15) Answering difficult questions

Relationships and Health Education is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any work, in addition to those already used in the classroom.

For example:

- No one (staff or pupil) will have to answer a personal question
- No one will be forced to take part in discussion
- Only the correct name for body parts will be used
- Meaning of words will be explained in a sensible and factual way

In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, *we will use fiction, puppets, case studies, role play* to enable children to share ideas and opinions and to practise their decision making skills in a safe learning environment. There will also be an anonymous question box for children to submit questions to the teacher which can be dealt with as appropriate by the teacher.

Sometimes children will ask difficult or explicit questions in the classroom. At our school individual teachers will use their skills, discretion and knowledge of our children in these situations. Our guidance is to give answers that further develop knowledge and understanding, and direct home questions that may not be appropriate within the context of the Relationship and Health education programme. In discussion between school/health professionals and specific teachers, issues can be clarified according to the level of understanding within each year group.

Teachers will also refer to guidance documents on how to answer more challenging questions and understand when to communicate with parents, colleagues or when a situation may require safeguarding procedures.

16) Differentiation

We understand that all children grow and develop at different rates and it is therefore important and necessary to offer lessons in personal hygiene, changes to the body, sexual relationships and the onset of periods at an earlier time for some of our children. We will offer a unit of work on puberty for children at the end of year 4 if deemed appropriate. This will be age appropriate material and differentiated to meet the needs of the children. These units will be repeated in the syllabus for years 5 and 6.

The school SENDCO has previously led PSHE for numerous years and is also part of a wider PSHE team comprising of the safeguarding lead. All teachers have been provided with training on catering PSHE lessons for SEND pupils and this progress is ongoing.

17) Equality and accessibility

The school creates a safe environment where all staff and children are respected and free to express their beliefs and opinions without fear of discrimination. The school understands its responsibilities in relation to the Equality Act 2010, specifically, that it must not unlawfully discriminate against:

- Women/girls and men/boys
- People of different races
- Disabled people
- People with different religions or beliefs or with no religion or belief
- People of different ages
- Lesbian, gay and bisexual and straight people

- People who have changed their sex

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships and health education, and the programme will be designed to be inclusive of all pupils. Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs. The curriculum will be taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include a mum and a dad, blended families (step/half siblings) 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).

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

We will encourage children to be respectful of the differences between boys and girls, but we will also be careful of assuming that boys and girls have distinct characteristics which can lead to negative stereotyping. For example, we will discourage negative characterisation of gender such as "boys don't cry", or "girls shouldn't play football" and dispel any manifestations of discrimination from an early age. In order to foster healthy and respectful peer-to-peer, the school implements a robust Behaviour Policy, which sets out our expectations of pupils.

18) Confidentiality, Safeguarding and Child Protection

As a school we feel it is important to state that teachers/health professionals cannot guarantee absolute confidentiality. We reassure children that if confidentiality has to be broken they will be informed first, while reassuring them that their best interest will be maintained and they will be supported appropriately. We have a clear and well-understood policy of confidentiality within our Safeguarding procedures. Any disclosures to staff or health professionals will be dealt with in accordance with these procedures (See Safeguarding Policy). We have strict procedures surrounding visitors in school and we will adhere to the appropriate guidance.

We recognise that because effective Relationship and Health Education may alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Safeguarding and

Child Protection procedures and will report any disclosure to the designated person for child protection immediately.

19) Assessment, Recording and Evidence

The children are informally assessed by staff throughout their work in PSHE and across the wider curriculum. The end of year reports that are given to parents will reflect this. Recording of work will be in a form appropriate to the planned focus and will be shown in teacher's planning. Evidence of PSHE will be in a variety of forms e.g. photographs as well as written work and art work. The very nature of PSHE means that careful consideration should be given to the best means of recording.

Written work may not always be appropriate and staff will use their professional judgment in this. We are also using the school Google based system to store photographic evidence of PSHE/Relationships work across the curriculum. Evidence can also be found in year group PSHE folders, which records examples of work across the curriculum, including opportunities and examples of PSHE. The PSHE co-ordinator will regularly monitor these areas and will collect examples.

20) Resources

Alongside a fully comprehensive 3D Dimensions PSHE curriculum, we are also a subscribed school member of the 'PSHE Association', which provides access to a wealth of up to date resources for teachers, as well as planning guidance and web-links and information for our parents and carers. There is a collection of PSHE books and stories which are available for teachers to access for their PSHE lessons. Additional resources and books are ordered and constantly updated through the PSHE budget, managed by the PSHE Co-ordinator.

We will also use many resources to support the delivery of Relationships and Health Education. These will include health professionals, storybooks, non-fiction and reference books, leaflets, teaching packs, extracts from videos, internet clips and the Cambridgeshire Scheme of work.

Agreed Core resources include:

- Dimensions PSHE Scheme of Work 2020.
- Cambridgeshire RHE units.
- PSHE Association membership.
- NDCS 'Safe Pack'
- British Sign Language Hearing Impaired resources (SENDSCO)
- Social skills board games
- Story books
- Teachers have the flexibility to utilise other relevant resources
- Medway Health Directorate resources.

Teachers are a key resource and will be offered training to develop their own knowledge and skills in this area of the curriculum.

21) Monitoring and review

This policy will be reviewed on an annual basis by the relationships and health education subject lead, Head Teacher and governors. The next scheduled review date for this policy is January 2022. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing. The governing board is responsible for approving this policy. Any changes made to this policy will be communicated to all staff and parents by the school website.

Our PSHE lead at Middleton Primary School: Mr S Hemraj

Appendix 1- Relationship Education

By the end of primary school:

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability.• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
	<ul style="list-style-type: none">• 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 marriage¹³ 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	<p>Pupils should know</p> <ul style="list-style-type: none">• how important friendships are in making us feel happy and secure, and how people choose and make friends.• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
	<ul style="list-style-type: none"> • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.

Being safe	<p>Pupils should know</p> <ul style="list-style-type: none">• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.• how to recognise and report feelings of being unsafe or feeling bad about any adult.• how to ask for advice or help for themselves or others, and to keep trying until they are heard.• how to report concerns or abuse, and the vocabulary and confidence needed to do so.• where to get advice e.g. family, school and/or other sources.
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Appendix 2- Health Education

By the end of primary school:

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none">• that mental wellbeing is a normal part of daily life, in the same way as physical health.• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
	<ul style="list-style-type: none">• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

<p>Internet safety and harms</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
<p>Physical health and fitness</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • 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.
<p>Healthy eating</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
<p>Drugs, alcohol and tobacco</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.