



# **St Erme with Trispen Community Primary School**

## **Personal, Social, Health Education Policy**

**(including Relationships and Health Education  
statutory from September 2020, and our position on  
Sex Education )**

<b>Approved by: Full Governing Board</b>	<b>Date:</b>
<b>Last reviewed on</b>	<b>Date: May 2021</b>
<b>Next review due by</b>	<b>Date: May 2022</b>

## **Context**

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

## **PSHE**

At St Erme with Trispen School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Cornwall PSHE Curriculum offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the School's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

The Department for Education (DfE) guidance referred to in this document can be found here: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

## **Statutory Relationships and Health Education**

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

Here, at St Erme with Trispen School we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme. To ensure progression and a spiral curriculum, we use Cornwall PSHE Curriculum, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to the children’s needs. The mapping document: Year Group Planning Overview shows exactly how Cornwall PSHE Curriculum and therefore our school, meets the statutory Relationships and Health Education requirements.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

## **What do we teach when and who teaches it?**

### **Whole-school approach**

Cornwall PSHE Curriculum covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The attached table in Appendix 1 shows how and when lessons from the three core themes of 'Health and Wellbeing', 'Relationships' and 'Living in the Wider World' are taught throughout the school.

At St Erme with Trispen School we allocate at least 2 sessions to PSHE each half term in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. These sessions can vary from a 30 minute lesson, to two or three lessons and activities around the same learning objective to teach our children through different means.

These explicit lessons are reinforced and enhanced in many ways: assemblies and collective worship, praise and reward system, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

## **Relationships Education**

### ***What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?***

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'

The expected outcomes for each of these elements can be found in appendix 1.

At St Erme with Trispen School, children will be taught about positive relationships with particular reference to friendships, family relationships, and relationships with other children and adults. From the time they start school, children will be taught how to take turns and how to treat each other with kindness, consideration and respect. Children will be taught the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Respect for others will be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

When teaching children about healthy relationships, teachers will address online safety and appropriate behaviour in a way that is relevant to pupils' lives. We recognise that teaching about families and relationships requires sensitive and well-judged teaching based on the knowledge of our children and their personal circumstances. Families of many forms provide a nurturing environment for children. Families can include for example, single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures. Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs. We recognise that some children may have a different structure of support around them; for example, looked after children or young carers. At St Erme, when teaching pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), we ensure this content is fully integrated into the programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. \*

Relationships Education also creates an opportunity to develop different strategies for positive emotional and mental wellbeing. Through Relationships Education, children will be taught how to keep themselves safe and how to recognise different forms of abuse. There will be a focus on boundaries and privacy, ensuring that young people understand they have rights over their own bodies.

Children will be taught how to report any concerns they may have and how to seek advice when they suspect or know that something is wrong. Children will be taught how to make sensible decisions about staying safe (including online) whilst being clear it is never the fault of a child who is abused and that victim blaming is always wrong. These subjects complement Health Education and support the safeguarding of children.

\* <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

*Lesbian, Gay, Bisexual and Transgender (LGBT)*

*36. In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.*

*37. Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone 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 Statutory Guidance*

## **Health Education**

### ***What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?***

Health Education in primary schools will cover '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 appendix 1.

Children will be taught how to make good decisions about their own health and wellbeing. This will 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. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

As teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance, this will be taught within the first half term in Spring Term in Year 5. See appendix 2 for the learning objectives. At St-Erme with Trispen School we will inform parents prior to these specific lessons.

## **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) The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

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'.

At St Erme with Trispen School, we believe children should understand the facts about human reproduction before they leave primary school. Sex Education lessons for children in Year 6 will be taught in the Autumn and Spring Term. See appendix 2 for Year 6 learning objectives.

We define Sex Education as the delivery of specific lessons and discussions about the reproductive system, emotional relationships and responsibilities, the right to say no, consent, FGM, sexual abuse as well as who to turn to for help.

We intend to teach this within our own classrooms, either through teacher led discussions and activities or via the school nurse.

### **Parents' right to request their child be excused from Sex Education**

"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 St Erme with Trispen School, we will inform parents of this right by the end of the previous term that the specific Sex Education lessons are taught, ensuring all parents are aware on the content of that the lessons will cover. Relationships and sex topics can however arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

## **National Curriculum Science**

Primary science (which is a statutory subject) includes pupils learning about parts of the body, growth, reproduction, life cycles and ageing. Children also learn about the changes experienced in puberty (Year 5).

Key Stage 1 science includes pupils being taught to 'identify, name, draw and label the basic parts of the human body'. Although not mentioned specifically, it is important that children are taught the names of different body parts and know the differences between boys and girls. This is vital for safeguarding so that a child has language to describe the parts of their body and to seek help if they are abused.

It is a statutory requirement for all children to be taught the science. Parents do not have the right to withdraw their child from any aspects of these lessons.

## **Dealing with sensitive issues and managing difficult questions**

Primary-aged children will often ask their teachers or other adults questions which go beyond what is set out in our planned curriculum. Given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. The following are protocols for discussion based lessons with pupils:

- class teachers will use their professional judgement when responding to any questions that children raise during lessons, taking into account the age and maturity of the children. In some circumstances, teachers may decline to answer questions and encourage children to speak to their parents instead
- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion if they don't want to;
- meanings of words will be explained in a sensible and factual way

## **Safeguarding**

St Erme with Trispen School will ensure that children's safety lies at the heart of this policy through a number of ways. RSHE plays a very important part in fulfilling the statutory duties all schools have to meet. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38). The school follows all guidance set out in Keeping Children Safe in Education (2020) <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Children cannot learn effectively if they are concerned or frightened about being abused or being the victims of violence in the home. They have a right to expect school to provide a safe and secure environment. Staff at St Erme will take notice of any fears or worries that children bring into the classroom. Relationships, Sex and Health Education, which brings an understanding of what is and is not acceptable in a relationship, can lead to disclosure of a child protection issue. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. Teachers will allow the time and appropriate staffing for this to happen.

If a member of a school's staff (teaching or non-teaching) suspects that a child is a victim of abuse or they have reason to believe that he/she is at risk of abuse, they will carry out the procedures set out in the School's Child Protection and Safeguarding Policy. Any signs of abuse, concerns or suspicions will be reported to the Designated Person for Child Protection.

## 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". The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people. Inclusive RSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 (DfE 2019).

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

All pupils at St Erme with Trispen School will be given equal opportunities to access the RSHE curriculum regardless of race, gender, religion, ethnicity, sexual orientation, culture or ability.

At St Erme with Trispen 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.

### **Special Educational Needs**

Children identified as having special educational needs will be supported through differentiated teaching and learning activities and, where necessary, through additional adult support. \*\*

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### **Monitoring and Review**

The governing body monitors this policy on an annual basis. The governing body gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

\*\* <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

*Pupils with special educational needs and disabilities (SEND)*

*33. Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes, 12 as set out in the SEND code of practice, when teaching these subjects to those with*

*SEND.*

*34. Schools should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects.*

*35. In special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.*



The Lead teacher will take responsibility for;

- Policy development and review involving pupils, staff, governors, parents/carers and relevant partners
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Manage all aspects of the RSHE programme developing curriculum materials where appropriate
- Monitor and quality assure the programme to ensure continuity and progression within the spiral curriculum
- To ensure that this subject is fully represented at appropriate curriculum and pastoral meetings
- To take into account any specific needs or SEND across cohorts that could result in differentiation / adaptation of the curriculum being carried out.

## Policy Review

This policy is reviewed annually.

	Signed Headteacher	Signed Chair of Governors
Date of review:		
Date of next review:		

PSHE documents linked to this policy:

- Year Group Planning Overview (mapping document)

**Relationships Education in Primary schools – DfE Guidance 2019**

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc can be cross-referenced on the Year Group Planning Overview document.

The guidance states that, by the end of primary school:

	<b>Pupils should know...</b>	<b>How Cornwall PSHE Curriculum provides the solution</b>
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>● R1 that families are important for children growing up because they can give love, security and stability.</li> <li>● R2 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.</li> <li>● R3 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.</li> <li>● R4 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.</li> <li>● R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</li> <li>● R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>	<p>All of these aspects are covered in lessons within year groups:            1 - Autumn / Spring            6- Autumn</p>

<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>● R7 how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>● R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>● R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded</li> <li>● R10 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</li> <li>● R11 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 and advice from others, if needed</li> </ul>	1 - Autumn / Spring 2- Spring / Summer 4- Autumn 5- Autumn 6- Autumn / Spring
<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>● R12 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</li> <li>● R13 practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>● R14 the conventions of courtesy and manners</li> <li>● R15 the importance of self-respect and how this links to their own happiness</li> <li>● R16 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</li> <li>● R17 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</li> <li>● R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>● R19 the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>	1 - Autumn / Spring 2 - Spring / Summer 4 - Autumn / Spring 5 - Summer 6 - Autumn / Spring / Summer
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>● R20 that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>● R21 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.</li> </ul>	1- Autumn / Spring / Summer 2- Autumn / Spring 4- Spring / Summer 5 - Spring / Summer 6 - Autumn / Spring

	<ul style="list-style-type: none"> <li>● R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>● R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>● R24 how information and data is shared and used online.</li> </ul>	
<b>Being safe</b>	<ul style="list-style-type: none"> <li>● R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>● R26 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.</li> <li>● R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>● R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>● R29 how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>● R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>● R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>● R32 where to get advice e.g. family, school and/or other sources.</li> </ul>	<p>1 - Autumn  3 - Autumn  4 - Autumn / Spring  5 - Spring  6 - Autumn / Spring</p>

## Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	<b>Pupils should know</b>	<b>How Cornwall PSHE Curriculum provides the solution</b>
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>● H1 that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>● H2 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.</li> <li>● H3 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.</li> <li>● H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>● H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>● H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>● H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>● H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>● H9 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 well-being or ability to control their emotions (including issues arising online).</li> </ul>	<p>All of these aspects are covered in lessons within year groups:</p> <p>1 - Spring / Summer            2 - Spring / Summer            3 - Spring            5 - Autumn            6 - Summer</p>

	<ul style="list-style-type: none"> <li>● H10 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.</li> </ul>	
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>● H11 that for most people the internet is an integral part of life and has many benefits.</li> <li>● H12 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.</li> <li>● H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>● H14 why social media, some computer games and online gaming, for example, are age restricted.</li> <li>● H15 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.</li> <li>● H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>● H17 where and how to report concerns and get support with issues online.</li> </ul>	<p>1- Summer  2- Summer  3 - Spring / Summer  4 - Spring  5- Autumn / Summer  6 -Summer</p>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>● H18 the characteristics and mental and physical benefits of an active lifestyle.</li> <li>● H19 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.</li> <li>● H20 the risks associated with an inactive lifestyle (including obesity).</li> <li>● H21 how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<p>1 - Summer  2 - Autumn / Summer  4 - Summer  5 - Summer  6- Summer</p>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>● H22 what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>● H23 the principles of planning and preparing a range of healthy meals.</li> </ul>	<p>1 - Summer  2 - Autumn / Summer  3- Spring / Summer</p>

	<ul style="list-style-type: none"> <li>● H24 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).</li> </ul>	6 - Summer
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>● H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>	1 - Spring 5 - Autumn
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>● H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>● H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>● H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>● H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>● H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>● H31 the facts and science relating to immunisation and vaccination</li> </ul>	2 - Autumn / Spring / Summer 5 - Spring / Summer
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>● H32 how to make a clear and efficient call to emergency services if necessary.</li> <li>● H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	2 - Autumn 5 - Spring
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>● H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>● H35 about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	1 - Autumn / Summer 2 - Spring / Summer 5 - Spring 6 - Summer

### Learning Objectives

#### Year 5 - Puberty

##### Lesson 1 - Bodies and Reproduction

- Correctly identify parts of external genitalia and internal reproductive organs
- Understand that everyone's bodies are different and we should respect this
- Describe key facts about reproduction and pregnancy
- Know where to ask for help with questions about their bodies

##### Lesson 2 - Changes

- Define what puberty means
- Understand that everyone will experience puberty differently
- Identify key changes which happen during puberty
- Understand what menstruation is
- Understand where to go for help and support around puberty and their bodies

#### Year 6 - Sex Education

##### Lesson 1 - Keeping your body safe - part 1

- Define safe and unsafe
- Identify which parts of the body are private
- Define inappropriate or unwanted touch
- Recognise the right of each individual to decide who can touch their body, where and in what way
- Identify places and people who can offer help if we are feeling unsafe

##### Lesson 2 - Keeping your body safe - part 2

- Recognise the right of each individual to decide who can touch their body, where, and in what way
- Can explain consent
- Recognise the importance of permission seeking/giving behaviour, and how this can be communicated
- Identify places and people who can offer help if we are feeling unsafe