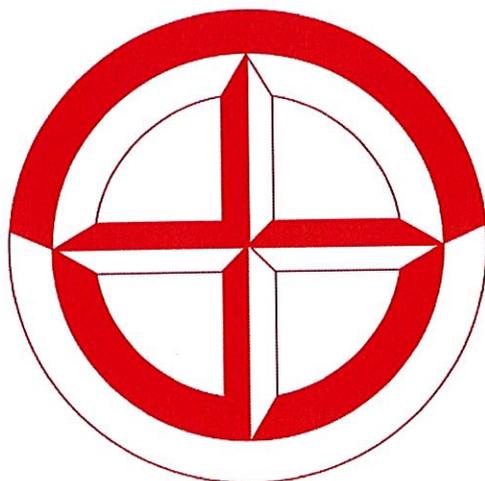


West Wittering Parochial C.E. Primary School

Enjoy, Achieve, Aspire



Relationships & Health Education / PSHE Policy

Date Approved: February 2022

To be reviewed: February 2023

Signed (Chair of Governors) Lesley E. Howard

A blue ink flourish or underline mark, consisting of a horizontal line with a slight curve at the end.

We are a community committed to providing positive learning opportunities for all within a framework of Christian values and practice. We achieve this through providing a broad, rich and engaging curriculum that has our school values of **'enjoy, achieve and aspire'** deeply rooted within them.

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1. Aims

The aims of relationships and health education (RHE) at our school are to:

- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Teach pupils the correct vocabulary to describe themselves and their bodies Support children to grow emotionally.
- › Help children to understand their responsibility to keep themselves safe and to know how to do this.
- › Help children to learn how to question their world and to make informed decisions for themselves.
- › Create a positive, respectful culture around issues of sexuality and relationships

Our Relationships and Health Education work is delivered alongside our PSHE curriculum to ensure that our children our taught the personal skills and knowledge they need in life to **'be the best that they can be'** with the respect and understanding that we are all God's children and are born unique. We aim for children to 'Enjoy, Achieve and Aspire' through our RHE curriculum and as such some of our unit theme relate directly to this.

2. Statutory requirements

As of September 2021, all maintained primary schools have a statutory obligation to teach both 'Relationships' education, along with 'Health' education, as per section 34 of the Children and Social work act 2017.

However, as we are a primary school we are not legally obliged to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. However, after consultation with staff, parents and governors, there are additional elements of sex education that will be planned for and delivered as we feel that this is additional material on top of the curriculum that our children need to learn.

In teaching RHE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At West Wittering Parochial CE Primary School we teach RHE as set out in this policy.

3. Policy development

This policy has been developed alongside various stakeholders. Staff, the governing body, parents and children initially met to decide upon the contents on the curriculum, following all specific government guidance, before composing this policy. In consultation with all stakeholders, the consultation and policy development process involved the following steps:

1. Review – our RSHE lead pulled together all relevant information including relevant national and local guidance
2. Staff consultation –school staff were given the opportunity to look at the curriculum policy and make recommendations for what content should be delivered to which ages.
3. Parent/stakeholder consultation – parents and any interested parties were invited to share their thoughts and questions about this policy.
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexuality, healthy lifestyles, diversity and personal identity.

RHE involves a combination of sharing information, and exploring issues and values.

RHE is not about the promotion of sexual activity.

5. Curriculum

Relationships and Health Education is taught as part of our PSHE curriculum, to ensure that our children are given a bespoke curriculum that directly meets their needs. We want our children to leave as well rounded, empowered, confident and emotionally equipped individuals.

Our Curriculum is also aligned with the Church of England's "***A charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE)***" and draws on the advice given in the Church of England document '***Valuing All God's Children: Guidance for Church of England schools*** (second edition updated summer 2019).

We do not rely solely on a single 'scheme' to deliver the same content as other schools. Instead, we use a range of resources that we feel are most suited to the needs of our children. We use resources such as the Laughology scheme of work, NSPCC, Education 4 Safeguarding, Goodness and Mercy and several others, to deliver PSHE and RHE content. This is a bespoke package and has been crafted after consultation with staff, parents and governors, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary, based upon the needs of the cohort, in relation to the national picture or for another valid reason.

Primary sex education will focus on:

- ***Preparing boys and girls for the changes that adolescence brings*** – this is the Primary Science Curriculum
- ***How a baby is conceived and born*** – parents have the right to withdraw from this.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RHE

RHE is taught at West Wittering Parochial CE Primary School within the personal, social, health and economic (PSHE) education curriculum. Some aspects of RHE are also taught in a cross curricular fashion, for example biological aspects of RHE are taught within the science curriculum, Internet Safety content is delivered through the computing curriculum and other aspects are included in religious education (RE).

PSHE is delivered weekly, by the class teacher. Each session last approximately 45-60mins in length and teachers use a range of materials and content to construct lessons that answer key questions to reach focused learning objectives.

Pupils also receive stand-alone sex education sessions delivered by class teachers. Some of these sessions may be delivered in single sex groups, as we recognise that for some children this is a more comfortable environment to work within, whilst at other times they will be mixed sex groups. All children, across the range of the school, will receive the same education.

We deliver these sessions on a two-year cycle. For most units it does not matter whether a unit is covered in Y3 or Y4 for example, as they are the same class. However, for a few units, these are specific focused on a specific year group as we feel that this is the right age for the children to be encountering this learning. These units can be seen on the curriculum map.

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

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

Additionally, we cover the sex education units of

- ***Preparing boys and girls for the changes that adolescence brings***
- ***How a baby is conceived and born***

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

Health education focuses on teaching the fundamental building blocks and characteristics of positive health including:

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health & Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- Changing Adolescent Body

These areas of learning are 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 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).

6.1 Ground Rules

Teachers and pupils will agree a set of ground rules to ensure that RHE lessons are delivered in a safe environment based on mutual trust and respect, ensuring that no teacher or pupil should feel vulnerable, embarrassed or anxious during these lessons. Ground rules should be developed within each class to ensure professional boundaries are maintained and respected, ground rules may include:

- no one (teacher or pupil) will have to answer a personal question.
- no one will have to take part in a discussion.
- only scientific names will be used to refer to body parts.
- meanings of words will be explained in a sensitive and factual manner.

6.2 Dealing with Questions

When answering questions, teachers should establish clear parameters of what is appropriate and inappropriate in a class setting. If a question is raised which is too personal, the teacher should remind the pupil of the ground rules and explain that they are unable to answer such question but will talk to the pupil after the lesson. If a question is raised which is too explicit and inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge the question and agree to address it later, on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not be involved. If a teacher is concerned that a pupil is at risk of sexual abuse, they must follow the school's child protection procedures.

Question boxes, where pupils can ask questions or raise issues anonymously will be provided in each classroom. Pupils can put their name on their question if they would like an individual response to a question. If a teacher doesn't know the answer to a question, it is important to acknowledge this, but also to provide a clear pathway of how an answer will be obtained.

7. Christian Context

As a Church of England Voluntary Controlled School, we aim to reflect on Christian teachings about relationships and about how the church may support people in matters of relationships (see Appendix 1) and also to ensure that balanced debate takes place. We also ensure that our teaching reflects the law (including the Equality Act 2010) as it applies to relationships. Effective Relationships Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

Sensitivity and respect should be shown to all children when teaching about personal relationships. This should be taught in a way that ensures there is no stigmatization of children based on their home/personal circumstances. All Relationships Education should be set in a context that is consistent with our school's Vision, Christian ethos and values:

- › based on inclusive Christian principles and values, emphasising respect, compassion, empathy, love, kindness, compassion and forgiveness.
- › taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God.
- › sensitive to the circumstances of all children and be mindful of the variety of expressions of family life in our culture, yet also upholding the Christian values regarding relationships and marriage as recognised by the Church of England (i.e. Marriage is a gift of God in creation and encompasses consent, public witness, permanence and lifelong fidelity).
- › we value that we are all God's children and are truly unique
- › Issues regarding human sexuality should be addressed sensitively.
- › The exploration of reproduction and sexual behaviour within the Science curriculum, should stand alongside the exploration of relationships, values and morals and Christian belief.

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RHE policy, and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RHE (see section 8). The headteacher is the subject leader for RHE/PSHE.

8.3 Staff

Staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RHE

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.

Class teachers are responsible for the delivery of RHE in the school.

8.4 Pupils

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

9. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships and health education. We have consulted parents and governors in the development of this policy and we aim to ensure that the policy meets the needs of our pupils and parents and reflects the community we serve.

Parents have the right to withdraw their children from the non-statutory components of sex education within RHE. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RHE as part of their induction and it is included in our continuing professional development calendar.

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.

10. Monitoring arrangements

The delivery of RHE is monitored by the Headteacher through:

- Pupil voice
- Book looks
- Learning walks

- Staff meeting discussion
- Staff voice

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

This policy will be reviewed by the Headteacher annually. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map

Relationships and Health education curriculum map for West Wittering Parochial CE Primary School

Cycle A = 2021/22

Cycle B = 2022/23

	Willow Class	Birch Class	Sycamore Class	Oak Class
Autumn 1 Cycle A	Philosophy 4 Children	Philosophy 4 Children	Philosophy 4 Children	Philosophy 4 Children
	<i>The content of these sessions will be chosen by teachers based upon the needs of their class.</i>	<i>The content of these sessions will be chosen by teachers based upon the needs of their class.</i>	<i>The content of these sessions will be chosen by teachers based upon the needs of their class.</i>	<i>The content of these sessions will be chosen by teachers based upon the needs of their class.</i>
Autumn 2 Cycle A	Self-Confidence (FS)	Self-Confidence (Yr1)	Self-Confidence (Yr4)	Self-Confidence (Yr6)
	<i>What is confidence and what does it look like? How do we become more confident? What should I do when I want to give up? What should I do when I find things tricky? How do we know if people are feeling confident? How have I improved my confidence at home and in school?</i>	<i>What is confidence and how can I show it? Who can help me to show a 'can-do' attitude when I find things tricky? How can I be independent? Can I push myself to complete a challenge? How can I complete tasks without the help of a grown up? How have I become more independent recently?</i>	<i>Why am I awesome? How can I use my body language to show I am confident? Can I recognise a 'can-do' attitude in others? Can I push myself to complete a challenge? How can I complete tasks without the help of an adult or a classmate? How have I become more independent recently?</i>	<i>How have I become more independent recently? Can I think of things that I can be doing now to be confident and awesome in the future? Can I show positive self-talk and mind chatter? Can I push myself to complete a challenge? What is confidence and what does it look like? How can I show that I understand the effect of mind chatter, self-talk and limiting beliefs?</i>
Spring 1 Cycle A	Achievement & Success (FS)	Achievement & Success (Y2)	Achievement & Success (Y4)	Achievement & Success (Y5)
	<i>What have I already achieved in my life? What is a goal and how do I achieve it? Can I help others to achieve a goal? What can I do when something is not working? How will I know if I have achieved a goal? What have I achieved at home?</i>	<i>What is achievement? What would I like to achieve in the future? Why is it important to not give up? How does it feel to help others be successful? Can I help others to achieve? Can I explain to others how to be successful?</i>	<i>What is achievement and success? Can I make a plan that will lead to greater success? Why is it important to not give up? Why is it important to fail, in order to be successful? Can I work in a team to be successful? Can I explain to others how to be successful?</i>	<i>How do people set targets? Why is it important to set SMART personal targets? What can we learn from others about achievement and success? Can we work as a team to achieve success? Can I show resilience? Can I explain to others how to be successful?</i>
Spring 2 Cycle A	Positive Relationships (FS)	Positive Relationships (Y1)	Positive Relationships (Y3)	Positive Relationships (Y6)
	<i>What is belonging & how do I know how I belong? How can I tell how others are feeling? Why do fun & laughter feel good with others? How can I play with, and love, others? How can I help others and what does it mean to be part of something bigger? How have I worked on my positive relationships at home?</i>	<i>How can I make others belong and be a good friend? How can I be a good friend and show empathy? What is my role in a friendship and what can I do to resolve conflict? How can we resolve conflict? How can I help others and what does it mean to be part of something bigger? Can I identify ways in which a friend adds to the positive relationships with the school?</i>	<i>Can I reflect on the positive relationships in my life? What is my role in creating positive relationships in school? What is my role in a friendship and what can I do to resolve conflict? What is the importance of positive relationships? Where would you find positive relationships and what helps you feel like you belong? Can I identify ways in which a member of my family adds to the positive relationships within my home?</i>	<i>Can I reflect on positive relationships in my life? Why should we aim to have positive relationships with people? Where would you find positive relationships and why are the so important in the workplace? Can I reflect on my personal positive attributes and set targets of areas that I would like to improve? Can I reflect on the positive attributes of others? Why is it important to recognise the positive attributes of others and to thank them?</i>
Summer 1 Cycle A	Emotional Wellbeing - Fair vs Unfair	Physical Health & wellbeing - Medicines	Relationships & Sex - Puberty (Yr 4 only) Year 3 see Cycle B First Aid	Physical health & WB – Drugs & Uses
	<i>What do we mean by being fair/unfair? What are rules and why do we have them? What laws do we have to live by at home and at</i>	<i>What do our bodies need in them every day? What do we mean by a medicine? Why do some people have to take medicine?</i>	<i>What do we mean by personal boundaries and body privacy? What do we mean by consent?</i>	<i>What are drugs and what do they do to our body (medicines & drugs). How and why do people use drugs?</i>

	<p>school? <i>What happens if a rule is broken?</i> <i>What is bullying?</i> <i>Is bullying fair?</i></p>	<p><i>How do I know if I need medicine?</i> <i>Are medicines good or are they bad?</i> <i>What are the safety rules for medicines?</i></p>	<p><i>How do boys and girls bodies differ as they grow up?</i> <i>What does it mean to go through puberty?</i> <i>What effect will this have on my body?</i> <i>How will I feel when I reach puberty?</i> <i>What is a period? (introduction)</i></p>	<p><i>Why are some drugs illegal?</i> <i>What are some of the benefits and risks of taking drugs?</i> <i>Which every day substances contain drugs?</i> <i>What effect do drugs like caffeine have on our bodies?</i> <i>Why do people smoke/vape?</i> <i>When do everyday substances become dangerous?</i></p>
Summer 2 Cycle A	Keeping safe & Managing Risk – Keeping us safe!	Relationships & Sex Ed - Respecting Each Other	Emotional Wellbeing- Secrets: Good or Bad!	Relationship & Sex – Love, Marriage and babies
	<p><i>How do we keep ourselves safe at home and at school?</i> <i>What does it feel like to feel safe?</i> <i>What do I do to stay safe in unfamiliar surroundings? (beach safety/public safety/contact)</i> <i>Who can I ask for help if I don't feel safe?</i> <i>How does keeping clean keep me safe? (link to spread of germs)</i></p>	<p><i>What are the similarities and differences between boys and girls? (understanding names of basic anatomy)</i> <i>What do we mean by body privacy?</i> <i>What is appropriate touch and what is not?</i> <i>How has my body changed since being a baby?</i> <i>How do we change as we grow up? (friendships, appearances, feelings)</i> <i>What do we mean by respect and how do we give it?</i> <i>Why do we sometimes fall out with each other?</i> <i>How do our feelings impact ourselves and each other?</i></p>	<p><i>How do I know when to say yes and say no?</i> <i>What are secrets?</i> <i>Do we know other people's secrets?</i> <i>How might someone feel to be asked to keep a secret that worries them?</i> <i>Why is it important to tell an adult when there might be a secret that feels unsafe or worrying?</i> <i>How does our body/mind warn us when someone gets too close?</i> <i>What should we someone do if someone is touching us in ways we don't like, or making us feel uncomfortable in any way?</i></p>	<p><i>Are all relationships the same?</i> <i>What happens when relationships go wrong?</i> <i>What is appropriate touch?</i> <i>How are babies made? (Goodness & Mercy Plans)</i> <i>What is marriage? Who gets married? (G&M Plans)</i> <i>Are everyone's views on relationships the same? (Explore LGBTQT relationships/beliefs)</i> <i>What responsibilities do babies bring?</i> <i>What so FGM and why is it illegal?</i></p>

Cycle B – 2022/23

	Willow Class	Birch Class	Sycamore Class	Oak Class
Autumn 1 Cycle B	<p>Self-Confidence (FS)</p> <p><i>What is confidence and what does it look like?</i> <i>How do we become more confident?</i> <i>What should I do when I want to give up?</i> <i>What should I do when I find things tricky?</i> <i>How do we know if people are feeling confident?</i> <i>How have I improved my confidence at home and in school?</i></p>	<p>Self-Confidence (Yr2)</p> <p><i>Why am I awesome?</i> <i>How can I help someone to become more awesome?</i> <i>Can I show a 'can-do' attitude when I find things tricky?</i> <i>Can we/I push ourselves/myself to complete a challenge?</i> <i>Can I push myself to complete a challenge?</i> <i>How have I become more independent recently?</i></p>	<p>Self-Confidence (Yr3)</p> <p><i>What does confidence mean to me?</i> <i>How can I use my body language to show I am confident?</i> <i>Can I recognise a 'can-do' attitude in others?</i> <i>Can I push myself to complete a challenge?</i> <i>How can I complete tasks without the help of an adult or a classmate?</i> <i>How have I become more independent recently?</i></p>	<p>Self-Confidence (Yr5)</p> <p><i>What does confidence mean to me?</i> <i>What do I need to be doing now, to be a confident, awesome hero in the future?</i> <i>Can I use confident body language?</i> <i>Can I rise to a challenge?</i> <i>What is confidence and what does it look like?</i> <i>How can I show that I understand the effect of mind chatter, self-talk and limiting beliefs?</i></p>
Autumn 2 Cycle B	<p>Achievement & Success (FS)</p> <p><i>What have I already achieved in my life?</i> <i>What is a goal and how do I achieve it?</i> <i>Can I help others to achieve a goal?</i> <i>What can I do when something is not working?</i> <i>How will I know if I have achieved a goal?</i> <i>What have I achieved at home?</i></p>	<p>Achievement & Success (Y1)</p> <p><i>Can I think of goals I have achieved and been successful at?</i> <i>Can I think of goals that I would like to be able to achieve and be successful at?</i> <i>Why is it important not to give up?</i> <i>Can I help others achieve a goal?</i> <i>How can we work as a team to achieve a goal?</i> <i>How can I achieve my goals?</i></p>	<p>Achievement & Success (Y3)</p> <p><i>How can I achieve my goals?</i> <i>How does it feel to achieve?</i> <i>How can I help others to achieve and how can they help me?</i> <i>Why is it important not to give up?</i> <i>Can I help others to achieve?</i> <i>Can I explain to others how to be successful?</i></p>	<p>Achievement & Success (Y6)</p> <p><i>Can I explain to others how to be successful?</i> <i>Can I set myself goals/ targets for the future?</i> <i>What can we learn from others about success?</i> <i>What can we learn from failing? How will this help us to be successful?</i> <i>What does it feel like to achieve?</i> <i>Can I explain to others how to be successful?</i></p>
Spring 1 Cycle B	Emotional Wellbeing- Fair vs Unfair	Keeping safe & Managing Risk – Beach/dog/sun Safety	Physical Health & Wellbeing – Gender Stereotyping	Financial Education – Managing Money

	<p><i>What do we mean by being fair/unfair? What are rules and why do we have them? What laws do we have to live by at home and at school? What happens if a rule is broken? Is bullying fair?</i></p>	<p><i>What do we need to do to keep us safe on the beach? Which people keep us safe? How do we keep ourselves safe? How do we stop ourselves getting lost? Who do we speak to if we are lost and need help? What do we need to do to keep ourselves safe in the sun? How do we keep ourselves safe around dogs when we see them?</i></p>	<p><i>What does being unique mean? How are we all similar and different to each other? What can boys and girls do? Do we have to do what others think we should do? What do we mean by disability? What do we mean by love? Do boys have to love girls?</i></p>	<p><i>Where does money come from/how do we get it? What do we do to manage our money? Why do people save money? What does it mean to be sensible with money? How much do things cost? What are banks and what do they do? Is a credit card real money? What happens when I borrow money?</i></p>
Spring 2 Cycle B	<p>Keeping safe & Managing Risk – Keeping us safe!</p> <p><i>How do we keep ourselves safe at home and at school? What does it feel like to feel safe? What do I do to stay safe in unfamiliar surroundings? (beach safety/public safety/contact) Who can I ask for help if I don't feel safe? How does keeping clean keep me safe? (link to spread of germs)</i></p>	<p>Emotional Wellbeing- Anti-bullying</p> <p><i>What are the differences between joking, hurtful teasing and bullying and how do they make people feel? How can we get help or help when we are worried about teasing or bullying? How does it feel to do the right/wrong thing? What behaviours show our friends that we care about them? What does a good friend look like?</i></p>	<p>Keeping Safe & Managing Risk – First Aid (Year 3) Puberty Yr 4 – see last year.</p> <p><i>What are safety rules and laws? How do we stop germs spreading and what is immunisation? How and why do we clean our bodies? How do we look after our bodies? What do we mean by first aid? Who can do it? What is water safety and how do we do it?</i></p>	<p>Relationships & Sex- Puberty</p> <p><i>What are the different parts of our bodies called? How do girl's bodies change in puberty? How do boy's bodies change during puberty? Why do people have a baby? Why do people have sex? What do we mean by consent? What is the life cycle of a human? How do we look after our bodies during puberty? Why do we get sometimes fall out with friends?</i></p>
Summer 1 Cycle B	<p>Positive Relationships (FS)</p> <p><i>What is belonging & how do I know how I belong? How can I tell how others are feeling? Why do fun & laughter feel good with others? How can I play with, and lone, others? How can I help others and what does it mean to be part of something bigger? How have al worked on my positive relationships at home?</i></p>	<p>Positive Relationships (Y2)</p> <p><i>Can I explain to others how to be successful? What is being a good friend and caring? How can I help others feel like they belong and be a good friend? What is my role in positive relationships and how can I resolve conflicts? Can I reflect on the positive relationships in my life? Can I identify ways in which a classmate adds to the positive relationships within the school?</i></p>	<p>Positive Relationships (Y4)</p> <p><i>Can I identify ways in which a classmate adds to the positive relationships within the school? Where would you find positive relationships and what helps you feel like you belong? How do you form positive relationships, when you're not sure what the other person or activity needs? What is my role in creating positive relationships in school? How can I create positive relationships and be part of something bigger? Can I identify ways in which an adult at school adds to the positive relationships within the school?</i></p>	<p>Positive Relationships (Y5)</p> <p><i>Can I identify ways in which an adult at school adds to the positive relationships within the school? Where would you find positive relationships and why are they so important in the workplace? How can I create positive relationships, both in school and out of school? How can I create positive relationships outside school and feel like I belong? Can I reflect on the attributes that I have, to form positive relationships? Can I identify ways in which an adult in the community adds to the positive feeling of our local area?</i></p>
Summer 2 Cycle B	<p>Coping Skills (FS)</p> <p><i>What do feelings mean and why do I need coping skills? Can I change how my body acts when I'm worried or angry? How do I cope when I can't do something yet? Do I know how to help myself feel better and have coping skills for outside school? Do I know how to feel better and help others feel better? What have I learnt about managing my worries and learning to cope?</i></p>	<p>Coping Skills (Y1)</p> <p><i>Can I identify ways in which an adult in the community adds to the positive feeling of our local area? How can I understand my feelings and make myself feel better? Do I know how to help myself feel better in school? Do I know how to help myself feel better and have coping skills for outside school? Do I know how to feel better and help others feel better when they are worried? How might I use these skills in the future?</i></p>	<p>Coping Skills (Y3)</p> <p><i>How might I use these skills in the future? How can coping skills help me learn? What is a mantra and how do they help people to cope? When do I cope less well and what could I say to myself to help? How could a personal mantra help others? What advice could I give to others about coping?</i></p>	<p>Coping Skills (Y6)</p> <p><i>What advice could I give to others about coping? How can I develop good coping skills? How can I help others to develop good coping skills? How will I cope with secondary transition? Can I create a coping plan for the future? What advice will I give to my future self about coping?</i></p>

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

TOPIC	PUPILS SHOULD KNOW
Mental Wellbeing	<ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet Safety and harms	<ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits. • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age restricted. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online

TOPIC	PUPILS SHOULD KNOW
Physical Health & Fitness	<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy Eating	<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol & tobacco	<ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health & Prevention	<ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and science relating to allergies, immunisation and vaccination
Basic First Aid	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 3: Parent form: withdrawal from sex education within RHE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	