

## Relationships and Sex Education and Health Education Policy

### Context

“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.” Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals. Senior leadership teams, teachers July 2020.

“Effective Sex and Relationships Education (SRE) in primary schools can help children build happier, healthier relationships now and in their adult lives – and can also contribute to reducing teenage pregnancy...”  
(National Children’s Bureau, 2006)

“SRE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings” (Sex Education Forum 1999”).

### The statutory obligations for school in relationships and sex education:

As a primary academy school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum, including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching relationships and sex education we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996 for schools to provide an up-to-date policy that describes the content and organisation of RSE provided outside the National Curriculum Science Order. From September 2020, 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.

As an Academy our funding agreement requires us to have regard to the DfE Relationships and Sex Education Guidance (2000), which supports this legislation and recommends that all schools should have a relationships and sex education programme tailored to the age and physical and emotional maturity of the pupils and a curriculum which:

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

It is felt that “the importance of sexual relationships in all our lives is such that sex education is a critical part of preparing children for their adult lives now and in the future as adults and parents” HMI Curriculum Matters 6.

It is important that relationships and sex education must start when children are young and follow them developmentally through their school career.

Parents have a key role in teaching their children about sex. The teaching offered is aimed to be complementary and supportive to the role of parents. Parents will be informed of the relationships and sex education their child will be likely to receive. Parents are always welcome to discuss any concerns about the policy with the teaching staff at any time.

Parents have no right to withdraw children from those parts of the work that are part of the National Curriculum Science Orders. (Section 405 Education Act 1996). The Academy applies this principle to the Domain of Science and Technology.

Parents may withdraw a pupil from other aspects of sex education lessons and should discuss this with the Principal if they wish to do so.

### **Aims**

We feel the aims of our school and other curriculum areas are reflected in the aims of our relationships and sex education and health education policy.

- 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.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- To provide explanations and reassurance about the physical and emotional challenges of growing up and to give an elementary understanding of human reproduction; and to counteract myth and folklore (stork and gooseberry bushes).
- To develop trust/openness/open-mindedness in children.
- To stress the value of family life (widely defined) and the importance of proper care and nurture. Where possible, this will be linked to British Values and in particular Individual Liberty.
- To promote the development of informed decision-making skills so they can assess, understand, and resist peer and social pressures and resist unwanted sexual experiences.
- To empower children with the knowledge that will enable them to make informed decisions about their well-being, health, and relationships and to fulfil their self-efficacy.
- Support children to socially transition or to be treated in their self-identified gender.
- To celebrate difference and promote respect of others.

### **Moral and Values Framework**

(In accordance with the Education Act 1993)

Relationships and Sex Education (RSE) and health education is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

“Besides providing knowledge about loving relationships, the nature of sexuality and the process of human reproduction, children will also need the skills and attitudes to prepare them to manage their relationships in a morally responsible and healthy manner” Curriculum Guidance 5, NCC, 1990.

Relationships and sex education will not be value-free and will be taught within the context of a loving relationship. It will be tailored to the age and understanding of the pupils. The facts will be presented in an objective, balanced and sensitive manner within a framework of values and an awareness of the law on sexual behaviour.

Pupils will be encouraged to appreciate the value of stable family life, marriage, and the responsibilities of parenthood. This will be conducted in a sensitive and inclusive way, considering the increasing number of single and non-married partnerships that exist in our setting.

“Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures). Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them, e.g. looked after children or young carers.” Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals. Senior leadership teams, teachers July 2020.

## **Curriculum**

Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum, considering 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 do not seek answers online.

Sex education will focus on:

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

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

## **Delivery of Relationships and Sex Education (RSE) and Health Education**

RSE is taught within the Citizenship and Ethics and P4C curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Faith and Belief.

Pupils also receive stand-alone sex education sessions delivered by class teachers, although specialist input to the programme may also be given. There are a wide range of key professionals who should aim to work together to provide full entitlement for every young person. Social workers, the probation service, health professionals, teachers and youth workers may all be planning and delivering relationships and sex education within their own service and are all bound by their agency policy and their specific roles and responsibilities.

It is desirable that sex education is planned for mixed groups; it is essential for boys and girls to know and respect one another.

Relationships Education focuses on teaching the fundamental building block and characteristic of positive relationships, including:

- Keeping/staying safe
- Keeping/staying healthy
- Growing and changing
- Being responsible
- Feelings and emotions
- Computer safety
- The working world
- A world without judgement

The policy covers the whole school, even though it might not be immediately obvious that work within the lower school is linked to relationships and sex education and will not be called sex education.

There is a list of learning outcomes for each key stage at the end of this document (Appendix 1).

### **Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships and health education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing and addressed to the Principal.

Alternative work will be given to pupils who are withdrawn from sex education.

### **Training**

All staff are trained on delivery of RSE as part of our continuing professional development calendar.

The school will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSE.

### **Monitoring and Evaluating**

The delivery of RSE is monitored by Laura Denham (deputy principal and relationships and sex education leader). Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This Relationships and Sex Education Policy will be reviewed regularly by the Governing body. They will liaise with staff to make any modifications necessary. The implementation of this policy will be monitored, and its outcomes will feed into the process of review and evaluation.

This policy will be reviewed on a two-year rolling programme, or considering any new legislation or guidance resulting in any necessary adaptations to delivery, content, use of materials etc.

### **Related policies**

Curriculum

Health and Safety

Safeguarding

ICT

Assessment



\*From September 2020 ALL Primary schools, including academies, must have regard to the statutory guidance from the Department for Education issued under Sections 34 and 35 of the Children and Social Work Act 2017. The guidance replaces the Sex and Relationship Education guidance (2000). This Policy will be updated in accordance with this new guidance and staff will receive INSET on their Mandatory obligation from September 2020 and guidance on what they should be teaching for RSE. The learning outcomes for RSE for each key stage and age group will be updated accordingly.

Signed:

Chair of Governors

Signed:

Principal

## Appendix 1

### The Content of Relationships and Sex Education (RSE)

#### Learning Outcomes

The following statements are offered as illustrations of learning outcomes for RSE for each key stage and age group. They give a basis for planning work to develop knowledge and understanding, attitudes and values and personal skills in RSE. They draw on DfE and other guidance on RSE and they reflect elements of the non-statutory framework for PSHE. Those statements marked with and (\*) are part of the National Curriculum science requirements.

As a school, we have incorporated the following outcomes on our Domain Long Term Plans. These have been highlighted in pink.

Foundation Stage Age 3 -5 Years		
Attitudes & Values	Knowledge & Understanding	Skills
	<ul style="list-style-type: none"> <li>• Understanding of their own family life</li> <li>• Help children develop a sense of belonging and strong self-image.</li> <li>• Understand that people have different needs, views, cultures and beliefs that need to be treated with respect</li> <li>• Different kinds of relationships.</li> <li>• The value and need for trust, honesty, support and respect</li> <li>• Recognising and accepting differences</li> <li>• Prepare children for changes</li> <li>• Understanding appropriate behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Express needs and feelings in appropriate ways – orally, through actions and visual images</li> <li>• Ways of solving problems.</li> <li>• Initiate interactions with other people</li> <li>• Resolving conflict</li> <li>• Building relationships with other people</li> <li>• Communication – using appropriate language</li> <li>• Coping with change</li> <li>• Dress and undress and manage their own personal hygiene.</li> </ul>

KS1 Year 1 Age 5 - 6 Years		
Attitudes & Values	Knowledge & Understanding	Skills
<ul style="list-style-type: none"> <li>• Consider the value of being part of different groups and communities</li> <li>• Be proud of their body, enjoy what it can do and treat it with respect</li> <li>• Begin to accept everyone as an individual.</li> </ul>	<ul style="list-style-type: none"> <li>• People in my life. What they do for me and what I do for them</li> <li>• What I like and don't like about other people</li> <li>• What they like or don't like about me</li> <li>• My moods – feeling happy, sad etc.</li> <li>• What makes me happy</li> <li>• Understand the concept of</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise safe and unsafe situations</li> <li>• Identify and be able to talk with someone they trust</li> <li>• Caring for myself – hygiene</li> <li>• What helps people to get on with each other? For example, listening/sharing.</li> </ul>

	<p>growing from young to old that they are growing and changing</p> <ul style="list-style-type: none"> <li>• Understand that boys and girls can both do the same tasks and enjoy the same things</li> <li>• Know that people have things in common but that every individual is unique</li> <li>• Basic rules for keeping themselves safe and healthy</li> </ul>	
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<b>KS1 Year 2 Age 6 – 7 Years</b>		
<b>Attitudes &amp; Values</b>	<b>Knowledge &amp; Understanding</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>• Think about what responsibility means</li> </ul>	<ul style="list-style-type: none"> <li>• Why families are special for caring and sharing</li> <li>• Feelings in families (for example love, jealousy)</li> <li>• My body and other people's bodies-similarities and differences</li> <li>• That animals and humans reproduce*</li> <li>• That humans and animals can produce offspring and these grow into adults*</li> <li>• That they have some control over their actions and bodies</li> <li>• Safe places to play and safe people to be with</li> <li>• The needs of babies and young people.</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware that their feelings and actions have an impact on others</li> <li>• Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk</li> <li>• Make a friend, talk with them and share feelings and cope with losing friends</li> <li>• Identify and share their feelings with others</li> <li>• Responding with increasing confidence to new people and situations</li> <li>• Recognise similarities and differences between themselves and others and treat others with sensitivity*</li> <li>• Know the correct names for the external parts of the body including sexual parts*</li> </ul>

<b>KS2 Year 3 Age 7 – 8 Years</b>		
<b>Attitudes &amp; Values</b>	<b>Knowledge &amp; Understanding</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>• Respect their own and others' bodies</li> </ul>	<ul style="list-style-type: none"> <li>• Feelings – things that make me happy, sad, embarrassed, scared etc.</li> <li>• Know what we do that makes each other happy, sad and cross and what helps and what hinders friendships</li> <li>• Changes in my own body in those of others</li> </ul>	<ul style="list-style-type: none"> <li>• Develop confidence when expressing opinions for example about relationships and bullying</li> <li>• Listen to and support others</li> <li>• Respect other people's viewpoints and beliefs</li> <li>• Recognise their changing emotions with friends and</li> </ul>

	<ul style="list-style-type: none"> <li>• Inside my body the functions of different parts.</li> </ul>	<p>family and be able to express their feelings positively</p> <ul style="list-style-type: none"> <li>• Identify adults they can trust and who they can ask for help</li> <li>• Caring for myself hygiene, sleep, exercise.</li> </ul>
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<b>KS2 Year 4 Age 8 – 9 Years</b>		
<b>Attitudes &amp; Values</b>	<b>Knowledge &amp; Understanding</b>	<b>Skills</b>
	<ul style="list-style-type: none"> <li>• Understand what is meant by “relationships” within families, between friends</li> <li>• How babies begin and are born – how they grow</li> <li>• Keeping safe</li> <li>• Family trees</li> <li>• Understand that individual responses to events will vary and respect other people’s emotions and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Be self-confident in a wide range of new situations, such as seeking new friends</li> <li>• From opinions which they can articulate to a variety of audiences</li> <li>• Recognise their own worth and identify positive things about themselves</li> <li>• Friendship – who our friends are, how we make and lose friends</li> <li>• Making decisions – influences on me</li> <li>• Dealing with difficult situations, for example, teasing and bullying.</li> </ul>

<b>KS2 Year 5 Age 9 – 10 Years</b>		
<b>Attitudes &amp; Values</b>	<b>Knowledge &amp; Understanding</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>• Show care for others as well as for themselves</li> <li>• Varied lifestyles in the class and community – differences in others and how we feel about differences</li> <li>• Consider why trust, honesty, understanding and respect are important in established relationships</li> <li>• Appreciate different ways of loving and the importance of love in relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• That the life processes common to humans and other animals include growth and reproduction*</li> <li>• About the main stages of the human life cycle*</li> <li>• About the physical and emotional changes that take place at puberty, why they happen and how to manage them</li> <li>• Develop understanding of different types of relationships including marriage and know that there are many different patterns of friendship</li> <li>• Understand more about the changes that take place in human life – parenthood,</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that actions have consequences for themselves and others</li> <li>• Recognise their own and other people’s feelings</li> <li>• See things from other people’s viewpoints, for example their parents and carers</li> <li>• Discuss moral questions</li> <li>• Recognise and challenge stereotypes, for example in relation to gender</li> <li>• Recognise the pressure of unwanted physical contact, and know ways of resisting it.</li> </ul>



	<p>bereavement, making new relationships</p> <ul style="list-style-type: none"> <li>• About keeping themselves safe when involved in risky activities</li> <li>• Know people have different attitudes, values and beliefs and that these influence people’s relationships with each other</li> <li>• Know about and accept a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.</li> </ul>	
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<b>KS2 Year 6 Age 10 - 11 Years</b>		
<b>Attitudes &amp; Values</b>	<b>Knowledge &amp; Understanding</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>• Feelings about the future, for example changing schools</li> <li>• Differences and similarities in people</li> <li>• Messages about health and sexuality from television, film, newspapers etc.</li> <li>• Families and how they behave – what members expect of each other</li> <li>• Understand that actions have consequences for oneself and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Body changes in me and others – why they are happening</li> <li>• Know and understand how changes at puberty affect the body in relation to hygiene</li> <li>• Know that body changes are a preparation for sexual maturity and understand the processes of conception and birth</li> <li>• Know about the range of human variation, understand what is meant by “normality” and know that their genes and environment can cause differences between people</li> <li>• Why being different can provide bullying and know why this is unacceptable</li> <li>• Sexuality – what is it and what words describe it</li> <li>• Know about helping agencies which can support families and individuals in different circumstances</li> <li>• Understand the meaning of friendship and loyalty and begin to develop skills needed to form relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Balance the stresses of life in order to promote their own mental health and well being and that of others</li> <li>• Listen to, support their friends and manage friendship problems</li> <li>• Expressing feelings and how we do this; being assertive; not aggressive</li> <li>• Decision-making and risk-taking</li> <li>• Demonstrate tolerance and respect for others</li> <li>• Know how to deal with friendship problems</li> </ul>

<http://researchbriefings.files.parliament.uk/documents/SN06103/SN06103.pdf>

These learning outcomes are taught using 1Decision modules. These resources introduce pupils to the core issues of Relationship and Sex Education and Health Education while reflecting the diverse society that children are living in today.

#### KS1 Modules

- Keeping/staying safe
- Keeping/staying healthy
- Relationships
- Being responsible
- Feelings and emotions
- Computer safety
- Our world
- Hazard watch
- Fire safety

#### KS2 Modules

- Keeping/staying safe
- Keeping/staying healthy
- Growing and changing
- Being responsible
- Feelings and emotions
- Computer safety
- The working world
- A world without judgement
- First aid

**Lowbrook Academy Relationships Education, Relationships and Sex Education (RSE) and Health Education**

Relationships Education Strand	Year Group(s) where topic is addressed						
	F	Y1	Y2	Y3	Y4	Y5	Y6
<b><u>1. Families and people who care for me</u></b> Pupils should know:							
a. that families are important for children growing up because they can give love, security and stability.	•		•		•		
b. 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.	•		•			•	
c. 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.			•		•		•
d. 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.		•				•	•
e. that marriage* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.						•	•
f. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	Addressed in all Year Groups and through Assemblies.						

\* Footnote: 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.

Relationships Education Strand	Year Group(s) where topic is addressed						
	F	Y1	Y2	Y3	Y4	Y5	Y6
<b>2.Caring friendships</b> Pupils should know:	•	•	•				
a. how important friendships are in making us feel happy and secure, and how people choose and make friends.	•	•	•				
b. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	•	•	•				
c. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	•	•	•				
d. 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.				•		•	
e. 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					•		•
							Also addressed in all year groups through Assemblies, classroom ethos and P4C.

Relationships Education Strand	Year Group(s) where topic is addressed						
	F	Y1	Y2	Y3	Y4	Y5	Y6
<b>3. Respectful relationships</b> Pupils should know:	•	•	•				
a. 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.	•		•		•		•
b. practical steps they can take in a range of different contexts to improve or support respectful relationships.		•		•		•	
c. the conventions of courtesy and manners.		•		•		•	
d. the importance of self-respect and how this links to their own happiness.		•		•		•	
e. 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.			•		•		•
f. 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.	•	•	•	•	•	•	•
g. what a stereotype is, and how stereotypes can be unfair, negative or destructive.			•		•		•
h. the importance of permission-seeking and giving in relationships with friends, peers and adults all	•	•	•	•	•	•	•
							Also addressed in all year groups through Assemblies, classroom ethos and P4C.

Relationships Education Strand	Year Group(s) where topic is addressed						
	F	Y1	Y2	Y3	Y4	Y5	Y6
<b>4. Online relationships</b> Pupils should know A .that people sometimes behave differently online, including by pretending to be someone they are not. b. 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. c. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. d. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. e. how information and data is shared and used online			•	•	•	•	•

Relationships Education Strand	Year Group(s) where topic is addressed						
	F	Y1	Y2	Y3	Y4	Y5	Y6
<b>5. Being safe</b> Pupils should know a. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). b. 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. c. that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. d. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. e. how to recognise and report feelings of being unsafe or feeling bad about any adult. f. how to ask for advice or help for themselves or others, and to keep trying until they are heard. g. how to report concerns or abuse, and the vocabulary and confidence needed to do so. h. where to get advice e.g. family, school and/or other sources		•			•		•
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## Physical health & mental well-being coverage

Physical health and well-being strand	Year Group(s) where topic is addressed						
	F	Y1	Y2	Y3	Y4	Y5	Y6
<b>1. Mental wellbeing</b>							
Pupils should know	•	•	•	•	•	•	•
a. that mental wellbeing is a normal part of daily life, in the same way as physical health	•	•	•	•	•	•	•
b. 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.	•	•	•	•	•	•	•
c. 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.	•	•	•	•	•	•	•
d. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	•	•	•	•	•	•	•
e. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	Addressed through Physical and Emotional Health Domain.						
f. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	•	•	•	•	•	•	•
g. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	Addressed in all Year Groups through Computing Curriculum and Citizenship & Ethics Domain.						
h. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	Addressed in all Year Groups through Computing Curriculum and Citizenship & Ethics Domain.						
i. 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).	•	•	•	•	•	•	•
j. 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	•	•	•	•	•	•	•

Physical health and well-being strand	Year Group(s) where topic is addressed						
	F	Y1	Y2	Y3	Y4	Y5	Y6
<b>2. Internet safety and harms</b> Pupils should know	Addressed through Computing Curriculum.						
a. that for most people the internet is an integral part of life and has many benefits.	Addressed through Computing Curriculum.						
b. 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	Addressed through Computing Curriculum.						
c. 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.	Addressed through Computing Curriculum.						
d. why social media, some computer games and online gaming, for example, are age restricted.	Addressed through Computing Curriculum.						
e. 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.			•	•	•	•	•
f. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.					•	•	•
g. where and how to report concerns and get support with issues online.	•	•	•	•	•	•	•

Physical health and well-being strand _____	Year Group(s) where topic is addressed						
	F	Y1	Y2	Y3	Y4	Y5	Y6
<b>3. Physical health and fitness</b> Pupils should know	Addressed in all year groups through Physical & Emotional Health domain.						
a. the characteristics and mental and physical benefits of an active lifestyle.	Addressed in all year Physical & Emotional Health domain, classroom routines and ethos						
b. 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.						•	•
c. the risks associated with an inactive lifestyle (including obesity).	•	•	•	•	•	•	•
d. how and when to seek support including which adults to speak to in school if they are worried about their health	•	•	•	•	•	•	•

Physical health and well-being strand	Year Group(s) where topic is addressed						
	F	Y1	Y2	Y3	Y4	Y5	Y6
<b>4. Healthy eating</b> Pupils should know	•		•	•	•		
a. what constitutes a healthy diet (including understanding calories and other nutritional content).	•		•	•	•		•
b. the principles of planning and preparing a range of healthy meals.	•			•	•		•
c. 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).	•			•	•		•

Physical health and well-being strand	Year Group(s) where topic is addressed						
	F	Y1	Y2	Y3	Y4	Y5	Y6
<b>5. Drugs, alcohol and tobacco</b> Pupils should know							•
a. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking							•

Physical health and well-being strand _____	Year Group(s) where topic is addressed						
	F	Y1	Y2	Y3	Y4	Y5	Y6
<b>6. Health &amp; Prevention</b> Pupils should know							
a. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.							
b. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.		•*		•*	•	•*	
c. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.							•
d. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist			•*		•		
e. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing	•	•	•*				•*
f. the facts and science relating, to allergies immunisation and vaccination.		•				•	•



Physical health and well-being strand	Year Group(s) where topic is addressed						
	F	Y1	Y2	Y3	Y4	Y5	Y6
<b>7. Basic first aid</b>							
Pupils should know:	•	•					
a. how to make a clear and efficient call to emergency services if necessary.							
b. concepts of basic first-aid, for example dealing with common injuries, including head injuries.			•				•

Physical health and well-being strand	Year Group(s) where topic is addressed						
	F	Y1	Y2	Y3	Y4	Y5	Y6
<b>8. Changing adolescent body</b>							
Pupils should know:						•	•
a. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes							
b. about menstrual wellbeing including the key facts about the menstrual cycle.							•

## Relationship and Sex Education Topic Books



### Early Years

Stop Telling Fibs  
I Didn't Do It – A Book About Telling  
the Truth  
I Feel Bullied  
Wait Your Turn Tilly  
I Keep Clean  
The Family Book  
A Rainbow of Friends  
Dada, Papa and Me  
It's OK to Be Different  
Will You Be My Friend?  
Whoever You Are  
After the Fall  
Beautiful Oops  
What the Ladybird Heard  
Super Duper You!  
Can I Build Another Me?  
Only One You  
I Feel Angry  
Monkey Puzzle  
Hello World  
All Kinds of People  
All About Families  
I'm Me!  
All About Me

### Year 1

Ruby's Worry  
The Rainbow Fish  
Would You Rather (P4C)  
One Day, So Many Ways  
Here to Help Book Set

Rainbow of Friends x 2  
Heather Has Two Mummies  
Will You Be My Friend?  
The Dot  
Dogs Don't Do Ballet

### Year 2

Vincent The Vixen  
Carlos The Chameleon  
Roxy The Raccoon  
Molly The Mole  
Tom' Special Talent  
Huge Bag of Worries  
Introducing Teddy  
Sparkle Boy  
Pushing Isn't Funny  
Sometimes Jokes Aren't Funny  
Your Fantastic Elastic Brain  
But Why Can't I?  
Will You Be My Friend?  
A Family Is A Family Is A Family  
Making Friends - Emily Learns About  
Tolerance  
Almost Anything  
Bears Don't Read  
Mr Creep the Crook  
My Dad

## Relationship and Sex Education Topic Books

### Year 3

The Astounding Broccoli Boy  
Body: The Ultimate Guide  
Human Body – Life on Earth  
Don't Call Be Special  
All Dogs Have ADHD  
When Charley Met Emma  
What's Going On Inside My Head  
Amazing  
What's Different About You x 3  
Insults Aren't Funny  
Racism  
Rosie Revere Engineer

### Year 6

Growing Up for Girls x 2  
What's Happening to Me? x 5  
Private! Hands Off, Girls Only  
The Curious Incident of The Dog in  
The Night x 4  
Looking After Your Mental Health x 3  
I Swapped My Dad for Two Goldfish  
Opal Plumstead  
Wilma Unlimited  
My Little Book of Big Freedoms  
Pride

### Year 4

All You Need I Love  
Identity & Gender  
What's Going On Inside My Head?  
Celebrations Around the World  
The Day War Came

### Year 5

The Pop-Up Questions & Answers  
About Growing Up  
There's A Boy Just Like Me  
What's Going On Inside My Head?  
Kunkush – The True Story Of A  
Refugee Cat  
Refugees  
The Island  
We are Britain!