

West Pennard C of E Primary School
**Relationships and Health
Education Policy**

March 2021

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Review date: March 2022

West Pennard CE VC School RHE Policy 2021

Our school vision...

'Since God so loved us, so we must love one another'

(1 John 4 v11)

Valuing our Christian foundation, we care for each other and our world.

We develop resilience, confidence and independence through our innovative and diverse; inspiring and motivating everyone to thrive.

Our motto, 'To Try is to Triumph' and growing Christian Values, are central to all that we do.

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1. Aims

At West Pennard CE VC Primary School we recognise that we are 'fearfully and wonderfully made' – Psalm 139.

The aims of relationships and sex 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
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Promote positive relationships alongside our Christian Values of truthfulness, compassion, friendship, thankfulness, respect and forgiveness.

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. Biological changes experienced by both genders as they enter puberty are explored as part of sex education lessons in Year 5 (girls) and Year 6 (boys).

The teaching of sex education is sensitive and age appropriate in approach and content. Different types of relationships are explored through our teaching of respectful and caring relationships, both in the physical and online world.

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](#) and the [Equality Act 2010](#).

At West Pennard C E VC Primary School we teach RHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff and working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to comment on the policy
4. Pupil consultation – we investigated what exactly pupils want from their RHE

5. 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

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 in consultation with parents, pupils and staff, 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.

6. Delivery of RHE

RHE is taught within the personal, social, health and economic (PSHE) education curriculum. (WoW) Wellness on Wednesdays and our school Christian values of truthfulness, compassion, friendship, thankfulness, respect and forgiveness are vehicles for the teaching of aspects of mental health and wellbeing and also about positive relationships. RHE and the PSHE curriculum is taught through our wider school curriculum. Opportunities are provided for specialists to deliver aspects such as first aid and road safety as part of our weekly Enrichment days.

Biological aspects of RHE are taught within the science curriculum, and other aspects are included in religious education (RE). Talks related to aspects of puberty will also provide the opportunity to discuss health related issues / practises such as the necessity of female sanitary wear.

In Year 2, children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs.

In Year 5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty, including periods.

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

The emphasis on positive relationships is central to our school ethos and Christian values.

Health education focuses on the teaching the fundamentals of maintaining healthy lifestyles including:

- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention

Promoting and teaching about wellbeing includes:

- Mental wellbeing
- Internet safety and harms
- First aid

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

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).

7. Roles and responsibilities

7.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

7.2 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/non-science] components of RHE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RHE in a sensitive and age appropriate 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/non-science] components of RHE

- Giving the opportunity to talk more about issues raised in a confidential environment

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.

7.4 Pupils

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

8. SEND Pupils

Pupils with SEND are given additional support to make sense of RHE lessons, sometimes taking the guise of separate small group sessions or individual work, as aspects of their maturity may lag behind their peers. In response to need we offer additional small group sessions for pupils with SEND which allow for questions and discussion that might be challenging or difficult for certain groups in a usual class format.

8. Parents' right to withdraw

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

Parents have the right to withdraw their children from the [non-statutory/non-science] 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 nuRHEs or first aid professionals, to provide support and training to staff teaching RHE.

10. Monitoring arrangements

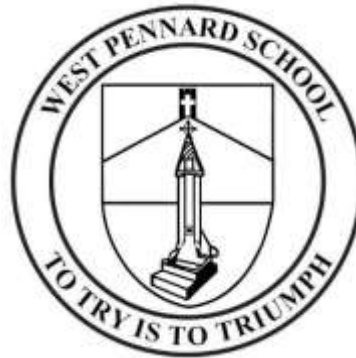
The delivery of RHE is monitored by the headteacher through: lesson observations, learning walks, planning and work scrutinies and pupil interviews.

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

This policy will be reviewed by the headteacher biannually. At every review, the policy will be approved by the governing board.

West Pennard C of E Primary Curriculum Progression: Health Education

Our school vision



School Relationship and

'Since God so loved us, so we must love one another'

(1 John 4 v11)

Valuing our Christian foundation, we care for each other and our world. We develop resilience, confidence, creativity and independence through our innovative and diverse curriculum; inspiring and motivating everyone to thrive.

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Relationship Education – Key Stage 1 and 2

R1 Families and people who care about me

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 and civil partnerships represent 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.

Key stage 1 Pupils learn...		Key stage 2 Pupils learn ...			
Dormouse	Mole	Hare	Squirrel	Otter	Hedgehog
<ul style="list-style-type: none"> • About the roles different people play in their lives (friends, relatives etc) • Identifying people who we trust and who love and care about us (Aut term R1: f) • CW • Wow <p>Wednesday</p>	<ul style="list-style-type: none"> • About different types of families including those that may be different to their own (R1:c) • To identify common features of family life • That it is important to tell someone such as their teacher if something makes them feel unhappy or worried. 	<ul style="list-style-type: none"> • To recognise that there are different types of relationships e.g. friendships, romantic relationships, • About marriage and civil partnerships as a legal declaration of commitment made by 2 adults who love and care for each other, which is intended to be lifelong. 	<ul style="list-style-type: none"> • To recognise characteristics of healthy family life – commitment, care, spending time together, being there for one another • To recognise and respect there are different types of family structure e.g. single parents, step-parents, foster parents, same-sex parents and that all types of families give love, security and stability. 	<ul style="list-style-type: none"> • How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice • That people who love and care for each other may be in a committed relationship (e.g. marriage), living together, but may also live apart • Wow <p>Wednesday</p>	<ul style="list-style-type: none"> • That forcing anyone to marry against their will is a crime • That people may be attracted to someone of the same sex or different sex to them

Enrichment & Broader opportunities	<ul style="list-style-type: none"> ➤ Enrichment Tai Chi (R1: c) ➤ Collective Worship – theme: being thankful R1:a, b) 	<ul style="list-style-type: none"> ➤ Enrichment Tai Chi (R1: c) ➤ Collective Worship – theme: being thankful R1:a, b) 	<ul style="list-style-type: none"> ➤ Enrichment Tai Chi (R1: c) ➤ Collective Worship – theme: being thankful R1:a, b) ➤ Wow Wednesdays 	<ul style="list-style-type: none"> ➤ Enrichment Tai Chi (R1: c) ➤ Collective Worship – theme: being thankful R1:a, b) 	<ul style="list-style-type: none"> ➤ Enrichment Tai Chi (R1: c) ➤ Collective Worship – theme: being thankful R1:a, b) 	<ul style="list-style-type: none"> ➤ Enrichment Tai Chi (R1: c) ➤ Collective Worship – theme: being thankful R1:a, b)
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R2 Caring Relationships

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.

Key Stage 1

Pupils learn ...

Dormouse

Mole

Key Stage 2

Pupils learn ...

Hare

Squirrel

Otter

Hedgehog

	<ul style="list-style-type: none"> About how people may feel if they experience hurtful behaviour or bullying The importance of telling a trusted adult 	<ul style="list-style-type: none"> That teasing, name-calling, deliberately excluding others is not acceptable The importance of telling a trusted adult 	<ul style="list-style-type: none"> About the impact of bullying, including online, and the consequences of hurtful behaviour How to report concerns and get support 	<ul style="list-style-type: none"> Strategies to respond to hurtful behaviour, experienced or witnessed How to report concerns and get support 	<ul style="list-style-type: none"> About discrimination and how to challenge it. How to report concerns and get support Anti-bullying Nelson Mandela 	<ul style="list-style-type: none"> About discrimination and how to challenge it. How to report concerns and get support
Enrichment & Broader opportunities	<ul style="list-style-type: none"> Value Day 'Friendship' (Aut 1) R2: a,b,c,d,e Value Day 'Truthfulness' (Spr 1) R2: b 52 Lives project R2 a, b, c Enrichment Tai Chi (R2: c,d) 	<ul style="list-style-type: none"> Value Day 'Friendship' (Aut 1) R2: a,b,c,d,e Value Day 'Truthfulness' (Spr 1) R2: b 52 Lives project R2 a, b, c Enrichment Tai Chi (R2: c,d) 	<ul style="list-style-type: none"> Value Day 'Friendship' (Aut 1) R2: a,b,c,d,e Value Day 'Truthfulness' (Spr 1) R2: b 52 Lives project R2 a, b, c Enrichment Tai Chi (R2: c,d) Wow Wednesdays 	<ul style="list-style-type: none"> Value Day 'Friendship' (Aut 1) R2: a,b,c,d,e Value Day 'Truthfulness' (Spr 1) R2: b 52 Lives project R2 a, b, c Enrichment Tai Chi (R2: c,d) 	<ul style="list-style-type: none"> Value Day 'Friendship' (Aut 1) R2: a,b,c,d,e Value Day 'Truthfulness' (Spr 1) R2: b 52 Lives project R2 a, b, c Enrichment Tai Chi (R2: c,d) 	<ul style="list-style-type: none"> Value Day 'Friendship' (Aut 1) R2: a,b,c,d,e Value Day 'Truthfulness' (Spr 1) R2: b 52 Lives project R2 a, b, c Enrichment Tai Chi (R2: c,d)

R3 Respectful Relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

	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.					
	Key Stage 1 Pupils learn ...			Key Stage 2 Pupils learn ...		
	Dormouse	Mole	Hare	Squirrel	Otter	Hedgehog
	<ul style="list-style-type: none"> About what is kind and unkind behaviour and how this can affect others To recognise the ways they are same and different to others Wow Wednesday 	<ul style="list-style-type: none"> How to talk about and share their opinions on things that matter to them How to treat themselves and others with respect Buddy system Team learning / reward schemes 	<ul style="list-style-type: none"> That personal behaviour can affect other people To respect similarities and differences between people Wow Wednesdays 	<ul style="list-style-type: none"> To recognise respectful behaviour online To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves That everyone has the right to privacy Computing SoW 	<ul style="list-style-type: none"> How to discuss and debate topical issues, respect other people's points of view and constructively challenge those they disagree with What a stereotype is and how stereotypes can be unfair, negative or destructive 	<ul style="list-style-type: none"> How to discuss and debate topical issues, respect other people's points of view and constructively challenge those they disagree with To understand personal boundaries – link to peer pressure
Enrichment & Broader opportunities	<ul style="list-style-type: none"> Value Day 'Respect' (Sum 1) R3: a, b, c, d, e Ashlyn – learning about her culture and life. Respecting her differences R3: a, b – CW Ghana Link Anti-bullying week (Aut 2) _ whole school assembly followed by age-appropriate workshops R3: a, b, e, Story time discussion 'Tusk, Tusk' David McKee R3: a, b 	<ul style="list-style-type: none"> Value Day 'Respect' (Sum 1) R3: a, b, c, d, e Ashlyn – learning about her culture and life. Respecting her differences R3: a, b Anti-bullying week (Aut 2) _ whole school assembly followed by age-appropriate workshops R3: a, b, e, Geography link – focus on families in the wider world e.g. South America R3: a 	<ul style="list-style-type: none"> Value Day 'Respect' (Sum 1) R3: a, b, c, d, e Ashlyn – learning about her culture and life. Respecting her differences R3: a, b Anti-bullying week (Aut 2) _ whole school assembly followed by age-appropriate workshops R3: a, b, e, f Story time discussion 'Goldilocks and the 3 Scares' R3: f 	<ul style="list-style-type: none"> Value Day 'Respect' (Sum 1) R3: a, b, c, d, e Ashlyn – learning about her culture and life. Respecting her differences R3: a, b Anti-bullying week (Aut 2) _ whole school assembly followed by age-appropriate workshops R3: a, b, e, f CW PSHE 	<ul style="list-style-type: none"> Value Day 'Respect' (Sum 1) R3: a, b, c, d, e Ashlyn – learning about her culture and life. Respecting her differences R3: a, b Anti-bullying week (Aut 2) _ whole school assembly followed by age-appropriate workshops R3: a, b, e, f, g Class charter R3: e RE link – Islam R3: g Africa link 	<ul style="list-style-type: none"> Value Day 'Respect' (Sum 1) R3: a, b, c, d, e Ashlyn – learning about her culture and life. Respecting her differences R3: a, b Anti-bullying week (Aut 2) _ whole school assembly followed by age-appropriate workshops R3: a, b, e, f, g RE link – Christian Values R3: b

Enrichment & Broader opportunities	<ul style="list-style-type: none"> Online Safety - Byte Awards through computing lessons R4: b 	<ul style="list-style-type: none"> Online Safety - Byte Awards through computing lessons R4: a, b, c 	<ul style="list-style-type: none"> Online Safety - Byte Awards through computing lessons R4: a, b, c, d Story time discussion 'Goldilocks and the 3 Scares' R4: a, b 	<ul style="list-style-type: none"> Online Safety - Byte Awards through computing lessons R4: a, b, c, d, e Anti-bullying week (Aut 2) R4: a, b Enrichment Computing 	<ul style="list-style-type: none"> Online Safety - Byte Awards through computing lessons R4: a, b, c, d, e Anti-bullying week (Aut 2) R4: a, b 	<ul style="list-style-type: none"> Online Safety - Byte Awards through computing lessons R4: a, b, c, d, e Anti-bullying week (Aut 2) R4: a, b
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R5 Being Safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

Key Stage 1

Key Stage 2

Dormouse

Mole

Hare

Squirrel

Otter

Hedgehog

- To recognise that some things are private and the

- That sometimes people may behave

- Basic techniques for resisting pressure to do

- How to respond safely to adults they may

- Where to get advice and report concerns if worried

- About why someone might behave differently

	<p>importance of respecting privacy.</p> <ul style="list-style-type: none"> • That parts of their body covered by underwear are private 	<p>differently online, including pretending to be someone they are not</p>	<p>something they don't want to</p> <ul style="list-style-type: none"> • What to do if they feel unsafe or worried • Wow Wednesdays 	<p>encounter whom they do not know</p> <ul style="list-style-type: none"> • About keeping something confidential or secret – when this is safe and when this is not • PSHE 	<p>about their own or someone else's personal safety</p>	<p>online; including pretending to be someone they are not</p> <ul style="list-style-type: none"> • How to report concerns
Enrichment & Broader opportunities	<ul style="list-style-type: none"> ➤ NSPCC – Speak out Stay Safe Programme (2 yearly) R5:e,f,g,h ➤ Enrichment PSHE (Spr 1 and 2) 	<ul style="list-style-type: none"> ➤ NSPCC – Speak out Stay Safe Programme (2 yearly) R5:e,f,g,h ➤ Enrichment PSHE (Spr 1 and 2) 	<ul style="list-style-type: none"> ➤ NSPCC – Speak out Stay Safe Programme (2 yearly) R5:e,f,g,h ➤ Enrichment PSHE (Spr 1 and 2) 	<ul style="list-style-type: none"> ➤ NSPCC – Speak out Stay Safe Programme (2 yearly) R5:e,f,g,h ➤ Enrichment PSHE (Spr 1 and 2) 	<ul style="list-style-type: none"> ➤ NSPCC – Speak out Stay Safe Programme (2 yearly) R5:e,f,g,h ➤ Enrichment PSHE (Spr 1 and 2) ➤ Online safety lessons ➤ Lifeskills bus 	<ul style="list-style-type: none"> ➤ NSPCC – Speak out Stay Safe Programme (2 yearly) R5:e,f,g,h ➤ Enrichment PSHE (Spr 1 and 2)

Physical Health and Mental Wellbeing – Key Stage 1 and 2

H1 Mental Well-being

Pupils should know:

- a) that mental wellbeing is a normal part of daily life, in the same way as physical health.
- b) 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.
- 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.
- 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.
- h) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- 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

Key stage 1

Key stage 2

	Dormouse	Mole	Hare	Squirrel	Otter	Hedgehog
	<ul style="list-style-type: none"> Wow Wednesdays 	<ul style="list-style-type: none"> Golden mile Buddy system Science / Maths Marble jar rewards Wow Wednesdays PE 	<ul style="list-style-type: none"> Active Bytes - online safety lessons H1: g, h Wow Wednesdays 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Emotions chart used in class H1: a, b, c 	<ul style="list-style-type: none">
Enrichment & Broader opportunities	<ul style="list-style-type: none"> Enrichment Tai Chi and well-being (H1 a,b,c,d) Enrichment outdoor eco education & Forest School H1:d Whole school courageous advocacy policy – children initiating service based activity and community participation H1: d NSPCC – Speak out Stay Safe Programme (2 yearly) H1: h 	<ul style="list-style-type: none"> Enrichment Tai Chi and well-being (H1 a,b,c,d) Enrichment outdoor eco education & Forest School H1:d Whole school courageous advocacy policy – children initiating service based activity and community participation H1: d NSPCC – Speak out Stay Safe Programme (2 yearly) H1: h 	<ul style="list-style-type: none"> Enrichment Tai Chi and well-being (H1 a,b,c,d) Enrichment outdoor eco education & Forest School H1:d Whole school courageous advocacy policy – children initiating service based activity and community participation H1: d NSPCC – Speak out Stay Safe Programme (2 yearly) H1: h 	<ul style="list-style-type: none"> Enrichment Tai Chi and well-being (H1 a,b,c,d) Enrichment outdoor eco education & Forest School H1:d Whole school courageous advocacy policy – children initiating service based activity and community participation H1: d NSPCC – Speak out Stay Safe Programme (2 yearly) H1: h 	<ul style="list-style-type: none"> Enrichment Tai Chi and well-being (H1 a,b,c,d) Enrichment outdoor eco education & Forest School H1:d Whole school courageous advocacy policy – children initiating service based activity and community participation H1: d NSPCC – Speak out Stay Safe Programme (2 yearly) H1: h 	<ul style="list-style-type: none"> Enrichment Tai Chi and well-being (H1 a,b,c,d) Enrichment outdoor eco education & Forest School H1:d Whole school courageous advocacy policy – children initiating service based activity and community participation H1: d NSPCC – Speak out Stay Safe Programme (2 yearly) H1: h

H2 Internet Safety and Harms

Pupils should know:

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

- 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.
- d) why social media, some computer games and online gaming, for example, are age restricted.
- 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.

Key Stage 1

Key Stage 2

Dormouse

Mole

Hare

Squirrel

Otter

Hedgehog

- Active Bytes - online safety lessons H2:a, b

- Active Bytes - online safety lessons H2:a, b, c

- Active Bytes - online safety lessons H2:a, b, c, d, g
- Creating online rules to keep safe online (Aut 1)

- Active Bytes - online safety lessons H2:a, b, c, d, e, g

- Active Bytes - online safety lessons H2:a, b, c, d, e, f, g

- Active Bytes - online safety lessons H2:a, b, c, d, e, f, g

Enrichment & Broader opportunities

- ❖ Safer Internet Day (Spr 1) H2: a, b

- ❖ Safer Internet Day (Spr 1) H2: a, b, c

- ❖ Safer Internet Day (Spr 1) H2: a, b, c, d

- ❖ Safer Internet Day (Spr 1) H2: a, b, c, d, e, f, g

- ❖ Safer Internet Day (Spr 1) H2: a, b, c, d, e, f, g

- ❖ Safer Internet Day (Spr 1) H2: a, b, c, d, e, f, g

H3 Physical Health and Fitness

Pupils should know:

- a) the characteristics and mental and physical benefits of an active lifestyle.
- 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.

Key Stage 1

Key Stage 2

Dormouse

Mole

Hare

Squirrel

Otter

Hedgehog

- Skipping ropes (regular exercise) H3: b – children have their own

- Science
- Golden Mile
- PE

- Dance
- Golden mile
-

-

- Golden mile
- Forest school
-

- Golden mile

Enrichment & Broader opportunities	<ul style="list-style-type: none"> ➤ Enrichment Tai Chi (H3: a) ➤ Enrichment PSHE Keeping Healthy (H3: a, b) 	<ul style="list-style-type: none"> ➤ Enrichment Tai Chi (H3: a) ➤ Enrichment PSHE Keeping Healthy (H3: a, b) 	<ul style="list-style-type: none"> ➤ Enrichment Tai Chi (H3: a) ➤ Enrichment PSHE Keeping Healthy (H3: a, b, c, d) 	<ul style="list-style-type: none"> ➤ Enrichment Tai Chi (H3: a) ➤ Enrichment PSHE Keeping Healthy (H3: a, b, c, d) 	<ul style="list-style-type: none"> ➤ Enrichment Tai Chi (H3: a) ➤ Enrichment PSHE Keeping Healthy (H3: a, b, c, d) 	<ul style="list-style-type: none"> ➤ Enrichment Tai Chi (H3: a) ➤ Enrichment PSHE Keeping Healthy (H3: a, b, c, d)
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H4 Healthy Eating

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).

Key Stage 1

Key Stage 2

Dormouse

Mole

Hare

Squirrel

Otter

Hedgehog

- Making fruit salad / healthy sandwich / healthy plate

- Animals inc humans
- Healthy eating

- Science – Healthy Diet – balanced plate, healthy bones (skeleton) H4: a, b, c

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- PE

- Life skills visit

Enrichment & Broader curriculum opportunities	➤ Enrichment cookery (H4 a,b,c)	➤ Enrichment cookery (H4 a,b,c)	➤ Enrichment cookery (H4 a,b,c)	➤ Enrichment cookery (H4 a,b,c)	➤ Enrichment cookery (H4 a,b,c)	➤ Enrichment cookery (H4 a,b,c)
	➤ Enrichment					

H5 Drugs, Alcohol and Tobacco

Pupils should know:

a) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Key Stage 1

Key Stage 2

Dormouse

Mole

Hare

Squirrel

Otter

Hedgehog

Enrichment & Broad curriculum opportunities					➤ Enrichment PSHE (Sum) H5: a	➤ Enrichment PSHE (Sum) H5: a
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H6 Health and Prevention

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.

	Key Stage 1		Key Stage 2			
	Dormouse	Mole	Hare	Squirrel	Otter	Hedgehog
	<ul style="list-style-type: none"> Ongoing conversations about need for sleep 	<ul style="list-style-type: none"> Animals inc humans Vaccine slides CW 	<ul style="list-style-type: none"> Science link – Light (UV rays, protection for skin / eyes) Science link – Animals including humans (teeth, diet) 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> The need for sleep and healthy choices addressed and discussed regularly. 	<ul style="list-style-type: none"> Science link – Light (UV rays, permanent damage to skin)
Enrichment & Broader curriculum opportunities	➤ Enrichment PSHE (Sum) H6: b, c, d, e	➤ Enrichment PSHE (Sum) H6: b, c, d, e	➤ Enrichment PSHE (Sum) H6: a, b, c, d, e	➤ Enrichment PSHE (Sum) H6: a, c, f	➤ Enrichment PSHE (Sum) H6: a, c, f	➤ Enrichment PSHE (Sum) H6: a, c, f
H7 Basic First Aid						
	Pupils should know: <ul style="list-style-type: none"> 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. 					

	Key Stage 1		Key Stage 2			
	Dormouse	Mole	Hare	Squirrel	Otter	Hedgehog
Enrichment & Broader curriculum opportunities	<p>Enrichment</p> <p><u>Year 1</u></p> <p>SJA visit, basic first aid course completed</p> <p>Keeping safe, identifying risk to self and others</p> <p>Broken bones</p> <p>Getting help, calling 999</p> <p>(H7: a, b)</p>	<p>Enrichment</p> <p><u>Year 2</u></p> <p>SJA visit, basic first aid course completed</p> <p>Keeping safe, identifying risk</p> <p>Broken bones</p> <p>Know when to get help, getting help, calling 999</p> <p>British Red Cross: Help save lives: give first aid in different situations, know what to do in an emergency</p> <p>(H7: a, b)</p>	<p>Enrichment</p> <p><u>Year 3</u></p> <p>Recognising hazards, keeping safe</p> <p>Burns & scalds</p> <p>minor bleeding, nose bleeds</p> <p>broken bones</p> <p>St John's Ambulance Junior First Aid Course: casualty care & communication, primary survey, know how to deal with head injuries, recovery position, cpr awareness, airways, recovery position, Severe bleeding, shock, choking, asthma, allergies</p> <p>(H7: a, b)</p>	<p>Enrichment</p> <p><u>Year 4 (First Aid Training with SJA to be booked for 2020.</u></p> <p>This will then give the children a certificate in Junior First Aid: casualty care & communication, primary survey, head injury, recovery position, cpr awareness, airways, recovery position, Severe bleeding, shock, choking, asthma, allergies)</p> <p>Recognising hazards, keeping safe</p> <p>Burns & scalds</p> <p>Broken bones</p> <p>minor bleeds, nose bleeds</p> <p>shock</p>	<p>Enrichment</p> <p><u>Year 5</u></p> <p>Recognising hazards, keeping safe</p> <p>Know when to get help</p> <p>Burns & scalds</p> <p>Broken bones</p> <p>minor bleeds, nose bleeds</p> <p>Airways, recovery position, primary survey</p> <p>how to help with; burns, severe bleeding and shock</p> <p>know how to deal with a head injury</p> <p>St John's Ambulance Junior First Aid Course.: casualty care & communication, primary survey, head injury, recovery</p>	<p>Enrichment</p> <p><u>Year 6</u></p> <p>Recognising hazards, keeping safe</p> <p>Know when to get help</p> <p>What to do in an emergency</p> <p>Give first aid</p> <p>Broken bones</p> <p>Burns & scalds</p> <p>minor bleeds, nose bleeds</p> <p>Airways, recovery position, primary survey</p> <p>how to help with burns, severe bleeding and shock</p> <p>know how to deal with a head injury</p> <p>St John's Ambulance Junior First Aid Course.: casualty care &</p>

				<p>Airways, recovery position, primary survey</p> <p>how to help with; burns, severe bleeding and shock</p> <p>know how to deal with a head injury</p> <p>(H7: a, b)</p>	<p>position, cpr awareness, airways, recovery position, Severe bleeding, shock, choking, asthma, allergies</p> <p>(H7: a, b)</p>	<p>communication, primary survey, head injury, recovery position, cpr awareness, airways, recovery position, Severe bleeding, shock, choking, asthma, allergies</p> <p>(H7: a, b)</p>
H8 Changing Adolescent Body						
				<p>Pupils should know:</p> <p>a) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>b) about menstrual wellbeing including the key facts about the menstrual cycle.</p>		
	Key Stage 1		Key Stage 2			
	Dormouse	Mole	Hare	Squirrel	Otter	Hedgehog
					<ul style="list-style-type: none"> Class PSHE H8: a, b 	<ul style="list-style-type: none"> Class PSHE H8: a, b

Enrichment & Broad curriculum opportunities						
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Appendix 2: 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	