

First Federation Trust

Gatehouse Primary Academy

Teaching and Relationships and Sex education policy

It is the vision of the First Federation Trust that, in all of our schools, whether Church schools or Non- Church schools:

- Every child is inspired to learn by an exciting, innovative, and challenging curriculum
- Every child is taught by an Exceptional Teacher
- Everyone in the Trust is a Lifelong Learner
- Every individual will aspire, flourish and achieve within a caring community (this will be within a Christian community, within our Church schools)

“ To meet the aspirations of the whole child”

From September 2021:

- *Relationships education is compulsory in all primary schools.*
- *Health education will be compulsory in all schools except independent schools (it will be statutory in academies and free schools).*

At our First Federation schools, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

Schools are free to determine how to deliver the content of these subjects as set out in the statutory guidance – all the issues that are covered should be delivered in an **age-appropriate way**.

Relationships education in primary school covers content including:

- Different kinds of relationships – including friendships, families and people pupils can go to for support.
- Characteristics of healthy relationships.
- How to take turns, treat others with kindness, consideration and respect.
- The importance of honesty, permission seeking and giving, and the concept of personal privacy.
- Personal space and boundaries, showing respect, and understanding the differences between appropriate and inappropriate contact.
- Online safety and appropriate behaviour online.
- Developing personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.
- Positive emotional and mental wellbeing, including how friendships can support mental wellbeing.
- How to recognise and report abuse, including emotional, physical and sexual abuse.

Legal framework

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 (Draft regulations)
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' (Draft statutory guidance)
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- Changes to the teaching of Relationships and Sex education and PSHE: A call for response. Church of England Education Office response 2018

Religion and belief - Key principles

All schools, whether Church schools or non-church schools within our Trust, must consider the religious background of pupils when planning the teaching of these subjects. Faith perspectives may be taught by all schools.

Church of England schools should ensure that their RSHE curriculum protects, informs and nurtures all pupils. It should clearly differentiate between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and there needs to be discernment about the manner in which this is taught within a moral (but not moralistic) framework.

RSHE should ensure that children are able to cherish themselves and others as unique and wonderfully made, keep themselves safe and able to form healthy relationships where they respect and afford dignity to others. It will provide pupils with the knowledge that will enable them to navigate and contextualise a world in which many will try to tell them how to behave, what to do and what to think. It will help them to develop the skills to express their own views and make their own informed decisions. This is a responsibility that should normally be shared between parents and school. All schools and academies are required to act within the requirements of the law, including the Equality Act of 2010. The Church of England welcomes, supports and expects the teaching of Relationships and Health Education in all Church of England primary schools. It is up to each primary school to decide whether they wish to choose to teach some aspects of Sex Education but we encourage schools (following consultation with parents) to offer age- appropriate provision.

In all schools where Sex Education is taught parents will have the right to withdraw their children from that part of the curriculum 'other than as part of the science curriculum'. All schools should approach RSHE in a faith-sensitive and inclusive way. Such an approach should seek to understand and appreciate differences within and across the teachings of the faith and other communities the school serves. It should afford dignity and worth to the views of pupils from the faith and other communities represented in the school as part of ensuring that the Equality Act of 2010 is applied in the school. It should recognise that there is no hierarchy of protected characteristics in the Equality Act and that sometimes different protected characteristics can be in tension as they cannot necessarily be equally protected at all times.

The Trust vision, that we wish all children to flourish, and that we are concerned with developing all aspects of the child both socially, emotionally, spiritually, morally and physical, links to the Church of England statement that states, "we want young people to flourish and to gain every opportunity to live fulfilled lives".

See Appendix A which is a charter for faith sensitive and inclusive relationships education, relationships and sex education and health education.

Equality

Relationships education, RSE and health education must be accessible for all pupils, be inclusive and meet the needs of all pupils. When delivering these subjects, schools:

- Must not unlawfully discriminate against pupils because of any protected characteristics they have under the Equality Act 2010.
- Should consider the needs of their own pupils and whether it is appropriate to put in place additional support for pupils with certain protected characteristics.
- Must make reasonable adjustments to alleviate any disadvantage faced by pupils with SEND.
- Should tailor subject content for pupils with SEND, where necessary.

Roles and responsibilities

The Directors of First Federation Trust are responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring, in all of our Church of England Primary schools, that the religious ethos of the school is maintained and developed through the subjects.

The Head of School is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the hub advisory board on the effectiveness of this policy.

Within schools, where there is an appointed member of staff to lead on relationships, sex and health education they are responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.

N.B in some schools the responsibility for the above would lie with the Head of School as there may not be a separate lead.

Teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, (sex) and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.

- Modelling positive attitudes to relationships, (sex) and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.
(If appropriate for the context of your school)

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

Organisation of the curriculum

Every primary school is required to deliver statutory relationships education and health education.

See Appendix B, C and D which identifies the content of the curriculum that outlines what schools have decided to teach when. (Appendix B-Relationships education/ Appendix C- Sex education and Appendix D- Health education)

For the purpose of this policy, "relationships and sex education" is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

For the purpose of this policy, "health education" is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

[Schools are free to determine whether relationships and health education will be delivered as part of their PSHE curriculum, as a joint subject, or as standalone subjects.]

The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.

The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.

We consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys
- Focus groups
- Meetings
- Training sessions
- Newsletters and letters

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with the Head of School.
- Emailing the school admin address
- Submitting written feedback into the suggestions box in the school office.

The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.

When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum.

The school works closely with parents by establishing open communication – all parents are consulted, as outlined above.

Parents are provided with the following information:

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

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

Withdrawing pupils

Parents and carers must be given opportunities to understand the purpose and content of relationships education and RSE. Clear and open communication with parents/carers will help them understand the importance of the subjects.

Parents have the right to request that their child be withdrawn from some or all of the sex education aspect of RSE – any requests and the decisions made should be recorded.

Heads of School should first discuss the request with parents, to clarify the reasoning behind it and to explain the benefits of receiving this education and any determinantal effects withdrawal may have on the pupil.

Primary schools that choose to deliver sex education must automatically grant a request for withdrawal.

Delivery of the curriculum

The relationships, sex and health curriculum will be delivered as part of our PSHE curriculum.

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.
- Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.
- Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.
- Classes may be taught in gender-segregated groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.
- Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

- Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.
- Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy.
- Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.
- Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.
- The programme will be designed to focus on boys as much as girls, and activities will be planned to ensure both are actively involved, matching their different learning styles.
- Teachers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.
- Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.
- Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.
- At all points of delivery of this programme, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

Working with external experts

External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy.

- The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.
- Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.
- The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

Staff training

- All staff members at the school will undergo training to ensure they are up-to-date with the relationship, sex and health education programme and associated issues.
- Members of staff responsible for teaching the subjects will undergo training to ensure they are fully equipped to teach the subjects effectively.
- Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

Confidentiality

- Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.
- Teachers will, however, alert the Head of School about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.
- Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.
- Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

Monitoring quality

The Head of School is responsible for monitoring the quality of teaching and learning for the subjects.

The relationships, sex and health education subject leader or the Head of School will conduct subject monitoring, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

Policy adopted on:

Signed:

This policy will be reviewed Bi-annually.

The "Changes to the teaching of Relationships and Sex Education and PSHE: A call for evidence Church of England Education Office Response" has been used to inform this policy.

Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England Schools, November 2019

Appendix A:

A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)

At Gatehouse we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

- 1. To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
- 2. That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
- 3. That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
- 4. That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.
- 5. That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
- 6. That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
- 7. To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special educational needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality Relationships and Sex Education.
- 8. To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

Appendix B

Relationships education per year group

The school is free to determine, within the statutory curriculum content outlined above, what pupils are taught during each year group.

The school always considers the age and development of pupils when deciding what will be taught in each year group.

The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

Reception

- To show affection or concern for people who are special to me.
- To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
- To understand that my own actions affect other people.
- To play cooperatively, taking turns with others, and take account of another's ideas about how to organise my activity.
- To show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Year 1/2

- To identify the different members of my family, understand my relationship with each of them and know why it is important to share and co-operate.
- To understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.
- To know how to make friends and resolve conflicts.
- To recognise and appreciate people who can help me in my family, my school and my community.
- To recognise who to trust and who not to trust.
- To distinguish between secrets which are ok to keep and which ones are not.
- To understand how to keep their own personal space and boundaries.
- To be introduced to the schools 'Growth Mindset' characters – Resilient Penguin, Curious Cat, Confident Lion, Collaborative Bee, Reflective Owl, Creative Chameleon.
- To understand the principles for keeping safe online and recognise risks and harmful content online.

Year 3/4

- To identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.
- To identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener.
- To identify the web of relationships that I am part of, starting from those closest to me and including those more distant or those I no longer see.
- To know how to show love and appreciation to people and animals and explain different points of view on animal rights issues.
- To recognise how friendships change, know how to make new friends and how to manage my emotions such as a jealousy when I fall out with my friends.
- To understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older.
- To understand our own character traits and positive personal attributes linked to the school's Growth Mindset characters.
- To understand that people behave differently online, the principles for keeping safe online and recognise risks and harmful content online.

- To have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.
- To understand that belonging to an online community can have positive and negative consequences.
- To understand there are rights and responsibilities that relate to being online.
- To explain how to stay safe when using technology to communicate with my friends and playing online.
- To know that it is important to take care of my mental health and know how to take care of it.
- To understand that there are different stages of grief and that there are different types of loss that cause people to grieve.
- To recognise when people are trying to gain power or control.
- To identify their own character traits and positive personal attributes in themselves and other linked to the School's Growth Mindset characters.
- To understand the principles of online safety and know how to report unsafe behaviour and content.
- To understand how information and data is shared and used online, and how to keep personal information safe.

Appendix C:

Sex Education overview

Within the First Federation Trust, there are a group of Church schools. Our curriculum for relationships education will be delivered to reflect the Church of England's understanding of relationships education.

This is pertaining to the development of pupils' understanding of sex, sexual health and human sexuality.

Pupils should be provided with accurate information so that they understand the meaning of consent and how to be safe and responsible. In Church schools, as part of Christian understanding, marriage can be taught as being the perfect context for sexual expression, and in all schools, pupils must be taught that sex is intrinsically connected to human relationship. Questions of trust, loyalty and faithfulness link to the Christian understanding.

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum.

At our school, we do teach pupils sex education beyond what is required of the science curriculum.

- Parents are fully consulted in the organisation and delivery of our sex education curriculum, in accordance with this policy.
- Parents are given the opportunity to advise on what should be taught through sex education.
- The age and development of pupils is always considered when delivering sex education.

Science and Sex Education links

Reception

Science Topic – Understanding the World	Sex Education
• Children to know about similarities and differences in relation to place, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes.	

Year 1/2

Science Topic – Animals: including humans	Sex Education
• Name, draw and label the basic parts of the human body and say which part of the body is to do with each sense. • Explain that animals, including humans, have babies which grow into adults. • Explain the need of animals, including humans, for survival.	• To tell you about the natural process of growing old and understand that is it out of my control; I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. • To recognise the physical differences between boys and girls, use correct names for parts of the body and appreciate that some of my body parts are private. • To understand there are different types of touch and can tell you which ones I like and don't like. • To identify who I would tell if I was worried about something.

Science Topic – Animals, including humans	Sex Education
- Identify animals, including humans, need the right types and amount of nutrition. - Explain why humans and some other animals have skeletons and muscles. - Explain some parts of the digestive system in humans. - Explain the different types of teeth in humans and what they do. - Describe and explain a variety of food chains, naming producers, predators and prey.	- To understand that in animals and humans, lots of changes happen between conception and growing up, and that usually it is the female who has the baby. - To understand how babies grow and develop in the mother's uterus; I understand what a baby needs to live and grow. - To understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies; I can identify how boys' and girls' bodies change on the outside during this growing up process. - To start to recognise stereotypical ideas I might have about parenting and family roles - To understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm. - To correctly label the internal and external parts of male and female bodies that are necessary for making a baby. - To describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this

Science Topic – Living things and the habitats	Sex Education
- Describe the differences in the life cycle of mammals, and amphibian, an insect and a bird. - Describe how some animals and plants reproduce. - Identify and name the main parts of the human circulatory system, and describe the heart, blood vessels and blood. - Recognise the impact of diet, exercise, drugs and lifestyle on the way the body functions. - Describe the ways in which nutrients and water are transported within animals, including humans.	- To be aware of my own self-image and how my body image fits into that. - To explain and describe how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. - To describe how a baby develops from conception through the nine months of pregnancy, and how it is born. - To understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend. Yr 6 only: - I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby. - I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).

Appendix D

Health education overview

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

Health education per year group

The school is free to determine, within the statutory curriculum content outlined above, what pupils are taught during each year group.

The school always considers the age and development of pupils when deciding what will be taught in each year group.

The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

Reception

- To manage washing and drying my hands and understand why washing is important.
- To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- To know the importance for good health of physical exercise and a healthy diet, and a healthy diet, and to talk about ways to keep healthy and safe; I can manage my own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
- To describe how they feel when they achieve a goal and know what it means to feel proud.
- To understand what a stranger is and how to stay safe if a stranger approaches them.

Year 1/2

- To know the difference between healthy and unhealthy and I know what I need to keep my body healthy and clean (diet, germs etc).
- To understand simple self-care techniques for mental health.
- To understand how to keep myself physically safe eg. Crossing the road, medicines, strangers.
- To understand how to keep safe when crossing the road.
- To identify some things that make me feel relaxed.
- To recognise their own emotions (positive and negative) and explore self-regulation when their emotions influence behaviour.

Year 3/4

- To understand the mental and physical benefits of an active lifestyle.
- To know how what I eat affects my body.
- To tell you my knowledge and attitude towards drugs, smoking and alcohol.
- To identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help.
- To understand that, like medicines, some household substances can be harmful if not used correctly.
- To understand the benefits of good oral hygiene.
- To recognise when people are putting me under pressure and can explain ways to resist this when I want.
- To understand how excessive time online can lead to poor mental health and wellbeing.
- To recognise disrespectful behaviour online.
- To know myself well enough to have a clear picture of what I believe is right and wrong.
- To understand their emotions and the emotions of others.
- To identify when they need to self-regulate when their emotions are affecting their behaviour.
- To understand how their bodies are changing due to puberty, including physical and emotional changes.

- To know the health risks of smoking, misusing alcohol and different types of drugs.
- To know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations.
- To understand how the media, social media and celebrity culture promotes certain body types.
- To can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.
- To know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.
- To can take responsibility for my health and make choices that benefit my health and well-being.
- To understand that some people can be exploited and made to do things that are against the law.
- To know why some people join gangs and the risks this involves
- To understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness.
- To understand the science relating to allergies, vaccination and immunisation.
- To understand how isolation and loneliness can affect their emotions.
- To be able to keep their personal information private online.
- To understand that there are age restrictions online and explain why they are in place.
- To recognise online abuse, trolling, bullying and harassment, and describe how this can impact mental health and wellbeing.
- To understand what it means to be emotionally well and can explore their attitudes towards mental health/illness.
- To recognise stress and the triggers that cause this and understand how stress can cause drug and alcohol misuse.
- To understand their emotions and the emotions of others and how they can influence them.
- To identify when and why they need to self-regulate and describe how this affects their behaviour.
- To describe how their bodies are changing due to puberty, including physical and emotional changes.
- To understand menstrual wellbeing, including key facts about the menstrual cycle.