


Relationships, Sex and Health Education Policy



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1. Introduction

Park Academy takes its responsibility to provide relevant, effective, and responsible Relationships and Sex Education (RSE) and health curriculum very seriously. We undertake the majority of this teaching as part of the academy's Personal, Social, Health and Economic Education (PSHE). Park Academy wants parents and pupils to feel assured that sex education will be delivered at a level appropriate to both the age and development of pupils, and that it is safe to voice opinions and concerns relating to the sex education provision.

This policy has been developed in consultation with parents, pupils, and staff from the Park Academy to ensure that it meets the academy community. The policy is available on the Academy website and is reviewed and approved by the Trustees annually.

2. Policy Aims

Through the delivery of high quality, evidence-based and age-appropriate RSE and Health Education, Park Academy aims to help prepare pupils for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships and to ensure pupils know how and when to ask for help and where to access support. By the end of their education Park Academy hopes pupils will have developed resilience and feelings of self-respect, confidence, and empathy in preparation for the responsibilities and experiences of adult life.

3. Definitions

3.1 Relationships education

Relationships education is about pupils being taught different relationships including about friendships, family and the people that can help them. Respect for others is also taught in an age-appropriate way with a focus on healthy relationships that pupils will encounter. This also applies to online relationships to ensure that children are safe when online and how others can use their information in a way that they may not expect.

This teaching will include different types of family that provide a nurturing environment for children, including for example single parent families, families headed by grandparents, adoptive parents, LGBT parents among others. The purpose of this is to ensure that there is no stigmatisation of different families and to show people come from different backgrounds. Use of the No-Outsiders scheme will support this, raising awareness of different family dynamics through age-appropriate books and discussions centred on the view of everyone being valued, respected and included.

3.2 Relationships and sex education (RSE)

RSE is lifelong learning about physical, sexual, moral, and emotional development. It is about teaching sex and sexuality in a way that gives pupils the confidence to make sound decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable, and mutually supportive relationships with another person, and how to control and understand feelings that come with being in a relationship.

RSE does not encourage early sexual experimentation. It teaches children and young people to understand human sexuality and to respect themselves and others, to build body confidence, self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling, and healthy sexual relationships, at the appropriate time.

4. Roles and responsibilities

4.1 Headteacher

The Headteacher with support from their respective Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that RSE and Health Education is well led, effectively managed, and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The Headteacher will ensure that teaching is age-appropriate, delivered in ways that are accessible to all pupils with SEND and that the subjects are resourced, staffed, and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for pupils and will liaise with parents regarding any concerns or opinions regarding RSE and Health Education provision and will manage parental requests for withdrawal of pupils from non-statutory, non-science components of RSE.

4.2 Staff

Teachers of RSE and Health Education will ensure that they are up to date with academy policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage pupils to communicate concerns regarding their social, personal, and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that the member of staff feels they are not able to deal with alone, they will take this concern to their line-manager.

4.3 Parents

Park Academy expects parents to share the responsibility of sex education and support their children's personal, social, and emotional development. We encourage parents to create an open home environment where pupils can engage, discuss, and continue to learn about matters that have been raised through academy PSHE. Parents are also encouraged to seek additional support in this from the academy where they feel it is needed.

4.4 Pupils

Pupils are expected to attend sex education classes that are in their academy timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development and the academy expects pupils to recognise this.

Pupils should support one another with issues that arise through RSE. Listening in class, being considerate of other people's feelings and beliefs. Complying with confidentiality rules that are set in class are key to effective provision. Pupils who regularly fail to follow these standards of behaviour will be dealt with under the **academy behaviour policy**. This can be found on Park Academy's website.

We also hope that pupils will feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in academy related to relationships, sex education or otherwise.

5. Implementation and curriculum

It is important that Park Academy implement the Relationships, Sex and Health policy consistently throughout the Academy and provide effective provision throughout classrooms. We encourage teachers to provide classes that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.

Through this aspect of our curriculum, we aim to explore different attitudes, values, and social labels, and develop skills that will enable our pupils to make informed decisions regarding RSE and Health Education. It is important that pupils know the difference between fact, opinion, and belief.

The Relationships and Health Education will be delivered in PSHE, computing, Physical Education (PE) and Science lessons. Park Academy understands that different pupils of the same age may develop at different stages and staff will be able to plan provision to take into account these differences. Appendix 1 sets out the themes that will be taught to pupils before the end of primary. Given the age of primary pupils, the focus of the curriculum is around relationships of pupils, with their family members, friends, and online relationships.

Park Academy does provide some aspects of sex education beyond the National Curriculum for Science, with details on content included at the end of Appendix 1.

Park Academy wishes to promote pupils' health and well-being by encouraging self-control, their ability to self-regulate and strategies for doing so. This will enable pupils to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. Park Academy believes that an integrated, whole-academy approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment. Health Education will be delivered within Science, Computing, Physical Education (PE) and Personal, Social, Health and Economic Education (PSHE).

By the end of their primary education Park Academy expects pupils to know the information set out at Appendix 2.

5.1 Dealing with difficult questions

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the PSHE coordinator or their line manager. In these cases, we will recognise the validity of the question, reassure the child that it was fine to ask that question and tell them that we will come back to it at a later time. This might be, for example, to give time for the teacher to seek advice first from a line manager, to check the appropriateness of the response against our curriculum.

Ground rules in class are essential when discussing sensitive subject matter. Our school expectations are always to encourage respect to each other and tolerance for differing views and opinions. We teach these qualities and identify them for our pupils regularly and consistently. Some other strategies staff may use to support this might be:

- an anonymous question box: this will enable pupils to feel more comfortable to ask questions without being identified
- children are given the opportunity to speak to staff members on a one-to-one basis outside of lesson time.
- if a question is deemed irrelevant for the age of pupils, children are directed to their adults at home.
- making the classroom a zone of silence; this means that whatever is discussed in the classroom stays in the classroom and should not be brought up at any other time. We hope this will give pupils the sense that they are in a safe zone to speak freely about sex and relationships.
- reminding children that at Park Academy, we have No-Outsiders Here, and that everyone regardless of their sexual orientation or beliefs are valued and included.

5.2 Pupils with special educational needs

Park Academy works hard to ensure that all aspects of the academy curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to RSE and health education.

The Academy will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- use of expert guest speakers

- using DVDs or video
- group and paired activities
- use of interactive, web-based presentations
- use of story books from the No-Outsiders programme

6. Withdrawal from RSE

Park Academy hopes that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy.

Parents of children in primary academy have the right to withdraw their child from aspects of sex education taught outside Relationships of Health Education, or the National Curriculum for Science. If they wish to withdraw their child from these additional aspects, they should state this in writing and send it to the headteacher.

Parents cannot withdraw their child from Relationships or Health Education or the elements on Human Growth and Reproduction which fall under the National Curriculum for Science.

Before withdrawing or making a request, the Academy strongly urges parents to carefully consider their decision as sex education is a vital part of the academy curriculum and supports child development.

If a pupil is excused from sex education the academy will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

7. Complaints

Parents or carers who have complaints or concerns regarding the RSE curriculum should contact the Academy directly in the first instance, and follow the Trust Complaints Policy.

8. Equal opportunities

The Academy has duties under the Equalities Act 2010 to ensure that pupils are not discriminated against because of their sex, race, disabilities, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity. RSE or Relationships and Health Education lessons provide a good background for talking openly and freely about the diversity of personal, social, and sexual preferences. Prejudiced views will be challenged, and equality promoted. The vocabulary of the No-Outsiders programme will be used to support this. Pupils will be actively taught that at Park Academy everyone is welcome, valued and included as we have 'No Outsiders Here'. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the **academy's behaviour policy**. This can be found on Park Academy's website - [Behaviour Policy.Park Academy](#)

9. Safeguarding and confidentiality

We hope to provide a safe and supportive community at Park Academy where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at academy or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the academy's **child protection and safeguarding procedure** will be followed. This can be found on Park Academy's website - [Child Protection and Safeguarding Policy.Park Academy](#)

If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- Ensure that the pupil is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active.
- Encourage the pupil to talk to their parent or carer. Pupils may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents have open and trusting relationships when it comes to sexual health and the academy will encourage this as much as possible.
- Decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a pupil under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Designated Safeguarding Led to decide what is in the best interest of the child.

10. Monitoring, review, and evaluation

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we review the RSE curriculum yearly and will inform parents of any revisions to the Academy policy or sex education curriculum.

We aim to monitor the effectiveness of our sex education provision through:

- yearly feedback from pupils
- yearly feedback from parents
- feedback from staff
- curriculum review

Park Academy will review this policy annually, evaluating its effectiveness by taking into account feedback from pupils, staff and parents, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

11. Support

We hope that pupils will feel safe in the academy environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social, and emotional development, including matters raised by or relating to sex and relationships education. We promote the academy ethos as one of inclusion and acceptance throughout all areas of academy activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

There are a number of ways Parents or Carers can make contact with staff in our Academy in order to ask questions or seek support for themselves or their families. The best place to start will be their child's current class teacher or our Head Teacher, Mrs Radford.

You can make contact with us via the main school office, in person, by phone or via MyEd.

This policy will be reviewed annually.

12. Appendices

12.1 Appendix 1 for Primary RSE: Relationships Education Primary Stage Curriculum and Outcomes

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

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| Respectful Relationships (contin) | <ul style="list-style-type: none"> about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help what a stereotype is, and how stereotypes can be unfair, negative, or destructive the importance of permission-seeking and giving in relationships with friends, peers, and adults |
| Online relationships | <ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous the rules and principles for keeping safe online, how to recognise risks, harmful content, and contact, and how to report them how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met how information and data is shared and used online |
| Being safe | <ul style="list-style-type: none"> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know how to recognise and report feelings of being unsafe or feeling bad about any adult how to ask for advice or help for themselves or others, and to keep trying until they are heard how to report concerns or abuse, and the vocabulary and confidence needed to do so where to get advice e.g., family, academy and/or other sources |

Please find below an outline of when and where the curriculum objectives are covered through use of the scheme One Decision:

| <u>Statutory RSE Element: Families and people who care for me</u> | <u>Year Group/Group and PSHE Concept and Unit</u> |
|---|---|
| that families are important for children growing up because they can give love, security and stability. | Year 6 A World Without Judgement- British Values |
| 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. | Year 1 Relationships- Friendship and Year 4 Growing and Changing- Appropriate Touch and Relationships |

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| 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. | Year 4 A World Without Judgement- Breaking Down Barriers |
| 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. | Year 6 A World Without Judgement- British Values |
| that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. | Year 6 A World Without Judgement- British Values |
| how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. | Year 4 Growing and Changing- Appropriate Touch and Relationships |

| <u>Statutory RSE Element: Caring Friendships</u> | <u>Year Group/Group and PSHE Concept and Unit</u> |
|---|---|
| how important friendships are in making us feel happy and secure, and how people choose and make friends. | Year 1 Relationships- Friendship |
| the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. | Year 1 Relationships- Friendship |
| that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. | Year 1 Relationships- Friendship |
| 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. | Year 2 Feelings and Emotions- Worry and Anger |
| 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. | Year 2 Relationships- Bullying and Year 4 A World Without Judgement- Breaking Down Barriers and Year 5 Keeping/Staying Safe- Peer Pressure and Year 6 Being Responsible- Stealing |

| <u>Statutory RSE Element: Respectful relationships</u> | <u>Year Group/Group and PSHE Concept and Unit</u> |
|---|--|
| 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. | Year 4 A World Without Judgement- Breaking Down Barriers and Year 5 A World Without Judgement- Inclusion and Acceptance and Year 6 A World Without Judgement- British Values |
| practical steps they can take in a range of different contexts to improve or support respectful relationships. | Year 4 Being Responsible- Coming Home on Time |
| the conventions of courtesy and manners. | Year 4 Being Responsible- Coming Home on Time |
| the importance of self-respect and how this links to their own happiness. | Year 1 Feelings and Emotions- Jealousy and Year 3 Internet Safety- Making Friends Online |
| 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. | Year 3 Being Responsible- Stealing and Year 4 A World Without Judgement- Breaking Down Barriers |

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| 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. | Year 2 Relationships- Bullying |
| what a stereotype is, and how stereotypes can be unfair, negative or destructive. | Year 5 A World Without Judgement- Inclusion and Acceptance and Year 6 A World Without Judgement- British Values |
| the importance of permission-seeking and giving in relationships with friends, peers and adults | Year 3 Relationships- Touch and Year 4 Computer Safety- Online Bullying |

| <u>Statutory RSE Element: Online Relationships</u> | <u>Year Group/Group and PSHE Concept and Unit</u> |
|---|---|
| that people sometimes behave differently online, including by pretending to be someone they are not. | Year 2 Computer Safety- Image Sharing and Year 5 Computer Safety- Image Sharing and Year 6 Computer Safety- Making Friends Online |
| 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. | Year 2 Computer Safety- Image Sharing and Year 5 Computer Safety- Image Sharing |
| how information and data is shared and used online | Year 2 Computer Safety- Image Sharing and Year 5 Computer Safety- Image Sharing |
| the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. | Year 1 Computer Safety- Online Bullying and Year 3 Computer Safety- Making Friends Online and Year 4 Computer Safety- Online Bullying and Year 6 Computer Safety- Making Friends Online |
| how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. | Year 4 Computer Safety- Online Bullying and Year 5 Computer Safety- Image Sharing |

| <u>Statutory RSE Element: Being Safe</u> | <u>Year Group/Group and PSHE Concept and Unit</u> |
|---|---|
| what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). | Year 5 Being Responsible- Looking out for Others |
| 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. | Year 3 Relationships- Touch and Year 5 Being Responsible- Looking out for Others |
| that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. | Year 3 Relationships- Touch |
| how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. | Year 2 Keeping/Staying Safe- Tying Shoelaces and Year 6 Being Responsible- Stealing |
| how to ask for advice or help for themselves or others, and to keep trying until they are heard. | Year 4 Growing and Changing- Appropriate Touch and Relationships |
| how to report concerns or abuse, and the vocabulary and confidence needed to do so. | Year 3 Computer Safety- Making Friends Online and Year 4 Growing and Changing- |

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| | Appropriate Touch and Relationships and Year 6 Being Responsible- Stealing |
| where to get advice e.g. family, school and/or other sources. | Year 5 Being Responsible- Looking out for Others and Year 6 Being Responsible- Stealing |

The National Curriculum for Science covers:

- naming the main external parts of the human body,
- the human body as it grows from birth to old age (including puberty),
- processes of reproduction and growth in animals and
- reproduction in some plants.

One Decision also covers the below, in addition to the National Curriculum for Science, which parents have the right to withdraw pupils from:

- Conception

12.2 Appendix 2: Health Education for Primary Stage Curriculum and Outcomes

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

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

12.3 Appendix 3: Curriculum Objectives and links with One Decision

| <u>Statutory Health Education Element: Mental Wellbeing</u> | <u>Year Group/Group and PSHE Concept and Unit</u> |
|---|--|
| that mental wellbeing is a normal part of daily life, in the same way as physical health | Year 1 Keeping/Staying Healthy- Baseline Assessment Year 4 Keeping/Staying Healthy- Baseline Assessment Year 4 Keeping/Staying Healthy- Healthy Living Year 4 Keeping/Staying Healthy- Adult and Children's Views Year 6 Keeping/Staying Healthy- Summative Assessment |
| 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 | Year 2 Relationships- Body Language Year 1 Feelings and Emotions- Baseline Assessment Year 1 Feelings and Emotions- Jealousy Year 2 Feelings and Emotions- Worry Year 2 Feelings and Emotions- Anger Year 2 Computer Safety- Image Sharing Year 3 Feelings and Emotions- Grief Year 3 Feelings and Emotions- Summative Assessment Year 4 Growing and Changing- Appropriate Touch Year 5 Growing and Changing- Puberty Year 5 A World Without Judgement- Inclusion and Acceptance Year 6 Keeping/Staying Healthy- Summative Assessment |
| 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 | Year 1 Relationships- Baseline Assessment Year 1 Fire Safety- Fire Safety Year 1 Feelings and Emotions- Jealousy Year 2 Relationships- Bullying Year 2 Relationships-Body Language Year 2 Feelings and Emotions- Worry Year 2 Feelings and Emotions- Anger Year 3 Feelings and Emotions- Grief Year 3 Relationships- Summative Assessment Year 4 Keeping/Staying Healthy- Adult and Children's Views Year 4 Computer Safety- Online Bullying Year 4 Feelings and Emotions- Jealousy Year 5 Feelings and Emotions- Anger Year 5 Growing and Changing- Puberty Year 5 Keeping/Staying Safe- Peer Pressure Year 6 Feelings and Emotions- Worry Year 6 Keeping/Staying Healthy- Summative Assessment |
| how to judge whether what they are feeling and how they are behaving is appropriate and proportionate | Year 1 Feelings and Emotions- Jealousy Year 2 Feelings and Emotions- Anger Year 2 Computer Safety- Image Sharing Year 2 Relationships-Body Language Year 3 Feelings and Emotions- Grief Year 3 Feelings and Emotions- Summative Assessment Year 4 Keeping/Staying Safe- Cycle Safety Year 4 Feelings and Emotions- Baseline Assessment Year 4 Feelings and Emotions- Jealousy Year 5 Feelings and Emotions- Anger |

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| | Year 6 Feelings and Emotions- Worry Year 6 Feelings and Emotions- Summative Assessment |
| the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness | Year 1 Keeping/Staying Healthy- Baseline Assessment Year 3 Keeping/Staying Healthy- Summative Assessment Year 4 Keeping/Staying Healthy- Healthy Living Year 4 Keeping/Staying Healthy- Adult and Children's Views Year 4 The Working World- Chores at Home Year 4 Feelings and Emotions- Baseline Assessment Year 4 A World Without Judgement- Breaking Down Barriers Year 6 Feelings and Emotions- Summative Assessment |
| simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. | Year 1 Keeping/Staying Healthy- Baseline Assessment Year 1 Feelings and Emotions- Baseline Assessment Year 1 Keeping/Staying Healthy- Washing Hands Year 1 Keeping/Staying Healthy- Brushing Teeth Year 2 Being Responsible- Practice Makes Perfect Year 3 Feelings and Emotions- Summative Assessment Year 4 Feelings and Emotions- Baseline Assessment Year 4 A World Without Judgement- Breaking Down Barriers Year 4 Keeping/Staying Healthy- Baseline Assessment Year 4 Keeping/Staying Healthy- Healthy Living Year 4 Keeping/Staying Healthy- Adult and Children's Views Year 6 Feelings and Emotions- Worry Year 6 Feelings and Emotions- Summative Assessment |
| isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support | Year 1 Feelings and Emotions- Baseline Assessment Year 2 Relationships- Bullying Year 2 Feelings and Emotions- Worry Year 2 Computer Safety- Image Sharing Year 3 Feelings and Emotions- Grief Year 4 Feelings and Emotions- Baseline Assessment Year 4 A World Without Judgement- Breaking Down Barriers Year 4 Computer Safety- Online Bullying Year 4 Feelings and Emotions- Jealousy Year 5 Being Responsible- Looking out for Others Year 5 A World Without Judgement- Inclusion and Acceptance Year 6 Feelings and Emotions- Baseline Assessment |
| that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing | Year 1 Feelings and Emotions- Baseline Assessment Year 2 Computer Safety- Image Sharing Year 2 Relationships- Bullying Year 4 Computer Safety- Online Bullying Year 5 Being Responsible- Looking out for Others |
| 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). | Year 2 Feelings and Emotions- Anger Year 3 Feelings and Emotions- Grief Year 3 Feelings and Emotions- Summative Assessment Year 4 Keeping/Staying Healthy- Baseline Assessment Year 4 Feelings and Emotions- Baseline Assessment |

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| | Year 4 Computer Safety- Online Bullying Year 4 Feelings and Emotions- Jealousy Year 4 Keeping/Staying Healthy- Adult and Children's Views Year 4 Keeping/Staying Healthy- Healthy Living Year 5 Growing and Changing- Puberty Year 5 Being Responsible- Looking out for Others Year 5 First Aid- First Aid Year 6 Feelings and Emotions- Summative Assessment Year 6 Feelings and Emotions- Worry Year 6 Keeping/Staying Healthy- Summative Assessment Year 6 Working World- In-App Purchases |
| 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 | Year 4 Feelings and Emotions- Baseline Assessment Year 6 Keeping/Staying Healthy- Summative Assessment Year 6 Working World- In-App Purchases |

| <u>Statutory Health Education Element: Internet Safety</u> | <u>Year Group/Group and PSHE Concept and Unit</u> |
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| that for most people the internet is an integral part of life and has many benefits | Year 1 Computer Safety- Baseline Assessment Year 4 Computer Safety- Baseline Assessment Year 4- Computer Safety- Adult and Children's Views |
| 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 | Year 1 Keeping/Staying Healthy- Baseline Assessment Year 1 Computer Safety- Baseline Assessment Year 2- Computer Safety Documentary Year 3 Computer Safety- Summative Assessment Year 4 Keeping/Staying Healthy- Healthy Living Year 4 Keeping/Staying Healthy—Adult and Children's Views Year 6 Computer Safety- Summative Assessment Year 6 Keeping/Staying Healthy- Summative Assessment Year 6 Computer Safety- Summative Assessment |
| 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 | Year 1 Computer Safety- Baseline Assessment Year 1 Computer Safety- Online Bullying Year 2 Computer Safety- Image Sharing Year 2- Computer Safety Documentary Year 3 Computer Safety- Making Friends Online Year 3 Computer Safety- Summative Assessment Year 4 Computer Safety- Online Bullying Year 4 Computer Safety—Adult and Children's Views Year 6 Computer Safety- Summative Assessment Year 6 Working World- In-App Purchases |
| why social media, some computer games and online gaming, for example, are age restricted | Year 2- Computer Safety Documentary Year 3 Computer Safety- Summative Assessment Year 4 Computer Safety—Adult and Children's Views Year 6 Working World- In-App Purchases |
| 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 | Year 1 Computer Safety- Online Bullying Year 2 Computer Safety- Image Sharing Year 2- Computer Safety Documentary Year 3 Computer Safety- Summative Assessment Year 4 Computer Safety- Baseline Assessment Year 4 Computer Safety- Online Bullying |

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| | Year 4 Computer Safety—Adult and Children’s Views Year 6 Computer Safety- Making Friends Online Year 6 Computer Safety- Summative Assessment |
| how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted | Year 4 Computer Safety- Baseline Assessment Year 4 Computer Safety—Adult and Children’s Views |
| where and how to report concerns and get support with issues online. | Year 1 Computer Safety- Online Bullying Year 2- Computer Safety Documentary Year 3 Computer Safety- Making Friends Online Year 3 Computer Safety- Summative Assessment Year 4 Computer Safety- Online Bullying Year 4 Computer Safety—Adult and Children’s Views Year 6 Computer Safety- Making Friends Online Year 6 Computer Safety- Summative Assessment |

| <u>Statutory Health Education Element: Physical health and fitness</u> | <u>Year Group/Group and PSHE Concept and Unit</u> |
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| the characteristics and mental and physical benefits of an active lifestyle | Year 1 Keeping/Staying Healthy- Baseline Assessment Year 3 Keeping/Staying Healthy- Summative Assessment Year 4 Keeping/Staying Healthy- Baseline Assessment Year 4 Keeping/Staying Healthy- Healthy Living Year 4 Keeping/Staying Healthy- Adult and Children’s Views Year 4 Feelings and Emotions- Baseline Assessment |
| 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. | Year 1 Keeping/Staying Healthy- Baseline Assessment Year 2 Being Responsible- Practice Makes Perfect Year 3 Keeping/Staying Healthy- Summative Assessment Year 4 Keeping/Staying Healthy- Baseline Assessment Year 4 Keeping/Staying Healthy- Healthy Living Year 4 Keeping/Staying Healthy- Adult and Children’s Views Year 4 Feelings and Emotions- Baseline Assessment |
| the risks associated with an inactive lifestyle (including obesity). | Year 1 Keeping/Staying Healthy- Baseline Assessment Year 2 Keeping/Staying Healthy- Healthy Eating Year 3 Keeping/Staying Healthy- Summative Assessment Year 4 Keeping/Staying Healthy- Baseline Assessment Year 4 Keeping/Staying Healthy- Healthy Living Year 4 Keeping/Staying Healthy- Adult and Children’s Views |
| how and when to seek support including which adults to speak to in school if they are worried about their health | Year 3 Keeping/Staying Healthy- Summative Assessment Year 4 Keeping/Staying Healthy- Baseline Assessment Year 4 Keeping/Staying Healthy- Healthy Living Year 4 Keeping/Staying Healthy- Adult and Children’s Views Year 5 Growing and Changing- Puberty Year 6 Keeping/Staying Healthy- Summative Assessment |

| <u>Statutory Health Education Element: Healthy Eating</u> | <u>Year Group/Group and PSHE Concept and Unit</u> |
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| what constitutes a healthy diet (including understanding calories and other nutritional content) | Year 2 Keeping/Staying Healthy- Healthy Eating Year 4 Keeping/Staying Healthy- Healthy Living |
| the principles of planning and preparing a range of healthy meals | Year 2 Keeping/Staying Healthy- Healthy Eating Year 3 Keeping/Staying Healthy- Summative Assessment Year 4 Keeping/Staying Healthy- Healthy Living |
| 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) | Year 1 Keeping/Staying Healthy- Brushing Teeth Year 2 Keeping/Staying Healthy- Healthy Eating Year 3 Keeping/Staying Healthy- Summative Assessment Year 4 Keeping/Staying Healthy- Baseline Assessment Year 4 Keeping/Staying Healthy- Adult and children's views Year 4 Keeping/Staying Healthy- Healthy Living |

| <u>Statutory Health Education Element: Drugs, alcohol and tobacco</u> | <u>Year Group/Group and PSHE Concept and Unit</u> |
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| the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. | Year 1 Hazard Watch- Hazard Watch Year 3 Keeping/Staying Healthy- Medicine Year 5 Keeping/Staying Healthy- Smoking Year 6 Keeping/Staying Healthy- Alcohol/Drugs Year 6 Keeping/Staying Healthy- Summative Assessment |

| <u>Statutory Health Education Element: Health and Prevention</u> | <u>Year Group/Group and PSHE Concept and Unit</u> |
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| how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. | Year 6 Keeping/Staying Healthy- Summative Assessment |
| about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. | Year 1 Keeping/Staying Safe-Baseline Assessment Year 3 Keeping/Staying Safe- Summative Assessment Year 4 Keeping/Staying Healthy- Adult and children's views Year 6 Keeping/Staying Healthy- Summative Assessment |
| the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn | Year 1 Keeping/Staying Healthy-Baseline Assessment Year 4 Keeping/Staying Safe-Baseline Assessment Year 4 Keeping/Staying Healthy- Healthy Living |
| about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. | Year 1 Keeping/Staying Healthy-Baseline Assessment Year 2 Keeping/Staying Healthy-Brushing Teeth Year 4 Keeping/Staying Healthy-Baseline Assessment Year 4 Keeping/Staying Healthy-Healthy Living |
| about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. | Year 1 Keeping/Staying Healthy-Baseline Assessment Year 1 Keeping/Staying Healthy-Washing Hands Year 4 Keeping/Staying Healthy-Baseline Assessment Year 4 Keeping/Staying Healthy-Healthy Living |
| the facts and science relating to allergies, immunisation and vaccination. | Year 3 Keeping/Staying Healthy- Medicine |

| <u>Statutory Health Education Element: Basic First Aid</u> | <u>Year Group/Group and PSHE Concept and Unit</u> |
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| how to make a clear and efficient call to emergency services if necessary. | Year 1 Fire Safety- Fire Safety Year 1 Being Responsible- Water Spillage Year 3 Keeping/Staying Safe- Leaning Out of Windows Year 4 First Aid- Baseline Assessment Year 4 First Aid- First Aid Year 5 First Aid- First Aid Year 6 First Aid- First Aid part 1 Year 6 First Aid- First Aid part 2 Year 6 First Aid- Summative Assessment |
| concepts of basic first-aid, for example dealing with common injuries, including head injuries | Year 4 First Aid- Baseline Assessment Year 4 First Aid- First Aid Year 5 First Aid- First Aid Year 6 First Aid- First Aid part 1 Year 6 First Aid- First Aid part 2 Year 6 First Aid- Summative Assessment |

| <u>Statutory Health Education Element: Changing Adolescent Body</u> | <u>Year Group/Group and PSHE Concept and Unit</u> |
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| key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes | Year 5 Growing and Changing- Puberty Year 6 Growing and Changing- Summative Assessment |
| about menstrual wellbeing including the key facts about the menstrual cycle | Year 5 Growing and Changing- Puberty Year 6 Growing and Changing- Summative Assessment Year 6 Growing and Changing- Conception |

12.4 Appendix 4: Curriculum Objectives and links with No-Outsiders

| EYFS/KS1 | | | |
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| British Vales Protected Characteristics Proud Values | Year Group | Enquiry Question | Text |
| Individual liberty Respect and tolerance Religion or belief Open-minded, respect | EYFS | What are my choices? | You Choose by Nick Sharratt and Pippa Goodheart |
| Individual liberty Respect and tolerance Race, religion or belief Open-minded, respect | EYFS | Is it okay to like different things? | Red Rockets and Rainbow Jelly by Sue Heap and Nick Sharratt |
| Respect and tolerance Race, religion or belief Respect | EYFS | How can we be friendly? | Hello Hello by Brendan Wenzel |
| Respect and tolerance Marriage and civil partnership, sexual orientation, pregnancy and maternity Respect, open-minded | EYFS | How are families different? | The Family Book by Todd Parr |
| Respect and tolerance Marriage and civil partnership, sexual orientation, pregnancy and maternity Respect, open-minded | EYFS | What is special for me and my family? | Mommy, Mama and Me by Leslea Newman, Carol Thompson |
| Respect and tolerance Race, religion or belief Open-minded, respect, unity | EYFS | How can I make friends? | Blue Chameleon by Emily Gravett |
| Respect and tolerance Race, religion or belief Open-minded, respect, unity | Year 1 | How do we fit in? | Elmer by David McKee |
| Respect and tolerance Religion or belief Open-minded, respect, unity | Year 1 | How can we join in? | Going to the Volcano by Andy Stanton |
| Respect and tolerance | Year 1 | How can we play together? | Want to Play Trucks? by Ann Stott and Bob Graham |

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| Religion or belief Open-minded, respect, unity | | | |
| Respect and tolerance Race Respect, unity | Year 1 | Why should I be proud to be me? | Hair, It's a family affair by Mylo Freeman |
| Respect and tolerance Race, religion or belief Open-minded, respect, unity | Year 1 | How are people different? | My World Your World by Melanie Walsh |
| Respect and tolerance Race, religion or belief, age Unity, determination | Year 1 | Why should we ask for help? | Errol's Garden by Gillian Hibbs |
| Respect and tolerance Indivial liberty Race, religion or belief Unity, open-minded | Year 2 | Can we have friends that are different? | Can I Join Your Club? by John Kelly and Steph Laberis |
| Indivial liberty Religion or belief Perseverance, determination | Year 2 | What is self-confidence? | How to Be a Lion by Ed Vere |
| Respect and tolerance Marriage and civil partnership, sexual orientation, age, race, religion or belief Respect, open-minded | Year 2 | What is diversity? | The Great Big Book of Families by Mary Hoffman and Ros Asquith |
| Respect and tolerance Disability Respect, unity, open-minded | Year 2 | What makes a good friend? | Amazing by Steve Antony |
| Respect and tolerance Disability Respect, unity, open-minded | Year 2 | How can I use sign language? | What the Jackdaw Saw by Julia Donaldson and Nick Sharratt |
| Respect and tolerance Religion or belief, race, disability Open-minded, respect, unity | Year 2 | What does it mean to belong? | All are Welcome by Alexandra Penfold and Suzanne Kaufman |

| KS2 | | | |
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| British Vales Protected Characteristics Proud Values | Year Group | Enquiry Question | Text |
| Respect and tolerance Religion or belief, race Open-minded, respect, unity | Year 3 | What is discrimination? | This is Our House by Michael Rosen |
| Respect and tolerance Disability Respect, unity, open-minded | Year 3 | What is a bystander? | We're All Wonders by R.J.Palacio |
| Respect and tolerance Race, religion or belief Respect, unity, open-minded | Year 3 | How can we be welcoming? | Beegu by Alexis Deacon |
| Respect and tolerance Age Respect, unity | Year 3 | What is a stereotype? | The Truth About Old People by Elina Ellis |
| Individual liberty Respect and tolerance Religion or belief Respect, unity, open-minded | Year 3 | Why is it good to be different? | The Hueys in the New Jumper by Oliver Jeffers |
| Respect and tolerance Race, religion or belief, age, disability Respect, unity, open | Year 3 | What is it like to live in Britain today? | Planet Omar: Accidental Trouble Magnet by Zanib Mian |
| Respect and tolerance Race, religion or belief Respect, unity, open-minded | Year 4 | Why are people afraid of difference? | Along Came a Different by Tom McLaughlin |
| Individual liberty Religion or belief Determination, open-minded | Year 4 | What does it mean to be assertive? | Dogs Don't Do Ballet by Anna Kemp and Sarah Oglivie |
| Individual liberty Religion or belief Determination, open-minded | Year 4 | Why should I be proud of who I am? | Red: A Crayon's Story by Michael Hall |
| Individual liberty | Year 4 | What do we have in common? | Aalfred and Aalbert by Morag Hood |

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| Religion or belief Unity, respect, open-minded | | | |
| Individual liberty Respect and tolerance Religion or belief Open-minded, unity | Year 4 | How can I look after my mental health? | When Sadness Comes to Call by Eva Eland |
| Individual liberty Respect and tolerance Gender reassignment Open-minded, respect, unity | Year 4 | How can I show acceptance? | Julian is a Mermaid by Jessica Love |
| Respect and tolerance Marriage and civil partnership, sexual orientation Respect, unity, open-minded | Year 5 | What are consequences? | Kenny Lives with Erica and Martina by Olly Pike |
| Rule of law Age, religion or belief, race Determination, perseverance | Year 5 | How can I justify my actions? | Rose Blanche by Ian McEwan and Roberto Innocenti |
| Rule of law Democracy Religion or belief Unity, open-minded | Year 5 | How can I show empathy? | How to Heal a Broken Wing by Bob Graham |
| Individual liberty Age Respect, determination | Year 5 | How can friendships go wrong? | The Girls by Lauren Lee and Jenny Lovlie |
| Individual liberty Respect and tolerance Marriage and civil partnership, sexual orientation Unity, open-minded, respect | Year 5 | How do views on equality differ in the world? | And Tango Makes Three by Justin Richardson and Peter Parnell |
| Respect and tolerance Race, religion and belief Respect, unity | Year 6 | What is immigration? | King of the Sky by Nicola Davis |
| Individual liberty Rule of law Religion or belief | Year 6 | What is freedom of speech? | The Only Way is Badger by Stella J. Jones and Carmen Saldana |

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| Respect, open-minded | | | |
| Respect and tolerance Rule of law Religion or belief Respect, open-minded | Year 6 | Why do some people show prejudice to others? | Leaf by Sandra Dieckmann |
| Respect and tolerance Race Respect, open-minded, unity | Year 6 | What can happen if racism is not challenged? | The Island by Armin Greder |
| Individual liberty Respect and tolerance Marriage and civil partnership, sexual orientation Unity, open-minded, respect | Year 6 | How can we show acceptance? | Introducing Teddy by Jessica Walton and Dougal MacPherson |
| Democracy Respect and tolerance Marriage and civil partnership, sexual orientation Open-minded, respect | Year 6 | What is a democracy? | A Day in the Life of Marlon Bundo by Marlon Bundo and Jill Twiss |