



Hurst Hill Primary School

Relationships Education, Relationships and Sex Education and Physical Health and Mental Well-Being Policy

Policy Tracker

Responsibility for monitoring this policy: Executive Headteacher and Subject Leader

Review period: This policy will be reviewed annually or earlier if guidance is updated

Date	Reviewed by	Role	Date approved/received by the Local Governing Committee
March 2021	Claire Johnson	Deputy Head teacher	April 2021
October 2022	Becki Weaver	Assistant Head of School	November 2022
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1 Introduction

- 1.1 Hurst Hill Primary School believes that in order to create a happy and successful adult life, children and young people need to have the self-confidence to make informed decisions about their wellbeing, health and relationships. **Relationships and Sex Education (RSE)** is about giving children the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. **Health Education** is about giving pupils information to make well-informed, positive choices about their own health and wellbeing. Hurst Hill Primary recognises that physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.
- 1.2 Hurst Hill Primary has a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation. As a result, RSE, Relationships and Health Education will be sensitive to the different needs of individual pupils and may need to adapt and change over time to reflect the needs of the particular cohort.
- 1.3 Hurst Hill Primary is aware of the need to be mindful of and respectful to a wide variety of faith and cultural beliefs across its school community, and will make every attempt to be appropriately sensitive; equally it is essential that children and young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. Hurst Hill Primary believes that its pupils deserve the right to honest, clear, impartial scientific and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.
- 1.4 As part of our consultation with stakeholders our policy has been shared with parents, staff and governors to ensure that it meets the needs of the pupils within our school and reflects the community it serves. Therefore, creating an opportunity for stakeholders to provide feedback, ask questions or seek further clarification. The curriculum we provide will be monitored and feedback from pupils, staff and parents will help to inform any changes we wish to make to our curriculum and policy in the future.
- 1.5 The policy will be reviewed annually and parents will be consulted in advance about significant changes.

2 Aims and Objectives

- 2.1 Through the delivery of high quality and age-appropriate RSE, Relationship and Health Education, the school aims to teach pupils the importance of health and hygiene and healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. We will also ensure that pupils know when to ask for help and where to access support.

We will help to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this will be pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.

We aim to develop pupils' personal attributes including kindness, integrity, generosity, and honesty through the promotion of our school values.

By the end of their education with us the school hopes pupils will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences in later life.

3 Roles and Responsibilities

All members of the school community are expected to follow this policy. Roles, responsibilities and expectations of each section of the School and Trust community are set out in detail below.

3.1 The Chief Executive Officer

The CEO will ensure that RSE, Relationships and Health Education is taught consistently across the schools within the Trust and will report back to the Board of Trustees on educational outcomes. They will ensure that senior staff receive regular professional development training in how to deliver RSE.

3.2 Local Governing Committee

The Local Governing Committee at Hurst Hill will review and monitor the application and implementation of this policy by receiving regular reports from the Executive Headteacher on educational outcomes. Local governors will review any issues that might arise and act as a point of challenge for decisions taken by the Executive Headteacher. The Local Governing Committee will annually report its findings to the Board of Trustees.

3.3 Executive Headteacher

The Executive 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 RSHE 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 Executive 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, Relationships and Health Education provision and will manage parental requests for withdrawal of pupils from non-statutory, non-science components of RSE.

3.4 Staff

Teachers of RSE, Relationships and Health Education will ensure that they are up to date with school policy and curriculum requirements 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 that member of staff feels they are not able to deal with alone, they will take this concern to their line-manager.

3.5 Parents

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

The school hopes to build a positive and supporting relationship with parents through mutual understanding, cooperation and trust. Parents are expected to share the responsibility of sex education and support their children's personal, social and emotional development. The school hopes parents will create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school. Parents are also encouraged to seek additional support in this from the school where they feel it is needed.

3.6 Pupils

Pupils are expected to take RSE, Relationships and Health Education seriously. Pupils are expected to listen, be considerate of other pupils' feelings and beliefs, comply with class-set confidentiality rules and support one another with issues that arise during class. Pupils who fail to follow these standards of behaviour will be dealt with under the school's behaviour policy.

4 Definition of Relationships Education

- 4.1 At Hurst Hill, the focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them.
- 4.2 We understand that teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.
- 4.3 Relationships Education will outline that there are different types of committed, stable relationships, the characteristics and legal status of other types of long-term relationships, the importance of marriage as a relationship choice and why it must be freely entered into, how relationships might contribute to human happiness and how to judge when relationships have become unsafe as well as how to seek help or advice and report concerns about others.
- 4.4 From the beginning of primary school, building on early education, pupils will be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- 4.5 The teaching of Relationships Education must include the following;
- Families and people who care for me.
 - Caring friendships.
 - Respectful relationships.
 - Online relationships.
 - Being safe.

5 Definition of Relationships and Sex Education (RSE) – *Taught at Year 6*

- 5.1 RSE is lifelong learning about physical, sexual, moral and emotional development. It is about giving pupils the confidence to make sound decisions when facing risks and other challenges. It includes teaching about 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.
- 5.2 **RSE** teaches children and young people to understand human sexuality and to respect themselves and others, to build 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.
- 5.3 Parents do have the right to withdraw their child from the teaching of sex education. Please see section 12 of this policy.

6 Definition of Health Education (Physical health and mental well-being)

- 6.1 Health Education teaches pupils about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and gives pupils the language and knowledge to understand the normal range of emotions that everyone experiences. Health Education should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

- 6.2 Teachers will talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.
- 6.3 The school believes that an integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment.
- 6.4 The teaching of Health Education must include the following;
- Mental wellbeing
 - Internet safety and harms
 - Physical health and fitness
 - Healthy eating
 - Drugs, alcohol and tobacco
 - Health and prevention
 - Basic first aid
 - Changing adolescent body

7 Delivery of RSE, Relationships and Health Education, including managing difficult questions

- 7.1 RSE, Relationships and Health education will be delivered in a non-judgmental, factual way allowing scope for children and young people to ask questions in a safe environment. Teachers will tailor the delivery to meet the specific needs of the pupils in that class, and to be responsive to their behaviour and development. Classes will explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions as well as being able to differentiate between fact, opinion and belief and an understanding of the law on various topics.
- 7.2 Our curriculum content covers everything that primary schools should teach about Relationships and Health education, including puberty. The National Curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. We strongly believe that children should be taught the correct anatomical names for their body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use. This is taught from a safeguarding point of view. We feel that children need to know how to express themselves appropriately and confidently, should they ever need to.
- 7.3 Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Staff will use teaching methods that take account of these differences and the potential for a discussion on a one-to-one basis or in a small group.
- 7.4 Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. At the beginning of each lesson, the teacher will create an agreement with the class. The children will understand that their classroom is a safe environment for them to be open, honest and to ask any questions they might have. This is to prevent children seeking information in inappropriate places and, in turn, gaining more misconceptions.
- 7.5 All staff will be given training on how to deliver effective RSHE lessons and will use their knowledge and understanding of the children, our curriculum and statutory guidelines in order to answer questions and facilitate discussions in an appropriate manner. The school believes that individual teachers must use their skill and discretion in these situations. They may refer it to the subject Leader, who may also seek advice from the school nurse, CEOP Ambassador or senior leader. Some issues may be referred to parents who will be consulted on this.
- 7.6 At Hurst Hill, we choose to teach some aspects of sex education to our Year 6 pupils, although we understand that this is not a requirement (parts that are not stipulated in the National Curriculum). We believe that it is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. As a result, we have a sex education programme tailored

to the age and the physical and emotional maturity of our pupils. It ensures that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

- 7.7 RSE, Relationships and Health Education complement several national curriculum subjects. Where possible we look for opportunities to draw links between these subjects and integrate teaching where appropriate. Science, Computing, Physical Education (PE), Food Technology and Personal, Social, Health and Economic Education (PSHE) support the teaching of these subject areas in our school.

8 Consultation with parents/carers

- 8.1 As well as consulting parents about our overall policy parents are also welcome to view the resources for themselves and to ask any questions they may have. This process includes offering parents support in talking to their children at home about what is being taught in school.
- 8.2 Parents of pupils in year 6 are invited in to school for a short presentation on the sex education programme of work. This meeting takes place before the pupils begin the programme. This ensures parents are fully aware of the content and the resources that will be used and provides opportunity to raise any questions they may have. Parents are actively encouraged to find out about the programme and then support their children at home.

9 RSE, Relationships and Health Education: Curriculum and Outcomes

- 9.1 At Hurst Hill, we have devised a curriculum that is tailored to the needs of our children. We have embedded the Relationships and Health Education mandatory objectives into a robust, thematic curriculum which reflects us as a school. We have designed our curriculum embedding a spiral approach which gradually revisits and reintroduces key topics at a deeper and more complex level within each key stage. This in turn emphasises and embeds the essential skills and attributes children need to manage their lives, both now and in the future. **Please see our curriculum overview (Annex 1).**
- 9.2 Alongside this, we will actively promote Fundamental British Values by explicitly linking them to lessons taught throughout each key stage and discussion during assemblies and focus days.
- 9.3 By the end of their primary education our school expects pupils to know the information set out in the 'Relationships Education, Relationships and Sex Education and Health Education' DfE statutory guidance. **Please see Annex 2 and 3.**

10 Monitoring and assessment

- 10.1 Pupils' knowledge and understanding is assessed through formative assessment via produced written work, question responses, discussion and quizzes. Monitoring for the deliverance of RSHE will be conducted on a half termly basis by the Subject leader/SLT. Three year groups will be done in the first half term and another three will be done in the second half term. This will ensure that all year groups are monitored over a term. Feedback will be given collectively (via phase leader) and on an individual basis where required.

The following will also be used to inform monitoring and assessment;

- Subject leader monitoring that includes; book monitoring, pupil discussions, planning reviews, lesson observation (Science/PE/Food technology/Computing and Online Safety/PSHE)
- Staff responses
- KCSIE 2023 GUIDANCE
- Phase team meetings
- Parental consultation
- Pupils' responses
- Parent and Pupils surveys
- Updates to legislation
- CEOP recommendations

11 Pupils with special educational needs and/or disabilities

- 11.1 The school will endeavour to ensure that RSE, Relationships Education and Health Education is accessible for all pupils. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and RSE, Relationships Education and Health Education may be particularly important for such pupils, for example those with Social, Emotional and Mental Health needs or learning disabilities. Teaching will be sensitive, age-appropriate, developmentally appropriate, differentiated and personalised to meet the specific needs of pupils at different developmental stages.
- 11.2 Staff will make reasonable adjustments to alleviate disadvantage faced by pupils with disabilities and will be mindful of the SEND Code of Practice and the Trust's SEND Policy when planning for these subjects. Staff will use a variety of different strategies to ensure that all pupils have access to the same information, which may include games, use of videos, drama, role play or group/pair activities.

12 Right to request withdrawal from sex education

- 12.1 The Trust hopes that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy. The role of families in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. The curriculum in school and support from home should work hand in hand to ensure that the children are ready to embrace the challenges of creating a happy and successful adult life.
- 12.2 The Relationships, Health and Sex Education regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Health Education compulsory for all pupils receiving primary education. Sex education is non-compulsory at primary school but it is recommended by the Department for Education. Parents of children in primary schools have the right to withdraw their child from all or part of our sex education curriculum and should state this in writing and send it to the Executive Headteacher.
- 12.3 Before withdrawing or making a request, the school strongly urges parents to carefully consider their decision as sex education is a vital part of the school curriculum and supports child development. The Executive Headteacher will explore the concerns of the parents and the possibilities of adjusting the programme e.g. the pupil taking part in agreed sessions only. If a pupil is excused from sex education school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.
- 12.4 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.

13 Working with external agencies

- 13.1 Working with external organisations can enhance delivery of RSHE, bringing in specialist knowledge and different ways of engaging with young people. As with any visitor, schools are responsible for ensuring that they check the visitor or visiting organisation's credentials. Schools should also ensure that the teaching delivered by the visitor fits with their planned programme and their published policy. It is important that schools discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils. Schools should ask to see the materials visitors will use as well as a lesson plan in advance, so that they can ensure it meets the full range of pupils' needs (e.g. special educational needs).
- 13.2 It is important to agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy.
- 13.3 Use of visitors should be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff

14 Safeguarding, reports of abuse and confidentiality

- 14.1 At the heart of these subjects there is a focus on keeping children safe, and schools can play an important role in preventative education. Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.
- 14.2 The school hopes to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. All teachers receive training around confidentiality and safeguarding and should ensure that pupils understand that they cannot offer unconditional confidentiality. If a child protection issue is disclosed to a member of staff, that member of staff should follow the schools Child Protection and Safeguarding procedures.
- 14.3 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 Leads to decide what is in the best interest of the child.

15 Equal opportunities

- 15.1 RSE, Relationships Education and Health Education will be delivered equally to both genders, normally in mixed classes. There are, however, certain topics that may be delivered in single sex groupings e.g. menstruation and sex Education in Year 6).
- 15.2 Hurst Hill Primary has a commitment to ensure that RSE, Relationships Education and Health Education is relevant to all pupils and is taught in a way that is age and stage appropriate. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously in accordance with the school's behaviour policy.

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Reception	Relationships: Feelings and Emotions	Health and Wellbeing: Keeping Safe (in the dark, bonfire safety etc).	Relationships: Valuing Differences	Living in the Wider World: Taking Care of the Environment	Technology use and simple safety rules	Living in the Wider World: Rights and Responsibilities	Health and Wellbeing: Healthy Lifestyles	Transition to Year 1	Health and Wellbeing: Keeping Safe (water safety, sun safety)
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Personal identity; recognising individuality and different qualities; mental wellbeing	Medicines and household products; drugs common to everyday life
Year 5/6 – cycle A	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty (Year 5)	Keeping safe in different situations, including responding in emergencies and first aid
Year 5/6 – cycle B	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing Transition (Year 6) Transition to high school	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

17 Annex 2 - Relationship Education

By the end of primary school, pupils should know:

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

	<ul style="list-style-type: none"> • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
Being safe:	<ul style="list-style-type: none"> • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

18 Annex 3 - Health Education

By the end of primary school, pupils should know:

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

Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.