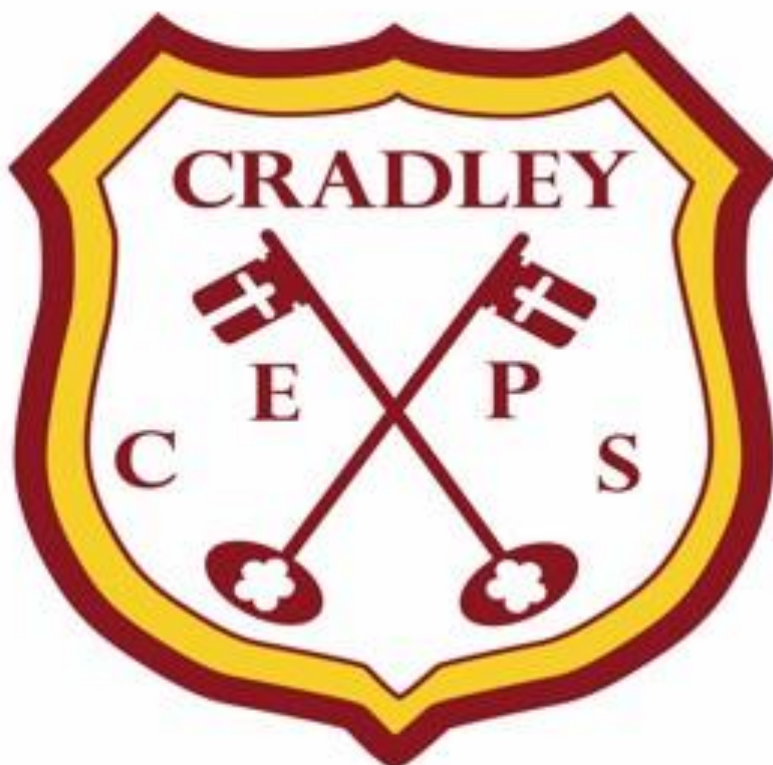


Cradley CE Primary School



Personal, Social, Health Education Policy (PSHE)

(including Relationships and Health Education and Sex Education)

Responsibility for monitoring this policy: Marcia Harris (Reviewed annually or in response to changes in legislation or operating procedures)	
Written	April 2021
Shared with parents	May 2021
Approved by Governors	Autumn 2021
Shared with staff	Autumn 2021

1. Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

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

As a maintained primary school we must

- provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).
- However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.
- In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

2. Rationale

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4

3. PSHE

At Cradley CE Primary School, our aim is for our children to flourish and to gain every opportunity to live fulfilled lives. We adopt a whole school approach to Personal, Social, Health Education to support personal development, to enable children to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships and Health Education within our whole-school PSHE Programme. Sex education is also included.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))

- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

It is also aligned with the Church of England's 'A charter for faith sensitive and inclusive relationships education, relationships education and sex education and health education' and draws on the advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office, [second edition updated summer 2019](#)).

At Cradley CE, we believe that health, relationships, and sex education is about

'The emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life.'

(Church of England Education Office Response to a Call for Evidence on RSE Curriculum p1)

4. Relationships and Sex Education (RSE)

Children must be prepared for the opportunities, challenges and responsibilities of being in relationship with other people."

(Church of England Education Office Response to call for Evidence on RSE Curriculum p1)

At Cradley Church of England Primary School, RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values. It is not about the promotion of sexual activity.

We believe that relationships are gift from God and should bring joy. Our scheme seeks to develop understanding that there are a variety of relationships and family patterns in the modern world. Children learn how to develop and sustain good, healthy relationships and how to be able to recognise when and how relationships go wrong.

The Church of England guidance 'Valuing All God's Children' (2019) underpins our approach to

"Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world."

4.1 What will we teach?

In line with DfE statutory guidance, Relationships Education at Cradley Church of England Primary School will include:

Families and people who care for me
Caring friendships
Respectful relationships

Online relationships
Being safe

Statutory guidance can be found in Appendix 1.

5. Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, sex education is not compulsory in primary schools'. At Cradley CE, following consultation with governors, staff and parents, we also deliver an appropriate programme of sex education.

Schools are free to determine the content of sex education at primary school. At Cradley CE Primary School, we believe children should understand the facts about human reproduction before they leave primary school. Part of this will be delivered through the science curriculum and part through RSE curriculum

5.1 What will we teach?

As part of the science curriculum, children will learn about the main external body parts, the human body as it grows from birth to old age and reproduction in some plants and animals.

As part of the RSE curriculum, children will learn about human reproduction.

- The changes that adolescence brings
- How a baby is conceived and born

This will be taught in partnership with the school nurse. She will also discuss: healthy relationship, consent and online safety. Parents will be invited to see the materials and discuss the programme prior to the school nurse delivering these sessions.

Children will be able to ask questions or express concerns anonymously using our 'ask it basket'. This technique allows the teacher to support any children who have concerns, and also gives 'thinking time' so that the children's questions can be answered age-appropriately. Children can choose whether to identify themselves on the questions or not and teachers should make it clear that the basket is PRIVATE.

5.2 Managing awkward/tricky/sensitive questions

Teachers are often concerned about how to deal with tricky questions when teaching sex and relationships education. At Cradley CE we will:

1. Decide whether or not it is appropriate to answer the question in the classroom i.e. is it age-appropriate? (Keep within the remit of your year group's learning intentions as this is what has been agreed with parents/carers)
2. Think about what might be behind the child's question i.e. why have they asked it? This may affect how it is answered.
3. Keep the answer very simple - children only need to know the answer to their question not the contents of a biology textbook.
4. Keep it factual
5. If questions cause concern, it may be discussed with parents or dealt with in a safeguarding context

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education. DfE Guidance p.17. For more information about our curriculum, see our curriculum map in Appendix 2 and 3.

6. Health Education

“The curriculum should offer opportunities for pupils to learn to value themselves and their bodies.” (Valuing All God’s Children, Church of England 2019 p24)

6.1 What will we teach?

In line with DfE statutory guidance. Health Education at Cradley Church of England Primary School will include will cover

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 (including puberty)

Teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance. This is taught in Year 5 with the support of the school nurse and is revisited in Year 6. Our whole school mapping document where particular elements are covered and demonstrate how our whole-school approach spirals the learning and meets all statutory requirements. (Appendix 2 and 3)

7. Teaching and learning

All teaching and learning is set in the context of family life, taking care to ensure that all families and home circumstances are embraced. We recognise that families may include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures. We will reflect sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We use the ‘Jigsaw’ scheme to deliver our PSHE curriculum and have adapted it to meet the needs of our children. This provides a mindful approach and covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. Content is delivered in 6 pieces of a jigsaw puzzle. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society

Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

A lesson each week is allocated to PSHE. This enables us to teach the knowledge and skills in a developmental and age-appropriate way. Explicit lessons are reinforced and enhanced through phase assemblies and collective worship, our praise and reward system, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the PSHE policy and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school, and for managing requests to withdraw pupils from non statutory components of RSE

8.3 Staff

Mrs Harris is responsible for leading the development of PSHE.

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of PSHE

Staff do not have the right to opt out of teaching PSHE. Staff who have concerns about teaching elements of PSHE are encouraged to discuss this with the headteacher.

8.4 Pupils

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

9. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

10. Monitoring and Review

The Foundation governors monitor this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Foundation governors give serious consideration to any comments from parents about the PSHE (RSE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

11. Equality

This policy will inform our Equalities Plan. The DfE Guidance 2019 (p. 15) states,

"Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics. At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

This can also have an impact on any anti-bullying policies in regard to these characteristics being the reason for the issue. The Church of England document "Valuing all God's Children", 2019, states:

"Schools should ensure that they have clear anti-bullying policies on preventing and tackling homophobic, biphobic and transphobic behaviour and language and that these policies are known and understood by all members of the school community. School leaders should present a clear message that HBT bullying will not be tolerated and that there can be no justification for this negative behaviour based on the Christian faith or the Bible. Schools should ensure that pupils understand how to report incidents. Pupils should be confident that if they report bullying it will be taken seriously."

It also asserts:

"Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value" (page 1)

"Opportunities to discuss issues to do with self-esteem, identity and bullying, including HBT (homophobic, biphobic and transphobic) bullying, should be included in physical, social, health and economic education or citizenship programmes. The curriculum should offer opportunities for pupils to learn to value themselves and their bodies. Relationships and sex education should take LGBT people into account." (Page 6)

At Cradley CE Primary School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education. For further explanation as to how we approach LGBT

relationships in the PSHE (RSHE) Programme please see: 'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

I2. Policy Review

This policy is reviewed annually.

Appendix I

Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be 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. The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

The guidance states that, by the end of primary school:

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	<ul style="list-style-type: none"> • R1 that families are important for children growing up because they can give love, security and stability. • R2 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. • R3 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. • R4 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. • R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World
Caring friendships	<ul style="list-style-type: none"> • R7 how important friendships are in making us feel happy and secure, and how people choose and make friends • R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties 	

	<ul style="list-style-type: none"> • R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded • R10 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 • R11 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 and advice from others, if needed 	
Respectful relationships	<ul style="list-style-type: none"> • R12 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 • R13 practical steps they can take in a range of different contexts to improve or support respectful relationships • R14 the conventions of courtesy and manners • R15 the importance of self-respect and how this links to their own happiness • R16 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 • R17 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 • R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive • R19 the importance of permission-seeking and giving in relationships with friends, peers and adults 	
Online relationships	<ul style="list-style-type: none"> • R20 that people sometimes behave differently online, including by pretending to be someone they are not. • R21 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. • R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • R24 how information and data is shared and used online. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference
Being safe	<ul style="list-style-type: none"> • R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 	<p>All of these aspects are covered in lessons within the Puzzles</p>

	<ul style="list-style-type: none"> • R26 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. • R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. • R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard, • R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. • R32 where to get advice e.g. family, school and/or other sources. 	<ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference
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Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
Mental wellbeing	<ul style="list-style-type: none">• H1 that mental wellbeing is a normal part of daily life, in the same way as physical health.• H2 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.• H3 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.• H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.• H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.• H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.• H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.• H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.• H9 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 well-being or ability to control their emotions (including issues arising online).• H10 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.	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none">• Healthy Me• Relationships• Changing Me• Celebrating Difference

Internet safety and harms	<ul style="list-style-type: none"> • H11 that for most people the internet is an integral part of life and has many benefits. • H12 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. • H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • H14 why social media, some computer games and online gaming, for example, are age restricted. • H15 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. • H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • H17 where and how to report concerns and get support with issues online. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Healthy Me
Physical health and fitness	<ul style="list-style-type: none"> • H18 the characteristics and mental and physical benefits of an active lifestyle. • H19 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. • H20 the risks associated with an inactive lifestyle (including obesity). • H21 how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Healthy eating	<ul style="list-style-type: none"> • H22 what constitutes a healthy diet (including understanding calories and other nutritional content). • H23 the principles of planning and preparing a range of healthy meals. • H24 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). 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • H25 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"> • H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • H31 the facts and science relating to immunisation and vaccination 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Basic first aid	<ul style="list-style-type: none"> • H32 how to make a clear and efficient call to emergency services if necessary. • H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Changing adolescent body	<ul style="list-style-type: none"> • H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • H35 about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Changing Me • Healthy Me

Appendix 2

Cradley CE Primary School Physical Health and Mental Wellbeing Whole School Overview						
Mental wellbeing	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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're feeling and how they're 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's 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're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)		✓	✓	✓	✓	✓
It's 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				✓	✓	✓
Internet safety and harms	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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're worried about their health	✓	✓	✓	✓	✓	✓
Healthy eating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	✓	✓	✓	✓	✓	✓
Health and prevention	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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're spread and treated, and the importance of handwashing	✓					
The facts and science relating to immunisation and vaccination						✓
Basic first aid	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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 bodies	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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					✓	✓

*Lessons which are additional to the scheme

Appendix 3

Cradley CE Primary School Relationships education whole school overview						
Families and people who care for me	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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 other people's families, either in school or in the wider world, sometimes look different from their family, (single parent families, families headed by grandparents, LGBT parents, adoptive parents, foster parents amongst other structures) 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		✓	✓	✓		✓
Caring friendships	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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, honesty, trust and trustworthiness, loyalty, kindness, generosity, 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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The importance of respecting others, even when they're 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 cyber-bullying), 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	✓	✓	✓	✓	✓	✓
On line relationships	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
That people sometimes behave differently online, including by pretending to be someone they're not		✓	✓	✓	✓	✓
That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online (even when we're 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've never met			✓	✓	✓	✓
How information and data is shared and used online			✓		✓	✓
Being safe	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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's 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/unsafe physical and other contact	✓	✓	✓	✓	✓	✓
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't 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're heard	✓	✓	✓	✓	✓	✓
How to report concerns or abuse, and the vocabulary and confidence they need to do so	✓	✓	✓	✓	✓	✓
Where to get advice (e.g. family, school, other sources)	✓	✓	✓	✓	✓	✓

Appendix 4: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS				
Name of child		Class	Name of parent	Date
Reason for withdrawing from sex education within relationships and sex education				
Any other information you would like the school to consider				
Parent signature				
TO BE COMPLETED BY THE SCHOOL				
Agreed actions from discussion with parents				