

PSHE Policy



Approved by: Gordon Muir (on behalf of the full Governing Body of Howard Park)

Date: 05/05/21

Signed:

A handwritten signature in blue ink, appearing to read "G. Muir", is written over a white rectangular background.

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Howard Park Community School

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PSHE Policy

Legislation and Statutory Guidance

At Howard Park Community School, we are required to provide relationship education and health education to all pupils.

The policy has due regard to the following legislation and guidance:

- Section 80A of the Education Act 2002: as part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life...
- Children and Social Work Act 2017.
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Equality Act 2010 and the Public Sector Equality Duty 2011.
- The Equality Act 2010 and schools (DfE, 2014).
- Mental health and behaviour in school (DfE, 2018).
- Science programmes of study: Key Stages 1 and 2 (DfE, 2013).
- Science programmes of study: Key Stage 3 (DfE, 2013).
- Keeping children safe in education – for schools and colleges (DfE, 2020).
- Promoting fundamental British values through SMSC (DfE, 2014).

Definitions

Throughout this policy the following terms will be referred to.

RSHE	Relationships education, Relationships and Sex education and Health education.
Health education	Physical health and mental wellbeing
Relationships education	The physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.
Sex education	How a baby is born and conceived.
PSHE	Personal, Social, Health and Economic education. The RSHE curriculum is part of PSHE.
LGBT	Lesbian, Gay, Bisexual, Transgender community.

Policy Development

The three key stages of policy development:

INFORM	Share the facts about the new guidance, including the statutory content.
CONSULT	Gather stakeholder views (children, staff, parents and Governors)
SUPPORT	Share the policy, resources and activities. Help parents complement the teaching in school

The PSHE policy at Howard Park Community School has been developed following consultation with the whole school community. The process of policy development involved the following steps:

- DfE guidance and information about RSHE was shared with stakeholders (children, staff, parents, and governors).
- Knowledge of the local school context helped us to understand the needs and priorities of our school community.
- Stakeholder engagement sessions were held so everyone could understand what matters to the children, young people, and adults in our school community.
- A draft policy was shared with stakeholders for comments. These comments were considered by the Governing Board and/or RSHE working group.
- The policy was ratified (adopted) by the Governing Board.
- The policy was shared with parents and is available on the school website.

Statement of Intent

This policy outlines the approach to PSHE (including RSHE) at Howard Park Community School. It is underpinned by the Howard Park Charter for RSHE and compliments the vision/values/ethos of our school.

In PSHE, we intend to provide children with the knowledge, skills and understanding to prepare them to grow up in the world they live. We want the children of Howard Park to:

- Know how to keep themselves safe through childhood and into adulthood, including living in an increasingly digital world.
- Have the knowledge to be able to make the right choices to have a healthy lifestyle and maintain healthy relationships.
- Have the financial and economic skills necessary for today's world.
- Respect and appreciate the differences in others in their community.
- Develop pupil's self-respect and self-worth, confidence, resilience and empathy.
- Develop pupil's responsibilities within their community

Roles and Responsibilities

The Governing Body

- Ensure the school meets its statutory requirements in relation to relationships and sex education.
- Approve the PSHE policy.
- Hold the Headteacher to account for the implementation of the policy (checking the PSHE curriculum is well-led and effectively managed).

The Headteacher

- The development and implementation of the PSHE policy.
- Agree the curriculum delivery model (where it will be taught, the time allocation and staffing).
- Ensure PSHE is resourced, staffed, and timetabled to enable the school to meet its legal obligations and offer high-quality provision to all pupils.
- Enable staff to be suitably trained to teach relationships and sex education.
- Encourage parents to engage with the formation of the policy and know about the final policy.
- Support requests from parents to excuse their child from sex education (including organising alternative education for any pupils withdrawn).
- Report to the Governing Board on the implementation and effectiveness of the policy.
- Review the policy (on an annual basis)

Subject Leader for RSHE

- Support the development and implementation of the RSHE policy.
- Develop the school's PSHE curriculum and delivery model.
- Ensure continuity and progression between each year groups.
- Work with other teachers (including subjects leads) to ensure the RSHE curriculum complements, but does not duplicate, any content in other subjects.
- Organise, provide and monitor CPD to enable teachers to develop their expertise so they feel confident and competent to teach PSHE.
- Provide teachers with resources to support PSHE delivery.
- Monitor and evaluate the effectiveness of PSHE and support teaching staff if required.
- Report to the Headteacher/Governing Board regarding compliance with the statutory requirements and effectiveness of the PSHE curriculum.

SENCo

- Advise teacher on how best to identify and support pupils' needs (including the use of teaching assistants/support staff).

All Teachers of PSHE

- Know and act in accordance with the PSHE policy.
- Reflect the law (including the Equality Act 2010) as it applies to sex and relationships.
- Consider how their personal views and/or beliefs might impact on their teaching of PSHE.
- Monitor pupil progress in line with school policy.
- Work with the SENCO to identify and respond to the needs of pupils with SEND.
- Report any concerns about PSHE teaching to the lead teacher and/or senior leader.
- Report any safeguarding concerns or pupil disclosures to the DSL (in line with school safeguarding policy).
- Respond professionally and appropriately to any parent who has withdrawn their child from sex education.
- Share any concerns they may have about teaching PSHE with the lead teacher and/or Headteacher. Staff do not have the right to opt out of teaching PSHE.

The PSHE Curriculum:

See Appendix 2 for statutory content (detail) and Appendix 3 for detail of the RSHE/PSHE ed curriculum content at Howard Park Community School.

The RSHE curriculum has been organised in line with the statutory requirements outlined in [Relationships Education, Relationships and Sex education \(RSE\) and Health Education statutory guidance \(DfE,2019\)](#)

[DfE update DfE communication to schools on RSHE implementation](#) (update, June 2020)

RHE Statutory Content Summary (Primary School)

There is no statutory content for sex education.

Relationships Education (para 62, page 20)	Health Education (para 96, page 32)
<ul style="list-style-type: none"> • Families and people who care for me • Caring relationships • Respectful relationships • Online relationships • Being safe 	<ul style="list-style-type: none"> • 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 and menstruation)

The content of the PSHE curriculum at Howard Park is informed by:

- ❖ National guidance and evidence-based research about RSHE/PSHE ed.

- ❖ Information about the law/ legal rights including the Equality Act 2010 and Public Sector Equality Duty.
- ❖ Relevant health and other data (both local and national).
- ❖ The views of pupils, staff, parents, and governors.
- School has adopted the PSHE Association curriculum – a suggested DfE resource.
- Nationally recognised and/or quality assured resources (as recommended through the PSHE Association scheme of work).
- This programme of study supports schools to provide a comprehensive programme that integrates, but is not limited to, the statutory RSHE content. This broader PSHE ed programme includes economic well-being, careers and enterprise education. The programme of study sets our learning opportunities for each key stage under three core themes: Health and Well-Being, Relationships, and Living in the Wider World.
- The content is well-matched to the needs of the pupils. It is age (developmentally appropriate) and is based on what pupils are likely to need to know (including any safeguarding considerations) and what they are likely to be able to understand.
- The curriculum is sequenced and progressively builds upon prior knowledge.
- The PSHE curriculum includes the acquisition of knowledge and understanding, the development of skills and respectful attitudes.
- The curriculum is inclusive, so it meets the needs of all pupils.
- The content of the PSHE curriculum may need to be adapted or changed throughout the year to meet local/national priorities.
- Any parent, teacher or pupil is encouraged to offer feedback about the PSHE curriculum. Parents can contact school either through their child's class teacher or by contacting the Headteacher in the usual ways.
- Following on from stakeholder consultation and research in to local contextual issues, our PSHE curriculum will have an increased focus on
 - ❖ Drugs awareness
 - ❖ Dental hygiene
 - ❖ Healthy lifestyles
 - ❖ Internet safety, in particular awareness of online grooming.
 - ❖ Road safety

Sex Education

- Sex education is not compulsory in primary schools from September 2020(DfE, para 65/page 23).
- The DfE recommends that 'all primary schools should have a programme of sex education tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human cycle set out in national curriculum science - how a baby is conceived and born (DfE, para 67/page 23).
- All pupils will be taught in national curriculum science: the main external parts of the human body; how the body changes as it grows (including puberty); the reproductive process in some plants and animals.
- All pupils will be taught the health education content as outlined in the RSHE guidance. The section on the changing adolescent body includes: key facts about

puberty and the changing adolescence body particularly through from age 9 through to age 11, including physical and emotional changes; about menstrual well-being including the key facts about the menstrual cycle (DfE, page 35).

- All pupils will be taught about relationships education content as outlined in the RSHE guidance. This includes learning about caring relationships and different types of families (DfE, page 20). All teaching is sensitive and age appropriate in approach and content. Teaching will be fully integrated into programmes of study rather than delivered as a stand-alone unit or lesson (DfE, para 37/page 15). Teaching about diverse families (e.g. LGBT) is part of relationships education.

At Howard Park we have a programme of sex education (i.e. how a baby is conceived and born). The content for this is derived the PSHE Association scheme of work.

Parents and carers will be:

- Consulted about the content, organisation, and delivery of the sex education programme.
- Informed in advance of the content of sex education lessons.
- Encouraged to complement the teaching at home by sharing the learning and talking about family values and beliefs.
- Given clear guidance on how to request the withdrawal of their child from sex education.
- Provided with the PSHE Association medium term scheme of work.

The Delivery of the RSHE curriculum:

- Relationships, sex and health education (RSHE) will be taught within the personal, social health and economic (PSHE) curriculum/programme and in other areas of the curriculum such as assembly, themed weeks (e.g. anti-bullying week) and other curriculum areas (e.g. science).
- RSHE teaching will promote:
 - ❖ equality and challenge all forms of prejudice and discrimination.
 - ❖ the importance of safe, caring, healthy, positive, and respectful relationships.
- Teaching will be inclusive, so it meets the needs of all pupils - particularly those with special education needs/disabilities, those from a range of faith backgrounds and LGBT pupils and/or their families. This means a teacher will refer to different viewpoints and beliefs on a range of RSHE issues. All pupils and their families need to feel included and the school recognises different types of families and structures of support for children. This is part of relationships education.
- Pupils will be given the opportunity to: reflect on the values, beliefs and influences (such as from parents, peers, media, faith and culture) that may shape their own attitudes to relationships and sex; develop critical thinking skills; nurture their tolerance/respect for different views.
- All staff will undergo regular training to ensure they are familiar with the content and subject specific pedagogy of RSHE, so they feel confident and competent to teach it effectively. The class teacher is responsible for the planning and monitoring of the content for their class.
- Staff will be kept up to date about new guidance, support, and resources for RSHE.

- Puberty will be taught as a mixture of all children together. However, there will be times when boys and girls will split in to separate groups. This is to help some children feel more comfortable when asking questions. Sex education will be taught inclusively with boys and girls together.
- Where younger children ask questions about sex education, parents will be consulted first before providing answers.

Safeguarding: safe and effective practice

- RSHE will be delivered in a safe, supportive learning environment, so that young people feel able to express their views and beliefs, ask questions and know where to find help.
- Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers must always refer to the designated safeguarding lead (DSL) if a disclosure is made.
- Class rules will be made in PSHE, these will be revisited each lesson to help promote safeguarding and privacy within class.
- Pupils need basic knowledge about the privacy of their bodies and genitalia, to support safeguarding. To support this children will be taught the correct names for body parts (See Appendix 3)
- In RSHE lessons:
 - ❖ Teachers and pupils will agree ground rules, so everyone is, and feels safe in lessons.
 - ❖ Teachers will agree with pupils the limits of confidentiality.
 - ❖ Distancing techniques will be used, so that pupils are not required, or feel pressurised into, talking about their personal circumstances.
 - ❖ In a positive classroom environment where children's natural curiosity is encouraged, teachers will answer questions sensitively, honestly, and in a manner appropriate to a child's age and context. Teachers will respect the right of parents to withdraw their child from sex education lessons. However, children may not see the boundaries between subjects (e.g. science, relationships, and sex education) and this may lead to them raising questions in class that relate to both statutory and non-statutory content.

Engaging Stakeholders (parents, staff, children and governors).

In developing our policy and curriculum we have given due regard to the Government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The views of children, parents, staff, and governors about RSHE have been considered when developing the policy and content of RSHE.

Parents

- Information (DfE parental engagement, statutory guidance and FAQ's) shared on the school's website.
- Parental questionnaire sent to all parents to explore their opinions and thoughts on the teaching of RSHE.

- Draft policy and attached questionnaire sent out to all, including medium term plans.
- Focus group to discuss the feedback from parent engagement.
- Parents are invited and encouraged to speak to their child's class teacher, or the Headteacher regarding any aspect of RSHE and/or PSHE teaching.
- All communication from parents must include contact information. Anonymous communication will not be considered.

Staff

- Staff training held on the introduction to the new curriculum.
- Staff views sought through conversations in staff training sessions.
- The charter shared with all members of staff and opinions sought.
- Draft policy shared and staff able to feedback.

Pupils

- Consultation through School Council on topics the children would like to cover.
- Diamond 9 activity undertaken looking at the statutory content (This was hampered by Covid 19 Lockdown so was only run with half class sizes).

Governors

- A Governor has been allocated the responsibility of overseeing RSHE who is also part of the focus group.
- Governor training about the RSHE curriculum has been offered and at least one Governor attended.
- The PSHE lead has delivered training to a Governor committee.
- The Howard Park charter has been shared and opportunity for feedback given.
- Draft policy shared and Governors able to feedback.

Faith and Cultural Perspectives on RSHE

- Teaching RSHE effectively means considering the many faiths and cultures of Britain today and knowing about the law.
- As a school we will deliver RSHE in a non-judgmental way, providing a balanced approach that acknowledges the wealth of beliefs, views and opinions of our community and country.

- RSHE teaching will promote equality and challenge all forms of prejudice and discrimination.
- A diverse range of resources will be used so every child and family feels included, respected, and valued.
- Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs, and values.
- Schools with a religious character will teach according to their distinctive faith perspective (in addition to exploring different faiths) and the relevant laws in relation to relationships and sex.

The Right to be Excused From Sex Education

- Science, relationships, and health education are statutory at primary school from September 2020.
- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of the RSHE programme (DfE, para 45/page 17)
- Parents are not able to withdraw their child from any aspect of relationships education or health education (which includes learning about the changing adolescent body, puberty, and menstruation) or any content delivered through the national curriculum science programme.
- Any parent wishing to withdraw their child from sex education will be required to contact the Headteacher. Forms to withdraw a child from sex education can only be submitted at the start of the term when it is to be taught (i.e. summer term in Y6).
- The Headteacher will automatically grant a parent's request to withdraw their child from any sex education other than as part of the science curriculum (DfE, para 49/page 18).
- The parent(s) and the Headteacher will complete the form: Parental withdrawal from sex education within RSHE (Appendix 4, a copy of this letter will also be available on the school website at www.howardpark.co.uk). This will record the main points of the discussion, the reason for the withdrawal, and the arrangements for ensuring the pupil receives appropriate, purposeful education during the period of withdrawal. This will be reviewed at least annually.

Monitoring the Quality of Provision for RSHE

- The SLT and subject leader for PSHE is responsible for monitoring the quality of teaching and learning (see roles and responsibilities).
- The RSHE link governor will meet with the subject lead to discuss the effectiveness of RSHE curriculum.
- The subject lead will report to the Headteacher and governing board on the quality of provision and effectiveness and highlight any concerns.

Policy Review

- The governing board is responsible for approving this policy.
- The policy will be reviewed on an annual basis by the RSHE subject lead and the Headteacher. Changes will be communicated to all staff and parents and will be approved by the Governing Board.

- The review should consider any changes to statutory guidance; feedback from pupils, parents or staff; and the school context.

Appendix 1 – The Howard Park Charter

Background

The Howard Park charter was developed in partnership between staff and governors and set out the values and principles we believe underpin an effective RSHE curriculum. We all children and young people in our school to have their wellbeing safety and emotional/mental health enriched and supported by their experience at school.

Our values and principles

1. RSHE should be delivered as part of a wider Personal, Social, Health and Economic education (PSHE ed) programme. The curriculum should be planned and timetabled across all key stages. RSHE needs to be given enough curriculum time to cover the breadth of issues in relationships, sex and health education - as outlined in the content pages of the statutory guidance Relationships education, relationships and sex education (RSE) and health education (DfE, 2019).
2. RHE will be embedded within the whole school curriculum (e.g. aspects of relationships education could be covered in other subjects, assemblies and during special events/ weeks such as anti-bullying week/health week/online safety week).
3. School will hold conversations (engagement activity) with a range of stakeholders including staff, children, governors and parents before drafting their RSHE policy. School leaders will decide how engagement can be best conducted to encourage and enable maximum participation.
4. School leaders will actively seek pupils' views about RSHE (what they want to know, the age at which they want to learn about specific content and their thoughts on how the subject should be delivered e.g: the curriculum model; the amount of RSHE time; resources; the use of external experts/visitors). Their views should be taken into account when monitoring the effectiveness of provision and the impact of the subject on their personal development.
5. School leaders will work in partnership with parents and carers, informing them in advance about what their children will be learning in RSHE. Their views should be considered when planning RSHE. Parents will be encouraged and supported to complement the teaching at home, in the same way that parents are asked to complement the teaching of other subjects.
6. School has developed a RSHE policy (including clear objectives and an overview of the content) which is shared with parents and is available on the school website. However, detailed lesson plans will not be shared.
7. RSHE policy and planning will be informed by: national guidance and evidence-based research about PSHE ed; information about the law/ legal rights including the Equality Act 2010; relevant health and other data (both local and national); nationally recognised/quality assured resources (e.g. PSHE Association, Barnardo's, NSPCC, Sex Education Forum, National Children Bureau, Stonewall, The Children's Society)
8. School leaders will, following consultation with stakeholders and reflecting on local need, decide the content of the RSHE curriculum, including when topics are taught.

They will develop content that is age appropriate (or developmentally appropriate) based on what pupils are likely to need to know (including any safeguarding considerations) and what they are likely to be able to understand.

9. The RSHE curriculum will include the acquisition of knowledge and understanding, the development of skills and the development of respectful attitudes.
10. School will invest in quality PSHE training which will be shared amongst all staff.
11. RSHE will be delivered in a safe, supportive learning environment so that young people feel able to express their views and ask questions.
12. RSHE will give a positive view of human sexuality with honest and medically accurate information so that pupils can learn about their bodies and relationships in ways that are appropriate to their age and maturity.
13. RSHE teaching will promote equality and challenge all forms of prejudice and discrimination.
14. RSHE lessons will promote safe, caring, healthy, positive and respectful relationships.
15. RSHE lessons will encourage participation by using a variety of teaching approaches.
16. RSHE teaching will be inclusive so it meets the needs of all pupils: in particular those with special education needs/disabilities; those from a range of faith backgrounds; and LGBT pupils. This means a teacher will refer to different viewpoints and beliefs on a range of RSHE issues.
17. Pupils will be given the opportunity to: reflect on the values, beliefs and influences (such as from parents, peers, media, faith and culture) that may shape their own attitudes to relationships and sex; develop critical thinking skills; nurture their tolerance/respect for different views.
18. Information and resources used in RSHE should be up to date, based on best practice, and subject to on-going evaluation.
19. Expert visitors can enhance and supplement the RSHE curriculum. They are a powerful and useful way to bring expertise, resources, and experience to RSHE. Schools will need to follow appropriate guidance (e.g PSHE Association Selecting and working with visitors and speakers: guidance for schools) and/or their own guidance on the vetting and checking of any visitor before inviting them into school, in line with standard practice.

Appendix 2 – Statutory Content

Appendix 2: The statutory content: relationships education and health education (DfE)

Relationships education overview (para 62/page 20)

Families and people who care for me

By the end of primary school, pupils will know:

- That families are important for them 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 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

By the end of primary school, pupils will know:

- 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, but 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.
- How to manage conflict.

- How to manage different situations and how to seek help from others if needed.

Respectful relationships

By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which 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 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 the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative, or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers, and adults.

Online relationships

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including 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, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- 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) who 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 and 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 seek advice, for example, from their family, their school and other sources.

Health Education Overview: The focus at primary level is teaching the characteristics of good physical health and mental wellbeing

(DfE, para 96/page 32)

Mental Wellbeing

By the end of primary school pupils will know:

- 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, and nervousness.
- The scale of emotions that humans experience in response 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, and 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.

- How isolation and loneliness can affect children and that it is very important they 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), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the 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

By the end of primary school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- 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.
- How to recognise and display respectful behaviour online.
- 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 (inclusive of 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

By the end of primary school, pupils will know:

- The 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 by 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

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of 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 obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

Drugs alcohol and tobacco

By the end of primary school, pupils will know:

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

Health and prevention

By the end of primary school, pupils will know:

- 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 and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

Basic First Aid

By the end of primary school, pupils will know:

- 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.

By the end of primary school, pupils will know:

- 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 and key facts relating to the menstrual cycle.

Appendix 3 – Body Part Definitions.

Pupils in KS1 will be taught the following names for body parts:

Female genitalia (parts that determine sex):

Vulva: The area between the legs, which includes the openings to the vagina and urethra, the clitoris and the soft skin covering them.

Vagina: The small opening between the legs – a small tube from the outside to the inside of the body

Clitoris: The button shaped button above the vagina.

Urethra: The tiny opening near the vagina of a tiny tube through which urine 'wee' leaves the body.

Male genitalia (sex parts):

Penis: The spongy tissue that dangles between the legs. Boys urinate 'wee' through a tube in their penis (the urethra)

Testicles: Two plum-shpaed 'balls' in a squashy bag (the scrotum) behind the penis.

Appendix 4 – Parental Withdrawal Form

PARENTAL REQUEST TO WITHDRAW THEIR CHILD FROM SEX EDUCATION

To be completed by the parent(s)/guardian(s)	
Name of child	
Name of parent(s)/guardian(s)	
Year group/class	
Reason for withdrawing the child from sex education delivered as part of PSHE/RSHE education	
Any other information you wish the school to consider	
Parent/signature	
Date	
To be completed by the Headteacher	
Notes from discussion with parent(s)/guardian(s)	
Where the pupil(s) will work/supervision	
Work to be undertaken by the pupil at this time	
Headteacher signature	
Date	