

# WHITEHEATH JUNIOR SCHOOL

## Relationship and Sex Education (RSHE) and Health Education Policy



WHITEHEATH JUNIOR SCHOOL

Opportunity, Confidence & Growth

| <b>Written by</b>                       | <b>Updated on</b> | <b>Reviewed with<br/>Governors</b> | <b>Next review</b> |
|---|-------------------|------------------------------------|--------------------|
| Ms. Lawrence (PSHE/ RSE<br>coordinator) | March 2024        | June 2024                          | Summer 26          |

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## 1. Our School Motto:

At Whiteheath Junior School, our motto is '**Opportunity, Confidence, Growth**'.

- **Opportunity** - providing a range of experiences to enable children to gain in-depth knowledge and learn valuable skills.
- **Confidence** - encouraging self-belief and self-worth by recognising the unique qualities of each child.
- **Growth** - helping our children to develop into mature, well-rounded young people who are prepared for their future in an ever-changing world.

**This motto is integral to our teaching across the curriculum, including RSHE.**

## 2. Aims:

Our school has a responsibility to work with parents in preparing children for their lives now and in the future. Therefore, an appropriate and responsible Relationship and Sex Education, as an integral part of PSHE, is an essential element in that preparation.

It contributes to promoting the spiritual, moral, cultural, mental and physical development of children at school and in society, and prepares children for the opportunities, responsibilities and experiences of adult life. The school is sensitive to the fact that children's environments may differ but seeks to place the RSHE programme within the context of a secure and loving environment where faithfulness, love and commitment are promoted.

The aims of Relationship and Sex Education and Health education (RSHE) at Whiteheath Junior School are to:

- **Provide** a framework in which sensitive discussions can take place.
- **Prepare** children for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- **Help** children develop feelings of self-respect, confidence and empathy.
- **Create** a positive culture around issues of sexuality and relationships.
- **Teach** children the correct vocabulary to describe themselves and their bodies.
- **Instil** positive relationships between friends, family members and relationships with other children and adults.

### 3. Statutory requirements by Primary Schools:

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](#) and the guidance set out by the [DfE Relationships and sex education \(RSE\) and health education \(2019\)](#).

In addition to this, Health Education is also compulsory in all primary schools.

The PSHE lessons that cover Sex Education are not compulsory. However, we do need to teach the elements of Sex Education contained in the Science curriculum for Key Stage 2.

In teaching RSHE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Whiteheath Junior School, we teach RSHE as set out in this policy.

### 4. How was this policy developed?

This policy has been developed in consultation with staff, children and parents. The consultation and policy development process involved the following steps:

- 1. Review** – a member of staff researched all relevant information including relevant national and local guidance.
- 2. Staff consultation** – all teaching staff were given the opportunity to look at the policy and make recommendations.
- 3. Parent/carer consultation** – a draft policy was sent out to parents for their views and feedback.
- 4. Child consultation** – we investigated what exactly children want from their RSHE lessons.
- 5. Ratification** – once any amendments were made, the policy was shared with governors and ratified.

## 5. Definition – What is RSHE?

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships ( between friends, family, peers, other adults, committed relationships and those online), sexual health, sexuality, healthy lifestyles, diversity and personal identity.

Relationships Education will put into place the building blocks needed for positive and safe relationships.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

Health Education aims to give your child the necessary information they need to make good decisions about their own health and wellbeing as well as recognising issues in themselves and others. It gives them opportunities to seek support as early as possible when issues arise.

## 6. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

The content of the curriculum has been developed carefully in consultation with staff and pupils. Parents have had the opportunity to reflect on the long term plan for PSHE.

In Year 3, RSHE will include discussions/activities related to what a family might look like and how to keep ourselves safe around others, through to Year 6 which focuses on how what we read online might not be the truth and looking at personal identity.

Our curriculum takes into account the age, needs and feelings of the children in our school. If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so pupils are fully informed and don't seek answers online.

Primary sex education, mainly covered in Years 5/6 will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our PSHE curriculum, please see our curriculum map in Appendix 1.

## 7. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

PSHE is taught for one lesson a week for a half term, 3 times a year. This subject fits in with the RE curriculum so both subjects are taught each term.

The aim at Whiteheath Junior School is to recap on what was covered in RSHE at the Infant School and gradually introduce children to the statutory objectives set out by the government over the course of four years in the Junior School.

Children will be provided with accurate information at their level of understanding and a positive self-image will be encouraged during all experiences within school. The school accepts its part in the role of preparing children for the world in which they live and is willing to answer honestly and carefully any questions as they arise. Some questions naturally arise in discussion with the class teacher, e.g. when a new baby is expected within a family, when parents get remarried, when there is a new adult in the family, when a baby is born, and when the children have new brothers and sisters. In all discussions, correct terminology is encouraged when dealing with, or describing any aspect of RSHE.

At Whiteheath Junior School, our curriculum is built upon a spiral curriculum, which means that children will revisit many of the outcomes in more detail as the years go on. It allows the children to access the lessons we feel are appropriate for them at a particular age.

Year 5 children use the SCARF curriculum resources including lesson plans, presentations, video clips and worksheets to focus on puberty, changes to both the male and female body including the menstrual cycle. They have the opportunity to discuss and ask questions. Parents are offered the opportunity to preview the lessons and discuss the contents.

Year 6 will also be using the SCARF resources to recap on the learning about puberty from year 5. They will then go on to learn about hygiene; taking care of the body during puberty; changing feelings and emotions; and conception, pregnancy and birth. Resources include presentations, worksheets and video-clips designed to help meet the curricular requirements of science and health education. The activities cater for individual, pair and group work and whole class teaching and children have the opportunity to recognise and value their existing knowledge. Year 6 children cover the lessons over several weeks in class groups. The discussion follow-up is held in classes. Care is taken to cover the subject with equal attention for both boys/girls. All parents are invited to preview the lessons beforehand and are able to ask questions.

Our school aims to create an atmosphere in which children are able to confide in each other and adults. Care is taken to present information impartially, with the aim of reassuring pupils and countering ignorance, in such a way that both sexes have access to knowledge about themselves and the opposite sex. We aim to ensure that information is appropriate

to the age of the pupils, with due regard to any religious or cultural factors expressed by the parents and is presented within the moral and value framework.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Further information about the learning outcomes in these areas by the end of KS2 can be read in Appendix 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## 8. Roles and responsibilities

### 8.1 The Governing Board

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

### 8.2 The Headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 9).

### 8.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- 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 RSHE

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

All KS2 teachers are responsible for teaching RSHE in the school.

#### **8.4 Pupils**

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

## **9. Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education.

However, parents have the right to withdraw their children from the non-statutory components of sex education within RSHE.

Requests for withdrawal should be put in writing and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

## **10. Training**

Staff are trained on the delivery of RSHE as part of their induction and it is included from time to time in our continuing professional development calendar.

The headteacher will also invite visitors from inside and outside the school, such as school nurses/ Coram Life Education / Safeguarding lead and pastoral manager to provide support and training to staff teaching RSHE.

## **11. Monitoring arrangements**

The delivery of RSHE is monitored by the PSHE coordinator. They will be responsible for making sure the planning (long, medium and short term) is in place for all class teachers to access. They will monitor the teaching of RSHE by lesson drop ins, interviews with pupils and book looks.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems. The SCARF programme allows class teachers to assess the children's

understanding at both the beginning and end of a topic, which will inform future planning and individual school reports.

This policy will be reviewed by the PSHE lead every two years. At every review, the policy will be approved by the PSHE lead, headteacher and governing body.

## Appendix 1 – Curriculum Map

### RSHE Curriculum

#### **Families and people who care for me**

| <u>Statutory Requirement</u>  | <u>Year Group</u> | <u>Scarf unit</u>  | <u>Other coverage in curriculum</u>   | <u>Other coverage in wider school</u>  |
|---|-------------------|--|---------------------------------------|--|
| <p>1. That families are important for children growing up because they can give love, security and stability.</p> <p>2. 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.</p> <p>3. 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.</p> <p>4. 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.</p> <p>5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> | Year 3            | Y3 Family and friends<br>Y3 Let's celebrate our differences                                | Whole class reading texts             | <p>Use of circle time to resolve friendship issues</p> <p>Pastoral support</p> <p>British values day</p> <p>Assemblies</p> <p>Keeping safe assemblies</p> <p>Posters in school</p> |
|   | Year 4            | Y4 Friend or acquaintance?<br>Y4 The people we share our world with<br>Y4 What would I do? | R.E. Year 4 – identity and belonging  |  |
|   | Year 5            |  | R.E. year 5 – identifying differences |  |
|   | Year 6            | Y6 Advertising friendships!<br>Y6 Joe's story<br>Y6 Dan's day<br>Y6 Don't force me         | R.E. year 6 – race and diversity      |  |

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|---|--|--|--|--|
| 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. |  |  |  |  |
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### Caring Friendships

| Statutory Requirement  | <u>Year Group</u> | <u>Scarf unit</u>  | <u>Other coverage in curriculum</u> | <u>Other coverage in wider school</u>   |
|--|-------------------|--|-------------------------------------|---|
| <p>1. How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>4. 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.</p> <p>5. 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</p> | Year 3            |  |                                     | <p>Assemblies</p> <p>Kindness awards</p> <p>Playground pals</p> <p>Anti-bullying assemblies</p> <p>High 5 strategy</p> <p>1:1 support for individual children</p> <p>Social skills groups for identified children</p> <p>Regular sessions to deal with friendship issues for individual children</p> <p>Friendship bench</p> <p>Behaviour policy</p> <p>Teacher input</p> |
|  | Year 4            | <p>Y4 Friend or acquaintance?</p> <p>Y4 The people we share our world with</p> <p>Y4 What would I do?</p> <p>Y4 Can you sort it?</p> <p>Y4 Keeping ourselves safe</p> <p>Y4 Ok or not ok? (part 1)</p> <p>Y4 Islands</p> |                                     |   |
|  | Year 5            | <p>Y5 Qualities of friendship</p> <p>Y5 Decision dilemmas</p>  |                                     |   |
|  | Year 6            | <p>Y6 Advertising friendships!</p> <p>Y6 Joe's story</p> <p>Y6 OK to be different</p> <p>Y6 Dan's day</p> <p>Y6 Don't force me</p>   |                                     |   |

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| manage these situations and how to seek help or advice from others, if needed. |  |  |  |  |
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### Respectful Relationships

| Statutory Requirement   | <u>Year Group</u> | <u>Scarf unit</u>  | <u>Other coverage in curriculum</u>  | <u>Other coverage in wider school</u>   |
|---|-------------------|--|--|---|
| 1. 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<br>2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.<br>3. The conventions of courtesy and manners.<br>4. The importance of self-respect and how this links to their own happiness.<br>5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. | Year 3            | Y3 Let's celebrate our differences<br>Y3 Respect and challenge<br>Y3 Zeb<br>Y3 Our friends and neighbours<br>Y3 Raisin challenge (1)           | Whole class reading  | British values day<br>High 5 strategy<br>Class rules<br>Behaviour policy and expectations<br>Kindness award<br>School ethos<br>Merit awards<br>Golden time<br>Class of the week |
|   | Year 4            | Y4 Friend or acquaintance?<br>Y4 The people we share our world with<br>Y4 Can you sort it?<br>Y4 What would I do?<br>Y4 Keeping ourselves safe | R.E. curriculum: <ul style="list-style-type: none"> <li>year 4 – identity and belonging</li> <li>year 4 – inspirational people</li> </ul> Computing curriculum – online safety | Mental health awareness week<br>School values (4 Rs)<br>Wellbeing assemblies<br>Housepoints<br>Junior citizen programme<br>Junior Duke<br>Assemblies                            |

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| <p>6. 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.</p> <p>7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>8. The importance of permission-seeking and giving in relationships with friends, peers and adults.</p> |        |   |   | <p>Keeping safe assembly (year 3/4 and year 5/6)</p> <p>Lifibase workshop</p> <p>Anti-bullying assemblies</p> <p>P.E. – teamwork</p> |
|  | Year 5 | <p>Y5 Kind conversations</p> <p>Y5 Qualities of friendship</p> <p>Y5 Happy being me</p> <p>Y5 Is it true?</p>   |   |  |
|  | Year 6 | <p>Y6 We have more in common than not</p> <p>Y6 Tolerance and respect for others</p> <p>Y6 Don't force me</p> <p>Y6 Joe's story (part 1)</p> <p>Y6 Boys will be boys? - challenging gender stereotypes</p> <p>Y6 What's the risk?</p> | <p>R.E. curriculum:</p> <ul style="list-style-type: none"> <li>Year 6 – diversity</li> </ul> <p>History – year 6 – journeys</p> <p>Year 6 Journey outreach programme.</p> <p>Computing curriculum – online safety</p> |  |

### Online Relationships

| Statutory Requirement  | <u>Year Group</u> | <u>Scarf unit</u>   | <u>Other coverage in curriculum</u>   | <u>Other coverage in wider school</u> |
|--|-------------------|---|---|---------------------------------------|
| <p>1. That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>2. 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.</p> | Year 3            | <p>Y3 None of your business!</p> <p>Y3 I am fantastic!</p> <p>Y3 Zeb</p> <p>Y3 Let's celebrate our differences</p> <p>Y3 Recount task</p> | <p>Computing curriculum – online safety</p> <p>WCR – year 3 – internet safety</p> | <p>Junior Citizen (year 6)</p>        |
|  | Year 4            | <p>Y4 How do we make a difference?</p>  | <p>Computing curriculum – online safety</p>                                       |                                       |

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| <p>3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>5. How information and data is shared and used online.</p> |        | <p>Y4 Can you sort it?</p> <p>Y4 Picture wise</p> <p>Y4 Keeping ourselves safe</p> <p>Y4 Danger, risk or hazard?</p> <p>Y4 That is such a stereotype!</p>                 |  |  |
|  | Year 5 | Y5 Is it true?  | Computing curriculum – online safety   |  |
|  | Year 6 | <p>Y6 Fakebook friends</p> <p>Y6 Joe's story (part 2)</p> <p>Y6 To share or not to share?</p> <p>Y6 We have more in common than not</p> <p>Y6 Think before you click!</p> | <p>Computing curriculum – online safety</p> <p>Year 6 – computer systems and networks</p> <p>Year 6 – Big Data 1</p> |  |

### Being safe

| Statutory Requirement   | <u>Year Group</u> | <u>Scarf unit</u>  | <u>Other coverage in curriculum</u>   | <u>Other coverage in wider school</u>   |
|---|-------------------|--|---|---|
| <p>1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>2. 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.</p> | Year 3            | <p>Y3 Safe or unsafe?</p> <p>Y3 None of your business!</p> <p>Y3 Raisin challenge (1)</p> <p>Y3 Secret or surprise?</p> <p>Y3 The Risk robot</p> <p>Y3 Helping each other to stay safe</p> | <p>Computing curriculum – internet safety</p> <p>WCR – internet safety (yr 3)</p> | <p>Keeping safe assemblies</p> <p>Road Safety sessions</p> <p>Bikeability</p> <p>Gardening</p> <p>Junior citizen</p> <p>Posters around school</p> |

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| <p>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>5. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>8. Where to get advice e.g. family, school and/or other sources.</p> | Year 4 | <p>Y4 Islands</p> <p>Y4 How do we make a difference?</p> <p>Y4 Danger, risk or hazard? Y4 Safety in numbers</p>                           | Computing curriculum – online safety |  |
|  | Year 5 | <p>Y5 Would you risk it?</p> <p>Y5 Independence and responsibility</p> <p>Y5 Is it true?</p>  | Computing curriculum – online safety |  |
|  | Year 6 | <p>Y6 To share or not to share?</p> <p>Y6 Think before you click! Y6 Don't force me</p> <p>Y6 Joe's story (part 1)</p> <p>Y6 Dear Ash</p> | Computing curriculum – online safety |  |

### Physical Health and Mental Wellbeing (Health Education)

#### Mental wellbeing

| Statutory Requirement  | <u>Year Group</u> | <u>Scarf unit</u>   | <u>Other coverage in curriculum</u>  | <u>Other coverage in wider school</u>  |
|--|-------------------|---|--|--|
| <p>1. That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions</p> | Year 3            | <p>Y3 None of your business!</p> <p>Y3 Let's celebrate our differences</p> <p>Y3 Zeb</p> <p>Y3 My community</p> | <p>Whole class reading – developing empathy for others and ‘The Colour Monster’</p> <p>R.E. curriculum: Year 3 – Right and wrong</p> | <p>Assemblies</p> <p>Mental health awareness week</p> <p>High 5 strategy</p> <p>Zones of regulation to support individuals</p> <p>Behaviour policy</p> |

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| <p>that all humans experience in relation to different experiences and situations.</p> <p>3. 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.</p> <p>4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>9. 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).</p> |        | Y3 Our helpful volunteers  |   | <p>Life base sessions</p> <p>National fitness day</p> <p>Daily mile</p> <p>Community links and fundraising e.g. Poplar care home, Hillingdon food bank</p> <p>Gardening club</p> <p>Sports leaders</p> <p>Playground pals</p> <p>Anti-bullying</p> <p>Posters around school</p> <p>Pastoral support available (LV)</p> <p>Worry boxes</p> <p>Designated adult/safe space for identified children</p> <p>Keeping safe assembly</p> <p>Sports clubs and teams.</p> <p>P.E. lessons</p> |
|   | Year 4 | Y4 Moving house<br>Y4 Islands  | WCR – mental health (yr 4)<br>Computing – internet safety |  |
|   | Year 5 | Y5 Mo makes a difference   | Year 5 – poverty and justice                              |  |
|   | Year 6 | Y6 Rat Park<br>Y6 Fakebook friends<br>Y6 Advertising friendships! Y6 OK to be different<br>Y6 Joe's story (part 1) | Year 6 – Race and diversity and Moral Maze                |  |

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| 10. 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

| Statutory Requirement   | <u>Year Group</u> | <u>Scarf unit</u>   | <u>Other coverage in curriculum</u>  | <u>Other coverage in wider school</u> |
|---|-------------------|---|--|---------------------------------------|
| 1. That for most people the internet is an integral part of life and has many benefits.<br>2. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. | Year 3            | Y3 Raisin challenge (1)<br>Y3 None of your business!<br>Y3 Zeb<br>Y3 Let's celebrate our differences<br>Y3 Recount task | Year 3 WCR – internet safety<br>Computing curriculum:<br>Online safety years 3 – 6 | Junior citizen                        |
| 3. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.   | Year 4            | Y4 That is such a stereotype!<br>Y4 Danger, risk or hazard?<br>Y4 Picture wise  | Computing curriculum:<br>Online safety years 3 – 6                                 |                                       |
| 4. Why social media, some computer games and online gaming, for example, are age restricted.<br>5. That the internet can also be a negative place where online abuse, trolling, bullying  | Year 5            | Y5 Is it true?<br>Y5 What's the story?<br>Y5 Smoking: what is normal?   | Computing curriculum:<br>Online safety years 3 – 6                                 |                                       |

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| and harassment can take place, which can have a negative impact on mental health.<br>6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.<br>7. Where and how to report concerns and get support with issues online. | Year 6 | Y6 Boys will be boys? - challenging gender stereotypes<br>Y6 Think before you click!<br>Y6 Fakebook friends<br>Y6 To share or not to share?<br>Y6 Two sides to every story | Computing curriculum:<br>Online safety years 3 – 6<br>Year 6 – computer systems and networks |  |
|--|--------|--|--|--|

### Physical Health and Fitness

| Statutory Requirement  | <u>Year Group</u> | <u>Scarf unit</u>          | <u>Other coverage in curriculum</u>  | <u>Other coverage in wider school</u>   |
|--|-------------------|----------------------------|--|---|
| 1. The characteristics and mental and physical benefits of an active lifestyle.<br><br>2. 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.<br>3. The risks associated with an inactive lifestyle (including obesity).<br>4. How and when to seek support including which adults to speak to in school if they are worried about their health. | Year 3            | Y3 cigarettes and alcohol  | Science (yr 6) Our Bodies Describe the functions of the heart<br>Explain the impact of diet, exercise, drugs and lifestyle on bodies | Life base sessions<br>Daily mile<br>National fitness day<br>Bikeability<br>Cycling to school<br>Walk to school week |
|  | Year 4            | Y4 Danger, risk or hazard? |  |   |
|  | Year 5            | Y5 What's the story?       |  |   |
|  | Year 6            | Yr 6 – Eat Like a Champ    |  |   |

## Healthy Eating

| Statutory Requirement  | <u>Year Group</u> | <u>Scarf unit</u>   | <u>Other coverage in curriculum</u>  | <u>Other coverage in wider school</u> |
|--|-------------------|---|--|---------------------------------------|
| 1. What constitutes a healthy diet (including understanding calories and other nutritional content).<br>2. The principles of planning and preparing a range of healthy meals.<br>3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). | Year 3            | Y3 Derek cooks dinner! (healthy eating)<br>Y3 Alcohol and cigarettes: the facts | Science<br>Movement and Feeding (yr 3) Understand animals, including humans, need the right types and amounts of nutrition Know the effects of malnutrition<br><br>DT (yr 3) vegetable flan making |                                       |
|  | Year 4            | Y4 Danger, risk or hazard?<br>Y4 Know the norms                                 |  |                                       |
|  | Year 5            | Y5 What's the story?  | DT - What could be healthier? (yr 5)<br>Understand what constitutes a balanced diet Understand the term 'healthy'  |                                       |
|  | Year 6            | Y6 Eat Like a Champ<br>Y6 Rat Park<br>Y6 Joe's story (part 1)                   | Science - Our Bodies (yr 6) Explain the impact of diet, exercise, drugs and lifestyle on bodies  |                                       |

## Drugs, Alcohol and Tobacco

| Statutory Requirement   | <u>Year Group</u> | <u>Scarf unit</u>   | <u>Other coverage in curriculum</u>   | <u>Other coverage in wider school</u> |
|---|-------------------|---|---|---------------------------------------|
| 1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. | Year 3            | Y3 Alcohol and cigarettes: the facts  |   | Life base sessions                    |
|   | Year 4            | Y4 Know the norms<br>Y4 Medicines: check the label<br>Y4 Keeping ourselves safe<br>Y4 Danger, risk or hazard? |   |                                       |
|   | Year 5            | Y5 'Thinking' about habits<br>Y5 Smoking: what is normal?<br>Y5 Drugs: true or false?                         |   |                                       |
|   | Year 6            | Y6 Rat Park   | Science - Our Bodies (yr 6) Explain the impact of diet, exercise, drugs and lifestyle on bodies<br><br>WCR (yr 6) drugs and alcohol |                                       |

## Health and prevention

| Statutory Requirement  | <u>Year Group</u> | <u>Scarf unit</u>   | <u>Other coverage in curriculum</u>  | <u>Other coverage in wider school</u>             |
|--|-------------------|---|--|---|
| 1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.<br>2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.<br>3. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.<br>4. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.<br>5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.<br>6. The facts and science relating to allergies, immunisation and vaccination. | Year 3            |   |  | Life base sessions<br>Mental health awareness day |
|  | Year 4            | Y4 Danger, risk or hazard?<br>Y4 Staying safe in the sun<br>Y4 Medicines: check the label | Science – (yr 4)<br>Animals including humans - teeth   |   |
|  | Year 5            |   |  |   |
|  | Year 6            |   | Science (yr 6) Body systems; the circulatory system.<br><br>Science (year 6) – classification including micro-organisms. |   |

## Basic First-Aid

| Statutory Requirement   | <u>Year Group</u> | <u>Scarf unit</u>                              | <u>Other coverage in curriculum</u> | <u>Other coverage in wider school</u> |
|---|-------------------|--|-------------------------------------|---------------------------------------|
| 1. How to make a clear and efficient call to emergency services if necessary.<br>2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries. | Year 3            | Y3 Basic first aid                             |                                     | Assembly                              |
|   | Year 4            | Y4 Basic first aid                             |                                     |                                       |
|   | Year 5            | Y5 Basic first aid, including Sepsis Awareness |                                     |                                       |
|   | Year 6            | Y6 Basic first aid, including Sepsis Awareness |                                     |                                       |

## Changing adolescent body

| Statutory Requirement   | <u>Year Group</u> | <u>Scarf unit</u>   | <u>Other coverage in curriculum</u>                               | <u>Other coverage in wider school</u> |
|---|-------------------|---|---|---------------------------------------|
| 1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.<br>2. About menstrual wellbeing including the key facts about the menstrual cycle.<br>3. To know a variety of ways in which the sperm can fertilise the egg to create a baby. | Year 3            |   | Science - Life Cycles (year 5) Describe the life cycle of a human |                                       |
|   | Year 4            |   |   |                                       |
|   | Year 5            | Yr 5 My Changing Body<br>Yr 5 All Change  |   |                                       |
|   | Year 6            | Y6 Preparing for changes at puberty<br>Y6 Growing Up and changing bodies<br>Y6 Changing bodies and feelings<br>Yr 6 Is this normal?<br>Yr 6 Making babies |   |                                       |

## **Appendix 2**

### **RSE expectations: primary**

Here's what all pupils should know by the end of primary school. These are the expectations set by the Department for Education.

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#### **Families and people who care for me**

- 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, 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**

- 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**

- 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

### **Online relationships**

- 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

- 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)

### Source:

These expectations are set out in the Department for Education's [guidance for schools on relationships education, RSE and health education](#).