

Relationships Education and Health Education Policy



The Livingstone Road Primary Federation adopts the principles and procedures of this Policy for both Infant School and Junior School

Review Cycle: 2 Years

Responsible for Review: EHT and
RHE subject lead

Next Review Date: September 2025

INTRODUCTION AND STATUTORY GUIDANCE

This Policy is written in line with the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance September 2020. The policy has been produced in partnership with Hamwic Education Trust.

As a primary school we are required to teach Relationships Education and Health Education (RHE).

Parents will be consulted on the policy in the autumn term 2023.

The statutory guidance used to inform this policy is listed below

- As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).
- We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is of similar breadth and depth to the National Curriculum. This includes the requirement to teach the elements of sex education contained in the science curriculum. At Livingstone Road Primary Federation we follow the national curriculum for science.
- In teaching Relationships and Health Education, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

DEFINITIONS AND KEY AREAS OF TEACHING

Relationship Education

Relationship Education will focus on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.

All teaching will reflect the Equality Act 2010 ensuring there is no discrimination for any pupil or family with protected characteristics.

Children will be taught in an age-appropriate way about the characteristics and values of healthy relationships, including areas such as differences, boundaries, respect, trust and kindness. Teaching will focus on both face-to-face and online relationships recognising the significance of the digital world we now embrace. Teachers will also take all opportunities to discuss positive emotional and mental well-being with children. The characteristics that will be taught are also reflected in the school values of

- Together we can; Learn, Laugh, Dream and Grow.
- and promoting; The whole child, Learning, Inspiration and Unity

Learning will be planned to meet the objectives set out in the Relationships Education, Sex Education (RSE) and Health Education Statutory Guidance 2020 (see appendix 1), under the broad headings of

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

The Science Curriculum - body changes and life cycles

Sex Education beyond the requirements of the science national curriculum is not compulsory in primary schools; however, we recognise the importance of preparing children well for secondary school. At Livingstone Road Primary Federation, children will be taught about puberty as set out in the expectations of the science National Curriculum. In line with year group expectations, children will learn about external body parts (including scientific teaching of external gender specific body parts in Years 1 and 2), changes in the human body from birth to old age, and reproduction in some plants and animals. As part of the life cycle objectives, Year 5 pupils will be taught the science of how a baby is conceived and born. In our school, we only teach the body changes and life cycles required by the science national curriculum. As a consequence, parents do not have the right to withdraw children from these scientific lessons. (Parents will have the opportunity to discuss and view the content of the Year 5/6 curriculum before it is taught.)

We recognise that during such lessons, children may have questions as a result of their learning. We are mindful that unanswered questions often lead to misconceptions and will aim to avoid this where possible. When questions arise, they will be dealt with as follows.

- Questions directly linked with the science taught will be answered factually for the class or individual. Children will be given the opportunity to write anonymous questions submitted via a question box
- Questions of a personal nature directly linked to the teaching may need to be dealt with by talking directly to the child with an additional adult also present. If deemed necessary, teachers will inform parents of the questions asked. Wherever possible, questions will be answered in front of all pupils via the question box.

- Where a question relates to sex education beyond the scientific teaching, children will be advised to ask their parents or carers.

Physical Health and mental wellbeing

Health and wellbeing education will focus on the characteristics of good physical health and mental wellbeing. It will include aspects such as the importance of exercise, good nutrition and the normal range of emotions we experience. Pupils will be taught about moderation, including online and the positive two-way relationship between good physical health and good mental wellbeing.

Learning will be planned at an age appropriate level to meet the objectives set out in the Relationships Education, Sex Education (RSE) and Health Education Statutory Guidance 2020 (see appendix 2), under the broad headings of

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy Eating
- Drugs, alcohol, tobacco and vaping
- Health and prevention
- Basic first aid
- Changing adolescent body

RELATIONSHIPS AND HEALTH CURRICULUM DELIVERY

Relationships and Health Education (RHE) is taught through weekly lessons. The key areas of learning are planned to reflect guidance from the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance September 2020. At Livingstone Road Primary Federation we use planning from the PSHE association. The PSHE Association is the national body for Personal, Social, Health and Economic (PSHE) education, leading the effort to ensure that every pupil receives high-quality provision. The PSHE association ensures teaching of RHE encompasses the acquisition of three key areas of learning:

- Health and wellbeing
- Relationships
- Living in the wider world

Biological aspects of sex education are taught within the science curriculum in line with the age expectations set out in the National curriculum. A number of aspects of the RHE link closely to science, computing, PE and DT. Where this is the case, messages will be reinforced within these subjects (appendix 4).

The 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).

We are mindful that some children with SEND may need additional support to understand the themes and learning within the relationships and health education curriculum. Teachers will draw on their knowledge of the child to ensure learning is differentiated appropriately.

We will teach a range of local contextual issues and support these through our curriculum where possible.

In Poole we are mindful of the Local Authority plan to tackle health inequalities and promote health and well-being, particularly in areas of higher deprivation. We are aware that more children come back onto child protection plans

than comparator authorities and recognise that the local authority wish to tackle areas such as substance misuse, mental health and domestic abuse as potential causal factors. We recognise that sport uptake is high and will continue to encourage this. We are also mindful of the authority's plan to support healthy weight in children.

ROLES AND RESPONSIBILITIES

The Governing Body

The governing body will consult parents, suggest amendments to the headteacher and approve the RHE policy. They will hold the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from any non-scientific components of sex education (in line with the science national curriculum).

The Headteacher will determine whether any aspects of the curriculum will be delivered by professionals outside of the school (e.g., the school nurse may deliver information about menstruation).

Staff

Teaching staff are responsible for:

- Delivering Relationships and Health Education in a sensitive way and in accordance to their year group expectations
- Modelling positive attitudes to Relationships and Health Education
- Monitoring progress
- Responding to the needs of individual pupils

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

The leader for RHE at Livingstone Road Primary Federation School is Naomi Robson.

Pupils

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

TRAINING

Staff are trained on the delivery of RHE and biologic aspects of the science curriculum as part of their induction and it is included in our continuing professional development calendar. Staff have access to the RHE Policy and revisit this when changes occur.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RHE.

MONITORING OF RHE

The delivery of RHE is monitored by Senior Leaders and the RHE leader through:

- Planning scrutiny
- Lesson observation
- Analysis of pupils work and discussions with pupils
- Monitoring of SEN plans and IEPs where appropriate

- Sampling of pupils' end of year reports

Pupils' development in RHE is monitored by class teachers as part of our internal assessment systems.

This policy will be review annually and will require approval by the governing body.



APPENDIX 1 – Expectations for Relationships Education

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage¹ 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. 	<p>Links to the PSHE association and other RHE teaching.</p> <p>All of these aspects are covered in lessons within:</p> <ul style="list-style-type: none"> • Relationships • Living in the Wider World
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. 	<p>Links to the PSHE association and other RHE teaching.</p> <p>All of these aspects are covered in lessons within:</p> <ul style="list-style-type: none"> • Health and wellbeing • Relationships • Living in the Wider World <p>Some aspects are covered in lessons taught within Anti-Bullying Week</p>
<p>Respectful Relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 	<p>Links to the PSHE association and other RHE teaching.</p> <p>All of these aspects are covered in lessons within:</p>

	<ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships. the conventions of courtesy and manners. the importance of self-respect and how this links to their own happiness. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. what a stereotype is, and how stereotypes can be unfair, negative or destructive. the importance of permission-seeking and giving in relationships with friends, peers and adults. 	<ul style="list-style-type: none"> Health and wellbeing Relationships Living in the Wider World <p>Some aspects are covered in lessons taught within Anti-Bullying Week</p>
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. how information and data is shared and used online. 	<p>Links to the PSHE association and other RHE teaching.</p> <p>All of these aspects are covered in lessons within:</p> <ul style="list-style-type: none"> Relationships Living in the Wider World <p>Some aspects are covered in lessons taught within computing.</p> <p>Some aspects are covered in lessons taught within Anti-Bullying Week</p>
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 	<p>Links to the PSHE association and other RHE teaching.</p> <p>All of these aspects are covered in lessons within:</p> <ul style="list-style-type: none"> Health and wellbeing Relationships Living in the Wider World

	<ul style="list-style-type: none">• how to recognise and report feelings of being unsafe or feeling bad about any adult.• how to ask for advice or help for themselves or others, and to keep trying until they are heard.• how to report concerns or abuse, and the vocabulary and confidence needed to do so.• where to get advice e.g. family, school and/or other sources.	Some aspects are covered in lessons taught within Anti-Bullying Week
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APPENDIX 2 – EXPECTATIONS OF HEALTH EDUCATION

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

	<ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>Links to the PSHE association and other RHE teaching.</p> <p>All of these aspects are covered in lessons within:</p> <ul style="list-style-type: none"> • Health and wellbeing
Healthy Eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	<p>Links to the PSHE association and other RHE teaching.</p> <p>All of these aspects are covered in lessons within:</p> <ul style="list-style-type: none"> • Health and wellbeing
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	<p>Links to the PSHE association and other RHE teaching.</p> <p>All of these aspects are covered in lessons within:</p> <ul style="list-style-type: none"> • Health and wellbeing
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination. 	<p>Links to the PSHE association and other RHE teaching.</p> <p>All of these aspects are covered in lessons within:</p> <ul style="list-style-type: none"> • Health and wellbeing

Basic First Aid	Pupils should know: <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	Links to the PSHE association and other RHE teaching. All of these aspects are covered in lessons within: <ul style="list-style-type: none"> • Health and wellbeing
Changing adolescent body	Pupils should know: <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. 	Links to Jigsaw Scheme and other RHE teaching. <u>Precursors to these aspects are taught through some aspects of Health and Wellbeing;</u> In EYFS (To understand that I have grown up from a baby and will grow into an adult), in Year 1 (To be able to discuss ways in which they have changed since they were a baby.) These specific aspects are taught in Science in Y5.

APPENDIX 3 – RHE CURRICULUM OVERVIEW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EFYS	Living in the Wider World To know how to form relationships with those around me.	Relationships To know how to show kindness and respect to others.	Living in the Wider World To know I can achieve a goal if I persevere.	Health and Wellbeing To know some ways to keep myself clean.	Relationships To think of some ways to manage my feeling.	Health and Wellbeing To talk about ways to be healthy/
YR 1	Living in the Wider World To know how my actions effect others in my class.	Relationships To know why difference should be celebrated.	Living in the Wider World To know how to identify when I have been successful and understand what steps have been taken to achieve a goal.	Health and Wellbeing To know some ways to keep myself healthy.	Relationships To know about my family and other families.	Health and Wellbeing To know how I have I have changed
YR 2	Living in the Wider World To know how to keep positive relationships.	Relationships To know what bullying looks and feels like.	Living in the Wider World To know how to achieve a realistic goal with help from a group/others.	Health and Wellbeing To understand what a healthy and balanced diet is.	Relationships To understand my relationships in my family.	Health and Wellbeing To know how boys and girls are different and how they change as they get older.
YR 3	Living in the Wider World To know why I should make positive choices and how these effect others.	Relationships To know how to solve conflicts to improve the quality of relationships	Living in the Wider World To know the steps I will need to take to overcome challenges and be able to evaluate my learning process.	Health and Wellbeing To know some ways to keep myself safe.	Relationships To identify the roles and responsibilities of family members.	Health and Wellbeing To identify how boys and girl bodies change.

YR 4	Living in the Wider World To know how to make a positive impact to my class and school community.	Relationships To know what influences our assumptions so we can form true opinions of others	Living in the Wider World To know how to recognise, influence and shift negative thoughts and emotions.	Health and Wellbeing To learn about friendships.	Relationships To explain relationships I am a part of.	Health and Wellbeing To learn strategies to help me cope with changes.
YR 5	Living in the Wider World To know why we should empathise with others and use this understanding to help us to make responsible choices that benefit ourselves and others in our community.	Relationship To know the different forms of bullying so we can spot it and stop it.	Living in the Wider World To know a job I would like to do and appreciate the opportunities that how my education are giving me.	Health and Wellbeing To know how to have a healthy relationship with food.	Relationships To know how to use technology safely when communicating with friends.	Health and Wellbeing To identify what I am looking forward to about being a teenager.
YR 6	Living in the Wider World To know how I can make a difference to children all over the world and consider the impact of my actions.	Relationships To know why difference can be a source of conflict and a cause for celebration.	Living in the Wider World To know about problems in the world and to consider how we can take action to improve the lives of others.	Health and Wellbeing To evaluate the use of alcohol	Relationships To identify the most significant people in my life and learn ways to stand up for myself.	Health and Wellbeing To explain how bodies change during puberty and how to look after myself emotionally and physically.

APPENDIX 4 – RHE LINKED WITH OTHER NATIONAL CURRICULUM AREAS

Highlighted colours in each row indicated where the Relationships and Health education statements link with other subjects and years groups. For example the yellow highlight in the box below ‘protection and care for children and other family members’ links to y2 habitats about basic needs and y4 environments. Colours are not subject specific and simply show the links across each row in the table.

Primary RHE, science, computing, DT and PE

	Relationships Education	Science	PE	Computing
Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. that marriage² 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. 	<p>Living things and their habitats</p> <p>Y2</p> <ul style="list-style-type: none"> identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other <p>Y4</p> <ul style="list-style-type: none"> recognise that environments can change and that this can sometimes pose dangers to living things. 	N/A	N/A

<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. 	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

- 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

- Pupils should know
- that people sometimes behave differently online, including by pretending to be someone they are not.
 - that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
 - the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
 - how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
 - how information and data is shared and used online.

N/A

N/A

- KS1
use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
- KS2
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
 - be discerning in evaluating digital content

<p>Being safe</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. 			<p>KS1</p> <ul style="list-style-type: none"> • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies <p>KS2</p> <ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
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Primary Physical Health and Mental wellbeing

		Science	PE and DT	Computing
Mental Wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	<p>Animals including Humans Y2</p> <ul style="list-style-type: none"> describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene <p>Y6</p> <ul style="list-style-type: none"> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function 	<p>PE KS1</p> <ul style="list-style-type: none"> be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. <p>KS2</p> <ul style="list-style-type: none"> enjoy communicating, collaborating and competing with each other develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. 	<p>KS1</p> <ul style="list-style-type: none"> identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies <p>KS2</p> <ul style="list-style-type: none"> recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online. 	<p>N/A</p>	<p>N/A</p>	<p>KS1</p> <p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p>KS2</p> <ul style="list-style-type: none"> • understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact • be discerning in evaluating digital content

<p>Physical Health and Fitness</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>Animals and Humans</p> <p>Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	<p>PE – support statements but not specifically linked</p> <p>KS1</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities <p>KS2</p> <ul style="list-style-type: none"> • enjoy communicating, collaborating and competing with each other • develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. • develop flexibility, strength, technique, 	<p>N/A</p>
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			control and balance [for example, through athletics and gymnastics]	
Healthy Eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	<p>Animals and Humans</p> <p>Y1 identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Y3 identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	<p>DT – cooking and nutrition</p> <p>KS1 Pupils should be taught to:</p> <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from. <p>KS2 Pupils should be taught to:</p> <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques 	N/A

		describe the ways in which nutrients and water are transported within animals, including humans.		
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	<p>Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	N/A	N/A
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. the facts and science relating to allergies, immunisation and vaccination. 	<p>Animals and humans</p> <p>Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Y4 identify the different types of teeth in humans and their simple functions</p> <p>Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	N/A	N/A

Basic First Aid	Pupils should know: <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. concepts of basic first-aid, for example dealing with common injuries, including head injuries.	N/A	N/A	N/A
Changing adolescent body	Pupils should know: <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. 	Animals, including humans Y5 describe the changes as humans develop to old age. Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	N/A	N/A