

Tweeddale Primary School

Relationships and Sex Education Policy

Date 16th June 2020

This Policy applies to Tweeddale Primary School and all governors and staff of the school must abide by this policy which has been adopted in accordance with and pursuant to the Curriculum Policy of the Greenshaw Learning Trust.

It is the responsibility of the local governing body and Headteacher of the school to ensure that their school and its staff adhere to this policy. In implementing this policy school staff must take account of any advice given to them by the GLT Chief Executive Officer and/or Board of Trustees.

This policy is subject to the GLT Curriculum Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict, then the GLT Curriculum Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT Chief Executive Officer should be consulted.

Approval and review:

This policy is the responsibility of: Terrie Jerrom (HT) and Sara Morris (PSHE Lead)

This policy was approved by the Local Governing Body on:
24th June 2020

This policy is due for review by: June 2023

Tweeddale Primary School is part of the Greenshaw Learning Trust. The Greenshaw Learning Trust is a charitable company limited by guarantee, registered in England & Wales, company number 7633634, registered at Greenshaw Learning Trust, Grennell Road, Sutton, SM1 3DY.

Tweeddale Primary School

Relationships Education Policy

Statutory requirements

Tweeddale Primary School is required to provide a curriculum that is broad and balanced in accordance with Section 78 of the Education Act 2002.

Tweeddale Primary School must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#). In teaching relationships education the school is required to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the Education Act 1996, Published 25 June 2019.

Policy aims

The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.

Through the provision outlined in this policy we also aim to raise pupils' self-esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media.

We seek to teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them.

We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

Roles and responsibilities School staff

The school provides regular professional development training in how to deliver relationships education so that all school staff feel comfortable to take PSHE classes and answer questions from pupils. If a teacher does not feel confident leading such discussions then that is likely to be reflected by the pupils, and their learning will be compromised.

This includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching relationships education is so important.

There are certain members of the school leadership team, such as the Phase Leaders who will hold more responsibility for ensuring that the school's relationships education provision is relevant to our pupils and is effective, but this is generally a responsibility for all staff members and the school expects staff to voice opinions and share expertise in this area.

Senior leaders will:

- Develop this school policy and review it every three years. This policy is developed in consultation with school parents/carers, pupils and staff to ensure that it meets the needs of the whole school community.
 1. Staff consultation – all school staff were given the opportunity to look at the policy and scheme of work, and make recommendations
 2. Parent/stakeholder consultation – The scheme of work was shared on the website for parents to comment.

3. Pupil views – we introduced relationships and sex education by asking what they want to know when lessons start.
 4. The policy has been shared with governors.
- Ensure that all staff are given regular and ongoing training on issues relating to relationships education and how to deliver lessons on such issues.
 - Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to relationships education.
 - Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of [relationships education / relationships and sex education] to pupils. This may be because they do not feel that their training has been adequate or that aspects of the curriculum are in conflict with their religious beliefs.
 - Ensure that relationships education is age- relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.
 - Ensure that the knowledge and information regarding relationships education to which all pupils are entitled is provided in a comprehensive way.
 - Support parental involvement in the development of the relationships education curriculum.
 - Ensure that their personal beliefs and attitudes will not prevent them from providing a balanced relationships education in school.
 - Communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for relationships education, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate. We want the provision of relationships education at home to be complementary to the provision the school provides, and this should be clearly communicated to parents/carers and additional support given where necessary or requested.
 - Ensure that SRE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of relationships education.

All staff will:

- Ensure that they are up to date with school policy and curriculum requirements regarding relationships education. If a member of staff feels that any areas are not covered or inadequately provided for they should report that to PSHE Lead.
- Attend and engage in professional development training around relationships education provision.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a student comes to a member of staff with an issue that the member of staff feels they are not able to deal with alone, they should take this concern to their manager. No one else should be informed at this stage, and a breach of confidentiality may fall under staff misconduct and disciplinary procedures.
- Provide regular feedback to their managers on their experience of teaching relationships education and student response.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced relationships education in school.

- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs. If a member of staff needs support in this area they should speak to the PSHE Lead.

Pupils

- Pupils are expected to attend relationships education classes that are in their school timetable and take them seriously. These classes are a very important part of the curriculum and a tool to aid personal development and the school expects pupils to recognise this.
- Pupils should support one another with issues that arise through relationships education. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision. Pupils who regularly fail to follow these standards of behaviour will be dealt with under the school behaviour policy.
- Pupils should feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to relationships education or otherwise.
- Conversations of this nature between staff and pupils will be held in confidence; however, staff may take concerns to their manager if there is a child protection concern or they feel ill-equipped to deal with the issue at hand.
- Pupils will be asked for feedback on the school's relationships education provision after lessons, by the class teacher or PSHE Lead. Opinions on provision and comments will be reviewed by senior managers and taken into consideration when the curriculum is prepared for the following year's pupils. In this way, the school seeks to provide pupils with the education they need on topics they want to learn about.

Parents/carers

The school expects parents/carers to share the responsibility relationships education and support their children's personal, social and emotional development.

We encourage parents/carers to create an open home environment where their children can engage, discuss and continue to learn about matters that have been raised through the school's relationships education. Parents/carers are also encouraged to seek additional support in this from the school where they feel it is needed. For information on accessing school support, see section 5.

Implementation, delivery and curriculum

It is important that the school's relationships education policy is implemented consistently and effectively throughout the school. Teachers are encouraged to provide classes that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.

Our RSE programme is an integral part of our whole school PSHE education provision and will cover:

- Families and People who care for me.
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

High quality resources will support our RSE provision and will be regularly reviewed. Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context and underpin the teaching of healthy relationships.

Pupils will be encouraged to reflect on their own learning and progress. Assessment in RSE will take different forms such as:

- Baseline assessments before learning and additional assessment after learning.
- The use of drawings, scenarios and thinking maps.
- Pupil self -assessment and teacher evaluation.
- An overview of the learning in each year group can be found in Appendix A.

Through these aspects of our curriculum we aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding relationships. It is important that pupils know the difference between fact, opinion and belief.

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).

Relationships is taught as part of the PSHE curriculum.

Guest speakers

Guest speakers may be invited into school to talk on issues related to relationships. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy and required to comply with the guidelines outlined within it.

Terminology

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

Dealing with difficult questions

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the PSHE Lead or DSL.

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this might be:

- An anonymous question box; this will enable pupils to feel more comfortable to ask questions without being identified.

- Making the classroom a cone of silence; this means that whatever is discussed in the classroom stays in the classroom and should not be brought up at any other time. We hope this will give pupils the sense that they are in a safe zone to speak freely about relationships.
- By the use of characters and scenarios to ensure that any potentially awkward situations are avoided.

Pupils with special educational needs

The school works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to relationships education.

The school will use a variety of different strategies to ensure that all pupils have access to the same information;

- interactive teaching methods
- use of expert guest speakers
- practical activities
- using DVDs or video
- group and paired activities

Withdrawal from relationships education

The school aims to keep parents/carers informed about all aspects of relationships education curriculum and urges parents/carers to read this policy. Parents/carers can request access to resources and information being used in class, and the school will do everything it can to ensure that parents/carers are comfortable with the education provided to their children in school.

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

If sex education is taught outside of the science curriculum only: Parents have the right to withdraw their children from the teaching of sex education other than that delivered through the science curriculum and Headteachers will automatically grant a request to withdraw a pupil.

Complaints

Parents/carers who have complaints or concerns regarding the relationships education curriculum should contact the school and follow the school's complaints procedure.

Equal opportunities

Relationships education lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously, in the same way as bullying of any kind - the procedures regarding this are outlined in the school's behaviour policy.

Safeguarding and confidentiality

The school seeks to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to a reference in accordance with the school's child protection and safeguarding procedure.

Personal information about pupils who have approached a teacher for discussion will not be shared with any other person. If there is a child protection concern, the information must be handled as outlined in the school child protection and safeguarding procedure. Staff members that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's staff discipline, conduct and grievance procedures.

If a member of staff is informed that a pupil has inappropriate knowledge of sexual intercourse, this will be dealt with under child protection procedures.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the DSL, to decide what is in the best interest of the child.

Monitoring, review and evaluation

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide relationships education that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we review the relationships education curriculum annually and will inform parents/carers of any revisions to this policy or relationships and sex education curriculum.

We will monitor the effectiveness of our relationships education provision through:

- termly feedback from pupils
- yearly feedback from parents/carers
- feedback from staff
- classroom observations

The school will review this policy every 3 years, evaluating its effectiveness by taking into account feedback from pupils, staff and parents/carers, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

Support

Pupils should feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to relationships education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

Health and Relationships Education Medium Term Plan – Year 1

Relationships Education - Families and people who care for me, Caring Friendships, Respectful Relationships, Online relationships, Being Safe.

Physical Health and Mental Wellbeing - Mental wellbeing, Health eating, Basic First Aid, Internet Safety and harms, Physical health and fitness, Drugs, alcohol and tobacco, Changing adolescent body, Health prevention.

Money and Global Citizenship (non-statutory)

Caring Friendships

NC- How important friendships are making us feel happy and secure, and how people choose and make friends.

NC- The characteristics of friendship, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

NC- That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded.

NC- That most friendships have ups and downs and that these can be worked through so that the friendship can be repaired or even strengthened and that resorting to violence is never right.

NC- 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.

Mental Well being

NC- To know that mental wellbeing is a normal part of daily life, in the same way as physical health.

NC- To know that there is a normal range of emotions e.g. happiness, sadness, anger, fear, surprise, nervousness) and the scale of emotions that all humans experience in relation to different experiences and situations.

NC- To know how to talk about their emotions, including having varied vocabulary of words to use when talking about their own and others' feelings.

NC- To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

Health Prevention

NC- To know how to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.

NC- To know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

NC- To know about dental health and the benefits of good oral hygiene including visits to the dentist.

NC- To know about personal hygiene and germs including bacteria, viruses of how they are spread and the importance of hand washing.

Basic First Aid

NC- To know how to make a clear and efficient call to emergency services if necessary.

Changing Adolescent Body

NC- To know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

Money

NC- To know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving money.

NC- To know about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences these choices.

Global Citizenship

To know what improves and harms their local environment and about some of the ways people look after them.

Health and Relationships Education Medium Term Plan – Year 2

Relationships Education - Families and people who care for me, Caring Friendships, Respectful Relationships, Online relationships, Being Safe.

Physical Health and Mental Wellbeing - Mental wellbeing, Health eating, Basic First Aid, Internet Safety and harms, Physical health and fitness, Drugs, alcohol and tobacco, Changing adolescent body, Health prevention.

Money and Global Citizenship (non-statutory)

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| <p>Growth Mindset (whole school)</p> <p>Families and People who care for us.</p> <p><u>NC</u> - To know that families are important for children growing up because they give love, security and stability.</p> <p>NC - To know the 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 characterised by love and care.</p> <p>NC- 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>Growth Mindset (whole school)</p> <p>Respectful Relationships</p> <p>NC- To know 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 a position of authority.</p> <p>NC- To know about different types of bullying (including cyber-bullying) the impact of bullying, responsibilities of the bystander (primarily reporting bullying to an adult) and how to get help.</p> <p>Online Relationships.</p> <p>NC- To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>Being Safe</p> <p>NC- To know how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>NC- To know how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>NC- To know to report concerns about abuse, and the vocabulary and confidence needed to do so.</p> <p>NC- To know where to get advice, eg family, school, and other sources.</p> | <p>Growth Mindset (whole school)</p> <p>Internet Safety and Harms.</p> <p>NC- To know why social media, some computer games and online gaming, for example are age restricted.</p> <p>Physical Health and Fitness</p> <p>NC- To know the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking and cycling to school, a daily mile or other forms of regular, vigorous exercise.</p> <p>Healthy Eating.</p> <p>NC- To understand the principles of planning and preparing a range of healthy meals.</p> <p>Drugs and Alcohol</p> <p>NC- To know the facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug taking.</p> |
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| <p><u>Caring Friendships</u> NC- The characteristics of friendship, including mutual respect, truthfulness, trustworthiness,loyalty, kindness,genorosity.trust,sharing interests and experiences and support with problems and difficulties. NC- That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded. NC- That most friendships have ups and downs,and that these can be worked through so that the friendship can be repaired or even strengthened,and that resorting to violence is never right.</p> | <p><u>Mental Well being</u> NC- To know the benefits of physical exercise,time outdoors,community participation, voluntary and service- based activity on mental well being and happiness. NC- To know simple self-care techniques, including the importance of rest,time spent with family and the benefits of hobbies and interests. NC- To know that bullying (including cyber bullying has a negative and often lasting impact on mental-well being. NC- To know how and where 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.</p> | <p><u>Health Prevention</u> <u>NC-</u> To know how to recognise early signs of physical illness,such as weight loss or unexplained changes to the body. NC- To know about safe and unsafe exposure to the sun,and how to reduce the risk of sun damage,including skin cancer. <u>Basic First Aid</u> NC-To know how to make a clear and efficient call to emergency services if necessary. <u>Changing Adolescent Body</u> NC- To know key facts about puberty and the changing adolescent body,particularly from age 9 through to age 11, including physical and emotional changes. <u>Money</u> NC- To know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving money. NC- To know about the role money plays in their lives including how to manage their money,keep it safe, choices about spending money and what influences these choices. <u>Global Citizenship</u> To know the five British Values and how they relate to our society.</p> |
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Health and Relationships Education Medium Term Plan – Year 3

Relationships Education - Families and people who care for me, Caring Friendships, Respectful Relationships, Online relationships, Being Safe.

Physical Health and Mental Wellbeing - Mental wellbeing, Health eating, Basic First Aid, Internet Safety and harms, Physical health and fitness, Drugs, alcohol and tobacco, Changing adolescent body, Health prevention.

Money and Global Citizenship (non-statutory)

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| <p>Growth Mindset (whole school)</p> <p>Families and People who care for us.</p> <p><u>NC</u> - To know that families are important for children growing up because they give love, security and stability.</p> <p>NC - To know the 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 characterised by love and care.</p> <p>NC- 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>Growth Mindset (whole school)</p> <p><u>Respectful Relationships</u></p> <p>NC- To know the importance of respecting others, even when they are very different from them (for example physically, in character, personality or background) or make different choices or have different preferences or beliefs.</p> <p>NC- To know practical steps that they can take in a range of different contexts to improve or support respectful relationships.</p> <p>NC- To know about different types of bullying (including cyber-bullying) the impact of bullying, responsibilities of the bystander (primarily reporting bullying to an adult) and how to get help.</p> <p><u>Online Relationships</u></p> <p>NC- To know that sometimes people behave differently online, including by pretending to be someone that they are not.</p> <p>NC- To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p><u>Being Safe</u></p> <p>NC- To know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>NC- To know 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 keeping safe.</p> <p>NC- To know how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>NC- To know how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> | <p>Growth Mindset (whole school)</p> <p><u>Internet Safety and Harms.</u></p> <p>NC- To know how and where to report concerns and get support with online issues.</p> <p>NC- To know that for most people the internet is an integral part of life and has many benefits.</p> <p>NC- To know 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.</p> <p>NC- To know why social media, some computer games and online gaming, for example, are age restricted.</p> <p><u>Physical Health and Fitness</u></p> <p>NC- To know the characteristics and mental and physical benefits of an active lifestyle.</p> <p>NC- To know how and when to seek support including which adults to speak to in school if they are worried about their health.</p> <p><u>Healthy Eating.</u></p> <p>NC- To know what constitutes a healthy diet (understanding calories and other nutritional content).</p> <p>NC- To know 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 and health. ,</p> <p><u>Drugs and Alcohol</u></p> <p>NC- To know the facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug taking.</p> |
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| | <p>NC- To know to report concerns about abuse, and the vocabulary and confidence needed to do so.</p> <p>NC- To know where to get advice, eg family, school, and other sources.</p> | |
| <p><u>Caring Friendships</u></p> <p>NC- To know how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>NC- To know 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>NC- To know 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> | <p><u>Mental Well being</u></p> <p>NC- To know that mental well being is a normal part of daily life, in the same way as physical health.</p> <p>NC- How to judge whether or not they are feeling and how they are feeling and how they are feeling is appropriate and proportionate</p> <p>NC- To know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity</p> <p>NC- To know simple self-care techniques, including the importance of rest, time spent with family and the benefits of hobbies and interests.</p> <p>NC- To know that bullying (including cyber bullying) has a negative and often lasting impact on mental-well being.</p> <p>NC- To know 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 available, especially if accessed early enough.</p> | <p><u>Health Prevention</u></p> <p><u>NC-</u> To know how to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.</p> <p>NC- To know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>NC- To know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p><u>Basic First Aid</u></p> <p>NC- To know concepts of basic first aid, for example dealing with common injuries, including head injuries..</p> <p><u>Changing Adolescent Body</u></p> <p>No content for years 3 and 4.</p> <p><u>Money</u></p> <p>NC- To know about the role that money plays in their own lives and the lives of others, including how to manage their money and about being a critical consumer.</p> <p><u>Global Citizenship</u></p> <p>To know what improves and harms their local environment and about some of the ways people look after them.</p> |

Health and Relationships Education Medium Term Plan – Year 4

Relationships Education - Families and people who care for me, Caring Friendships, Respectful Relationships, Online relationships, Being Safe.

Physical Health and Mental Wellbeing - Mental wellbeing, Health eating, Basic First Aid, Internet Safety and harms, Physical health and fitness, Drugs, alcohol and tobacco, Changing adolescent body, Health prevention.

Money and Global Citizenship (non-statutory)

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| <p>Growth Mindset (whole school) Families and People who care for us. NC - To know the 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 characterised by love and care. NC- To Know 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> | <p>Growth Mindset (whole school) Respectful Relationships NC- To know the conventions of courtesy and manners. NC- To know the importance of self -respect and how this links to their own happiness. NC- To know the importance of permission-seeking and giving in relationships with friends, peers and adults. Online Relationships. NC- To know that the same principles apply to online relationships as face-to face relationships ,including the importance of respect for others online including when we are anonymous. NC- To know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. Being Safe NC- To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other, contact. NC- To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. NC- To know where to get advice, eg family, school, and other sources.</p> | <p>Growth Mindset (whole school) Internet Safety and Harms. NC- To know 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. NC- To know 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. Physical Health and Fitness NC- To know the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking and cycling to school, a daily mile or other forms of regular, vigorous exercise. NC- To know the risks associated with an inactive lifestyle (including obesity). NC- To know how and when to seek support including which adults to speak to in school if they are worried about their health.</p> <p>Healthy Eating. NC- To understand the principles of planning and preparing a range of healthy meals. Drugs and Alcohol Content covered in year three.</p> |
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| <p><u>Caring Friendships</u> NC- That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded. NC- That most friendships have ups and downs, and that these can be worked through so that the friendship can be repaired or even strengthened, and that resorting to violence is never right.</p> | <p><u>Mental Well being</u> NC- To know there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and the scale of emotions that all humans experience in relation to different experiences and situations. NC- To know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own feelings and others' feelings. NC- To know simple self-care techniques, including the importance of rest, time spent with family and the benefits of hobbies and interests. NC- To know that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. NC- To know how and where to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried.</p> | <p><u>Health Prevention</u> <u>NC-</u> To know about dental health and the benefits of good oral hygiene, including visits to the dentist. NC- To know about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing. <u>Basic First Aid</u> NC- To know how to make a clear and efficient call to emergency services if necessary. <u>Changing Adolescent Body</u> No content for years 3 and 4. <u>Money</u> NC- To develop an initial understanding of the concepts of "interest", "loan", "debt" and "tax" (eg their contribution to society through the payment of V.A.T.) <u>Global Citizenship</u> To know the five British Values and how they relate to our society.</p> |
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Health and Relationships Education Medium Term Plan – Year 5

Relationships Education - Families and people who care for me, Caring Friendships, Respectful Relationships, Online relationships, Being Safe.

Physical Health and Mental Wellbeing - Mental wellbeing, Health eating, Basic First Aid, Internet Safety and harms, Physical health and fitness, Drugs, alcohol and tobacco, Changing adolescent body, Health prevention.

Money and Global Citizenship (non-statutory)

Caring Friendships

NC- How important friendships are in making us feel happy and secure ,and how people choose and make friends.

NC- The characteristics of friendships,including mutual respect ,truthfulness ,trustworthiness,loyalty, kindness, generosity,trust,sharing interests and experiences and support with problems and difficulties.

NC- To know 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.

Growth Mindset (whole school)

Online Relationships.

NC- To know that people sometimes behave differently online ,including by pretending to be somebody they are not.

NC- To know that the same principles apply to online relationships as face -to face relationships, including the importance of respect for others online including when they are anonymous.

NC- To know the rules and principles for keeping safe online,how to recognise risks,harmful content and contact,and how to report them.

NC- To know how information and data is shared online.

Being Safe

NC- To know what sorts of boundaries are appropriate friendships with peers and others (including in a digital context).

NC- To know how to respond safely and appropriately to adults they may encounter(in all contexts,including online)whom they do not know.

NC- To know to recognise and report feelings of being unsafe or feeling bad about any adult.

NC- To know how to report concerns about abuse and the vocabulary and confidence needed to do so.

NC- To know where to get advice eg family,school and other sources.

Growth Mindset (whole school)

Internet Safety and Harms.

NC- To know where and how to report concerns and get support with online issues.

NC- To know 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 well being.

NC- To know why social media,some computer games and online gaming ,for example are age restricted.

NC- To know how to be a discerning consumer of information,including that from search engines is ranked ,selected and targeted.

NC- To know how to report concerns and get support with issues online.

Physical Health and Fitness

NC - To know the characteristics and mental and physical benefits of an active lifestyle.

NC- To know how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy Eating.

NC- To know constitutes a healthy diet(understanding calories,and other nutritional content).

Drugs and Alcohol

NC- To know the facts about legal and illegal substances and associated risks,including smoking,alcohol use and drug taking.

Respectful Relationships

NC- To know the importance of respecting others,even when they are very different from them(for example,physically, in character,personality or background)or make different choices or have different preferences or beliefs.

NC- To know practical steps they can take in a range of different contexts to improve or support respectful relationships

NC- To know the importance of self respect and how this links to their own happiness.

NC- To know 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 a position of authority.

NC- To know about different types of bullying(including cyber-bullying)the impact of bullying,responsibilities of the bystander(primarily reporting bullying to an adult) and how to get help.

NC- To know the importance of permission-seeking and giving in relationships with friends,peers and adults.

Mental Well being

NC- To know that mental wellbeing is a normal part of daily life,in the same way as physical health.

NC- To know 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.

NC- To judge whether what they are feeling and how they are feeling is appropriate and proportionate.

NC- To know simple self care techniques,including the importance of rest, time spent with family and the benefits of hobbies and interests.

NC- To know that bullying (including cyberbullying) has a negative and often long lasting impact on mental well being.

Health Prevention

NC- To know how to recognise early signs of physical illness,such as weight loss or unexplained changes to the body.

NC- To know about safe and unsafe exposure to the sun,and how to reduce the risk of sun damage,including skin cancer.

NC- To know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight,mood and ability to learn.

Basic First Aid

NC-To know how to make a clear and efficient call to emergency services if necessary.

Changing Adolescent Body

NC- To know key facts about puberty and the changing adolescent body,particularly from age 9 through to age 11, including physical and emotional changes.

To know about menstrual well being including the key facts about the menstrual cycle.

Money

NC- To know about enterprise the skills that make someone enterprising.

Global Citizenship

NC- To know what improves and harms thier local. natural and built environments and about some of the ways people look after them.

To know the five British Values and how they relate to our society.

Health and Relationships Education Medium Term Plan – Year 6

Relationships Education - Families and people who care for me, Caring Friendships, Respectful Relationships, Online relationships, Being Safe.

Physical Health and Mental Wellbeing - Mental wellbeing, Health eating, Basic First Aid, Internet Safety and harms, Physical health and fitness, Drugs, alcohol and tobacco, Changing adolescent body, Health prevention.

Money and Global Citizenship (non-statutory)

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| <p>Growth Mindset (whole school)</p> <p>Families and People who care for us.</p> <p>NC- To know 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>NC- To know that marriage represents a formal and legally recognised commitment of two people to each other which intended to be lifelong.</p> | <p>Growth Mindset (whole school)</p> <p>Respectful Relationships</p> <p>NC- To know about different types of bullying (including cyber-bullying) the impact of bullying, responsibilities of the bystander (primarily reporting bullying to an adult) and how to get help.</p> <p>Online Relationships.</p> <p>NC- To know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. Being Safe</p> <p>NC- To know 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> <p>NC- To know that each person's belongs to them, and that the differences between appropriate and inappropriate or unsafe physical, and other contact.</p> <p>NC- To know how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> | <p>Growth Mindset (whole school)</p> <p>Internet Safety and Harms.</p> <p>NC- To know 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.</p> <p>NC- To know 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> <p>Physical Health and Fitness</p> <p>NC- To know the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking and cycling to school, a daily mile or other forms of regular, vigorous exercise.</p> <p>NC- To know the risks associated with an inactive lifestyle including obesity.</p> <p>Healthy Eating.</p> <p>NC- To understand the principles of planning and preparing a range of healthy meals.</p> <p>NC- To know 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 and health).</p> <p>Drugs and Alcohol</p> <p>Content covered in Year Five.</p> |
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Caring Friendships

NC- That most friendships have ups and downs, and that these can be worked through so that the friendship can be repaired or even strengthened, and that resorting to violence is never right.

NC- To recognise who to trust and who not to trust, 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.

Mental Well being

NC- To know that is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and the scale of emotions that all humans experience in relation to different experiences and situations.

NC- To know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well being and happiness.

NC- To know simple self-care techniques, including the importance of rest, time spent with family and the benefits of hobbies and interests.

NC- To know that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

NC- To know how and where 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

NC- To know that 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.

Health Prevention

Statutory content covered by year 5.

Some non- statutory content contained in short term plan.

Basic First Aid

NC- To know concepts of basic first aid, for example dealing with common injuries, including head injuries.

Changing Adolescent Body

NC- To know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

Money

NC- To know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.

Global Citizenship

To know the five British Values and how they relate to our society.