



Relationships and Sex Education Policy (RSE)

“Relationships and Sex Education is lifelong learning about physical, moral and emotional development.”

Mission/Vision Statement

Queensway Primary School exists to provide the focus for our children to develop to their full potential, as individuals and as members of the school and wider community, in a secure, caring and happy environment. Children, parents, school staff and governors work in partnership for the benefit of all.

This policy outlines the purpose, nature and management of sex and relationships taught in our school. It should be read alongside the PHSEE policy.

In line with legal requirements (Education Act 1996, Learning and Skills Act 2000), the governors at Queensway Primary School have overseen the production and development of an Relationships and Sex Education policy; which will be made available to parents on our school website and have decided to deliver a Relationships and Sex Education programme in addition to that which is part of the statutory Science Curriculum.

The school recognises the contribution that Relationships and Sex Education in the primary school can make to government health targets. Relationships and Sex Education in the primary school builds the foundations of knowledge, skills and attitudes which help young people to make positive, informed and safe choices about their health and well-being both now and in later life.

What is Relationships and Sex Education?

Relationships and Sex Education involves learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health including the importance of stable and loving relationships, respect, love and care. It should help pupils to learn to respect themselves and others by acquiring accurate information, developing skills and forming positive beliefs, values and attitudes. Some aspects are taught in science, and others are taught as part of Personal, Social, Health, Education (PSHE).

A comprehensive programme of Relationships and Sex Education provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and off line.

Relationships Education: This can be defined as providing the building blocks needed for positive, safe relationships including with family, friends and online. Within this aspect of the curriculum, the children will be taught about what a healthy and unhealthy relationship looks like so that they are able to keep themselves safe. They will be taught what makes a relationship, what constitutes a friendship, what family means and who can support them in an age-appropriate manner. At Queensway, this includes teaching the children that their friends' families might be different from their own. For example, their friends might have different religions, speak different languages at home, or have two parents of the same gender. Our focus is to reinforce the

values of being kind to others, respecting differences and living in peace with each other, alongside our school values of being well-mannered and caring, and respectful and inclusive of others.

Sex Education: Queensway has a Sex Education programme that is tailored to the age, physical and emotional maturity of its pupils in line with the Department of Education Relationships and Sex Education Policy (2020). Sex Education should ensure that both boys and girls are prepared for the changes that adolescence brings, and drawing on knowledge of the human life cycle set out in the Science National Curriculum, how a baby is conceived and born.

Aims:

- To provide a secure, sensitive and caring framework where learning and discussions can take place.
- To equip children with the knowledge, skills and attitudes to enable them to manage the responsibilities associated with adult life, in an appropriate and relevant manner for the needs, age and maturity of the pupils.
- To prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- To provide factual information on human reproduction and birth.
- To prepare young people for the physical and emotional changes associated with puberty.
- To teach pupils the correct terminology to describe themselves and their bodies.
- To form and maintain positive and fulfilling relationships.
- To develop an awareness of the importance of healthy relationships and enable children to practice skills that will help them to build and maintain them.
- To help pupils develop feelings of self-respect, confidence and empathy.
- To model positive relationships throughout the school.
- To encourage respect for difference and diversity.
- To provide a positive culture around issues of sexuality and relationships.
- To actively challenge stereotypes, prejudice and sexual exploitation and give children the skills to critically analyse media messages.
- To ensure that all young people know who can support them and how to access this support.
- To work in partnership with, and support the role of, parents.
- To give opportunities for pupils to develop and practice decision-making skills in a range of situations.
- To promote, and encourage children to make healthy lifestyle choices.

Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per the statutory Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019. . Although we are not required to teach Sex Education, we do need to teach the elements of sex education contained in the science curriculum.

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

As a school, we teach children from a diverse range of backgrounds and therefore our Relationships Education must ensure that all pupils' needs are appropriately met and that they understand the importance of equality and respect. Schools must also comply with the Equality Act (2010), where sexual orientation and gender reassignment are amongst the protected characteristics.

At Queensway, we teach RSE as set out in this policy.

Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and carers were asked to complete a questionnaire relating to the teaching of Relationships and Sex Education.
4. Ratification – once amendments were made, the policy was shared with governors and ratified

This policy should be read in conjunction with the following school policies:

- The Anti-Bullying policy
- The PSHE policy
- The Child Protection and Safeguarding policy
- The Equality policy

Roles and Responsibilities

The Head teacher has the following responsibilities:

- To ensure that both staff and parents are informed about our Relationship and Sex education policy, and that the policy is implemented effectively.
- To ensure that members of staff are given sufficient training so that they can teach effectively and handle any difficult issues with sensitivity.
- To liaise with external agencies regarding the school's Relationship and Sex education programme.
- To monitor this policy on a regular basis and report to governors, when requested, on the effectiveness of the policy.
- To ensure that RSE is taught consistently across the school and to manage any requests to withdraw pupils from non-statutory parts of RSE.

The PHSE Co-ordinator has the following responsibilities:

- To monitor the standards of children's work and the quality of teaching, supported by the head teacher.
- To ensure that resources used are relevant and appropriate to the needs of the children.
- To lead on the evaluation of the Relationships and Sex Education policy and programme.
- To ensure that staff have the necessary skills, confidence, knowledge, and resources in order to deliver effective Relationships and Sex Education.
- To share the rationale, ethos and themes of the Relationships and Sex Education programme with parents.

The Governors have the following responsibilities:

- To ensure that an up-to-date Relationships and Sex Education policy is in place and is made available to parents and for inspection.
- To ensure that the Relationships and Sex Education policy and curriculum are in line with the DfEE 0116/2000 Sex and Relationship Education Guidance.
- To ensure that the policy and programme reflect a whole school approach.

Teachers have the following responsibilities:

- To ensure that they, or anyone working in their classroom to deliver/support Relationships and Sex Education, is doing so in line with the school's Relationships and Sex Education policy, and other relevant school policies.
- To contribute to the evaluation of the programme.
- Assessing children's progress against the agreed learning outcomes.

Working with Parents/Carers

We recognise that parents/carers are key partners in our delivery of a comprehensive Relationships and Sex Education programme for pupils at the school. The Relationships and Sex Education we deliver is designed to support the important role of parents in this area. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In order to promote this objective we:

- Inform all parents/carers of children in Years 5 and 6 about Sex Education lessons before children begin the topic. All parents/carers are welcome to view the programme of lessons, ask questions about any issues and how they are taught, and to see the materials the school uses in its teaching.
- Parents are informed of which SCIB unit will be covered at the start of each term that this is taught.
- Inform parents about the school's Relationship and Sex education policy and practice.
- Answer any questions that parents may have about the relationship and sex education of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Relationship and Sex Education in school.

Right to withdraw

Legally parents have the right to withdraw their children from Sex Education that takes place outside of national curriculum Science. At Queensway, we interpret Sex Education to mean puberty, conception, reproduction and birth. All of these themes, with the exception of conception, are statutory and included in either Health Education or National Curriculum Science. The statutory guidance states that Sex Education should ensure children know how a baby is conceived. We interpret 'how a baby is conceived' as referring to what happens during sexual intercourse before an egg and sperm meet (reproduction). Any parent wishing to take this course of action should send a letter to the Head Teacher outlining their concerns. The parent will be asked if they would like to meet to discuss this further. We will do our best to address any worries that the parent may have. In the event of a parent still choosing to withdraw their child, we will provide alternative PSHE work on a different topic.

Content and Delivery

The curriculum has been carefully designed to be appropriate to pupils' ages and stages of development, and includes a strong safeguarding element and therefore is taught by appropriately qualified staff. Within the wider PSHE curriculum, pupils are taught to become aware of their thoughts and feelings, to understand and value who they really are, and how they relate to other people. The curriculum also helps to equip pupils to cope with modern day issues, such as body image, different types of bullying such as cyber and homophobic, and internet safety. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

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

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

- Online relationships
- Being safe

In the Early Years Foundation Stage pupils are taught:

- How to look after themselves, for example self-help skills.
- That animals, including humans, move, feed, grow and use their senses
- How they have changed since they were babies.

At Key Stage 1:

- Children should know that humans develop at different rates.
- That animals including humans, move, feed, grow, use their senses and reproduce
- To recognise and name the main external parts of human bodies
- That humans and animals can produce offspring and these grow into adults
- To recognise the similarities between themselves and others and treat others with sensitivity and respect.

At Key Stage 2:

- How their bodies change as they get older, including during puberty.
- To recognise the similarities between themselves and others and treat others with sensitivity and respect.
- Know that there are many different kinds of friendship and be able to discuss friendships with significant adults within the school.
- That the life processes common to humans and other animals include nutrition, growth and reproduction
- The main stages of the human life cycle, including conception to the birth of a baby.

Relationship and Sex Education will be delivered to all pupils in Key Stage 2 at an appropriate level through the following themes:

- Similarities and differences
- Emotions and emotional regulation
- Keeping safe
- Keeping yourself clean and healthy
- Who to talk to
- Friendships
- Families of all kinds
- Growing and changing
- Male and female/body parts, reproduction and birth
- Choices and consequences
- Gender stereotypes / gender identity, including transgender (Year 5 & 6)
- Sexual orientation (Year 5 & 6)
- Sexual exploitation (Year 5 & 6)

Content and delivery will be matched to the age, maturity, understanding and needs of the pupils in each year group. We will use various methods at the beginning of each year to assess children's current knowledge, understanding and skills in order to ensure that the content of the programme is relevant.

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, LGBTQ+ 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).

In order to promote common understanding amongst the children we make use of the correct terminology to discuss sexual body parts in school. Whilst we acknowledge that children have different family names for sexual parts, we teach and encourage the use of the scientific names. Children need to learn the correct biological/medical names for the genitalia and reproductive organs. Having the right language to describe the private parts of their body – and knowing how to seek help if they are being abused – are vital for safeguarding. The words we will use include: penis, vagina, clitoris, testicles, breasts, nipples. This language is reflected in the resources used to deliver Relationships and Sex Education. In November 2013, the Office of the Children’s Commissioner (OCC) completed an inquiry into child sexual exploitation (CSE) which has raised awareness of the prevalence of this issue and the urgent need to tackle it.

Younger pupils should learn that their body belongs to them and that they can say who has access to it. This is a key element in a school’s approach to safeguarding. Learning to respect boundaries – their own and other’s – helps children to understand the need to obtain consent and that everyone has the right to offer or withhold their consent for any activity, sexual or otherwise. (Sex and Relationships Education for the 21st Century - PHSE Association and Sex Education Forum 2014).

Delivery

The formal Relationships and Sex Education programme will be delivered in each year group through a weekly PSHE session. We ensure that Relationships and Sex Education is integrated into the curriculum and not isolated, taken out of context or over-emphasised in any way. It will also be delivered through broader topic-based work and through other curriculum subjects, for example Science, and RE. Children will be encouraged to recognise and apply the knowledge and skills they learn in PSHE to other contexts both within, and outside of, the school setting.

Pupils in Year 5 and 6 will receive stand-alone Sex Education lessons, delivered by their teacher with support from trained health professionals.

We recognise that Relationships and Sex Education sessions require the use of a range of teaching and learning strategies in order that children have the opportunity to develop skills, explore attitudes and values and acquire knowledge. The range of teaching and learning strategies employed in the delivery of Relationships and Sex Education at Queensway Primary include:

- watching videos
- discussion
- single sex and mixed sex groups
- small group work
- use of a question box
- using distancing techniques
- worksheet activities

Individual teachers will ensure that all pupils are able to access the activities to be employed. Appropriately differentiated activities will be provided for pupils who need these. Children will be made aware of the intended learning outcomes of each lesson/topic so that they can assess their own development and make progress.

Relationships and Sex Education will be delivered by class teachers. We ensure that both male and female pupils receive information on the emotional and physical changes of the onset of puberty in both genders. This information will be taught in class groups. In Year 5 and 6 whilst most sessions will be delivered to class groups, some of the sessions on puberty may be delivered to gender groups so that the children have the

opportunity to ask questions that they might feel less comfortable asking in a mixed gender setting. There may be occasions where groups of children, particularly those with additional learning needs, are taught Relationships and Sex Education in smaller groups or individually to maximise their learning.

Assessment

Children's progress and learning in Relationship and Sex Education will be assessed against appropriate learning objectives. Notes will be taken of pupil's individual responses to the units of study and included in the assessment of progress in personal and social development. Many of the schemes of work have self-evaluation activities that provide teachers with formative assessment and evidence of the pupils understanding of the subject.

Resources

Resources are reviewed and updated by the PSHE Co-ordinator on an annual basis, who ensures that they reflect the needs of children within the school and includes the most up to date information. The PSHE Co-ordinator consults national and local guidance on appropriate Relationships and Sex Education resources and then judges their suitability for use with our children.

We will remain flexible in our choice of resources and teachers will adapt resources to fully address the needs of all children within their class. Resources may include:

- Coram Life Education- Scarf programme of study
- Booklets
- Books (based in the library)
- SCIB recommended resources such as "Alright Charlie"
- Protective behaviour scheme (adapted to the pupils needs) – (Years 3 and 4)
- Real Love Rocks resources (Year 6)

Safeguarding Children in Banbury (SCIB)

Safeguarding Children in Banbury is a collaboration of schools, colleges, health professionals, police, social care and additional support agencies working in partnership, to educate and inform our young people and families about three main focus areas. These focus areas are:

- Substance misuse, being healthy and good and bad habits
- Internet safety
- Child Sexual Exploitation (CSE)
- Positive Relationships

The main objectives of this group for children, young people and the wider community are as follows:

- I know how to keep myself safe from...
- I know how to keep my child safe from...
- We know how to keep our community safe from...

Each focus area is differentiated and taught appropriately based on the children's age and level of understanding. These sessions are taught by class teachers alongside weekly PSHE lessons. Each year group follows a progression of key learning objectives which relate to PSHE outcomes.

Agencies that are currently involved include: Thames Valley Police, Health, Cherwell District Council, Family Support Service, CAMHS, The Training Effect, Aquarius, Oxfordshire County Council, Sunshine Centre,

Locality Community Support Services, Banbury & Bicester College, People's Church, Harriers Banbury Academy, Dashwood Banbury Academy, Hill View School, Hanwell Fields Community School, St Leonard's C of E School, St Mary's C of E Primary, Bishop Loveday C of E Primary School, William Morris Primary School, St Joseph's Catholic Primary School, Orchard Fields Community School, Hardwick Primary School, Queensway Primary School, The Grange Primary School, Bloxham Primary School, St John's Priory School, William Morris Primary School, Banbury Academy, North Oxfordshire Academy, Blessed George Napier, Chenderit School, The Warriner School, Frank Wise School with more schools/agencies joining all the time.

Protective Behaviours

At Queensway, the children in Years 3 and 4 will engage in the Protective Behaviours Programme, which is adapted to meet their needs. This programme allows children to recognise when they are feeling unsafe and gives them the tools and strategies needed to take action and get help if needed.

The programme content will include: -

- Understanding what safety feels like
- Exploring times when it is fun to feel scared
- Teaching children to trust their own 'Early Warning Signs' (body signals that tell us when we are not feeling safe)
- Body awareness and privacy (including giving correct names for all body parts)
- Understanding how to manage risky situations
- Identify who they can talk to if they are worried
- Practice problem-solving skills

Answering Children's Questions

Children are naturally curious and we believe that if a child asks a question they require an honest and factual answer. This is true of questions asked in all curriculum areas and at other times during the school day.

All staff in the school will answer children's questions around sex and relationships issues in line with the following guidance which is based on that given by the Local Authority:

- We shall attempt to deal with questions in a sensitive, open, frank and matter of fact way.
- Questions concerning sexuality, sexually transmitted infections and contraception will be answered if raised, in an age appropriate manner and where appropriate the parent informed.
- Difficult or explicit questions do not have to be answered directly. Teachers will use their own discretion in these situations and will inform the Head teacher of any controversial points.
- Most groups will be mixed gender within a year group, but if the teacher feels it is more appropriate for certain aspects, single sex groups will be formed with a year group.

Training

We are committed to high quality, ongoing professional development regarding RSE. All staff will receive regular training and specific issues will be covered through specialist training where it becomes appropriate due to developing situations with a child/ren.

Equal Opportunities

Queensway Primary encourages respect for all regardless of gender and gender identity, ethnicity, ability, faith, culture, sexuality, sexual orientation, disability, home background or other personal circumstance. Within our Relationship and Sex Education provision, we will ensure that resources used and teaching styles employed reflect and support the diversity of our pupils and wider society. All members of the school community will feel safe, valued and respected. (see Equality Policy)

Throughout the school there will be consistent challenging of homophobic, biphobic and transphobic attitudes, behaviour and language in line with the school's anti-bullying policy.

We recognise that children at Queensway come from a range of family backgrounds, these include: children whose parents are not married; children whose parents have divorced or separated; children in public care; children living with foster parents, grandparents, parents of different ethnicities, disabled parents, same-sex parents and single parents. We will endeavour to ensure that children see these family groupings and relationships represented and affirmed within our curriculum and resources.

We have also given due regard to the Sex and Relationships Education guidance issued by the DofE in 2020 and Sex and Relationships Education for the 21st Century - PHSE Association and Sex Education Forum 2014.

Planning has taken account of the diverse needs of pupils and sessions will be differentiated as appropriate. Young people with special educational needs will not be withdrawn from Relationships and Sex Education, but will be given help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not acceptable. Work may be planned in different ways in order to meet the individual needs of young people with special educational needs.

Safeguarding Children, Confidentiality and Child Protection

All staff members at Queensway Primary School have a duty to safeguard the well-being of children (see policy). Relationship and Sex Education can be a sensitive issue. To protect privacy and engender respect for all, teachers will be expected to develop ground rules with pupils at the onset of potentially sensitive issues. Pupils should also be informed that teachers cannot offer or guarantee pupils unconditional confidentiality. If a pupil were to make any form of disclosure, staff must ensure that it is treated and reported in line with the safeguarding policy and procedures.

At Queensway Primary School we recognise that the open discussion associated with PSHE/ Relationships and Sex Education may lead to children making disclosures about things that they are worried about or about abuse. There may also be occasions when a teacher may hear things or observe activity/behaviour that may raise concerns of a child protection issue. In these situations, the teacher will consult the school's Child Protection Designated Officer. The Child Protection Designated Person will then work in line with the relevant school policies in terms of any further action that may be taken. This includes the mandatory reporting duty regarding Female Genital Mutilation (FGM). Staff should use safeguarding procedures if they suspect a child is at risk and should personally report to the police, cases where they discover an act of FGM appears to have been carried out. FGM is illegal under the FGM Act 2003 and is a form of child abuse. Under Section 5B of the 2003 Act (as inserted by Section 74 of the Serious Crime Act 2015) a mandatory reporting duty was introduced for Teachers to report 'known' cases of FGM from 31st October 2015 – please see the Child Protection Policy for more information.

Where a staff member has to disclose information to another party, this will be done following discussion with the pupil if this is possible and appropriate. Sensitive information is only disclosed internally or externally with careful attention to the rights and needs of individuals.

For more detailed information on the processes for child protection please consult the school's Child Protection and Safeguarding policies which are available on the school website.

Review

This policy will be reviewed every 3 years by the Head Teacher and the Quality of Education Committee.

Chair of GovernorsDate

Head TeacherDate

Appendix one: By the end of Primary School, pupils should know: Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance – published 2020.

<u>Relationships Education</u>	
Families and people who care for me	<ul style="list-style-type: none"> • Pupils should know: • 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 marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<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.
Respectful relationships	<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. • what a stereotype is, and how stereotypes can be unfair, negative or destructive.

	<ul style="list-style-type: none"> the importance of permission-seeking and giving in relationships with friends, peers and adults.
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.
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. 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.
Physical health and mental well-being	
Mental well-being	<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).

	<ul style="list-style-type: none"> it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<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.
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.
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).
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.
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 immunisation and vaccination
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary.

	<ul style="list-style-type: none">• concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know:</p> <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.