



# Homefield Preparatory School

## Relationships and Sex Education Policy

Homefield Preparatory School is committed to the development and implementation of high quality Relationships and Sex Education (RSE) to students attending the school.

**DfES statutory guidance states that from September 2020 Relationships and Sex Education (RSE) is compulsory for all pupils from Reception to Year 8. At Homefield, we have been teaching Relationships, Health and Sex education for many years as part of our PSHE and Science curriculum. This policy states what we have been covering and what we aim to cover moving forwards.**

This policy is designed to provide clarification on Relationship and Sex Education (RSE) to ensure that Homefield students receive a targeted RSE programme with specific aims and objectives.

RSE is lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is not about the promotion of sexual orientation or sexual activity.

RSE's main objective is to help and support young people through their physical, moral and emotional development. It helps young people learn to respect themselves, and other people, and supports them in dealing with difficult moral and social questions.

The three main elements we focus on are:

**Attitudes and values** – the importance of values, morals, relationships (with an emphasis on marriage and family life) and decision-making.

**Personal and social skills** – learning to manage emotions and relationships, developing self-respect, understanding difference and keeping safe (avoiding exploitation and abuse).

**Knowledge and understanding** – understanding physical development, understanding reproduction and sexuality.

In addition to these elements, at Homefield we are looking to develop 6 identified character traits of Citizenship, Compassion, Critical Thinking, Respect, Resilience and Teamwork.

### **At Homefield**

We recognise the importance of marriage and its role in family life. However, we accept that there are strong caring relationships outside marriage. We ensure that our RSE does not stigmatise children on the basis of their home circumstances.

SMT Responsible: Deputy Head Pastoral

Date: September 2023

Review Date: September 2025

We ensure that the PSHE curriculum gives pupils the chance to take part in meaningful discussions around feelings, relationships and values, as well as learning about the physical aspects of human reproduction through the Science curriculum.

We listen to our pupils to ensure that lessons are relevant and meaningful, meeting their needs and giving them the information and skills they need.

Materials used in RSE are chosen with care and are appropriate for the age and background of the children using them.

Visitors and speakers to the school are 'vetted' to ensure that a professional role is upheld and promoted throughout. Teachers will not engage such an external input without senior management approval.

The personal beliefs and values of teachers will not influence the teaching of RSE or PSHE as set out in this policy.

### **Emotional Wellbeing**

Mental Health and Emotional Wellbeing (MHEWB) is a whole school focus. This is fully embedded across our curriculum and all staff recognise their role within this.

Emotional literacy is introduced into our school systems and integrated into teaching and learning. This includes building common language. Beyond the classroom, provision is via communications with families to connect them with the work accomplished by school staff.

Our character traits underpin the development of emotional intelligence and these serve as an anchor to our emotional vocabulary, enabling pupils to develop their own unique character, drawing attention to how our responses can influence our day.

This focus not only enhances learning but also supports our inclusive environment through our whole school philosophy of managing relationships through the use of effective strategies and consistent use of highlighted vocabulary.

Vocabulary taught across all year groups are synonyms of core emotions and appropriate for a given age group: happy, guilt/shame, empathy, motivated, empowered, excluded and calm.

### **Homefield's RSE Good Practice**

- Establish a set of ground rules for group-based activities.
- Challenge racism, sexism, homophobia and other prejudices.
- Recognise students starting point and respond appropriately.
- Have, as a priority, the promotion of self-esteem.
- Provide reliable information to empower students to make their own decisions.
- Ensure working methods and resources reflect inclusiveness and embrace the needs of all students.
- Take a whole school approach to supporting pupils to be safe, happy and prepared for life beyond school.
- Recognise that parents are the key people in helping their children cope with the emotional and physical aspects of growing up within the culture and ethos of their family unit,

development of emotional literacy, teaching their children about relationships and sex and preparing them for the challenges and responsibilities of being an adult. At Homefield, we believe it is our role to compliment and reinforce what pupils learn at home.

### **Right to withdraw from Relationships and Sex Education**

In line with government guidance, *Relationship Education* is compulsory for all pupils at Homefield. There is no right to withdraw from Relationships Education or Health Education.

In Reception to Year 6, a parent's wishes to withdraw their child from *Sex Education* will be granted, this is covered as part of the science curriculum and in science lessons.

In Years 7 and 8, parents have the right to request that their child be withdrawn from some, or all, of *Sex Education* delivered as statutory RSE. Before granting any such request, the school will advise a meeting with parents to ensure that their wishes are understood and to clarify with them the nature and purpose of the RSE curriculum. The meeting will also inform the parents of the social and emotional effects of their child being withdrawn as well as the likelihood of the child hearing their peer's version of what was said in classes, rather than what was directly said by the teacher. This meeting will be documented.

The process is the same for pupils with SEND. However, there may be exceptional circumstances where a pupil's specific needs, arising from their SEND requirements, have to be taken in to account when making the decision.

If a pupil withdraws from *Sex Education*, it is our responsibility to ensure that they receive appropriate, purposeful education during the period of withdrawal.

### **Working with external agencies**

In some circumstances, external organisations are invited into Homefield to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people.

Visitor credentials will be checked. We will discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for our pupils. We will ask to see the materials visitors will use as well as a lesson plan in advance, so that we can ensure it meets the full range of pupils' needs (e.g SEN). We will also agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with Homefield's Safeguarding policy.

### **How we deliver Relationships and Sex Education**

At Homefield RSE, and its various components, will be taught with a cross-timetable approach with relevant components covered during PSHE, Science lessons and additional discussions during form time and assemblies with the appropriate year group.

Examples of the resources we use to support our RSE programme can be found at the end of this policy. We hope this is reassuring for the parents and enable them to continue the conversations started in class, at home.

The PSHE curriculum will change to respond to the demands of the specific year groups and relevant issues. However, the areas listed below are covered each year.

Ground rules will always be set with the class to help manage sensitive discussion and a question box will be used to allow pupils to raise issues anonymously.

### **Managing difficult questions**

Pupils in Reception – Year 6 will often ask teachers, or other adults, questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. At Homefield, we handle these questions in a factual manner on a need to know basis. Given the ease of access to the internet, the children whose questions go unanswered may turn to inappropriate sources of information.

At Homefield we have a graduated, age-appropriate programme of Relationships Education through our PSHE programme. Children of the same age may be developmentally at different stages, leading to different types of questions or behaviours. Our teaching takes into account these differences and we endeavour to offer the potential for discussion on a one-to-one basis or in small groups.

### **Relationships Education Reception – Years 7 and 8**

The focus is 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.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place in Years 7 and 8.

Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts enable pupils to form strong early understanding of the features of a relationship that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of Year 6, many children will already be using the internet. When teaching relationships content, we address online safety and appropriate behaviour in a way that is relevant to pupils' lives. We include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers, amongst other structures.) Care needs to be taken to ensure there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school-wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness and generosity, trustworthiness and a sense of justice. This is achieved in a variety of ways, including by providing planned opportunities for Homefield pupils to undertake social action, active citizenship and voluntary service to others as part of our PSHE programme.

Our Year 8 PSHE Health and Wellbeing programme enables us to teach pupils about positive emotional and mental wellbeing, including how friendships can support wellbeing.

Our PSHE programme teaches pupils to recognise and report abuse, including emotional, physical and sexual abuse. In Reception – Year 6 this is delivered by focusing on boundaries and privacy, ensuring our pupils understand that they have rights over their own bodies. This also includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils are taught how to report concerns and seek advice when they know that something is wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

### **Relationships and Sex Education: Reception**

Children learn about the concept of male and female and about young animals. In ongoing PSED work, they develop skills to form friendships and think about relationships with others including social boundaries and the further understanding of class rules as a result of this.

### **Relationships and Sex Education: Years 1-2**

Through work in PSHE and Science, children learn about the life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RSE and PSHE, children reflect on family relationships, different family groups and friendship. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also begin to have a greater understanding of personal safety.

### **Relationships and Sex Education: Years 3- 6**

At Homefield, within our PSHE and Science curriculum, pupils will be taught about the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction

in some plants and animals. In addition, Years 5 and 6 will cover some content on Sex Education. This will include information on the physical changes at puberty, what sexual intercourse is and how a baby is born. This content supports pupils' ongoing emotional and physical development through these years. It will ensure that boys are prepared for the changes that adolescence brings. These lessons will run closely alongside the relationships aspect of the curriculum. Teaching will take into account the developmental differences of children.

The tables below show content in an age appropriate way.

**By the end of Year 6:**

<p><b>Families and people who care for me</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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 characterised by love and care.</li> <li>• That stable, caring relationships, which may be different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other, which is intended to be lifelong.</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<p><b>Caring friendships</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• The characteristics of friendship, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support problems and difficulties.</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>

<p><b>Respectful relationships</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• The conventions of courtesy and manners.</li> <li>• The importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• About different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
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<p><b>Online relationships</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others, including the importance of respect for others online including when we are anonymous.</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content, and how to report them.</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• How information and data is shared and used online.</li> </ul>
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<p><b>Being safe</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Where to get advice e.g. family, school and/or other sources.</li> </ul>
<b>Sex Education</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• The parts of the sexual reproductive system in both boys and girls.</li> <li>• The physical and emotional changes that will happen at puberty in both boys and girls.</li> <li>• What sexual intercourse is.</li> <li>• How a baby is conceived.</li> <li>• How a baby is born.</li> <li>• The law about sexual intercourse.</li> <li>• Who to talk to if they have concerns.</li> <li>• That there are different types of sexual relationships.</li> </ul>

### **Relationships and Sex Education in Years 7 and 8**

In Years 7 and 8, the aim of RSE at Homefield is to give the pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Our curriculum will help them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.

In Year 7, we will recap on the RSE curriculum delivered in Years 5 and 6. We will discuss boyfriend/girlfriend relationships, body image and peer pressure in relation to intimate relationships. In Year 8, we will discuss when the right time is to have a sexual relationship, developing intimate relationships, resisting pressure to have sex (and not applying pressure), contraception and sexually transmitted diseases. We will help pupils understand the positive effects that good relationships have on their mental wellbeing, identifying when relationships are not right and understand how such situations can be managed.

We believe that effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

Knowledge about safer sex and sexual health remains important to ensure that our pupils are equipped to make safe, informed and healthy choices as they progress through adult life. This will be delivered in a non-judgemental, factual way and allow scope for our pupils to ask questions in a safe environment. Ground rules will always be set with the class to help manage sensitive discussion and a question box will be used to allow pupils to raise issues anonymously.

Pupils will begin to understand the benefits of healthy relationships to their mental well-being and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental well-being.



As in the younger years, Years 7 and 8, Relationships Education is underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-worth all form part of our school ethos and curriculum goals.

Pupils in Years 7 and 8 are taught the facts and law about sex, sexuality, sexual health and gender identity in an age appropriate and inclusive way. The content is relevant to them and their developing sexuality. Sexual orientation and gender identity is explained in a clear, sensitive and respectful manner. It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, is also explained sensitively and clearly.

Internet safety is addressed. Pupils are taught the rules and the principles for staying safe on line. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Pupils are made aware of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.

**By the end of Year 7:**

**Homefield pupils will have developed the knowledge covered in Years R-6 and in addition cover the following:**

<p><b>Families</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships.</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• The characteristics and legal status of other types of long-term relationships.</li> </ul>
<p><b>Respectful relationships, including friendships</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• 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 people in positions of authority and due tolerance of other people's beliefs.</li> </ul>

	<ul style="list-style-type: none"> <li>• About different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> </ul>
<b>Online and media</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• About online risks, including that any materials someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>• Not to provide material to others that they would not want shared further and to not share personal material which is sent to them.</li> <li>• What to do and where to get support to report material or manage issues online.</li> <li>• The impact of viewing harmful content.</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• How information and data is generated, collected, shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion. Harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul>
<b>Intimate and sexual relationships, including sexual health</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> </ul>

	<ul style="list-style-type: none"> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others.</li> <li>• The facts about contraceptive choices.</li> <li>• The facts around early pregnancy.</li> <li>• How the different sexually transmitted infections (STI's), including HIVE/AIDS, are transmitted, how risk can be reduced through safer sex (including through condom use)</li> <li>• About the prevalence of some STI's, the impact they can have on those who contract them and key facts about treatment.</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• The law about sexual intercourse, the sending or receiving of sexual images.</li> </ul>
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**By the end of Year 8:**

<p><b>Mental and emotional wellbeing</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• 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.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques, including the importance of rest, mindfulness techniques, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• That bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• How to recognise the early signs of mental wellbeing concerns.</li> <li>• 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).</li> <li>• 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.</li> </ul>
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	<ul style="list-style-type: none"> <li>• That happiness is linked to being connected to others and that isolation and loneliness can affect them and that it is very important for them to discuss their feelings with an adult and seek support.</li> <li>• Common types of mental ill health (e.g. anxiety and depression).</li> <li>• How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> </ul>
<b>Internet safety and harms</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• That for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• How to consider the effect of their online actions on others and how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• The impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image).</li> <li>• Where and how to report concerns and get support with issues online.</li> </ul>
<b>Physical health and fitness</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• The risks associated with an inactive lifestyle (including obesity).</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> <li>• About the science relating to cancer, cardiovascular ill-health, blood, organ and stem cell donation.</li> </ul>
<b>Healthy eating</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content).</li> </ul>

	<ul style="list-style-type: none"> <li>• The principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking. The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>• The physical and physiological consequences of addiction, including alcohol dependency.</li> <li>• Awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>• The facts about the harms from smoking tobacco, particularly the link to lung cancer)</li> </ul>
<b>Health and prevention</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• How to recognise the signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• The importance of sufficient, good quality sleep, for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, the importance of handwashing, the prevention of infection and about antibiotics.</li> <li>• The facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<b>Basic first aid</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary.</li> <li>• Concepts of basic first aid, for example dealing with common injuries, including head injuries.</li> <li>• The purpose of defibrillators and when one might be needed.</li> </ul>
<b>Changing adolescent body</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> </ul>

**Resources:**

<https://www.pshe-association.org.uk/>

'Always' Changing and Growing Up - Internet Programmes

Channel 4 Living and Growing Series

<https://www.outspokeneducation.com/>

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>

Ask Lara programmes <https://www.bbc.co.uk/programmes/b01j18r6/clips>

<https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-the-big-talk/zn8f7nb>

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share/aware/>

Rise Above resources

<https://amaze.org>

<http://www.ithappens.education/> > [www.ithappens.education](http://www.ithappens.education)

Brilliant Questions About Growing Up – Amy Forbes-Robertson and Alex Fryer

Sex and Relationship Education – Molly Potter