



# Relationships Education Policy

<b>Review Date</b>	<b>Reviewer</b>	<b>Approved by</b>	<b>Date Approved</b>	<b>Implementation</b>
	Headteacher	Executive Head	January 2023	January 2023
September 2023	L Coates	A Bartlett	July 2023	September 2023
September 2025				

## Revision History

Issue No	Date	Description
1	January 2023	New Policy
2	September 2023	Updated link to KCSIE 2023 & Behaviour in Schools. Removed the link to Guidance on sexual violence and sexual harassment between children in schools and colleges – guidance now included in KCSIE.

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## 1. Introduction

The North East Learning Trust is aware that children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal, and social lives in a positive way.

## 2. Aims

The focus in our primary Academies will be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.

Teaching of Relationships Education in the Trust's Academies will enable pupils:

- to learn about what a relationship is, what family means and who are the people who can support them.
- to develop a growing ability to form strong and positive relationships with others.
- to form a strong early understanding of the features of relationships that are likely to lead to happiness and security.
- to learn, from the beginning of primary school, 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.
- to apply the principles of positive relationships both online and offline.
- to understand boundaries in friendships with peers and also in families and with others (both online and offline).

## 3. Statutory Guidance

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 will make Relationships Education compulsory for all pupils receiving primary education. The regulations will also make Health Education compulsory in Academies.

This policy was developed in response to:

- [Keeping Children Safe in Education \(2023\)](#)
- [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](#)
- [Behaviour in schools - GOV.UK \(www.gov.uk\)](#)
- [Equality Act 2010: advice for schools](#)
- [Special educational needs and disability code of practice: 0 to 25 years](#)
- [Alternative provision](#)
- [Mental health and behaviour in schools](#)
- [Preventing and tackling bullying](#)

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- Cyber bullying: advice for headteachers and school staff
- Advice for parents and carers on cyber bullying
- Promoting fundamental British values as part of SMSC in schools
- National Citizen Service: guidance for schools and colleges

#### 4. Links with other policies

This policy should be read in conjunction with the following Trust and Academy policies:

- Acceptable Use Policy
- Anti-Bullying Policy
- Behaviour Policy
- Equality Information
- Safeguarding Policy
- Mental Health and Wellbeing

#### 5. Roles and Responsibilities

##### 5.1 The Trust

The Trustees will:

- Monitor the implementation of the policy across all Academies within the Trust
- Monitor pupil progress to ensure that pupils achieve expected outcomes.
- Ensure that Academies are resource in such a way that the Trust fulfils its legal obligations.

##### 5.2 The Local Academy Council

The Local Academy Council will ensure:

- All pupils make progress in achieving the expected educational outcomes.
- The subjects are well led, effectively managed, and well planned.
- That the quality of provision is subject to regular and effective self-evaluation.
- That the subjects are resourced in a way that ensures the Academy can fulfil its legal obligations.

##### 5.3 Headteacher

The Headteacher will ensure that:

- All staff are informed of the policy and the responsibilities included within the policy.
- All teachers explore how new pedagogies and technology can be fully utilised to support subjects.
- The subjects are staffed and timetabled in a way to ensure the Trust and the Academy fulfils their legal obligations.
- The teaching of RE and sex education is monitored to ensure that it is delivered in ways that are accessible to all pupils with SEND.
- The Academy works with parents/carers when planning and delivering RE and sex education to pupils.

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- Clear information is provided to parents/carers on the subject content and the right to request that their child is withdrawn.

#### 5.4 Staff

All staff will ensure that:

- Ground rules are negotiated with the group before embarking on lessons of a sensitive nature so that both the staff and pupils can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety, or breach of confidentiality.
- All pupils are offered the opportunity to explore ideas, situations, and feelings in an atmosphere of confidence and support.
- At all times teaching will take place in the context of an explicit moral framework.
- All points of view they may express during the course of teaching RE are unbiased.
- The teaching of RE is delivered in ways that are accessible to all pupils with SEND.
- The emphasis of teaching relationships education will always be the importance and understanding of personal relationships and the right of the individual to make informed choices.
- Issues of stereotyping, sexual equality, harassment, rights, and legislation underpin the teaching of relationships education.
- Where appropriate they direct pupils to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give pupils personal advice on such matters.
- Where a pupil has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.

#### 5.5 Parents/Carers

The Trust acknowledge the key role that parents/carers play in the development of their children's understanding about relationships. Parents/carers are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

All parents/carers will be:

- Given every opportunity to understand the purpose and content of Relationships Education.
- Informed each half term through curriculum overviews what will be studied. The curriculum overviews are published on the school website.
- Encouraged to participate in the development of Relationships Education.
- Able to discuss any concerns directly with the Academy.

#### 5.6 Pupils:

All pupils are:

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- Expected to engage fully in Relationships Education.
- Treat others with respect and sensitivity when discussing issues related to Relationships Education.

## 6. Delivery of the programme

The Trust acknowledges that high-quality, evidence-based, and age-appropriate teaching can help pupils prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental, and physical development of pupils both at school and in society.

RE will be set in the context of a wider whole-school approach to supporting pupils to be safe, happy, and prepared for life beyond school. The curriculum on relationships will complement and be supported by the Trust and Academies wider policies on behaviour, inclusion, respect for equality and diversity, anti-bullying, and safeguarding. RE will sit within the context of the Trust and Academy's broader ethos and approach to developing pupils socially, morally, spiritually, and culturally, and its pastoral care system.

The curriculum on health education will similarly complement, and be supported by, the Trust and Academy's education on healthy lifestyles through physical education, science, and extra-curricular activities.

All primary Academies within the Trust will deliver the content set out in Appendix 1 in the context of a broad and balanced curriculum. Effective teaching will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to practise applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations.

The lead teacher in each Academy will work closely with colleagues in related curriculum areas to ensure relationships education programmes complement each other and do not duplicate, content covered in national curriculum subjects such as science, computing, and PE.

## 7. Curriculum

PSHE is taught both as a discrete subject each week in all classes whilst being integrated into all aspects of everyday school life. Relationships Education in primary schools covers 'Families and close positive relationships;' 'Friendships;' 'Managing hurtful behaviour and bullying;' 'Safe relationships;' 'Respecting self and other;' 'Media literacy and digital resilience.' The new statutory guidance is fully embedded into our PSHE curriculum through our three essential strands, health and well-being, relationships and living in the wider world.

We use a spiral approach within our scheme allowing each core theme to be revisited, ensuring earlier knowledge is built upon in each term, gradually introducing new and more challenging learning by extending our pupils' thinking, expanding knowledge, and developing skills.

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We recognise our responsibility to deliver the highest quality PSHE and Relationships Education curriculum that we can and understand the knowledge and skills we equip our pupils with, will impact on the rest of their lives. The teaching of relationship education supports our commitment to safeguard pupils through an age-appropriate curriculum, preparing them to live safely in the modern world.

The fundamental lessons are embedded within our personalised scheme, predominantly in the summer term unit 'Changing Me', which is taught throughout the school in every year group and is monitored and reviewed by the staff and Local Academy Council.

The relationship education lessons are delivered in accordance with the scheme. All lessons have a clear structure and are age appropriate. They are designed to demonstrate a wide range of teaching methodologies to equip teachers with the skills to deliver excellent relationship education.

Science is taught in accordance with the requirements of the national curriculum.

At Key Stage 1 pupils will be taught:

- To recognise and compare the main external parts of the bodies of humans and other animals.
- That humans and other animals can produce offspring and that these offspring grow into adults.
- About the senses that enable humans and other animals to be aware of the world around them.

At Key Stage 2 pupils are taught:

- That the life processes common to humans and other animals include nutrition, movement, growth, and reproduction.
- That the life processes common to plants include growth, nutrition, and reproduction.
- To make links between life processes in familiar animals and plants and the environment in which they are found.

Schemes of work for all subjects are published in the 'Curriculum' area of the website.

## 8. Teaching and Learning

The relationship education programme will be led by the PSHE lead and taught by teachers, teaching assistants and supported health visitors and outside agencies. All staff have received training to ensure that pupils receive clear and consistent approaches to relationships education. Whole staff and individual training needs will be identified through the school's self-evaluation process and staff appraisal.

All lessons have a clear structure and are age appropriate. They are designed to demonstrate a wide range of teaching methodologies, to equip teachers with the skills

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to deliver excellent relationships education. The lesson plans have clear aims and learning outcomes with suggested additional activities and accompanying resources. Distancing techniques such as the use of characters avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable.

Relationships education is taught in a safe and supportive environment and is underpinned by our school ethos and values. Ground rules, in the form of a class charter, are established by teachers and pupils at the beginning of relationship education lessons covering appropriate use of language, asking of questions and strategies for checking or accessing information. The charter is referred to regularly during relationship education sessions. Pupil voice is an essential part of our vision; our children know that they have the right to have their say on matters affecting them (article 12, UNCRC) and there will be a variety of opportunities provided for pupils to ask questions. However, children are reminded not to ask personal questions in relationships education lessons.

## 9. Assessment

Assessment is as central to PSHE as any other learning process and the DFE states in the statutory guidance for Relationships, Sex and Health Education that “schools should have the same high expectations of the quality of pupils’ work in these subjects as for other curriculum areas.”

Personal attributes, central to PSHE, are possibly the hardest aspects of learning to assess. It is difficult for a teacher to assess a pupil’s self-confidence or sense of identity. However, pupils will be able to judge if they personally feel more confident than they did before a series of lessons. Personal reflection, like this, is essential in PSHE to ensure pupils have time and space to reflect, either privately or through discussion.

The model of assessment which is best in PSHE is a comparison of where a pupil is at the end of a lesson against where they were before the lesson. The benchmark against which progress is measured, is the pupil’s own starting point.

Baseline assessment in relationships education, in order to understand pupils’ prior learning, is essential to ensure new learning is relevant and progress can be assessed and allows teachers to identify an appropriate curriculum for the group. This is particularly relevant in Year 5 and 6, where some children will have already started puberty and therefore may need more targeted information to address specific issues. Teachers use assessment for learning strategies throughout and assess children’s understanding at the end of the unit allowing time to reflect on the learning that has taken place.

Pupils also have a personal reflection book to jot their ideas in. This is where baseline assessments are noted, for example, children can create a mind map at the beginning and end of a topic to review their progress.

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## 10. Lesbian, Gay, Bisexual and Transgender (LGBT)

In teaching RSE, Academies will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. The Trust and its Academies will comply with all relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics.

Academies within the Trust will ensure that all teaching is sensitive and age appropriate in approach and content. When an Academy decides it is appropriate to teach pupils about LGBT, this will be fully integrated into the programmes of study.

## 11. Pupils with special educational needs and disabilities (SEND)

Relationships Education will be accessible for all pupils. High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all pupils. Academies will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for pupils with SEND.

The Trust is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a priority for some pupils, for example some with Social, Emotional and Mental Health Needs or learning disabilities.

For some pupils there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages.

## 12. Physical health and mental wellbeing

The Trust and its Academies acknowledge that the aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing in a variety of situations including social media. It should enable them to recognise what is personal norm and what is an issue in themselves and, when issues arise, know how to seek support as early as possible from appropriate sources.

Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

The Trust and its Academies recognise the importance of promoting pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable pupils to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a potential positive impact on behaviour and attainment.

Effective teaching will aim to reduce the stigma attached to health issues, particularly those to do with mental wellbeing. All Academies within the Trust will engender an

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atmosphere that encourages openness. This will mean that pupils feel that they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

Academies will utilise the flexibility to design and plan age-appropriate subject content but will ensure that the core areas for health and wellbeing as set out in the guidance are met (Appendix 2).

### **13. Sex Education**

Sex education is not compulsory in primary schools and will not be delivered in our primaries other than in accordance with the requirements of the national curriculum.

### **14. Right to be excused from sex education**

Whilst parents/carers have the right to request that their child be withdrawn from some or all of sex education there is no right to withdraw from the teaching of the national curriculum.

### **15. Working with external agencies**

The Trust is aware that working with external partners will enhance the delivery of RE and will support Academies to bring in specialist knowledge and implement different ways of engaging with young people.

Where Academies use external agencies, they will check the credentials of the visiting organisation and any visitors linked to the agency. Academies will also ensure that the teaching delivered by the visitor fits with the planned programme and the published policy.

Schools will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all pupils. Any materials that are used as part of the delivery must be approved by the Academy in advance of the session.

The Academy will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the Trust's Safeguarding Policy.

### **16. Safeguarding, reports of abuse and confidentiality**

The Trust recognises that at the heart of RE, the focus is on keeping children safe, and acknowledges the significant role Academies have in preventative education.

In our Academies, we will allow children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend.

In line with the document Keeping Children Safe in Education (KCSIE), all staff are aware of what to do if a child tells them that they are being abused or neglected. Staff are also aware of need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the

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Designated Safeguarding Lead and children's social care. A member of staff will never promise a child that they will not tell anyone about a report of abuse, as this is not in the best interests of the child.

The involvement of the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead) will ensure that trusted, high quality local resources are engaged, links to the police and other agencies are utilised and the knowledge of the any local issues it may be appropriate to address in lessons.

### **17. Staff training**

Staff are trained on the delivery of relationships education as part of their induction, and it is included in our continuing professional development calendar. The Headteacher will also invite visitors from outside the Academy to provide support and training to staff teaching relationships education.

### **18. Monitoring**

The quality of relationships education teaching and learning will be monitored through learning walks, pupil voice and work sampling conducted by the PSHE lead or members of the SLT. The observations and findings of which will be used to identify and inform future staff needs.

### **19. Involving parents/carers**

We wish to build a positive and supporting relationship with parents/carers and believe relationships education is most effective when it is collaboration between the Academy and home.

Parents/carers will be invited to annual meeting which provides a valuable opportunity to develop awareness of relationships education topics, ask questions and view the materials being used.

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## Relationships Education Content (Primary)

## Appendix 1

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

	<b>Pupils should know...</b>	<b>How our scheme provides this...</b>
<b>Families and people who care for me</b>	<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 also characterised by love and care.</li> <li>• 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.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</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>All these aspects are covered in lessons within the Puzzles.</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul>
<b>Caring Friendships</b>	<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> </ul>	<p>All these aspects are covered in lessons within the Puzzles.</p>

	<ul style="list-style-type: none"> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with 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>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul>
<b>Respectful Relationships</b>	<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 cyberbullying), 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>	<p>All these aspects are covered in lessons within the Puzzles.</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul>

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<b>Online relationships</b>	<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 online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content, and contact, 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>	<p>All these aspects are covered in lessons within the Puzzles.</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>
<b>Being safe</b>	<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> <li>• where to get advice e.g., family, school and/or other sources.</li> </ul>	<p>All these aspects are covered in lessons within the Puzzles.</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>

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## Physical Health and Wellbeing Content (Primary)

## Appendix 2

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	<b>Pupils should know...</b>	<b>How our scheme provides this...</b>
<b>Mental wellbeing</b>	<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 well-being and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> </ul>	<p>All these aspects are covered in lessons within the Puzzles.</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>

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	<ul style="list-style-type: none"> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</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 well-being 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>	
<b>Internet safety and harms</b>	<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 knowhow 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> </ul>	<p>All these aspects are covered in lessons within the Puzzles.</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Healthy Me</li> </ul>



	<ul style="list-style-type: none"> <li>• where and how to report concerns and get support with issues online.</li> </ul>	
<b>Physical health and fitness</b>	<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> </ul>	<p>All these aspects are covered in lessons within the Puzzles.</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <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 or health).</li> </ul>	<p>All these aspects are covered in lessons within the Puzzles.</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Drugs, alcohol, and tobacco</b>	<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</li> </ul>	
<b>Health and Prevention</b>	<ul style="list-style-type: none"> <li>• how to recognise early 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> </ul>	<p>All these aspects are covered in lessons within the Puzzles.</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>

	<ul style="list-style-type: none"> <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, and the importance of handwashing.</li> <li>• the facts and science relating to immunisation and vaccination</li> </ul>	
<b>Basic first aid</b>	<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> </ul>	<p>All these aspects are covered in lessons within the Puzzles.</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Changing adolescent body</b>	<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> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<p>All these aspects are covered in lessons within the Puzzles.</p> <ul style="list-style-type: none"> <li>• Changing Me</li> <li>• Healthy Me</li> </ul>