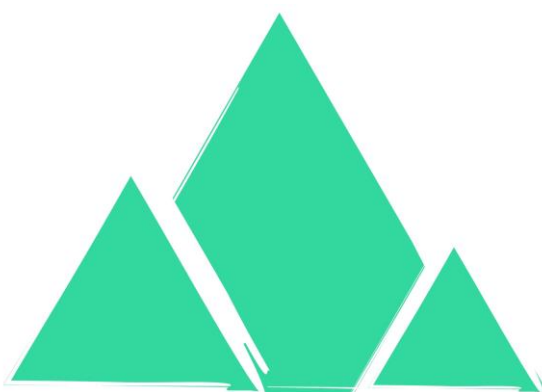


Relationships and Health Education policy

Greenmount Primary School



Greenmount Primary School

Approved by:

Lisa Dixon and
Governors

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Last reviewed on:

March 2022

Next review due by:

March 2023

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1. Aims

At Greenmount Primary our curriculum provides children with the skills to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

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

At Greenmount Primary we teach RE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils 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 any interested parties were invited to attend a meeting about the policy/the consultation was held over survey monkey.
4. Pupil consultation – we investigated what exactly pupils want from their RE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Relationship and Health Education, is about the emotional, social and cultural development of pupils, and involves learning about relationships, online safety, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information and exploring issues and values.

5. Curriculum

Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum inline with the Leeds City Council, Health and wellbeing team. We consulted with parents, pupils and staff, taking into account the age, needs and feelings of pupils. 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.

6. Delivery of Relationship education

Relationship and Health Education, is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of Relationship and Health Education, are taught within the science curriculum, and other aspects are included in other subjects such as PE, computing and religious education.

Relationship and Health Education, in primary schools is split into two parts Relationships Education and Health Education (appendix 2). Relationship Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body and puberty

Only in Key Stage Two pupils will learn about changing adolescent body and puberty. Details about what is taught and when can be found in appendix 1. When children start to learn about puberty in year 4, 5 and 6 they will be taught about the changes that occur to both sexes but these lessons will be taught in single sex groups to help make our pupils feel more comfortable and at ease to ask questions if they want too.

For more information about our Relationship education curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Using the correct vocabulary is very important when discussing sensitive subject is very important for the safeguarding of your children. Below are some of the words which teachers may use;

Key Stage One	Key Stage Two
Clean, Similar, different, Family, boy, girl, male, female, Body parts, arms, legs, head, body, babies, children, adult, penis, vagina, private parts, testicles	Womb, egg, sperm, pregnancy, twins, fostering, adoption, relationships, friendship, love, consent, Stereotypes, gender roles, similar, different Male, female, body parts, penis, vagina, Family, fostering, adoption, relationships, puberty, physical changes, emotional changes, Moods, menstruation, periods,
<i>**penis and vagina aren't directly taught in KS1 but</i>	

<i>are the anatomically correct words teachers will use if needed.</i>	tampons, sanitary towels, semen, erection, Sweat, breasts, spots, pubic hair, facial hair, underarm hair, scrotum, Testes (testicles)
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7. Roles and responsibilities

7.1 The governing board

The governing board will approve the Relationship education policy and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that Relationship education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of Relationship education (see section 8).

7.3 Staff

Subject leader will ensure that

- staff feel confident when delivering Relationship education
- staff are aware of the curriculum and the new guidelines
- PSHE and Relationship education are monitored regularly throughout school.

Staff are responsible for:

- Delivering Relationship education in a sensitive way
- Modelling positive attitudes to Relationship education
- Monitoring progress
- Responding to the needs of individual pupils

7.4 Pupils

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

Special educational needs and learning difficulties:

We ensure that all pupils receive PSHE and we offer provision appropriate to the particular needs of our pupils, taking specialist advice where necessary. Staff will differentiate lessons to ensure that all members of the class can access the information fully. The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These pupils will need 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.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from Relationships and Health education in primary schools. As a school, Greenmount Primary has decided that teaching sex education isn't appropriate for our

community or pupils. Children will only be taught the what is compulsory within National Curriculum for Science. Details of which can be found below.

In year 5 children will learn about the scientific life process of asexual and sexual reproduction in animals and plants. Sexual reproduction is the term used to describe reproduction which involves male and females. This occurs in both plants and animals.

Flowering plants

They will learn some plants reproduce with sexual reproduction while others use asexual reproduction. In flowering plants, pollination occurs when the pollen is passed on to another flower, where fertilization occurs in the pistil. In non-flowering plants, some produce spores while others produce seeds.

Animals

They will learn about the life cycles of insect amphibians, birds and mammals. This will involve learning about how an egg needs to be fertilised, an embryo grows inside the egg, and this develops into an animal's offspring.

Living things and their habitats	Animals, including humans
<p>Statutory requirements</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals. 	<p>Statutory requirements</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age.
<p>Notes and guidance (non-statutory)</p> <p>Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.</p> <p>Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</p> <p>Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.</p>	<p style="text-align: right;">27</p> <hr style="border: 1px solid black;"/> <p style="text-align: center;">Science – key stages 1 and 2</p> <p>Notes and guidance (non-statutory)</p> <p>Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</p> <p>Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</p>

9. Training

Staff are trained on the delivery of Relationship and Health Education, as part of their induction and it is included in our continuing professional development calendar.

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

10. Monitoring arrangements

The delivery of Relationship education is monitored by PSHE Subject Leader through:

- collecting children's books for work scrutiny on a rolling program and by chatting informally to colleagues.
- Drop in of lessons
- Displays around school
- Discussion and feedback from pupils and teachers
- Use of PASS survey and My Healthy School Survey to address any gaps and feedback from pupils
- Use of ask it baskets in class

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

This policy will be reviewed by PSHE Subject Leader annually. At every review, the policy will be approved by the governing board and the headteacher.

Appendix 1: Curriculum map

Relationships education curriculum map (full PSHE overview)

Subject:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Where in the World is Beeston?	Let's Celebrate	Can you travel in time?	Let's be curious	Freestyle	Moving on up
Nursery Reception	Personal Social Emotional Development underpins all areas of our the Early Years Foundation Stage curriculum. It is developed continually throughout the year through embedding classroom routines, encouraging positive relationships between children having clear expectation of behaviour and through sensitive child/adult interactions.					
Year 1	<p>Physical health and wellbeing: Fun times</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about food that is associated with special times, in different cultures about active playground games from around the world about sun-safety 	<p>Keeping safe and managing risk: Feeling safe</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> safety in familiar situations about personal safety about people who help keep them safe outside the home 	<p>Relationship Education</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> to understand and respect the differences and similarities between people that everybody needs to be cared for and ways in which they care for others about different types of family (grandparents, carers, care homes, same sex parents) and how their home-life is special. (also see Diversity role model resources on 1drive) 	<p>Drug, alcohol and tobacco education: What do we put into and on to bodies?</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about what can go into bodies and how it can make people feel about what can go on to bodies and how it can make people feel 	<p>Mental health and emotional wellbeing: Feelings</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about different types of feelings about managing different feelings about change or loss and how this can feel 	<p>Careers, financial capability and economic wellbeing: My money</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about where money comes from and making choices when spending money about saving money and how to keep it safe about the different jobs people do
Year 2	<p>Physical health and wellbeing: What keeps me healthy?</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about eating well 	<p>Mental health and emotional wellbeing: Friendship</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about the importance of special people in 	<p>Identity, society and equality: Me and others</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about what makes themselves and others 	<p>Relationship Education</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> Through animal stories learn about the biological differences between male and female 	<p>Keeping safe and managing risk: Indoors and outdoors</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about keeping safe 	<p>Drug, alcohol and tobacco education: Medicines and me</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> why medicines are taken

	<ul style="list-style-type: none"> ● about the importance of physical activity, sleep and rest about people who help us to stay healthy and well and about basic health and hygiene routines 	<p>their lives</p> <ul style="list-style-type: none"> ● about making friends and who can help with friendships ● about solving problems that might arise with friendships 	<p>special</p> <ul style="list-style-type: none"> ● about roles and responsibilities at home and school ● about being co-operative with others 	<p>animals and their role in the life cycle</p> <ul style="list-style-type: none"> ● about growing from young to old and that they are growing and changing 	<p>in the home, including fire safety</p> <ul style="list-style-type: none"> ● about keeping safe outside ● about road safety 	<ul style="list-style-type: none"> ● where medicines come from ● about keeping themselves safe around medicines <p>Asthma lesson for Year 2, 3 or 4</p>
Year 3	<p>Drug, alcohol and tobacco education: Tobacco is a drug</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● the definition of a drug and that drugs (including medicines) can be harmful to people ● about the effects and risks of smoking tobacco and second hand smoke ● about the help available for people to remain smoke free or stop smoking <p>Asthma lesson for Year 2, 3 or 4</p>	<p>Keeping safe and managing risk: Bullying – see it, say it, stop it</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● to recognise bullying and how it can make people feel ● about different types of bullying and how to respond to incidents of bullying ● about what to do if they witness bullying 	<p>Mental health and emotional wellbeing: Strengths and challenges</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about celebrating achievements and setting personal goals ● about dealing with put-downs ● about positive ways to deal with set-backs 	<p>Identity, society and equality: Celebrating difference</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● Pupils learn about valuing the similarities and differences between themselves and others. ● Pupils learn about what is meant by community ● Pupils learn about belonging to groups. 	<p>Relationship Education</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about the way we grow and change throughout the human lifecycle ● Pupils learn strategies to deal with feelings in the context of friendship and relationships 	<p>Physical health and wellbeing: What helps me choose?</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about making healthy choices about food and drinks ● about how branding can affect what foods people choose to buy ● about keeping active and some of the challenges of this
Year 4	<p>Identity, society and equality: Democracy</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about Britain as a democratic society ● about how laws are made ● learn about the local 	<p>Drug, alcohol and tobacco education: Making choices</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● that there are drugs (other than medicines) that are common in everyday life, and why people choose to use 	<p>Careers, financial capability and economic wellbeing: Saving, spending and budgeting</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about what influences people's choices about spending and saving money ● how people can keep 	<p>Keeping safe and managing risk: Playing safe</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● how to be safe in their computer gaming habits (discuss gaming/gambling) 	<p>Physical health and wellbeing: What is important to me?</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● why people may eat or avoid certain foods (religious, moral, cultural or 	<p>Relationship Education</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● Pupils learn about the physical changes associated with puberty ● about the impact of puberty on physical hygiene and strategies for managing this

	council	<p>them</p> <ul style="list-style-type: none"> ● about the effects and risks of drinking alcohol ● about different patterns of behaviour that are related to drug use <p>Asthma lesson for Year 2, 3 or 4</p>	<p>track of their money</p> <ul style="list-style-type: none"> ● about the world of work 	<p>links)</p> <ul style="list-style-type: none"> ● about keeping safe near roads, rail, water, building sites and around firework ● about what to do in an emergency and basic emergency first aid procedures 	<p>health reasons)</p> <ul style="list-style-type: none"> ● about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality) ● about the importance of getting enough sleep 	<ul style="list-style-type: none"> ● how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty <p><i>*include different religious aspects</i></p>
Year 5	<p>Relationship Education</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about menstruation ● about the changes that occur during puberty (physical, emotional and behavioural) ● to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact <p><i>*include different religious aspects</i></p>	<p>Identity, society and equality: Stereotypes, discrimination and prejudice</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about stereotyping, including gender stereotyping ● workshop from Diversity Role Models (resources in 1 Drive folder) ● about prejudice and discrimination and how this can make people feel 	<p>Keeping safe and managing risk: When things go wrong</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about keeping safe online ● that violence within relationships is not acceptable ● about problems that can occur when someone goes missing from home 	<p>Mental health and emotional wellbeing: Dealing with feelings</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about a wide range of emotions and feelings and how these are experienced in the body ● about times of change and how this can make people feel ● about the feelings associated with loss, grief and bereavement 	<p>Drug, alcohol and tobacco education: Different influences</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis ● about different influences on drug use – alcohol, tobacco and nicotine products ● strategies to resist pressure from others about whether to use drugs/smoking 	<p>Careers, financial capability and economic wellbeing: Borrowing and earning money</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● that money can be borrowed but there are risks associated with this (discuss gambling) ● about enterprise ● what influences people's decisions about careers

<p>Year 6</p>	<p>Mental health and emotional wellbeing: Healthy minds</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● what mental health is ● about what can affect mental health and some ways of dealing with this ● about some everyday ways to look after mental health ● about the stigma and discrimination that can surround mental health 	<p>Identity, society and equality: Human rights</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about people who have moved from place to place (including the experience of refugees) ● about human rights and the UN Convention on the Rights of the Child ● To present findings from their research into human rights. 	<p>Identity, society and equality: Human rights</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● To understand reasons why people may become homeless. ● To explain how we can help people who find themselves in homeless situations. ● To present findings from research from their research into homelessness. 	<p>Drug, alcohol and tobacco education: Weighing up risk</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about the risks associated with using different drugs, tobacco, alcohol, medicines ● about assessing the level of risk in different situations involving drug use ● about ways to manage risk in situations involving drug use 	<p>Relationship Education</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● what values are important to them in relationships and to appreciate the importance of friendship ● about roles and responsibilities of carers and parents <p>*include different religious aspects</p>	<p>Keeping safe - out and about</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about feelings of being out and about in the local area with increasing independence ● about recognising and responding to peer pressure ● about the consequences of anti-social behaviour (including gangs and gang related behaviour)
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Appendix 2: By the end of primary school pupils should know

RELATIONSHIP EDUCATION	
TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That 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	<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

RELATIONSHIP EDUCATION

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<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 • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<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	<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

HEALTH EDUCATION	
TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough
Internet safety and harms	<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

HEALTH EDUCATION	
TOPIC	PUPILS SHOULD KNOW
Physical health and fitness	<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	<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	<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	<ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing the facts and science relating to allergies, immunisation and vaccination
Basic first aid	<ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary concepts of basic first-aid, for example dealing with common injuries, including head injuries
Changing adolescent body	<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

