



HEALTH AND RELATIONSHIPS EDUCATION POLICY

Name	Health and Relationships Education Policy		
Agreed by	GB School Improvement Committee		
Date agreed	8th May 2024	Review date	Summer 2025
Signed & dated			

NB This policy has changed name from RSE (Relationships and Sex Education) to HRE (Health and Relationships Education). We feel the original title put a disproportionate weighting on Sex Education: this is effectively two non-statutory lessons in Y6 on human reproduction: conception (how an egg is fertilised) and how a baby is born.

Aims

At Malmesbury Primary School we are dedicated to fostering the health and wellness of every pupil within our school, prioritising safeguarding in all aspects of everything we do. We value the importance of teaching our pupils respect and the skills to build positive relationships, self-care, and to stay safe through wise decision-making.

In teaching Health and Relationship Education (HRE) to pupils we aim to:

- Teach HRE as outlined by the Department of Education and comply with the relevant provisions of the Equality Act 2010.
- Ensure pupils are able to keep themselves safe by teaching factually accurate information so they can make informed decisions.
- Teach children to understand the changes to their body as they grow and develop.
- Support children to behave in a mature, respectful and responsible way.

Context

"Today's 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."

(Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019) – Secretary of State Foreword, Pg. 4 -

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/>

Curriculum Content

The HRE curriculum has three aspects, two are statutory and one is non statutory.

Statutory Content:

- Relationships Education
 - Families And People Who Care For Me
 - Caring Relationships
 - Respectful Relationships
 - Online Relationships
 - Being Safe

- Health Education - Physical Health and Mental Wellbeing
 - Mental Wellbeing
 - Internet and Safety Harms

- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- Changing Adolescent Body (including. puberty)

Non-Statutory Content:

- Sex Education
 - How a baby is conceived and born (DfE recommend in Year 6)

National Curriculum: Science

The science curriculum also has content that supports the learning in the HRE curriculum. This includes the human body, life-cycles, healthy eating and the importance of exercise. Puberty is also included in the non-statutory element of the science programmes of study.

Relevant aspects of the science curriculum include:

Key Stage 1:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (e.g. touch, smell, taste)
- notice that animals, including humans, have offspring which grow into adults
- describe the importance of exercise, eating the right amounts of different types of food, and hygiene for humans

Key Stage 2:

Year 3

- identify that animals, including humans, need the right types and amount of nutrition, and that they

cannot make their own food but instead they get nutrition from what they eat

Year 5

- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age

Year 6

- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Monitoring and Evaluation

HRE teaching and learning will be evaluated and monitored through the school's monitoring processes which include:

- Work scrutiny (book looks) of the class PSHE learning book
- Pupil voice
- Lesson observations including monitoring of planning
- Subject leader evaluation
- SIP review processes when applicable

It is important these subjects are consistently monitored to ensure confidence levels of teachers are maintained and the delivery and content is consistent across the school.

Assessment

The school will use Assessment for Learning (AFL) techniques to assess pupils' existing knowledge and understanding. Throughout each lesson, teachers will continuously assess pupils' learning and advancement using AFL methods. At the end of a series of lessons, teachers will use HRE end-of-unit reflection templates as assessment tools when suitable. The HRE leader, supported by the Senior Leadership Team (SLT), will evaluate learning and progress across year groups using internal monitoring systems. Additionally, the HRE leader will analyse Malmesbury pupil outcomes and propose suggestions for future improvements.

The school will evidence pupils' learning and progress through:

- documented learning in pupils' books (including end of unit reflections for relevant aspects of the HRE curriculum)
- monitoring activities (including pupil voice)
- its rolling programme of curriculum review as part of school development (SIP)

The Right to Withdraw

No Right to Withdraw Parents do not have the right to opt-out of Health and Relationships Education or any National Curriculum subject, as they are statutory requirements of the curriculum.

Right to Withdraw Parents have the right to withdraw from the Human Reproduction lessons in Year 6.

Withdrawal Process Parents wishing to withdraw their child from sex education will need to make an appointment to meet with the Headteacher or a member of the senior leadership team to discuss the matter. Letters will not be accepted as a means of withdrawing a pupil because at Malmesbury we believe that listening to parents, discussing issues and seeking solutions is good practice. Ultimately, as a school, we will always respect the parents request to withdraw their child from sex education in Year 6.

Equalities and Safeguarding

Equalities

Malmesbury is dedicated to safeguarding children and families from any form of discrimination, whether deliberate or inadvertent. This encompasses discrimination related to the Protected Characteristics outlined in the Equality Act, as well as addressing all forms of discrimination such as racism, disability discrimination, sexism, misogyny, homophobia, and gender stereotypes. Tower Hamlets advises schools to incorporate teachings about different family structures as part of our commitment to equality and diversity education. Our teaching of families will be factual and will not promote any family structure/lifestyle over another. We recognise that families are different and some children grow up with grandparents/aunts/uncles, step-parents, single-parent families, foster families and families with two mums or two dads. Our aim is for all children to feel embraced and included within our school community.

It is helpful to clarify that transgender diversity and bi-sexuality are not part of the Sex and Relationships curriculum in primary schools but that respecting differences as individuals and with each others' family backgrounds is a strength of the curriculum.

Naming Private Body Parts

Tower Hamlets advises that children should be taught the names of certain private body parts as a safeguarding measure. This enables pupils to report abuse effectively if it occurs, or to accurately communicate medical symptoms if they are unwell. By familiarising children with both public and private body part names, along with understanding appropriate and inappropriate touch, they are better equipped to protect themselves from abuse and be clear when they have a medical issue. We acknowledge that some parents are sensitive to the timing of when private body parts are introduced in education. Following the recommendation of the Local Authority, and in consultation with parents, we teach the names of private body parts in KS1.

- penis and testicles
- vagina and vulva
- breast and nipples
- bottom and anus

Puberty

Tower Hamlets recommends initiating puberty education in Year 4 to adequately prepare children, particularly girls, for the onset of puberty and menstruation. The age at which girls begin puberty is decreasing over time and is currently between aged 8 and 13. The average age of menstruation is now 12 years old. This approach ensures that children are equipped with essential knowledge before experiencing these changes. We recognize that some parents may have concerns about both boys and girls learning about menstrual health, including the details of the menstrual cycle, as part of mandatory health education content, such as Changing Adolescent Bodies. To address this at Malmesbury, these lessons will be delivered separately to boys and girls in Year 5. We will dedicate efforts to ensuring parents understand the teaching methods and resources used in these lessons. Additionally, we will offer an additional opt-in lesson on menstruation to our year 4 girls.

SEND

The material will be presented in a way that is accessible to all pupils, including those with Special Educational Needs and Disabilities (SEND).

Disclosure

Any disclosures will be handled in accordance with the school's agreed safeguarding procedures.

Teaching Resources

Where teaching is sensitive, Malmesbury Primary School is committed to using scientific diagrams and illustrations, rather than photographs or videos. We are available to share resources and plans should parents wish to find out more. We will also make year group overviews of our curriculum (adapted from Jigsaw) available on our website. The school will use the following teaching resources:

Relationship Education:

- Jigsaw including units on family diversity
- Twinkl family diversity PowerPoint to support Y1
- NSPCC PANTS to support learning about 'what's in their pants is private' in Reception and Key Stage 1. This supports children with an age-appropriate understanding of keeping themselves safe and being clearer about any medical/safeguarding concerns.

Health Education:

- Jigsaw
- National Curriculum for PE (Physical Health and Fitness)

Puberty:

- Jigsaw – amended as appropriate

Human Reproduction:

- Jigsaw – amended as appropriate

Consultation and Partnerships

Parents

Our relationship with parents/carers is very important. We are always appreciative of the interest and support parents show. We will continue to engage and communicate effectively with parents on all aspects of this policy. This policy was widely consulted on when introduced in 2021. Following this consultation, adaptations were made to our approach at Malmesbury. Since its introduction, it has been well received and we continue to maintain parental trust and confidence.

Staff

The school encourages staff participation and support for the Health and Relationships policy. Regular staff meetings and training sessions on the curriculum are

conducted to ensure all staff members feel ready and confident in delivering this content.

Governors

Governors, in conjunction with the Headteacher and SLT, ultimately make the decision about whether to follow the Borough recommendations about which topics should be taught and at what stage in the curriculum. The DfE Relationships and Health guidance (2019) provides further clarification as to the role of Governors:

“As well as fulfilling their legal obligations, the governing boards or management committee should also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- teaching is delivered in ways that are accessible to all pupils with SEND
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.”

(Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019) – Secretary of State Foreword, Pg. 16

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Appendix 1: Primary Health and Relationships Education Curriculum Overview

Relationship Education

Families and People Who Care For Me:

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that 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

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful Relationships

Pupils should know:

- 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

Pupils should know:

- 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

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice e.g. family, school and/or other sources

Physical Health and Mental Wellbeing

Mental Wellbeing

Pupils should know:

- 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

Pupils should know:

- that for most people the internet is an integral part of life and has many benefits
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- why social media, some computer games and online gaming, for example, are age restricted
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health

- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- where and how to report concerns and get support with issues online

Physical Health and Fitness

Pupils should know:

- 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

Pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health and Prevention

Pupils should know:

- 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

Pupils should know:

- 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

Pupils should know:

- 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

Appendix 2: Managing Difficult Questions

Sometimes children may ask a question or make a comment that goes beyond the curriculum or is sensitive. This is guidance outlines how these questions should be responded to:

Scenario 1: A question about something that has not yet been taught in the curriculum
Acknowledge e.g. that's interesting, what a thoughtful question... *"That isn't something we will be talking about in these lessons. Maybe you have someone at home you could talk to about it."*

Scenario 2: Child asks a question/expresses a family viewpoint
Answer factually, *"Different people believe different things. Some people believe... Everyone is allowed to believe in different things but we must always remember to be respectful"*

Scenario 3: A question about something that is not taught
"Thank you for sharing your ideas/thoughts/questions. We don't learn about that at school, you might want to ask your parents about it"

Scenario 4: A child makes a personal disclosure in front of the class
Acknowledge appropriately (with kindness) *"Thank you for sharing that. That is really important and I would like to make some time to talk to you about that afterwards"*

Scenario 5: A child makes an overtly discriminatory comment
If child did this knowing that the comment is disrespectful then this is dealt with as a Serious Incident, recording it appropriately, and from an educational perspective:

To the class: "Sometimes we might need help to make a respectful choice. I care about you so I will help you after the lesson."

In private: "In our lesson you shared....respect is one of our school rules. I know you are a respectful person – I have seen it when you...Saying this comment isn't respectful. I'm wondering what you were thinking at the time? I wonder how it affected other people in our class? We care about each other, and I want to help you put this right."

The comment and the resolution would be shared with the parent (and victim where necessary). A senior member of staff would support a restorative conversation and ensure a follow up is scheduled so that the feelings of the victim have been reasonably taken into account.

If the child does not seem to know that the comment is disrespectful then it needs to be dealt with in the same way as above – as an opportunity to educate.

London Borough of Tower Hamlets Primary Schools Relationships and Sex Education Mapping

<p>DfE Statutory Guidance Relationships Education</p> <p>(Relationships Education, Relationships and Sex Education (RSE) and Health Education https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education)</p>	<p>DfE Non-statutory Sex Education</p> <p>(Relationships Education, Relationships and Sex Education (RSE) and Health Education https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education)</p>	<p>Statutory Guidance National Curriculum Science</p> <p>(Statutory guidance - National curriculum in England: science programmes of study – Updated 6 May 2015 https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study)</p>	<p>DfE Statutory Guidance Physical Health and Mental Wellbeing (Health Education)</p> <p>(Relationships Education, Relationships and Sex Education (RSE) and Health Education https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education)</p>
<p>By the end of primary school Pupils should know:</p> <p>Families and people who care for me</p> <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 	<ul style="list-style-type: none"> • questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. • sexual reproduction in humans • reproductive cycle in humans • conception (Year 6 only) • FGM 	<p>Key Stage 1:</p> <ul style="list-style-type: none"> • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • notice that animals, including humans, have offspring which grow into adults • describe the importance for humans of exercise, eating the 	<p>By the end of primary school Pupils should know:</p> <p>Mental Wellbeing</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

<ul style="list-style-type: none"> 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. <p>*Marriage in England and Wales is available to both opposite 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.</p> <p>Caring friendships</p> <ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 		<p>right amounts of different types of food, and hygiene</p> <p>Key Stage 2:</p> <p>Year 5</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age <p>Year 6</p> <ul style="list-style-type: none"> recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents <p>From the DfE guidance:</p> <p>Puberty</p> <p>“The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age*”</p>	<ul style="list-style-type: none"> 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. <p>Internet safety and harms</p>
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<ul style="list-style-type: none"> • 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. <p>Respectful relationships</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders 		<p>(including puberty) and reproduction in some plants and animals".</p> <p>"106. At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty"</p>	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online. <p>Physical health and fitness</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle.
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<p>(primarily reporting bullying to an adult) and how to get help.</p> <ul style="list-style-type: none"> • 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. <p>Online relationships</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online. <p>Being safe</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 			<ul style="list-style-type: none"> • 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. <p>Healthy eating</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). <p>By the end of primary school Pupils should know:</p> <p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
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<ul style="list-style-type: none"> • 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. 			<p>Health and prevention</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination. <p>Basic first aid</p> <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. <p>Changing adolescent body</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
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			<ul style="list-style-type: none"> • about menstrual wellbeing including the key facts about the menstrual cycle.
<p>From the DfE guidance: Lesbian, Gay, Bisexual and Transgender (LGBT) “In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics”.</p>			