

# Featherstone Primary School

## Relationships and Health Education Policy



**Full Governing Board approval date:** 25<sup>th</sup> May 2022

**Monitoring, evaluation and review:** May 2023

### **About this Policy**

At Featherstone Primary School, we expect our pupils to form positive, respectful relationships by teaching them about respect for themselves and others, including the importance of tolerance. We recognise that children who are able to form and maintain healthy relationships will thrive across the curriculum and in wider life, and as such, we aim to thoroughly prepare pupils for the physical and emotional challenges of growing up.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships and health education (RHE) for all our pupils. This policy sets out the framework for our RHE lessons and provides clarity on how it is organised and delivered.

The following themes are covered in this policy:

- Legal Requirements
- Definitions
- Curriculum Design
- Roles and Responsibilities
- Organisation
- Delivery

### **Legal Requirements**

The National Curriculum 2014 states:

*'Schools should seek to use Personal, Social, Health and Education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'*

Additionally, the PSHE Association 2018 states:

*Under the Children and Social Work Act 2017, the government committed to making relationships education (primary) and relationships and sex education (secondary) statutory in all schools, including LA maintained schools... To ensure effective provision, the new compulsory elements of PSHE should be integrated within a broader PSHE education programme, which includes comprehensive coverage of economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing both negative and positive risk.*

### **What is Relationship and Health Education? (Department for Education Guidance)**

The Relationships Education, Relationships and Sex Education, and Health Education Regulations (England, 2019) have made Relationships Education compulsory in all primary schools. 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.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught: how to take turns; how to treat each other with kindness; consideration and respect; the importance of honesty and truthfulness; permission seeking and giving; and the concept of personal privacy. Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

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

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

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

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through RHE, schools should teach pupils the knowledge to safeguard themselves, for example, they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages, it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These topics complement our Healthy Mind, Healthy Body (HMHB ) whole school approach and can support safeguarding of children.

## Curriculum

### By the end of primary school:

<p><b>Families and people who care for me</b></p>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are 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.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<p><b>Caring friendships</b></p>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of 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>
<p><b>Respectful relationships</b></p>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 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><b>Online relationships</b></p>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</li> </ul>

	<ul style="list-style-type: none"> <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>
<b>Being safe</b>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• • where to get advice e.g. family, school and/or other sources.</li> </ul>

How RHE is taught at Featherstone Primary School:

We deliver RHE through our tailor-made Healthy Mind, Healthy Body (HMHB) curriculum, which purposefully links and sets out the safe, age-appropriate programmes of study that are based on the needs of our children.

The Health Mind Healthy Body Curriculum consists of the following learning aspects:

- Eleven Core School Values
- Personal, Health and Social Education (PHSE) Objectives
- Relationships and Health Education (RHE) – *see below for more detail*
- Equality and Diversity Strands
- Twenty-four Religious Dispositions from the Birmingham Agreed Syllabus (Religious Education)
- Six World Faiths (Religious Education)
- The Four Fundamental British Values:
  - i. Democracy
  - ii. The rule of law
  - iii. Individual liberty
  - iv. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

### **Our Aims**

- To raise pupils’ self-esteem and confidence, especially in their relationships with others
- To help pupils develop skills (language, decision making, choice, recognising influences and assertiveness) and make the most of their abilities
- To provide pupils with the confidence to be participating members of society and to value themselves and others
- To help gain access to information and support
- To develop skills for a healthier, safer lifestyle

- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood
- To understand how to keep themselves safe
- To know how to report a concern/worry linked to Safeguarding

### **Roles and Responsibilities**

The Governing Board is responsible for:

- Ensuring that RHE is well led, effectively managed and well planned
- Evaluating the quality of RHE provision through regular and effective self-evaluation
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND and EAL
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn

### **The Headteacher is responsible for:**

- The overall implementation of this policy
- Ensuring staff are suitably trained to deliver the subjects
- Ensuring that parents are fully informed of this policy
- Reviewing requests from parents to withdraw their children from the subjects
- Discussing requests for withdrawal with parents
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful
- Reporting to the Governing Board on the effectiveness of this policy
- Reviewing this policy on an annual basis

### **The Curriculum Leader is responsible for:**

- Overseeing the delivery of RHE
- Ensuring RHE is age-appropriate and of high-quality
- Ensuring teachers are provided with adequate resources to support teaching of RHE
- Ensuring the school meets its statutory requirements in relation to the RHE guidance
- Ensuring the RHE is inclusive and accessible for all pupils
- Monitoring and evaluating the effectiveness of RHE and reporting to the Governing Board

### **The teachers are responsible for:**

- Delivering a high-quality and age-appropriate RHE lessons in line with statutory requirements
- Using a variety of teaching methods and resources to provide engaging lessons that meet the needs of all pupils
- Ensuring they do not express personal views or beliefs when delivering the programme
- Modelling positive attitudes to RHE
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy
- Working with the Curriculum Improvement Group to evaluate the quality of RHE provision

### **Organisation of the Relationship and Health Education Curriculum**

The school has organised Relationships and Health Education (RHE) so that it is age-appropriate for pupils within each year group, and based on the views of teachers, parents and pupils. RHE

is taught by teachers and if appropriate, outside visitors such as a nurse, workshops or specialists. A range of teaching methods are used to teach RHE. These include use of discussion, books, looking at case studies, drama and role-play. All teaching is sensitive to the needs of the children and age range.

Teaching and learning of RHE is based on some fundamental principles (adapted from the PSHE Association) that underpin not only effective primary pedagogy but also good practice in PSHE/RHE:

1. Involving children in the planning process of RHE by finding out what they think they already know and giving them some ownership of where they want to take the learning
2. The planning and implementation of a 'spiral programme,' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people
3. Taking a positive approach which focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives
4. Offering a wide variety of teaching and learning styles within RHE education, with an emphasis on interactive learning and the teacher as facilitator
5. Providing information which is realistic and relevant, and which reinforces positive social norms
6. Encouraging young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.
7. Recognising that our HMHB programme is just one part of what our school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential.
8. Embedding our HMHB education across contexts to ensure that children and young people have positive relationships with adults, feel valued and where those who are most vulnerable, are identified and supported
9. Providing opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions
10. Providing a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives, doing all safely and in an age-appropriate manner
11. When organising the curriculum, the religious and cultural backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately

### **The contents of the Relationship and Health Education Curriculum**

RHE is divided into six question areas; although not all year groups will focus on all six areas, the questions that they are exposed to in their year group will help the children's RHE understanding progress at a suitable and age-appropriate rate, building on the work of other year groups and subjects (i.e. Science and Values) where needed. The six question areas fully meet the statutory guidance as set out by the PSHE association but are tailored to the needs of our cohorts. The six areas that are covered in each year group are:

	Overview of statutory requirements (What does the law says we have to teach?)					
	Relationship Education			Health Education		
Year Group	Relationships	Feelings and Attitudes	People who help me	Life Cycles	Keeping Safe and Looking After Myself	My Body
EYFS	✓		✓		✓	✓
1	✓		✓	✓		✓
2	✓	✓	✓	✓	✓	
3	✓		✓		✓	
4	✓	✓	✓		✓	✓
5	✓	✓	✓	✓	✓	✓
6	✓	✓	✓		✓	✓

RHE is not an isolated subject it permeates many areas of the HMHB curriculum. Opportunities should be used as they occur for answering pupils' questions and exploring issues as they arise. All subjects, but particularly Science, Religious Education and English, focus for exploring some elements of RHE. Like with any subject, teachers use their professional judgment to teach the subject to its full potential, ensuring that the needs of all pupils are met.

This is especially the case when dealing with difficult questions, as it is important to set some ground rules which are essential to provide an agreed structure to answering sensitive or difficult questions, for example the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

### Cross-Curricular Links with Other Subjects

The school seeks opportunities to draw links between RHE and other curriculum subjects wherever possible to enhance pupils' learning.

RHE will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **British Values** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

### Delivery of RHE Lessons

Every teacher at Featherstone Primary School knows and understands the needs of the children in their class. They have a thorough understanding of how best to teach their class and be a facilitator of knowledge and learning. For that reason, the delivery of the RHE curriculum will be by the class teacher, who will draw upon the expertise of the PSHE Leader, Curriculum Leader/

or external trainers as and when required. Class Teachers are the most suited to be able to deliver this curriculum in the most sensitive, age-appropriate and developmental manner:

- RHE lessons will be delivered as part of our HMHB curriculum.
- Through effective organisation and delivery of the subject, we will ensure that:
  - Core knowledge is sectioned into units of manageable size.
  - The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
  - Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- RHE is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.
- Teaching of RHE reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.
- Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy.

### **Delivery of Equality Content, including LGBT, within RHE Lessons**

Schools are expected to fully teach LGBT content by law. In teaching RHE, schools must ensure that all pupils understand the importance of equality and respect, including the nine protected characteristics under the 2010 Equality Act (Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex and Sexual Orientation).

LGBT content is integrated into our RHE teaching and learning from Reception up to Year Six. Through age-appropriate and child-friendly picture books, we teach LGBT content from Reception, where children learn about same-sex families, so that respect for differences and equality is encouraged and instilled in children from an early age. All nine protected characteristics receive adequate and appropriate teaching content within RHE. We always consider the development and maturity of pupils before teaching any theme within RHE, including LGBT.

The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

### **Managing difficult questions**

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Meeting these objectives will require a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods will take account of these differences (including



when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Specifically:

- Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.
- The programme will be designed to focus on boys as much as girls, and activities will be planned to ensure both are actively involved, matching their different learning styles.
- Teachers will focus heavily on the importance of healthy relationships.

### **Confidentiality and Safeguarding**

Confidentiality and Safeguarding within the classroom is an important component of RHE, and teachers are expected to respect the confidentiality of their pupils as far as is possible. Teachers will, however, alert a Designated Safeguarding Leader (DSL) about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy. Any reports made during lessons, or as a result of the content taught through RHE, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

### **Right of Withdrawal from RHE Lessons**

We at Featherstone Primary School have set out a policy that is based on a sequentially developmental practice of teaching RHE, in a safe environment, and firmly believe that we have catered for the needs and ages of our children. Relationships and Health Education are statutory at primary and parents **do not** have the right to withdraw their child from the subject.

### **Equal opportunities**

Every child is entitled to receive RHE, regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language and special needs. It is our intention that all children have the opportunity to experience a programme of RHE at a level which is appropriate for their age and physical development, including differentiated provision if required (refer to Equal Opportunities Policy).

### **Special Educational Needs**

Teaching and resources will be differentiated as appropriate to address the needs of children with Special Educational Needs in order for them to have full access to the content of RHE (refer to Special Education Needs and Disability Policy).

### **Mental Health**

All children and young people need the foundation of positive mental health to benefit fully from all of the opportunities available to them. All children and young people have the right to be educated in an environment that supports and promotes positive mental health for everybody.

Through HMHB curriculum, all pupils are taught about the following, some of which underpin work within the RHE strands:

- Keeping safe.
- Needs and wants.
- Well-being.
- Leading a healthy lifestyle (physical, mental, dietary and emotional).
- Bereavement.

- Managing emotions.

### **Working with parents/carers and the wider community**

The role of parents in the development of their children’s understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

At Featherstone Primary, we will work closely with parents when planning and delivering these subjects and ensure that parents know what will be taught and when.

Parents will be given every opportunity to understand the purpose and content of RHE. Good communication and opportunities for parents to understand and ask questions about the school’s approach help increase confidence in the curriculum.

Our aim, through the timeframe devised below, is to build a good relationship with parents on these subjects over time, for example, by inviting parents into school to discuss what will be taught, address any curriculum queries and help support parents in managing conversations with their children on these issues. This can be an important opportunity to talk about how these subjects contribute to wider support in terms of pupil wellbeing and keeping children safe. It is important through such processes to reach out to all parents, recognising that a range of approaches may be needed for doing so.

### **Staff Training**

All staff members will undergo training to ensure that they are up-to-date with the statutory RHE requirements. Training of staff will also be scheduled around any updated guidance on the programme and any new developments

### **How will the school draw out a timeframe as part of the consultation process?**

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any curriculum queries and help parents in managing conversations with their children on the issues covered by the RHE curriculum.

Parents will be consulted in the initial implementation of the RHE curriculum and this policy and are encouraged to provide their views at any time.

### **Timeframe:**

<b>Stage</b>	<b>Consultation and Developmental Stages</b>	<b>Dates</b>
1	Policy with Governors for information and reference (draft)	18 <sup>th</sup> October 2019
	Parent presentation on RHE	5 <sup>th</sup> November 2019 (2pm & 5.30pm)
2	Parent forum and drop in sessions to unpick, explain and clarify the policy from parent queries	18 <sup>th</sup> & 20 <sup>th</sup> November 2019 (2pm & 5.30pm)
3	Policy with staff	26 <sup>th</sup> November 2019
4	Policy to FGB to ratify	17 <sup>th</sup> December 2019
5	Staff to be re-introduced and identify further training needs	6 <sup>th</sup> January 2020
6	Lessons to be trailed and tested by teachers	From 20 <sup>th</sup> January 2020

### How this Policy was produced

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Equality Act 2010
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RHE) and Health Education'

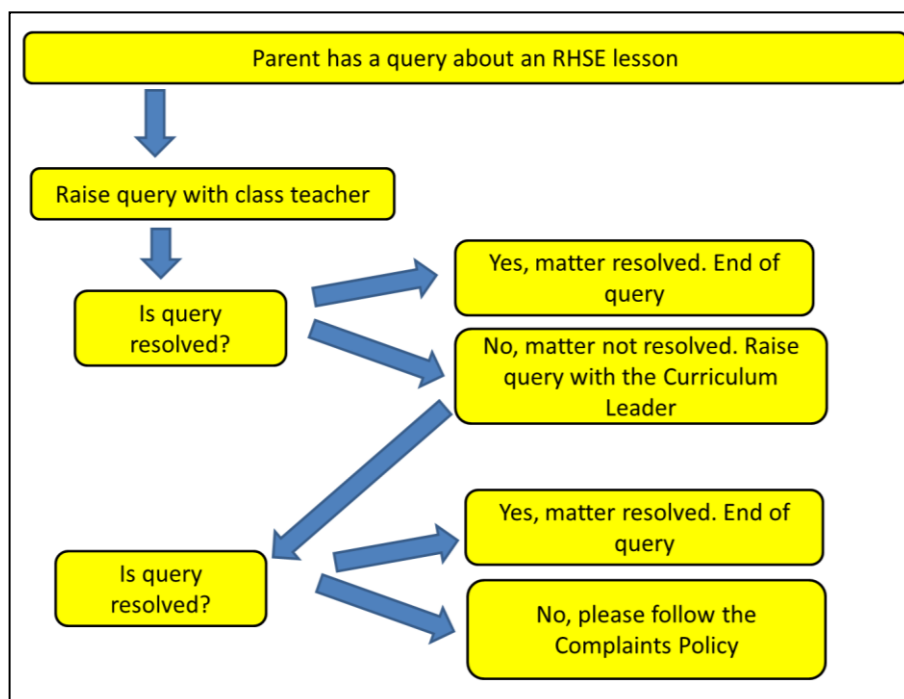
The school understands the important role parents play in enhancing their children's understanding of RHE. Similarly, we also understand how important parents' views are in shaping the curriculum.

The school will work closely with parents by establishing open communication – all parents are consulted in the development and delivery of RHE.

Parents are provided with the following information:

- The content of RHE
- The delivery of RHE
- The legalities surrounding withdrawing their child from RHE
- The resources that will be used to support RHE teaching

### What should parents do if they have a query about an RHE lesson?



### **Monitoring, Evaluation and Updating**

The Curriculum Leader is responsible for monitoring the teaching and learning of RHE. The Curriculum Leader will conduct formal monitoring of RHE at least once per term; this will be done through learning walks, pupil voice and, where appropriate, book scrutinies. The Curriculum Leader will create subject reports and report to the Governing Board about standards and quality of RHE teaching. The Curriculum Leader will monitor and evaluate RHE for its effectiveness and consult, amend and implement changes as needed.

Monitoring the implementation of the school's RHE policy is the responsibility of the Headteacher and approved by the Full Governing Board. It will be monitored, evaluated and updated on an annual basis. This policy will also be reviewed in light of any changes to statutory guidance, feedback from staff and pupils and issues in the school or local area that may need addressing.

**Relationships and Sex Education Programme of Study (RHE) at Featherstone Primary School**  
**(Part of our Healthy Mind, Healthy Body Curriculum)**

**EYFS**

	Relationship Education		Health Education	
	Healthy Relationships	People who help me	My body	Keeping safe and looking after myself
<b>Rec</b>	Who is my family? How are other families similar and different to mine? What does my family do for me? What do I like about my friend? What does my friend like about me? What do other people do that makes me happy or unhappy?	Who can I ask if I need to know something? Who can I go to if I am worried about something?	How are boys' and girls' bodies different? What do we call the different parts of boys' and girls' bodies?	Which parts of my body are private? When is it OK to let someone touch me? What should I do and who should I tell if I don't like the way someone is touching me?

**Key Stage One: Years One and Two**

	Relationship Education		Health Education	
	Healthy Relationships	People who help me	My body	Life cycles
<b>1</b>	Who might rely on me? What is teasing and what happens? How can I be a good friend? Why is it fun to have a friend who is different to me? Is it ok to be different? Should boys and girls behave differently? What is a 'poor choice'?	Who can I go to if I am worried about something? (Build on from EYFS).	Why are girls' and boys' bodies different? What are my senses? (Science NC).	How much have I changed since I was a baby? How are other children similar and different to me?

	Relationship Education			Health Education	
	Healthy Relationships	Feelings and attitudes	People who help me	Keeping safe and looking after myself	Life cycles
<b>2</b>	Why do friendships change? How can I make up with my friend if we fall out? Do families change? What is the difference between being picked on and being bullied? Why do some people get married and some do not? What are stereotypes about boys and girls and are they OK?	What are positive feelings? What are negative feelings? How do I know how other people are feeling?	Who can I go to if I am worried about something? (Build on from Year One).	When is it good or bad to keep secrets? (Friend context).	What are 'offspring?' (Science NC, animals context).

**Lower Key Stage Two: Years Three and Four**

	Relationship Education		Health Education
	Healthy Relationships	People who help me	Keeping safe and looking after myself
<b>3</b>	<p>How do we show love to one another? Can people of the same sex love one another and is this ok? What do the words 'lesbian' and 'gay' mean?</p>	<p>Who can I talk to if I feel anxious or unhappy?</p>	<p>How can I keep myself clean? When is it good or bad to keep secrets? (Adults context).</p>

	Relationship Education			Health Education	
	Healthy Relationships	Feelings and attitudes	People who help me	My body	Keeping safe and looking after myself
<b>4</b>	<p>What are the important relationships in my life now and how might these change? What is an online relationship? How similar is to a 'real' relationship? (Friend and family context). Do I have to be respectful online?</p>	<p>Can I believe everything that I see on the TV and internet about boys, girls, bodies and relationships?</p>	<p>Where can I find information about how to stay safe online? Where can I find information about my body and growing up?</p>	<p>Is my body normal? What is a normal body? Why do the media show so many pictures of 'perfect' celebrities? Should I look like this?</p>	<p>What are good hygiene habits as I grow up? What are periods? (Girls only). How can I manage my periods? (Girls only). What is cyber bullying? Can I say 'no' to people online?</p>

**Upper Key Stage Two: Year Five**

	Relationship Education			Health Education		
	Healthy Relationships	Feelings and attitudes	People who help me	My body	Life cycles and Human Reproduction	Keeping safe and looking after myself
5	<p>Do you have to be married to have a baby?</p> <p>What can I do about family and friend break-ups?</p> <p>What is 'LGBTQ'?</p>	<p>Why are my feelings changing as I get older?</p> <p>How do I feel about growing up and changing?</p> <p>How can I cope with strong feelings?</p> <p>What kind of feelings come with puberty?</p>	<p>Where can I find information about my body and growing up? (Build on Year Four).</p>	<p>Why is my body changing?</p> <p>What is puberty? Does everyone go through it? At what age?</p> <p>What body changes do boys and girls go through at puberty?</p> <p>How will my body change as I get older?</p> <p>Why are some children growing quicker than others?</p> <p>How do girls and boys grow differently?</p> <p>If I am a late developer, will I catch up?</p> <p>How do hormones affect boys and girls differently?</p>	<p><b>Statutory:</b></p> <p>What is reproduction? (Science NC).</p> <p>What is the life cycle of a human? (Science NC).</p> <p>Where do babies come from? (Knowledge of male and female needed)</p>	<p>What are good hygiene habits as I grow up? (Build on Year Four).</p> <p>What are good and bad influences around me and how should I handle them? (Link to Stolen Lives).</p> <p>When is it good or bad to keep secrets? (Online context).</p> <p>What are good hygiene habits as I go through puberty? (Build on Year Four).</p>



**Upper Key Stage Two: Year Six**

	Relationship Education			Health Education		
	Healthy Relationships	Feelings and attitudes	People who help me	My body	Life cycles and Human Reproduction	Keeping safe and looking after myself
6	<b>Statutory</b> What are the important relationships in my life now and how might these change? (Transition focus: friendships and teachers). How should I act in a relationship?					