



WARWICK

JUNIOR SCHOOL

Relationships and Sex Education	
Warwick Junior School	
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1. Introduction and aims

RSE forms part of our PSHEE (Personal, Social, Health and Economic Education) curriculum which reflects the school's aims and ethos. Our ethos is summed up by our school motto: *Altiora Peto* (I aim for higher things). We strive to develop in our pupils the values, skills, knowledge and attributes that will enable them to thrive in our fast-paced and ever-changing world, both as individuals and in their relationships with others. We are committed to encouraging and nurturing every boy, to develop his confidence, resilience and learning habits to enable him to become the best version of himself he can be.

The aims of Relationships and Sex Education (RSE) at Warwick Junior School are to:

- Help children prepare for their physical, emotional and social development
- Provide a framework in which sensitive discussions can take place
- Enable pupils to develop healthy, respectful relationships, in all contexts, including online
- Help pupils develop feelings of self-respect, confidence and empathy
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As an independent primary school PSHEE is compulsory (The Education (Independent School Standards) Regulations 2014) and we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017. (See also DfE Guidance in Appendix 2)

We are not required to provide Sex Education but there is a statutory requirement to teach the elements of sex education contained in the science curriculum (puberty, sexual reproduction). Since 2010 Government guidance has continued "to recommend...that all primary schools should have a sex education programme tailored to the age and maturity of the pupils".

3. Policy development and review

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 working group (Director of Studies, Head of PSHEE and Head of Science) collated and reviewed all relevant information including relevant national and local guidance.
2. Drafting – a draft policy was drawn up by the working group for review and amendment by the Headmaster and Senior Management Team.
3. Staff consultation – all teaching staff were given the opportunity to look at the amended policy and make recommendations.
4. Publication to parents – the final policy was shared with parents on the school parent portal
5. Parent consultation – This policy was initially developed and discussed with parents at a consultation meeting held in May 2019. Subsequently, parents are invited to attend a meeting annually in the summer term before the Jigsaw *Changing Me* unit is taught, giving them the opportunity to discuss any issues of concern and to view the teaching materials we use.
6. The policy was then shared with governors in September 2019

7. Review – the policy is reviewed annually but will be reviewed in the Lent term 2025 after the DfE review of the RSHE statutory guidance (draft published May 2024, for consultation) is finalised.

4. What is Relationships and Sex Education (RSE)?

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum sits within our PSHEE curriculum which is set out in Appendix 1, with RSE topics highlighted. It is based on the Jigsaw scheme of work for PSHEE which is informed by current DfE guidance, aligned to the PSHE Association Programmes of Study for PSHEE and covers all areas for the primary phase including statutory Relationships and Health Education.

We have developed the curriculum in consultation 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 need to seek answers online or elsewhere.

Relationships Education

Relationships education focuses on teaching the fundamental building blocks and characteristic of positive relationships including:

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

The expected outcomes for each of these elements can be found in Appendix 2.

The Jigsaw scheme of work covers most of the statutory Relationships Education within the *Relationships* unit, with some of the outcomes also taught elsewhere in Jigsaw. For example, the *Celebrating Difference* unit helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Sex Education

While Sex Education is not compulsory in primary schools, the DfE Guidance 2020 (see Appendix 3) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils' and which 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At Warwick Junior School, we believe children should understand the facts about human reproduction before they leave primary school to support their on-going emotional and physical development. If we neglect to do this, children will look elsewhere for information, whether from peers, older siblings or online, with a great risk of misunderstandings, misconceptions and exposure to inappropriate material.

Human reproduction is taught in a graduated, age-appropriate manner within PSHEE lessons, delivered by the boys' Form Tutors who know their pupils well and who will ensure the topic is handled not only with clarity but appropriately, sensitively and empathetically.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHEE) education curriculum, with the majority of the content being covered in the summer term for all year groups. Form tutors teach two 30 minute PSHEE lessons each week. Some biological aspects of RSE (puberty and human reproduction) are consolidated within the Year 5 science curriculum. RSE lessons follow the Jigsaw scheme of work, which includes all the teaching resources to be used, as well as lesson plans. The Jigsaw scheme provides advice on handling sensitive questions from children, and we have agreed standard, age-appropriate answers to be used by form tutors in relation to specific questions children may ask.

7. Roles and responsibilities

7.1 The governing board

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

7.2 The Head Master

The Head Master is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 10).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head of PSHE in the first instance.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. At the start of each academic year, each class will discuss and agree their Jigsaw Charter which sets the rules and expectations for PSHEE lessons: each pupil is expected to follow their class's Jigsaw Charter.

8. Training

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

9. Monitoring and review

The delivery of RSE is monitored by Mrs Joanne Shepstone, Head of PSHEE, through:

- lesson observations

- discussions with form tutors
- planning scrutinies

Pupils' development in RSE is monitored by form tutors as part of our internal assessment systems.

This policy will be reviewed by the Head of PSHEE annually. At every review, the policy will be approved by the Director of Studies and/or the WJS Head Master.

10. Parents' right to withdraw

Parents' do not have the right to withdraw their children from relationships education.

Parents' have the right to withdraw their children from the non-statutory components of sex education within RSE. Teaching about puberty and animal reproduction is statutory. At Warwick Junior School, puberty is covered by our Jigsaw PSHEE scheme of work in the *Changing Me* unit, taught each year in the summer term. We conclude that sex education refers to Human Reproduction and while we believe PSHEE lessons delivered by the Form Tutor are the most appropriate method for introducing this topic in a gradual, age-appropriate way, we inform parents of their right to request their child be withdrawn from the PSHEE lessons that explicitly teach this. These lessons are in the summer term Jigsaw *Changing Me* unit:

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

Human Reproduction will also be covered as part of the statutory Science national curriculum for Year 5 which requires children to know about sexual reproduction in animals; the parental right to withdraw their child is not applicable to Science lessons.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Head Master. A copy of withdrawal requests will be placed in the pupil's educational record. The Head Master will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

11. Parental consultation

We hold an annual meeting before the summer half-term to present and explain our approach to RSE, to which parents of boys new to the school are invited. At this meeting, there is an opportunity both for parents to view the resources used in RSE lessons and to ask questions. The Head of PSHEE maintains a log of Parental Consultations, noting points arising and actions taken.

12. Appendices

Appendix 1. Curriculum Map for Years 3-6 (Jigsaw scheme of work) - main RSE teaching units.

Appendix 2. Relationships Education (Primary) - (statutory guidance extracted from *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, Department for Education, 9.7.2020, pp 19-23. The later edition of this guidance (13.9.21) has not changed this section.)

Appendix 3. Health Education (Primary) - (statutory guidance extracted from *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, Department for Education, 9.7.2020. The later edition of this guidance (13.9.21) has not changed this section.)

Appendix 1. Curriculum Map for Years 3-6 (WJS Jigsaw scheme of work) - main RSE teaching units.

Lessons with Puberty content are in green and are part of the statutory Science curriculum.

Lessons with Sex Education content are in red.

The *Relationships* unit covers most of the statutory outcomes For **Relationships Education** but some are also taught elsewhere in the WJS PSHEE scheme of work: eg the *Celebrating Differences* unit helps children appreciate that there are many types of family composition and each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Year 3 –Relationships unit– Summer 1

Lesson	DfE Guidance 2020, Refs. to statutory Health Education (H) and Relationships (R) Education outcomes	PSHE Learning Intentions	Social and Emotional Skills
1.Family Roles and Responsibilities	R1, R2, R3, R4, R18	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females	I can describe how taking some responsibility in my family makes me feel
2.Friendship	R7, R8, R9, R10, R12, R19, H2, H3	I can identify and put into practice some of the skills of friendship, eg. taking turns, being a good listener	I know how to negotiate in conflict situations to try to find a win-win solution
3.Keeping Myself Safe Online	R11, R17, R20, R21, R22, R23, R24, R25, R26, R32, H9, H11, H12, H13, H14, H15, H16, H17,	I know and can use some strategies for keeping myself safe online	I know who to ask for help if I am worried or concerned about anything online
4.Being a Global Citizen 1		I can explain how some of the actions and work of people around the world help and influence my life	I can show an awareness of how this could affect my choices

5. Being a Global Citizen 2		I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.	I can empathise with children whose lives are different to mine and appreciate what I may learn from them
6. Celebrating My Web of Relationships	R13, R16	I know how to express my appreciation to my friends and family	I enjoy being part of a family and friendship groups

Year 3 – Changing Me unit – Summer 2.

Lesson	DfE Guidance 2020, Refs. to statutory Health Education (H) and Relationships (R) Education outcomes	PSHE Learning Intentions	Social and Emotional Skills
1. How Babies Grow	H2, H3	I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby	I can express how I feel when I see babies or baby animals
2. Babies	H2, H3	I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow	I can express how I might feel if I had a new baby in my family
3. Outside Body Changes	H2, H3, H34	I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process	I recognise how I feel about these changes happening to me and know how to cope with those feelings

4. Inside Body Changes	R27, H2, H3, H34	I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up	I recognise how I feel about these changes happening to me and know how to cope with these feelings
5. Family Stereotypes	R1, R2, R3, R4, R18, H2, H3	I can start to recognise stereotypical ideas I might have about parenting and family roles	I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes
6. Looking Ahead	H2, H3	I can identify what I am looking forward to when I move to my next class	I can start to think about changes I will make next year and know how to go about this

Year 4 –Relationships unit – Summer 1

1. Jealousy	R6	I can recognise situations which can cause jealousy in relationships	I can identify feelings associated with jealousy and suggest strategies to problem- solve when this happens
2. Love and Loss	R6, H2, H3, H7, H9	I can identify someone I love and can express why they are special to me	I know how most people feel when they lose someone or something they love
3. Memories	H4, H10	I can tell you about someone I know that I no longer see	I understand that we can remember people even if we no longer see them
4. Getting on and Falling Out	R7, R8, R9, R10, R11, R12, R13, R14, R16, R19, R25, R32, H7	I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends	I know how to stand up for myself and how to negotiate and compromise

<p>5. Girlfriends and Boyfriends</p>	<p>R8, R9, R12, R13, R14, R16</p>	<p>I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older</p>	<p>I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend</p>
<p>6. Celebrating My Relationships with People and Animals</p>	<p>R2, R4, R9, R12, R16, R19, R25</p>	<p>I know how to show love and appreciation to the people and animals who are special to me</p>	<p>I can love and be loved</p>

Year 4 – Changing Me unit– Summer 2.

Lesson	DfE Guidance 2020, Refs. to statutory Health Education (H) and Relationships (R) Education outcomes	PSHE Learning Intentions	Social and Emotional Skills
1.Unique Me	R1, R2, R3, R4, R27	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm	I appreciate that I am a truly unique human being
2. Having a Baby	R1, R2, R3, R4, R26	I understand what responsibilities there are in parenthood and the joy it can bring. I can consider what has influenced my life and what might influence the lives of other people.	I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult
3.Girls and Puberty	R26, H34, H35	I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this	I have strategies to help me cope with the physical and emotional changes I will experience during puberty
4.Circles of Change	H4	I know how the circle of change works and can apply it to changes I want to make in my life	I am confident enough to try to make changes when I think they will benefit me
5.Accepting Change	H2, H3	I can identify changes that have been and may continue to be outside of my control that I learnt to accept	I can express my fears and concerns about changes that are outside of my control and know how to manage these

			feelings positively
6.Looking Ahead		I can identify what I am looking forward to when I move to a new class	I can reflect on the changes I would like to make next year and can describe how to go about this

Year 5 –Relationships unit– Summer 1

1.Recognising Me	R13, R15, H2, H3, H4, H7	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities	I know how to keep building my own self- esteem
2.Safety with Online Communities	R11, R12, R13, R14, R16, R17, R20, R21, R22, R23, R24, R25, R26, R29, R31, R31, R32, H8, H9, H10, H11, H12, H13, H14, H15, H16, H17	I understand that belonging to an online community can have positive and negative consequences	I can recognise when an online community feels unsafe or uncomfortable
3.Being in an Online Community	R12, R13, R14, R16, R19, R20, R21, R22, R23, R24, R25, R26, R29, H8, H9, H10, H11, H12, H13, H14, H15, H16, H17	I understand there are rights and responsibilities in an online community or social network	I can recognise when an online community is helpful or unhelpful to me
4.Online Gaming	R12, R13, R14, R19, R20, R21, R22, R23, R24, H11, H12, H13, H14, H15, H16, H17	I know there are rights and responsibilities when playing a game online	I can recognise when an online game is becoming unhelpful or unsafe

<p>5.My Relationship with Technology: screen time</p>	<p>R12, R13, R14, R20, R21, R22, R23, R24, H5, H11, H12, H13, H14, H15, H16, H17, H28</p>	<p>I can recognise when I am spending too much time using devices (screen time)</p>	<p>I can identify things I can do to reduce screen time, so my health isn't affected</p>
<p>6.Relationships and Technology Assessment Opportunity Puzzle outcome: Internet Safety Poster (staying safe and happy online)</p>	<p>R11, R12, R13, R14, R20, R21, R22, R23, R24, H1, H11, H12, H13, H14, H15, H16, H17</p>	<p>I can explain how to stay safe when using technology to communicate with my friends</p>	<p>I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others</p>

Year 5 –Changing Me unit – Summer 2.

Lesson	DfE Guidance 2020, Refs. to statutory Health Education (H) and Relationships (R) Education outcomes	PSHE Learning Intentions	Social and Emotional Skills
1.Self and Body Image	R15, R25, R26, R27, H5, H6, H10, H18	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
2.Puberty for Girls	H34	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally	I understand that puberty is a natural process that happens to everybody and that it will be ok for me
3.Puberty for boys	H2, H3, H34	I can describe how boys' and girls' bodies change during puberty	I can express how I feel about the changes that will happen to me during puberty
4.Conception	H34	I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby	I appreciate how amazing it is that human bodies can reproduce in these ways
5.Looking Ahead 1	H4, H34	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)	I am confident that I can cope with the changes that growing up will bring
6.Looking Ahead 2	H1, H4	I can identify what I am looking forward to when I move to my next class.	I can start to think about changes I will make next year and know how to go about this.

Year 6 – Relationships unit – Summer 1

1.What is Mental Health?	R27, R32, H1, H4, H5, H6, H7, H9, H10, H17, H18, H21	I know that it is important to take care of my mental health	I understand that people can get problems with their mental health and that it is nothing to be ashamed of
2.My Mental Health	R15, R27, R32, H1, H4, H5, H6, H7, H9, H10, H17, H18, H21	I know how to take care of my mental health	I can help myself and others when worried about a mental health problem
3.Love and Loss	R32, H2, H3, H4, H7, H9, H10, H17	I understand that there are different stages of grief and that there are different types of loss that cause people to grieve	I can recognise when I am feeling those emotions and have strategies to manage them
4.Power and Control	R8, R9, R10, R13, R17, R19, R25, R26, R28, R30, R31, R32, H8, H9, H17	I can recognise when people are trying to gain power or control	I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control
5.Being Online: Real or Fake? Safe or Unsafe?	R11, R13, R20, R21, R22, R23, R24, R25, R26, R28, R29, R32, H11, H12, H13, H14, H15, H16, H17	I can judge whether something online is safe and helpful for me	I can resist pressure to do something online that might hurt myself or others

<p>6.Using Technology Responsibly</p> <p>Puzzle Outcome: Internet Safety Presentation</p> <p>Assessment Opportunity</p>	<p>R13, R21, R22, R23, R24, R25, R26, R28, R32, H11, H12, H13, H14, H15, H16, H17</p>	<p>I can use technology positively and safely to communicate with my friends and family</p>	<p>I can take responsibility for my own safety and well-being</p>
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Year 6– Changing Me unit – Summer 2.

Lesson	DfE Guidance 2020, Refs. to statutory Health Education (H) and Relationships (R) Education outcomes	PSHE Learning Intentions	Social and Emotional Skills
1.My Self Image	R15, R27, H1, H4, H6, H7, H9, H10	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
2.Puberty	R30, R32, H9, H34, H35	I can explain how girls’ and boys’ bodies change during puberty and understand the importance of looking after yourself physically and emotionally	I can express how I feel about the changes that will happen to me during puberty
3.Babies: Conception to Birth	R1, R4, R32, H9, H35	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born	I can recognise how I feel when I reflect on the development and birth of a baby
4.Boyfriends and Girlfriends	R4, R7, R8, R9, R13, R19, H9	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend	I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don’t want to
5.Real self and ideal self	R13, R15, R16, R19, R27, H1, H4, H6 H9, H10	I am aware of the importance of a positive self-esteem and what I can do to develop it	I can express how I feel about my self-image and know how to challenge negative ‘body- talk’
6.The Year Ahead	H2, H3, H4, H6, H9, H10	I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.	I know how to prepare myself emotionally for the changes next year.

Appendix 2. Relationships Education in Primary schools - (statutory guidance extracted from *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, Department for Education, 9.7.2020)

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

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

Topic	Pupils should know...	WJS PSHEE scheme of work coverage
Families and people who care for me	<ul style="list-style-type: none"> • R1 that families are important for children growing up because they can give love, security and stability. • R2 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. • R3 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. • R4 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. • R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • R6 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>All of these aspects are covered in lessons within these units</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World
Caring friendships	<ul style="list-style-type: none"> • R7 how important friendships are in making us feel happy and secure, and how people choose and make friends • R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded • R10 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 	

	<ul style="list-style-type: none"> • R11 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 and advice from others, if needed 	
Respectful relationships	<ul style="list-style-type: none"> • R12 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 • R13 practical steps they can take in a range of different contexts to improve or support respectful relationships • R14 the conventions of courtesy and manners • R15 the importance of self-respect and how this links to their own happiness • R16 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 • R17 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 • R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive • R19 the importance of permission-seeking and giving in relationships with friends, peers and adults 	
Online relationships	<ul style="list-style-type: none"> • R20 that people sometimes behave differently online, including by pretending to be someone they are not. • R21 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. • R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • R24 how information and data is shared and used online. 	<p>All of these aspects are covered in lessons within these units</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference
Being safe	<ul style="list-style-type: none"> • R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • R26 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. • R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 	<p>All of these aspects are covered in lessons within these units</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference

	<ul style="list-style-type: none">• R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.• R29 how to recognise and report feelings of being unsafe or feeling bad about any adult.• R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard,• R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so.• R32 where to get advice e.g. family, school and/or other sources.	
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Appendix 3. Physical health and mental well-being education in Primary schools - (statutory guidance extracted from *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, Department for Education, 9.7.2020)

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

By the end of primary school:

Topic	Pupils should know	WJS PSHEE scheme of work coverage
Mental wellbeing	<ul style="list-style-type: none"> • H1 that mental wellbeing is a normal part of daily life, in the same way as physical health. • H2 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. • H3 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. • H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). 	<p>All of these aspects are covered in lessons within these units</p> <ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me • Celebrating Difference

	<ul style="list-style-type: none"> • H10 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"> • H11 that for most people the internet is an integral part of life and has many benefits. • H12 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. • H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • H14 why social media, some computer games and online gaming, for example, are age restricted. • H15 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. • H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • H17 where and how to report concerns and get support with issues online. 	<p>All of these aspects are covered in lessons within these units</p> <ul style="list-style-type: none"> • Relationships • Healthy Me
Physical health and fitness	<ul style="list-style-type: none"> • H18 the characteristics and mental and physical benefits of an active lifestyle. • H19 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. • H20 the risks associated with an inactive lifestyle (including obesity). • H21 how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>All of these aspects are covered in lessons within these units</p> <ul style="list-style-type: none"> • Healthy Me
Healthy eating	<ul style="list-style-type: none"> • H22 what constitutes a healthy diet (including understanding calories and other nutritional content). • H23 the principles of planning and preparing a range of healthy meals. 	<p>All of these aspects are covered in lessons within these units</p> <ul style="list-style-type: none"> • Healthy Me

	<ul style="list-style-type: none"> • H24 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"> • H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 	This outcome is covered in Year 6 Science and by external visits by the local Community Police officer
Health and prevention	<ul style="list-style-type: none"> • H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • H31 the facts and science relating to immunisation and vaccination 	<p>All of these aspects are covered in lessons within these units</p> <ul style="list-style-type: none"> • Healthy Me
Basic first aid	<ul style="list-style-type: none"> • H32 how to make a clear and efficient call to emergency services if necessary. • H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>All of these aspects are covered in lessons within these units</p> <ul style="list-style-type: none"> • Healthy Me
Changing adolescent body	<ul style="list-style-type: none"> • H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • H35 about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>All of these aspects are covered in lessons within these units</p> <ul style="list-style-type: none"> • Changing Me • Healthy Me

