Health, Relationships & Sex Education Policy

St. David Haigh & Aspull C of E Primary School

'Together in God's Love: aim high, stay strong, be determined.'

Aim high

Stay strong

Be determined

Health, Relationships & Sex Education (HRSE) Policy

October 2021

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Aims of HRSE Teaching

The aims of health, relationships and sex education (HRSE) at our school are to:

> Provide a framework in which sensitive discussions can take place

> Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

> Help pupils develop feelings of self-respect, confidence and empathy

> Create a positive culture around issues of sexuality and relationships

> Teach pupils the correct vocabulary to describe themselves, their bodies and their feelings

Statutory Requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching HRSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At St David's we teach HRSE as set out in these documents and policies.

Policy Development

This policy will be developed in consultation with staff, pupils, governors and parents. The consultation and policy development process involved the following steps:

1. The PSHE/RSE lead has reviewed PSHE/RSE provision and policy in school in light of statutory relevant information and relevant national and local guidance.

2. Staff consultation – all school staff have been given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents have been invited to complete a Microsoft forms questionnaire

4. Pupil consultation –Pupil voice will be captured as part of the consultation.

5. Ratification – once the consultation process has been finalised and any amendments made, the policy will be shared with governors and ratified.

Definitions

Relationships Education is the programme of work that forms part of the basic curriculum. It covers all types of relationships including online, peer to peer, family and carer relationships. It also covers respect for others and staying safe.

Sex Education is a programme of work that covers relationships, puberty and reproduction.

Health Education is a programme of teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco.

The Science curriculum covers human reproduction.

Curriculum

In school, class teachers use the Coram Scarf programme and materials to support the teaching of PSHE and HRSE. An overview of the Coran Scarf Relationships and Health curriculum, organised by school year, can be found on our school website. In delivery of the programme in school, we aim to help children grow into caring, reflective, well rounded adults who are well equipped to navigate modern life.

Teachers will use their professional judgement to select the resources to ensure the objectives within the relationships and health education curriculum are delivered. Teachers will teach other areas of the HRSE curriculum not covered by the Coram Scarf programme through additional PSHE and HRSE lessons and through other discrete subjects such as Science. In addition, we work with a variety of external partners to deliver specific elements of the curriculum such as Sex Education.

Primary sex education will focus on:
> Preparing boys and girls for the changes that adolescence brings
> How a baby is conceived and born

In Year 6, an external provider will deliver a stand-alone lesson on Conception and Pregnancy which is additional to the content stipulated in the National Curriculum for Science. Parents have the right to withdraw their child from this lesson. An information letter will be distributed to parents in advance of this lesson and parents who wish to withdraw their child from the lesson should complete the form in Appendix 3.

Through the Coram Scarf programme and materials, we deliver key aspects of our HRSE programme in school as outlined in our curriculum map (see Appendix 1). We also work with a number of other external partners to deliver specific HRSE and/or PSE content through special projects across school and with specific year groups. We regularly review our curriculum and may need to adapt our curriculum map as and when necessary to meet the needs of our children in school.

We wish to develop 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 age appropriate manner so they are informed and don't seek to find answers online.

Delivery of HRSE

HRSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of HRSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education and drugs education sessions delivered by external providers such as through visits from the Life Education Bus.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:
> Families and people who care for me
> Caring friendships

> Respectful relationships
> Online relationships
> Being safe

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

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

Physical Health and Mental Wellbeing

As part of our curriculum we will teach about good physical health and mental wellbeing. Pupils will know that mental wellbeing is a normal part of daily life, in the same way as physical health.

We will teach our pupils about the benefits and importance of daily exercise, good nutrition and sufficient sleep and the language and knowledge to understand the normal range of emotions that everyone experiences. This will enable pupils to articulate how they are felling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

We will discuss with pupils the steps that they can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

Pupils will be taught that there is a two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

The benefits of hobbies, interests and participation in the community will also be covered. Our pupils will know that as humans, we are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups, are beneficial for health and wellbeing.

This complements Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

Roles and Responsibilities

The Governing Board

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

The Headteacher

The headteacher is responsible for ensuring that HRSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

Subject Lead

The subject lead will:

> Work with class teachers to offer support on the planning of the curriculum ensuring that staff are aware and involved in the development of their pupils' social and emotional development.

- Organise resources and make them accessible to class teachers, encouraging staff to use the resources in cross-curricular links and activities.

- Liaise with other subject leaders to develop links between and across subjects.

- Arrange for specialist opportunities as needed such as extra-curricular clubs.

- Liaise with external partners to plan delivery of specific aspects of the HRSE curriculum.

- Devise a system of record-keeping, monitoring the opportunities of children during practical sessions, whenever possible.

- Identify areas for assessment and recording in various ways the work children produce.

- To attend subject courses/conferences.

- To encourage parental support in home practice/learning.

- Hold an annual planning meeting with staff to ensure that each cohort is accessing the full statutory requirements of HRSE, this is due to mixed year groups which can affect which units each cohort accesses each year.

Staff

Staff are responsible for:

- Delivering HRSE in a sensitive way

- Modelling positive attitudes to HRSE

- Monitoring progress

- Responding to the needs of individual pupils

- Ensuring pupils whose parents wish them to be withdrawn from the non-statutory components of HRSE are not present in these lessons.

Staff do not have the right to opt out of teaching HRSE. Staff who have concerns about teaching any aspect of the HRSE curriculum are encouraged to discuss this with the headteacher.

Supporting New Staff

All staff within school support new staff, whether this be NQTs in their first teaching post or more experienced staff that are new to St David's. Subject leaders will support staff in a number of informal ways

- Provide an overview of the planning for the specific subject and year group;

- Allow the new teacher to observe good quality teaching and learning if requested;

- Talk confidently about own subject area;

- Keep the teacher informed as to any changes which are imminent in the subject;

- Be willing to offer time and guidance if needed on developing the subject area with the new teacher.

In addition to these methods, ECT's (Early Career Teachers) will also have the support of a mentor who will meet regularly with them and be their first point of contact should any queries around specific subjects arise. The subject leader will provide any additional support needed to ECT's if there are areas that the ECT would like to discuss.

Pupils

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

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.

In Year 6, an external provider will deliver a stand-alone lesson on Conception and Pregnancy which is additional to the content stipulated in the National Curriculum for Science. Parents have the right to withdraw their child from this lesson. An information letter will be distributed to parents in advance of this lesson and parents who wish to withdraw their child from the lesson should complete the form in Appendix 3

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

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

Training

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

The headteacher will also invite visitors from outside the school, such as school nurses or health professionals, to provide support and training to staff teaching HRSE.

Monitoring Arrangements

The delivery of HRSE is monitored by the subject co-ordinators through book scrutiny, learning walks, lesson observations, pupil voice interviews and outside agency reviews .

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

Our ongoing cycle of monitoring and evaluation of PSHE informs our practice and policy. This policy will be reviewed regularly.

Appendix 1 – Curriculum Map

Strand		Specific Objective	Reception	1	2	3	4	5	6
Relationships Education	Families and people who care for me	that families are important for children growing up because they can give love, security and stability	PSHE (CS) RE Project	PSHE (CS) RE Project	PSHE (CS) RE	PSHE (CS) RE	PSHE (CS)	PSHE (CS)	PSHE (CS)
		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.	PSHE (CS)	PSHE (CS) RE	PSHE (CS) RE	PSHE (CS)	PSHE (CS)	PSHE (CS)	PSHE (CS) RE
		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.	PSHE (CS) RE Project	PSHE (CS) RE	PSHE (CS) RE	PSHE (CS) RE	PSHE (CS)	PSHE (CS)	PSHE (CS) SC
		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	PSHE (CS) Project	PSHE (CS) RE Project	PSHE (CS) RE	PSHE (CS) RE	PSHE (CS)	PSHE (CS)	PSHE (CS)
		that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	RE	RE	RE	RE	RE	RE	PSHE (CS) RE
		how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	PSHE (CS) Circle Time/PSED	PSHE (CS)	PSHE (CS)	PSHE (CS)	PSHE (CS)	PSHE (CS)	PSHE (CS)
	Caring Relationship	how important friendships are in making us feel happy and secure, and how people choose and make friends	PSHE (CS) Circle Time RE Christian Values CW	PSHE (CS) RE CW Christian Values	PSHE (CS) RE CW Christian Values	PSHE (CS) CW Christian Values	PSHE (CS) CW Christian Values	PSHE (CS) CW Christian Values	PSHE (CS) CW Christian Values
		the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences	PSHE (CS) Circle Time RE CW Christian Values	PSHE (CS) RE CW Christian Values	PSHE (CS) RE CW Christian Values	PSHE (CS) RE CW Christian Values	PSHE (CS) RE CW Christian Values	PSHE (CS) CW Christian Values	PSHE (CS) CW Christian Values

		and support with problems and difficulties						
		that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	PSHE (CS) Circle Time RE Christian Values CW: Anti-Bullying Week	PSHE (CS) RE Christian Values CW: CW: Anti-Bullying Week	PSHE (CS) Circle Time RE Christian Values CW: Anti-Bullying Week	PSHE (CS) Circle Time RE Christian Values CW: Anti-Bullying Week	PSHE (CS) Circle Time RE Christian Values CW: Anti-Bullying Week	PSHE (CS) Circle Time RE Christian Values CW: Anti-Bullying Week	PSHE (CS) Circle Time RE Christian Values CW: Anti-Bullying Week
		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	PSHE (CS) Circle Time RE Christian Values CW	PSHE (CS) RE CW Christian Values	PSHE (CS) RE CW Christian Values	PSHE (CS) CW Christian Values	PSHE (CS) CW Christian Values	PSHE (CS) RE CW Christian Values	PSHE (CS) CW Christian Values
		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	Christian Values Circle Time CW	PSHE (CS) Christian Values CW	PSHE (CS) C Christian Values CW	PSHE (CS) C Christian Values CW	PSHE (CS) RE Christian Values CW	PSHE (CS) Christian Values CW	PSHE (CS) Christian Values CW
	Respectful Relationships	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	PSHE (CS) RE Project Circle Time CW Christian Values	PSHE (CS) RE Project CW Christian Values	PSHE (CS) CW Christian Values	PSHE (CS) CW Christian Values	PSHE (CS) CW Christian Values	PSHE (CS) RE	PSHE (CS)
		practical steps they can take in a range of different contexts to improve or support respectful relationships.	PSHE (CS) Circle Time	PSHE (CS)	PSHE (CS)	PSHE (CS) CW	PSHE (CS) CW	PSHE (CS) CW	PSHE (CS) Wellbeing groups CW
		the conventions of courtesy and manners.	Christian Values CW	Christian Values CW	Christian Values CW PSHE (CS)	Christian Values CW	Christian Values CW	Christian Values CW	Christian Values CW
		the importance of self-respect and how this links to their own happiness	PSHE (CS) RE CW	PSHE (CS) CW	PSHE (CS) CW	PSHE (CS) CW	PSHE (CS) CW	PSHE (CS) CW	PSHE (CS) CW

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	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	People who help me visits – police, NHS etc CW Christian Values	CW Christian Values	CW Christian Values	CW Christian Values	CW Christian Values	RE PSHE (CS) Cornerstones CW Christian Values	CW Christian Values
	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.	PSHE (CS) C	PSHE: Anti-Bullying Week C CW	PSHE: Anti-Bullying Week C CW	PSHE: Anti-Bullying Week C CW	PSHE: Anti-Bullying Week C CW	PSHE: Anti-Bullying Week C CW	PSHE: Anti-Bullying Week C CW
	what a stereotype is, and how stereotypes can be unfair, negative or destructive.				PSHE (CS)	PSHE (CS)	PSHE (CS) RE	PSHE (CS)
	the importance of permission-seeking and giving in relationships with friends, peers and adults.		PSHE (CS) NSPCC online	PSHE (CS) NSPCC online	PSHE (CS) NSPCC online	PSHE (CS)	PSHE (CS)	PSHE (CS) C
Online Relationships	that people sometimes behave differently online, including by pretending to be someone they are not		PSHE (CS) C	PSHE (CS) C	PSHE (CS) C	PSHE (CS) C	PSHE (CS) C	PSHE (CS) C
	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		PSHE (CS) C	PSHE (CS) C	PSHE (CS) C CW	PSHE (CS) C CW	PSHE (CS) C CW	PSHE (CS) C CW
	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	C	PSHE (CS) C	C	C CW	C CW	C CW	C CW
	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.		PSHE (CS) C	C	C	PSHE (CS) C	C	C
	how information and data is shared and used online.		C	C	C	C CW	C CW	C CW
B ei	what sorts of boundaries are appropriate in friendships with peers	PSHE (CS) PSHE	PSHE (CS) PSHE	PSHE (CS) PSHE	PSHE (CS) PSHE	PSHE (CS) PSHE	PSHE (CS) PSHE	PSHE (CS)

		and others (including in a digital context).							PSHE
		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.	PSHE/PSED NSPCC - PANTS	PSHE	PSHE	PSHE	PSHE (CS)	PSHE (CS)	PSHE (CS)
		that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	PSHE/PSED NSPCC - PANTS	PSHE	PSHE (CS)	PSHE (CS)	PSHE (CS)	PSHE (CS)	PSHE (CS)
		how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	PSHE	PSHE	PSHE	PSHE C	PSHE C CW	PSHE C CW	PSHE C CW
		how to recognise and report feelings of being unsafe or feeling bad about any adult.	PSHE/PSED NSPCC - PANTS	PSHE NSPCC – pants	PSHE NSPCC – Pants	PSHE NSPCC - PANTS	PSHE C	PSHE C	PSHE C
		how to ask for advice or help for themselves or others, and to keep trying until they are heard.	PSHE	PSHE	PSHE	PSHE	PSHE	PSHE	PSHE
		how to report concerns or abuse, and the vocabulary and confidence needed to do so.	PSHE	PSHE	PSHE	PSHE	PSHE	PSHE	PSHE
		where to get advice e.g. family, school and/or other sources	PSHE	PSHE	PSHE	PSHE NSPCC	PSHE NSPCC	PSHE: NSPCC	PSHE NSPCC
	Mental Wellbeing	that mental wellbeing is a normal part of daily life, in the same way as physical health	PSHE (CS) CW	PSHE (CS) CW Mental Health Awareness Week	PSHE (CS) CW Mental Health Awareness Week	PSHE (CS) CW Mental Health Awareness Week	PSHE (CS) CW Mental Health Awareness Week	PSHE CW Mental Health Awareness Week	PSHE CW Mental Health Awareness Week
		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.	PSHE/PSED Circle Time Mental Health Awareness Week	PSHE (CS) Mental Health Awareness Week	PSHE (CS) Mental Health Awareness Week	PSHE (CS) Mental Health Awareness Week	PSHE RE Mental Health Awareness Week	PSHE Mental Health Awareness Week	PSHE Mental Health Awareness Week CW

		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	PSHE (CS) Circle Time	PSHE (CS)	PSHE (CS)	PSHE (CS)	PSHE (CS) RE	PSHE (CS)	PSHE (CS) Mental Health Awareness Week CW
		how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	PSHE PSHE (CS) Circle time	PSHE PSHE (CS)	PSHE PSHE (CS)	PSHE PSHE (CS)	PSHE PSHE (CS)	PSHE PSHE (CS)	PSHE PSHE (CS) Mental Health Awareness Week CW
		the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	Circle time PSHE (CS) PE	PE PSHE (CS)	PE PSHE (CS)	PE PSHE (CS)	PE PSHE (CS)	PE PSHE (CS)	PE PSHE (CS)
		simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	CW Circle Time PSHE (CS)	PSHE PSHE (CS)	PSHE PSHE (CS)	PSHE PSHE (CS)	PSHE PSHE (CS)	PSHE PSHE (CS)	PSHE PSHE (CS)
		isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	PSHE PSHE (CS)	PSHE PSHE (CS)	PSHE PSHE (CS)	PSHE PSHE (CS)	PSHE PSHE (CS)	PSHE PSHE (CS)	PSHE PSHE (CS)
		that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing		C PSHE Anti-Bullying Week	C PSHE Anti-Bullying Week	C PSHE Anti-Bullying Week	C PSHE Anti-Bullying Week	C PSHE Anti-Bullying Week	C PSHE Anti-Bullying Week
		where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are				PSHE (CS)	PSHE (CS)	PSHE (CS)	PSHE (CS)

	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.				PSHE (CS) World Mental Health Day	PSHE (CS) World Mental Health Day	PSHE (CS) World Mental Health Day	PSHE (CS) World Mental Health Day Wigan Healthy lifestyles visit
Internet Safety and Harms	that for most people the internet is an integral part of life and has many benefits	C	C	C	C	C	C	C
	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				C CW	PSHE C CW	C CW	C CW
	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		C	C	PSHE C	PSHE C	C	C
	why social media, some computer games and online gaming, for example, are age restricted	PSHE/PSED	C	C	C	PSHE C	PSHE C	PSHE C

		that the internet can also be a negative place where online abuse, trolling, bullying and		C	C	C	PSHE C	C	C
		harassment can take place, which can have a negative impact on mental health				PSHE C	PSHE C	C	C.
		how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.				C	PSHE C	C	C
		where and how to report concerns and get support with issues online		PSHE (CS) C	PSHE (CS) C	PSHE (CS) C	PSHE (CS) C	C PSHE (CS)	C PSHE (CS)
	Physical Health and Fitness	the characteristics and mental and physical benefits of an active lifestyle.	PE PSHE (CS)	PE PSHE (CS)	PE PSHE (CS) SC	PE PSHE (CS)	PE PSHE (CS)	PE PSHE (CS)	PE PSHE (CS) SC
		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.	PE PSHE (CS)	PE PSHE (CS)	PE PSHE (CS) SC	PE PSHE (CS)	PE PSHE (CS)	PE PSHE (CS)	PE PSHE (CS) SC
		the risks associated with an inactive lifestyle (including obesity)	PE	PE	PE SC	PE	PE PSHE	PE	PE CS SC
		how and when to seek support including which adults to speak to in school if they are worried about their health.	Circle time			CW	PSHE SC CW	CW	CS CW SC
	Hea	what constitutes a healthy diet (including understanding	PSED	SC	SC FT	FT	PSHE SC		SC

		calories and other nutritional content)							
		the principles of planning and preparing a range of healthy meals.	FT	SC	SC FT	FT			SC
Drugs, Alcohol and Tobacco		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).	Circle Time Dental Hygiene	SC	SC Dental Hygiene		SC	SC	SC
		the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking						PSHE (CS) SC	PSHE (CS) SC
Health and Prevention		how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body				PSHE (CS)	PSHE (CS)	PE link PSHE (CS)	PSHE (CS)
		about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.				PSHE (CS)	PSHE (CS)	PSHE (CS)	PSHE (CS)
		the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	PSHE Cornerstones		SC			PSHE (CS) PE link	Wigan Healthy lifestyles visit PSHE (CS) .
-		about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	Dental Hygiene	PSHE (CS)	Dental Hygiene SC		SC		
		about personal hygiene and germs including bacteria,	CW PSHE (CS)	PSHE (CS) CW	PSHE (CS) CW SC	PSHE (CS) CW	PSHE (CS) CW	PSHE (CS) CW	PSHE (CS) CW

Category	Topic							
	viruses, how they are spread and treated, and the importance of handwashing							
	the facts and science relating to allergies, immunisation and vaccination.				PSHE (CS) CW	CW	First News	First News Science
Basic First Aid	how to make a clear and efficient call to emergency services if necessary.	CW	CW	CW	CW	CW	CW	CW
	concepts of basic first-aid, for example dealing with common injuries, including head injuries	British Red Cross – first aid champions online lesson.	British Red Cross – first aid champions online lesson.	British Red Cross – first aid champions online lesson.	British Red Cross – first aid champions online lesson.	British Red Cross – first aid champions online lesson.	British Red Cross – first aid champions online lesson.	British Red Cross – first aid champions online lesson.
Changing Adolescent Body	key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes			SC	SC	PSHE (CS) SC	PSHE (CS) External provider	PSHE (CS) External provider Science
	about menstrual wellbeing including the key facts about the menstrual cycle						External provider	External Provider

Key			
PSHE	Personal, Social, Health and Economic Education	CW	Collective Worship
CS	Coram Scarf	PE	Physical Education link
RE	Religious Education link	EP	External Provider
SC	Science link	FT	Food Technology link
C	Computing link	Project	Cornerstones Project Link

Appendix 2 – End of Primary School Expectations

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 others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	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	Pupils should know: • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health.
Mental wellbeing	Pupils should know that: • 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 (eg 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 cyber bullying) has a negative and often lasting impact on mental well-being. • 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.
Healthy eating	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 risks 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 the 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 an efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Appendix 3 – Parents' Withdrawal Form

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	