

Relationships Education, Relationships and Sex Education and Health Education (RSHE) Policy

Kirklees primary school policy

Date of Kirklees policy (12.10.20)

Hanging Heaton CE (VC) J&I School

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Hanging Heaton CE (VC) J&I School
RSHE policy

The policy is informed by [Relationships Education, Relationships and Sex education \(RSE\) and Health Education statutory guidance \(DfE,2019\)](#)

The rationale for a Kirklees RSHE policy

- All schools and academies (except for maintained nursery schools) are required to have a written policy for relationships education or relationships and sex education (DfE, para 13/page 11). There is no requirement to include health education.
- This document is designed to support schools in developing or updating their policy for relationships, sex, and health education (RSHE).
- The policy is underpinned by the values and principles outlined in the [Kirklees Charter for RSHE](#) (Appendix 1).
- The policy sets out the framework for the relationships and health curriculum, providing clarity on how it is informed, organised, and delivered. It will also outline the content for sex education if the school chooses to teach this.
- This policy will be known as the Kirklees RSHE policy. Schools can adopt, rename, or amend the policy name as appropriate.

Content	Page Number
What is required? DfE checklist	2
Legislation and statutory guidance	3
Definitions	3
Policy development	3
Statement of intent	4
Roles and responsibilities	5
The RSHE curriculum	6
Safeguarding: safe and effective practice	10
Engaging stakeholders	11
Faith and cultural perspectives on RSHE	11
The right to be excused from sex education	12
Monitoring the quality of provision for RSHE	13
Policy review	13

Appendices		Page No.
Appendix 1	Kirklees Charter for RSHE	14
Appendix 2	The statutory content: relationships education and health education (DfE, 2019)	17
Appendix 3	The RSHE curriculum at Hanging Heaton CE (VC) J&I School <ul style="list-style-type: none"> • Programme of study • Year/Term Overview • Progression of skills • Statutory guidance mapped against LTP 	22
Appendix 4	Sex education at Hanging Heaton CE (VC) J&I School	46
Appendix 5	Sample letter to parents who have requested to withdraw their child from sex education (invitation to meet)	48
Appendix 6	Sample form to record parental withdrawal from sex education	49

What is required: policy check list – minimum requirements (DfE checklist, para 16, page 11-12)

All schools and academies, except maintained nursery schools, are required to have a written policy for relationships and sex education.

This should include:

- A definition of relationships education and a definition of sex education.
- Requirements on schools in law (e.g. The Equality Act, 2010).
- Content and delivery of RSHE (e.g. through science, health education or RSHE/PSHE ed).
- Roles and responsibilities (who is responsible for teaching it).
- How the policy was produced (including engagement with parents).
- How the delivery of the content will be made accessible to all pupils including those with SEND.
- How the subject will be monitored and evaluated.
- Explanation of the right to withdrawal from sex education.
- Confirmation of the review date.

Legislation and statutory guidance

At **Hanging Heaton CE (VC) J&I School**, we are required to provide relationship education and health education to all pupils.

The policy has due regard to the following legislation and guidance:

- Section 80A of the Education Act 2002: as part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society*, whilst also preparing pupils *for the opportunities, responsibilities and experiences of later life...*
- Children and Social Work Act 2017.
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Equality Act 2010 and the Public Sector Equality Duty 2011.
- The Equality Act 2010 and schools (DfE, 2014).
- Mental health and behaviour in school (DfE, 2018).
- Science programmes of study: Key Stages 1 and 2 (DfE, 2013).
- Science programmes of study: Key Stage 3 (DfE, 2013).
- Keeping children safe in education – for schools and colleges (DfE, 2020).
- Promoting fundamental British values through SMSC (DfE, 2014).

Definitions

- **RSHE:** Relationships education, relationships and sex education and health education.
- **Health education:** Physical health and mental wellbeing.
- **Relationships education:** The physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.
- **Sex education:** There is no agreed definition in the new RSHE guidance. In this policy the definition of sex education is 'how a baby is conceived and born' (reproduction and birth).
- **RSE:** Relationships and sex education.
- **PSHE:** Personal, Social, Health and Economic (PSHE) education. The RSHE policy may link to, or be part of, a wider PSHE ed policy.

Policy development

In developing our policy and curriculum we have given due regard to the Government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996.

The three key stages of policy development:

INFORM	Share the facts about the new guidance, including the statutory content.
CONSULT	Gather stakeholder views (children, staff, parents and Governors)
SUPPORT	Share the policy, resources and activities. Help parents complement the teaching in school

The RSHE policy at **Hanging Heaton CE (VC) J&I School**, has been developed following consultation with the whole school community. The process of policy development involved the following steps:

- A lead member of staff and/or RSHE working group reviewed the current provision.
- DfE guidance and information about RSHE was shared with stakeholders (children, staff, parents, and governors).
- Knowledge of the local school context helped us to understand the needs and priorities of our school community.
- A draft policy was shared with stakeholders for comments. These comments were considered by the Governing Board and/or RSHE working group.
- The policy was ratified (adopted) by the Governing Board.
- The policy was shared with parents and is available on the school website.

Statement of intent

It is with the Christian foundation of our school in mind that this policy has been written and agreed.

This policy has been designed with the Christian Values of the school – **Trust, Compassion, Forgiveness, Thankfulness, Creativity and Wisdom** - and is underpinned by the School Vision:

“Let all that you do be done in love” I Corinthians 16:14

in terms of:

- Love for learning.
- Love for ourselves.
- Love for one another.
- Love for our world.

This policy outlines the approach to relationships, sex and health education (RSHE) at **Hanging Heaton CE (VC) J&I School**. It is underpinned by the [Kirklees Charter for RSHE](#) (principles and values) and complements the vision/value/ethos of **Hanging Heaton CE (VC) J&I School**.

Relationships, sex, and health education is important at **Hanging Heaton CE (VC) J&I School** because it:

- Prepares pupils for the opportunities, responsibilities, and experiences of adult life.
- Gives pupils the knowledge they need to make informed decisions about their health and well-being.
- Supports pupils' skills to recognise positive, healthy, and respectful relationships.
- Helps to safeguard pupils, so they can find and access help and support.
- Teaches pupils' tolerance, the importance of equality, and respect for diversity.
- Develops pupils' self-respect and self-worth, confidence, and empathy.

All schools need to consider the obligations contained in the Equality Act 2010 and their responsibilities outlined in [Public Sector Equality Duty Guidance for schools in England \(EHRC, 2014\)](#)

Roles and responsibilities

a. The Governing Board

- Ensure the school meets its statutory requirements in relation to relationships and sex education.
- Approve the RSHE policy.
- Hold the Headteacher to account for the implementation of the policy (checking the RSHE curriculum is well-led and effectively managed).

b. The Headteacher

- The development and implementation of the RSHE policy.
- Agree the curriculum delivery model (where it will be taught, the time allocation and staffing).
- Ensure RSHE is resourced, staffed, and timetabled to enable the school to meet its legal obligations and offer high-quality provision to all pupils.
- Enable staff to be suitably trained to teach relationships and sex education.
- Encourage parents to engage with the formation of the policy and know about the final policy.
- Support requests from parents to excuse their child from sex education (including organising alternative education for any pupils withdrawn).
- Report to the Governing Board on the implementation and effectiveness of the policy.
- Review the policy (on an annual basis).

c. Lead teacher for RSHE

- Support the development and implementation of the RSHE policy.
- Develop the school's RSHE curriculum and delivery model.
- Ensure continuity and progression between each year groups.
- Work with other teachers (including subjects leads) to ensure the RSHE curriculum complements, but does not duplicate, any content in other subjects.
- Organise, provide and monitor CPD to enable teachers to develop their expertise so they feel confident and competent to teach RSHE.
- Provide teachers with resources to support RSHE delivery.

- Monitor and evaluate the effectiveness of RSHE and support teaching staff if required.
- Report to the Headteacher/Governing Board regarding compliance with the statutory requirements and effectiveness of the RSHE curriculum.

d. SENCO

- Advise teachers on how best to identify and support pupils' need (including the use of teaching assistants/support staff).

e. All teachers of RSHE

- Know and act in accordance with the RSHE policy.
- Reflect the law (including the Equality Act 2010) as it applies to sex and relationships.
- Consider how their personal views and/or beliefs might impact on their teaching of RSHE.
- Monitor pupil progress in line with school policy.
- Work with the SENCO to identify and respond to the needs of pupils with SEND.
- Report any concerns about RSHE teaching to the lead teacher and/or senior leader.
- Report any safeguarding concerns or pupil disclosures to the DSL (in line with school safeguarding policy).
- Respond professionally and appropriately to any parent who has withdrawn their child from sex education.
- Share any concerns they may have about teaching RSHE with the lead teacher and/or Headteacher. Staff do not have the right to opt out of teaching RSHE.

The RSHE curriculum: see Appendix 2 for statutory content (detail) and Appendix 3 for detail of the RSHE/PSHE ed curriculum content at Hanging Heaton CE (VC) J&I School

- The RSHE curriculum has been organised in line with the statutory requirements outlined in [Relationships Education, Relationships and Sex education \(RSE\) and Health Education statutory guidance \(DfE,2019\)](#)
- DfE update [DfE communication to schools on RSHE implementation](#) (update, June 2020)

RHE Statutory Content Summary (Primary School)

There is no statutory content for sex education.

Relationships Education (para 62, page 20)	Health Education (para 96, page 32)
<ul style="list-style-type: none"> • Families and people who care for me • Caring relationships • Respectful relationships • Online relationships • Being safe 	<ul style="list-style-type: none"> • Internet safety and harms • Physical health and fitness • Healthy eating • Drugs, alcohol and tobacco • Health and prevention • Basic first aid • Changing adolescent body (including puberty and menstruation)

- The content of the RSHE curriculum at **Hanging Heaton CE (VC) J&I School** is informed by:
 - ❖ National guidance and evidence-based research about RSHE/PSHE ed.
 - ❖ Information about the law/ legal rights including the Equality Act 2010 and Public Sector Equality Duty.
 - ❖ Relevant health and other data (both local and national).
 - ❖ The views of pupils, staff, parents, and governors.
 - Nationally recognised and/or quality assured resources (e.g. The PSHE Association, NSPCC, CEOP, Stonewall, MindEd). [Annex B Suggested Resources DfE, 2019](#)
 - **Hanging Heaton CE (VC) J&I School** has adopted The Kapow mixed aged scheme of work for RSHE and fulfils the statutory requirements for Relationships and Health Education set out by the Department for Education. It also fulfils the National Curriculum requirement to teach PSHE ('All schools should make provision for personal, social, health and economic education) and goes beyond the statutory requirements by referring to the PSHE Association Programme of Study (recommended by the Department for Education.) This programme of study is a suggested DfE resource ([Annex B Suggested Resources DfE, 2019](#))
 - This programme of study supports schools to provide a comprehensive programme that integrates, but is not limited to, the statutory RSHE content. This broader PSHE ed programme includes economic well-being, careers and enterprise education. The programme of study sets out learning opportunities for each key stage under five core themes: Family and Relationships, Health and Wellbeing, Safety and the Changing Body, Citizenship, Economic Wellbeing and for Year 6 only, Identity.
- Hanging Heaton CE (VC) J&I School** has developed medium terms plans based on the mixed aged plans within the Kapow scheme of work.
- The content is well-matched to the needs of the pupils. It is age (developmentally appropriate) and is based on what pupils are likely to need to know (including any safeguarding considerations) and what they are likely to be able to understand.
 - The curriculum is sequenced and progressively builds upon prior knowledge.
 - The RSHE curriculum includes the acquisition of knowledge and understanding, the development of skills and respectful attitudes.
 - The curriculum is inclusive, so it meets the needs of all pupils.
 - The content of the RSHE curriculum may need to be adapted or changed throughout the year to meet local/national priorities.
 - Any parent, teacher or pupil is encouraged to offer feedback about the RSHE curriculum by contacting the Headteacher or PSHE lead.

Sex Education

- Sex education is not compulsory in primary schools from September 2020 (DfE, para 65/page 23).
- The DfE *recommends* that 'all primary schools should have a programme of sex education tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human cycle set out in

national curriculum science - how a baby is conceived and born (DfE, para 67/page 23).

- All pupils will be taught in national curriculum science: the main external parts of the human body; how the body changes as it grows (including puberty); the reproductive process in some plants and animals.
- All pupils will be taught the health education content as outlined in the RSHE guidance. The section on the changing adolescent body includes: key facts about puberty and the changing adolescence body particularly through from age 9 through to age 11, including physical and emotional changes; about menstrual well-being including the key facts about the menstrual cycle (DfE, page 35).
- All pupils will be taught about relationships education content as outlined in the RSHE guidance. This includes learning about caring relationships and different types of families (DfE, page 20). All teaching is sensitive and age appropriate in approach and content. Teaching will be fully integrated into programmes of study rather than delivered as a stand-alone unit or lesson (DfE, para 37/page 15). Teaching about diverse families (e.g. LGBT) is part of relationships education.

At Hanging Heaton CE (VC) J&I School we have a programme of sex education that follows the Kapow lesson plans.

Appendix 4 outlines the sex education content at **Hanging Heaton CE (VC) J&I School**.

Parents/carers will be:

- Consulted about the content, organisation, and delivery of the sex education programme.
- Given the opportunity to share their views on the lesson(s).
- Informed in advance of the content of sex education lessons and be able to view the main resources used.
- Encouraged to complement the teaching at home by sharing the learning and talking about family values and beliefs.
- Given clear guidance on how to request the withdrawal of their child from sex education.

The delivery of the RSHE curriculum:

- Relationships, sex and health education (RSHE) will be taught by class teachers in a number of ways: as a weekly discrete subject within the personal, social health and economic (PSHE) curriculum/programme; cross-curricular teaching; skills for living/character curriculum sessions; assembly, themed weeks (e.g. anti-bullying week) and other curriculum areas (e.g. science).
- The PSHE Co-ordinator produces a Long Term Plan each year which identifies which objectives are to be taught across each half term. In addition there is a Progression Map for PSHCE which show in which year group specific objectives are taught and which skills are acquired.
- RSHE teaching will promote:

Hanging Heaton CE (VC) J&I School
RSHE policy

- ❖ equality and challenge all forms of prejudice and discrimination.
- ❖ the importance of safe, caring, healthy, positive, and respectful relationships.
- Teaching will be inclusive, so it meets the needs of all pupils - particularly those with special education needs/disabilities, those from a range of faith backgrounds and LGBT pupils and/or their families. This means a teacher will refer to different viewpoints and beliefs on a range of RSHE issues. All pupils and their families need to feel included and the school recognises different types of families and structures of support for children. This is part of relationships education.
- Pupils will be given the opportunity to: reflect on the values, beliefs and influences (such as from parents, peers, media, faith and culture) that may shape their own attitudes to relationships and sex; develop critical thinking skills; nurture their tolerance/respect for different views.
- All staff will undergo regular training to ensure they are familiar with the content and subject specific pedagogy of RSHE, so they feel confident and competent to teach it effectively. The class teacher is responsible for the planning and monitoring of the content for their class.
- Staff will be kept up to date about new guidance, support, and resources for RSHE.

Involvement of Children

At Hanging Heaton VC C of E Junior and Infant School we place emphasis on active learning by including the children in discussions, investigations and problem solving activities. Children take part in a range of practical activities that promote active citizenship, e.g. Charity Fundraising, eco warrior work and planning the Christmas fair.

We also offer the children the opportunity to hear visiting speakers and to work with people from other agencies. We also work with other representatives from local Churches who visit school to talk about their role in creating a supporting and positive local community.

Early Years/Foundation Stage

In the early years/foundation stage we teach PSHE through the seven areas of learning: in particular Personal, Social and Emotional Development (PSED). The objectives of the curriculum are set out to meet the early learning goals.

Assessment and Monitoring

A progression map ensures that pupils' learning is in line with their year group expectations, despite being in mixed aged classes. Special consideration is shown to our SEND pupils to ensure that the lessons are fully inclusive and that learning is accessed at the appropriate level. Pupil tracking grids are completed termly by class teachers. These contain attainment descriptors for teachers to assess whether the child is emerging, expected or exceeding for each statement. This helps to form an overall judgement at the end of the academic year. Statements may be revisited over

the course of the Key Stage. Attainment levels are reported to parents at the end of each year in the annual report to parents.

Safeguarding: safe and effective practice

- RSHE will be delivered in a safe, supportive learning environment, so that young people feel able to express their views and beliefs, ask questions and know where to find help.
- Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers must always refer to the designated safeguarding lead (DSL) if a disclosure is made.
- Pupils need basic knowledge about the privacy of their bodies and genitalia, to support safeguarding. We have adopted a school-wide policy on the consistent use of correct terms for genitalia as part of safeguarding practice. This is not sex education.
- In RSHE lessons:
 - ❖ Teachers and pupils will agree ground rules, so everyone is, and feels safe in lessons.
 - ❖ Teachers will agree with pupils the limits of confidentiality.
 - ❖ Distancing techniques will be used, so that pupils are not required, or feel pressurised into, talking about their personal circumstances.
 - ❖ In a positive classroom environment where children's natural curiosity is encouraged, teachers will answer questions sensitively, honestly, and in a manner appropriate to a child's age and context. Teachers will respect the right of parents to withdraw their child from sex education lessons. However, children may not see the boundaries between subjects (e.g. science, relationships, and sex education) and this may lead to them raising questions in class that relate to both statutory and non-statutory content.

Engaging stakeholders (parents, staff, children, and governors)

In developing our policy and curriculum we have given due regard to the Government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The views of children, parents, staff, and governors about RSHE have been considered when developing the policy and content of RSHE.

- A lead member of staff and/or RSHE working group reviewed the current provision.
- Knowledge of the local school context helped us to understand the needs and priorities of our school community.
- A draft policy, DfE guidance, frequently asked questions and information about RSHE was initially shared with a working group of stakeholders (children, staff, parents, and governors) for comments. These comments were considered by the Governing Board and/or RSHE working group.
- The policy and curriculum was amended as appropriate.

- The policy was ratified (adopted) by the Governing Board.
- The policy was shared with parents and is available on the school website

Parents

Parental engagement is informed by:

[DfE Parental engagement](#)

[DfE: Relationships education, relationships and sex education \(RSE\) and health education: FAQs](#)

[DfE: Relationships, sex and health education: guides for parents](#)

[PSHE Association: Guide to parental engagement](#)

- The role of parents/carers in the development of children's understanding about relationships is vital. Parents are the first teachers of their children.
- Our aim at **Hanging Heaton CE (VC) J&I School** is to establish open communication and maintain positive relationships with all parents/carers so they are given every opportunity to inform and understand the purpose and content of RSHE.
 - At **Hanging Heaton CE (VC) J&I School**, we have worked closely with parents when planning and delivering RSHE. Parents/carers are provided with the following information:
 - ❖ The content of the RSHE curriculum.
 - ❖ The delivery of the RSHE/curriculum (including examples of the resources used).
 - ❖ How to support/complement RSHE teaching at home.
 - ❖ How to request a child is withdrawn from some, or all, of sex education delivered as part of statutory RSHE.
- In addition to their involvement in developing the RSHE policy, parents/carers are provided with frequent opportunities to understand, ask questions, or express any concerns about RSHE.
- If parents/carers have concerns about any aspect of the RSHE curriculum, they are encouraged to share these with the school. We will then invite parents/carers to come and talk to us. Alternatively, parents/carers can email or write a note or letter.
- Parents/carers contacting the school about RSHE will be asked to include a name and contact information. This is so we can respond to the parent/carer directly. Anonymous communication will not be considered.

Faith and cultural perspectives on RSHE

- Teaching RSHE effectively means considering the many faiths and cultures of Britain today and knowing about the law.
- As a school we will deliver RSHE in a non-judgmental way, providing a balanced approach that acknowledges the wealth of beliefs, views and opinions of our community and country.
- RSHE teaching will promote equality and challenge all forms of prejudice and discrimination.

- A diverse range of resources will be used so every child and family feels included, respected, and valued.
- Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs, and values.
- Schools with a religious character will teach according to their distinctive faith perspective (in addition to exploring different faiths) and the relevant laws in relation to relationships and sex.

The right to be excused from sex education

- Science, relationships, and health education are statutory at primary school from September 2020.
- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of the RSHE programme (DfE, para 45/page 17)
- Parents are not able to withdraw their child from any aspect of relationships education or health education (which includes learning about the changing adolescent body, puberty, and menstruation) or any content delivered through the national curriculum science programme.
- Any parent wishing to withdraw their child from sex education will be invited to meet with the Headteacher to *'discuss the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child'*. Whilst there is no requirement for parents or the school to do so, this is good practice (DfE, para 45/page 17).
- The Headteacher will automatically grant a parent's request to withdraw their child from any sex education other than as part of the science curriculum (DfE, para 49/page 18).
- The parent(s) and the Headteacher will complete the form: Parental withdrawal from sex education within RSHE (Appendix 6). This will record the main points of the discussion (if this has taken place), the reason for the withdrawal, and the arrangements for ensuring the pupil receives appropriate, purposeful education during the period of withdrawal. This will be reviewed at least annually.

Overview of lessons which relate to Sex Education

Year 1/2

My private parts are private (NSPCC PANTS). Children learn about the concept of privacy and the correct vocabulary for body parts.

Year 4

Learning about the changes that males and females go through as they grow and develop from being a child to an adult; features a bespoke animated pupil video.

Learning about some of the physical changes pupils will experience as they go through puberty and understanding that physical change is part of growing up.

Year 5

Learning about the physical changes that happen to the body during puberty and naming the sexual external parts of the body and internal reproductive organs. Features an animated pupil video.

Learning about the menstrual cycle and other changes that happen during puberty. Featuring a bespoke animated pupil video.

Year 6

Further developing their understanding of the physical and emotional changes that happen during puberty.

Children learn about the biology of conception. Featuring a bespoke animated pupil video. **(Parents have the right to withdraw their child from this lesson)**

Children learn how a baby develops in the womb and is born. Features a bespoke animated pupil video. **(Parents have the right to withdraw their child from this lesson)**

Monitoring the quality of provision for RSHE

- The subject lead for RSHE is responsible for monitoring the quality of teaching and learning (see roles and responsibilities).
- The RSHE link governor will meet with the subject lead to discuss the effectiveness of RSHE curriculum.
- The subject lead will report to the Headteacher and governing board on the quality of provision and effectiveness and highlight any concerns.

Policy review

- The governing board is responsible for approving this policy.
- The policy will be reviewed on an annual basis by the RSHE subject lead and the Headteacher. Changes will be communicated to all staff and parents and will be approved by the Governing Board.
- The review should consider any changes to statutory guidance; feedback from pupils, parents or staff; and the school context.

Appendix 1: Kirklees Charter for Relationships Education, Relationships and Sex Education and Health Education (RSHE)

Background

- We want all children and young people in Kirklees to have their wellbeing, safety and emotional/mental health enriched and supported by their experience at school.
- This Kirklees Charter sets out the values and principles that we believe underpin an effective RSHE curriculum.
- The charter was developed in partnership between the local authority, teachers in Kirklees and other groups including our local SACRE (Standing Advisory Council for Religious Education) and representatives from the health care system including Public Health.
- We invite schools to use this charter to inform and evaluate their RSHE provision and practice.

Our values and principles

1. RSHE should be delivered as part of a wider Personal, Social, Health and Economic education (PSHE ed) programme. The curriculum should be planned and timetabled across all key stages. RSHE needs to be given enough curriculum time to cover the breadth of issues in relationships, sex and health education - as outlined in the content pages of the statutory guidance *Relationships education, relationships and sex education (RSE) and health education* (DfE, 2019).
2. RSHE will be embedded within the whole school curriculum (e.g. aspects of relationships education could be covered in other subjects, assemblies and during special events/weeks such as anti-bullying week/health week/online safety week).
3. School will hold conversations (engagement activity) with a range of stakeholders including staff, children, governors and parents before drafting their RSHE policy. School leaders will decide how engagement can be best conducted to encourage and enable maximum participation.
4. School leaders will actively seek pupils' views about RSHE (what they want to know, the age at which they want to learn about specific content and their thoughts on how the subject should be delivered e.g. the curriculum model; the amount of RSHE time; resources; the use of external experts/visitors. Their views should be taken in account when monitoring the effectiveness of provision and the impact of the subject on their personal development.
5. School leaders will work in partnership with parents and carers, informing them in advance about what their children will be learning in RSHE.

Their views should be considered when planning RSHE. Parents will be encouraged and supported to complement the teaching at home, in the same way that parents are asked to complement the teaching of other subjects.

6. School leaders are encouraged to work with local faith and other community groups, so they can be informed about, and complement, the RSHE curriculum in schools. This engagement will also help staff to understand a range of views and perspectives on RSHE.
7. Schools must develop an RSHE policy (including clear objectives and an overview of the content) which is shared with parents and is available on the school website. There is no requirement to write or share detailed lesson plans, although a school may choose to do this.
8. RSHE policy and planning will be informed by: national guidance and evidence-based research about PSHE ed; information about the law/legal rights including the Equality Act 2010; relevant health and other data (both local and national); nationally recognised/quality assured resources (e.g. PSHE Association, Barnardo's, NSPCC, Sex Education Forum, National Children Bureau, Stonewall, The Children's Society).
9. School leaders will decide the content of the RSHE curriculum, including when topics are taught. They will develop content that is age appropriate (or developmentally appropriate) based on what pupils are likely to need to know (including any safeguarding considerations) and what they are likely to be able to understand.
10. The RSHE curriculum will include the acquisition of knowledge and understanding, the development of skills and the development of respectful attitudes.
11. All teachers of RSHE should have access to high quality professional development (training) in RSHE.
12. RSHE will be delivered in a safe, supportive learning environment, so that young people feel able to express their views and ask questions.
13. RSHE will give a positive view of human sexuality with honest and medically accurate information, so that pupils can learn about their bodies and relationships in ways that are appropriate to their age and maturity.
14. RSHE teaching will promote equality and challenge all forms of prejudice and discrimination.
15. RSHE lessons will promote safe, caring, healthy, positive and respectful relationships.
16. RSHE lessons will encourage participation by using a variety of teaching approaches.
17. RSHE teaching will be inclusive so it meets the needs of all pupils, particularly those with special education needs/disabilities; those from a range of faith backgrounds and LGBT pupils. This means a teacher will refer to different viewpoints and beliefs on a range of RSHE issues.

18. Pupils will be given the opportunity to: reflect on the values, beliefs and influences (such as from parents, peers, media, faith and culture) that may shape their own attitudes to relationships and sex; develop critical thinking skills and nurture their tolerance/respect for different views
19. Information and resources used in RSHE should be up to date, based on best practice and subject to on-going evaluation.
20. Expert visitors can enhance and supplement the RSHE curriculum. They are a powerful and useful way to bring expertise, resources, and experience to RSHE. Schools will need to follow appropriate guidance (e.g. PSHE Association *Selecting and working with visitors and speakers: guidance for schools*) and/or their own guidance on the vetting and checking of *any* visitor before inviting them into school, in line with standard practice.

Appendix 2: The statutory content: relationships education and health education (DfE)

Relationships education overview (para 62/page 20)

Families and people who care for me

By the end of primary school, pupils will know:

- That families are important for them 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

By the end of primary school, pupils will 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, but 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.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful relationships

By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.

- Which 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 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 the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative, or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers, and adults.

Online relationships

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including 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, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

By the end of primary school, pupils will 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.
- 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) who 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 and 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 seek advice, for example, from their family, their school and other sources.

Health Education Overview: The focus at primary level is teaching the characteristics of good physical health and mental wellbeing (DfE, para 96/page 32)

Mental Wellbeing

By the end of primary school pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise, and nervousness.
- The scale of emotions that humans experience in response 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, and 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.
- How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the 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

By the end of primary school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.

- Why social media, some computer games and online gaming, for example, are age restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected, and targeted.
- Where and how to report concerns and get support with issues online.

Physical Health and Fitness

By the end of primary school, pupils will know:

- The 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 by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school if they are worried about their health.

Healthy eating

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of 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 obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

Drugs alcohol and tobacco

By the end of primary school, pupils will know:

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

Health and prevention

By the end of primary school, pupils will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood, and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.

- The facts and science relating to immunisation and vaccination.

Basic First Aid

By the end of primary school, pupils will know:

- How to make a clear and efficient call to emergency services, if necessary.
- Concepts of basic First Aid, for example dealing with common injuries, including head injuries.

Changing adolescent body.

By the end of primary school, pupils will know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing and key facts relating to the menstrual cycle.

Appendix 3: The RSHE curriculum at Hanging Heaton CE (VC) J&I School

- The DfE [Statutory guidance for Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) sets out what schools must cover in primary schools from September 2020.
- **Hanging Heaton CE (VC) J&I School** has adopted The Kapow mixed aged scheme of work for RSHE and fulfils the statutory requirements for Relationships and Health Education set out by the Department for Education. It also fulfils the National Curriculum requirement to teach PSHE ('All schools should make provision for personal, social, health and economic education) and goes beyond the statutory requirements by referring to the PSHE Association Programme of Study (recommended by the Department for Education.)
- This programme of study provides a comprehensive programme for each key stage, that fully covers, but is not limited to the statutory requirements.
- An overview of the theme for each half term is outlined below and whilst broadly fits into half term modules, some units are longer than others so may run into the next half term with the summer 2 modules being the shortest modules.

Autumn 1: Families & Relationships

Autumn 2: Health & Wellbeing

Spring 1: Safety & the changing body

Spring 2: Citizenship

Summer 1: Economic Wellbeing

Summer 2: Transition and Identity (Year 6 only)

Progression of skills and knowledge			Families and relationships			
Sub-strand	EYFS (Reception)		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Family	<p>Learning how to talk about our families and discussing why we love them.</p> <p>Talking about people that hold a special place in my life.</p>	<p>To name and describe the different members of our families.</p> <p>To understand that all families are valuable and special.</p>	<p>Exploring how families are different to each other.</p>	<p>To understand that families look after us.</p> <p>To know some words to describe how people are related (eg. aunty, cousin).</p> <p>To know that some information about me and my family is personal.</p>	<p>Understanding ways to show respect for different families.</p> <p>Understanding that families offer love, care and support.</p>	<p>To know that families can be made up of different people.</p> <p>To know that families may be different to my family.</p>
Friendships	<p>Developing strategies to help when sharing with others.</p> <p>Exploring what makes a good friend.</p>	<p>To know that we share toys so that everyone feels involved and no one feels left out or upset.</p>	<p>Exploring how friendship problems can be overcome.</p> <p>Exploring friendly behaviours.</p>	<p>To understand some characteristics of a positive friendship.</p> <p>To understand that friendships can have problems but that these can be overcome.</p>	<p>Understanding difficulties in friendships and discussing action that can be taken.</p>	<p>To know some problems which might happen in friendships.</p> <p>To understand that some problems in friendships might be more serious and need addressing.</p>
Respectful relationships	<p>Thinking about what it means to be a valued person.</p> <p>Exploring the differences between us that make each person unique.</p> <p>Considering the perspectives and feelings of others.</p> <p>Learning to work as a member of a team.</p> <p>Developing listening skills.</p>	<p>To understand that different people like different things.</p> <p>To understand that all people are valuable.</p> <p>To know that it is important to help, listen and support others when working as a team.</p> <p>To know that it is important to tell the truth.</p>	<p>Recognising how other people show their feelings.</p> <p>Identifying ways we can care for others when they are sad.</p> <p>Exploring the ability to successfully work with different people.</p>	<p>To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.</p>	<p>Learning how other people show their feelings and how to respond to them.</p> <p>Exploring the conventions of manners in different situations.</p>	<p>To understand some ways people show their feelings.</p> <p>To understand what good manners are.</p> <p>To understand some stereotypes related to jobs.</p>
Change and loss	N/A	N/A	N/A	N/A	Exploring how loss and change can affect us.	To know that there are ways we can remember people or events.

Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
Family	Learning that problems can occur in families and that there is help available if needed.	To know that I can talk to trusted adults or services such as Childline if I experience family problems.	Using respectful language to discuss different families.	To know that families are varied in the UK and across the world.
Friendships	Exploring ways to resolve friendship problems. Developing an understanding of the impact of bullying and what to do if bullying occurs.	To know that bullying can be physical or verbal. To know that bullying is repeated, not a one off event. To know that violence is never the right way to solve a friendship problem	Exploring physical and emotional boundaries in friendships.	To understand the different roles related to bullying including victim, bully and bystander. To understand that everyone has the right to decide what happens to their body.
Respectful relationships	Identifying who I can trust. Learning about the effects of non verbal communication. Exploring the negative impact of stereotyping.	To know that trust is being able to rely on someone and it is an important part of relationships. To know the signs of a good listener. To understand how to listen carefully and why listening is important. To understand that there are similarities and differences between people. To understand some stereotypes related to age.	Exploring how my actions and behaviour can affect other people.	To understand the courtesy and manners which are expected in different scenarios. To understand some stereotypes related to disability.
Change and loss	N/A	N/A	Discussing how to help someone who has experienced a bereavement.	To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.

Sub-strand	Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge
Family	Identifying ways families might make children feel unhappy or unsafe.	To know that marriage is a legal commitment and is a choice people can make. To know that if I have a problem, I can call ChildLine on 0800 1111.	N/A	N/A
Friendships	Exploring the impact that bullying might have. Exploring issues which might be encountered in friendships and how these might impact the friendship.	To know what attributes and skills make a good friend. To understand what might lead to someone bullying others. To know what action a bystander can take when they see bullying.	Identifying ways to resolve conflict through negotiation and compromise.	To know that a conflict is a disagreement or argument and can occur in friendships. To understand the concepts of negotiation and compromise.
Respectful relationships	Exploring and questioning the assumptions we make about people based on how they look. Exploring our positive attributes and being proud of these (self-respect).	To understand that positive attributes are the good qualities that someone has. To know that stereotypes can be unfair, negative and destructive. To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.	Discussing how and why respect is an important part of relationships. Identifying ways to challenge stereotypes.	To understand what respect is. To understand that everyone deserves respect but respect can be lost. To understand that stereotypes can lead to bullying and discrimination.
Change and loss	N/A	N/A	Exploring the process of grief and understanding that it is different for different people.	To understand that loss and change can cause a range of emotions. To know that grief is the process people go through when someone close to them dies.

Sub-strand	EYFS		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Health and prevention	Discussing ways that we can take care of ourselves.	To know that having a naturally colourful diet is one way to try and eat healthily.	Learning how to wash my hands properly. Learning how to deal with an allergic reaction.	To understand we can limit the spread of germs by having good hand hygiene. To know the five S's for sun safety: slip, slop, slap, shade, sunglasses. To know that certain foods and other things can cause allergic reactions in some people.	Exploring the effect that food and drink can have on my teeth.	To know that food and drinks with lots of sugar are bad for our teeth.
Physical health and wellbeing	Exploring how exercise affects different parts of the body.	To know that exercise means moving our body and is important. To know that yoga can help our bodies and minds relax.	Exploring positive sleep habits. Exploring two different methods of relaxation: progressive muscle relaxation and laughter. Exploring health-related jobs and people who help look after our health.	To know that sleep helps my body to repair itself, to grow and restores my energy.	Exploring some of the benefits of exercise on body and mind. Exploring some of the benefits of a healthy balanced diet. Suggesting how to improve an unbalanced meal. Learning breathing exercises to aid relaxation.	To explain the importance of exercise to stay healthy. To understand the balance of foods we need to keep healthy. To know that breathing techniques can be a useful strategy to relax.
Mental wellbeing	Identifying how characters within a story may be feeling. Identifying and expressing my own feelings. Exploring coping strategies to help regulate emotions. Exploring different facial expressions and identifying the different feelings they can represent. Exploring ways to moderate behaviour, socially and emotionally. Coping with challenge when problem solving.	To name some different feelings and emotions. To know that I am a valuable individual. To know that facial expressions can give us clues as to how a person is feeling. To know that I can learn from my mistakes. To know some strategies to calm down.	Identifying personal strengths and qualities. Identifying different ways to manage feelings.	To know that strengths are things we are good at. To know that qualities describe what we are like. To know the words to describe some positive and negative emotions.	Exploring strategies to manage different emotions. Developing empathy. Identifying personal goals and how to work towards them. Exploring the need for perseverance and developing a growth mindset. Developing an understanding of self respect.	To know that we can feel more than one emotion at a time. To know that a growth mindset means being positive about challenges and finding ways to overcome them.

Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
Health and prevention	Discussing why it is important to look after my teeth.	To understand ways to prevent tooth decay.	Developing independence in looking after my teeth.	To know key facts about dental health.
Physical health and wellbeing	<p>Learning stretches which can be used for relaxation.</p> <p>Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.</p>	<p>To understand the positive impact relaxation can have on the body.</p> <p>To know the different food groups and how much of each of them we should have to have a balanced diet.</p>	<p>Identifying what makes me feel calm and relaxed.</p> <p>Learning visualisation as a tool to aid relaxation.</p>	To know that visualisation means creating an image in our heads.
Mental wellbeing	<p>Exploring my own identity through the groups I belong to.</p> <p>Identifying my strengths and exploring how I use them to help others.</p> <p>Being able to breakdown a problem into smaller parts to overcome it.</p>	<p>To understand the importance of belonging.</p> <p>To understand what being lonely means and that it is not the same as being alone.</p> <p>To understand what a problem or barrier is and that these can be overcome.</p>	<p>Exploring how my skills can be used to undertake certain jobs.</p> <p>Explore ways we can make ourselves feel happy or happier.</p> <p>Developing the ability to appreciate the emotions of others in different situations.</p> <p>Learning to take responsibility for my emotions by knowing that I can control some things but not others.</p> <p>Developing a growth mindset.</p>	<p>To know that different job roles need different skills and so some roles may suit me more than others.</p> <p>To know that it is normal to experience a range of emotions.</p> <p>To know that mental health refers to our emotional wellbeing, rather than physical.</p> <p>To understand that mistakes can help us to learn.</p> <p>To know who can help if we are worried about our own or other people's mental health.</p>

Sub-strand	Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge
Health and prevention	Developing independence for protecting myself in the sun.	To understand the risks of sun exposure.	Considering ways to prevent illness. Identifying some actions to take if I am worried about my health or my friends' health.	To understand that vaccinations can give us protection against disease. To know that changes in the body could be possible signs of illness.
Physical health and wellbeing	Understanding the relationship between stress and relaxation. Considering calories and food groups to plan healthy meals. Developing greater responsibility for ensuring good quality sleep.	To know that relaxation stretches can help us to relax and de-stress. To know that calories are the unit that we use to measure the amount of energy certain foods give us. To know that what we do before bed can affect our sleep quality.	Identifying a range of relaxation strategies and situations in which they would be useful. Exploring ways to maintain good habits. Setting achievable goals for a healthy lifestyle.	To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health). To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.
Mental wellbeing	Taking responsibility for my own feelings.	To understand what can cause stress. To understand that failure is an important part of success.	Exploring my personal qualities and how to build on them. Developing strategies for being resilient in challenging situations.	To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation). To know the effects technology can have on mental health.

Sub-strand	EYFS (Reception)		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Being safe (including online)	<p>Considering why it is important to follow rules.</p> <p>Exploring what it means to be a safe pedestrian.</p>	<p>To know that some rules are in place to keep us safe.</p> <p>To know how to behave safely on the pavement and when crossing roads with an adult.</p>	<p>Practising what to do if I get lost.</p> <p>Identifying hazards that may be found at home.</p> <p>Understanding people's roles within the local community that help keep us safe.</p>	<p>To know that some types of physical contact are never appropriate.</p> <p>To know what to do if I get lost.</p> <p>To know that a hazard is something which could cause an accident or injury.</p>	<p>Discussing the concept of privacy.</p> <p>Exploring ways to stay safe online.</p> <p>Learning how to behave safely near the road and when crossing the road.</p>	<p>To know the PANTS rule.</p> <p>To know that I should tell an adult if I see something which makes me uncomfortable online.</p> <p>To understand the difference between secrets and surprises.</p> <p>To know the rules for crossing the road safely.</p>
Drugs, alcohol and tobacco	N/A	N/A	<p>Learning what is and is not safe to put in or on our bodies.</p>	<p>To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.</p>	<p>Exploring what people can do to feel better when they are ill.</p> <p>Learning how to be safe around medicines.</p>	<p>To know that medicine can help us when we are ill.</p> <p>To understand that we should only take medicines when a trusted adult says we can.</p>
The changing adolescent body	N/A	N/A	N/A	N/A	N/A	<p>To know the names of parts of my body including private parts.</p>
Basic first aid	N/A	N/A	<p>Practising making an emergency phone call.</p>	<p>To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.</p> <p>To know that the emergency services are the police, fire service and the ambulance service.</p>	N/A	N/A

Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
Being safe (including online)	<p>Exploring ways to respond to cyberbullying or unkind behaviour online.</p> <p>Developing skills as a responsible digital citizen.</p> <p>Identifying things people might do near roads which are unsafe.</p> <p>Beginning to recognise unsafe digital content.</p>	<p>To understand that cyberbullying is bullying which takes place online.</p> <p>To know the signs that an email might be fake.</p> <p>To know the rules for being safe near roads.</p>	<p>Discussing how to seek help if I need to.</p> <p>Exploring what to do if an adult makes me feel uncomfortable.</p> <p>Learning about the benefits and risks of sharing information online.</p>	<p>To understand that there are risks to sharing things online.</p> <p>To know the difference between private and public.</p>
Drugs, alcohol and tobacco	<p>Exploring that people and things can influence me and that I need to make the right decision for me.</p> <p>Exploring choices and decisions that I can make.</p>	<p>To understand that other people can influence our choices.</p>	<p>Discussing the benefits of being a non-smoker.</p>	<p>To understand the risks associated with smoking tobacco.</p>
The changing adolescent body	N/A	N/A	<p>Discussing some physical and emotional changes during puberty.</p>	<p>To understand the physical changes to both male and female bodies as people grow from children to adults.</p>
Basic first aid	<p>Learning what to do in a medical emergency, including calling the emergency services.</p>	<p>To know that bites or stings can sometimes cause an allergic reaction.</p> <p>To know that it is important to maintain the safety of myself and others, before giving first aid.</p>	<p>Learning how to help someone who is having an asthma attack.</p>	<p>To know that asthma is a condition which causes the airways to narrow.</p>

Sub-strand	Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge
Being safe (including online)	Developing an understanding of how to ensure relationships online are safe.	To know the steps to take before sending a message online (using the THINK mnemonic). To know some of the possible risks online.	Developing an understanding about the reliability of online information. Exploring online relationships including dealing with problems.	To understand that online relationships should be treated in the same way as face to face relationships. To know where to get help with online problems.
Drugs, alcohol and tobacco	Learning to make 'for' and 'against' arguments to help with decision making.	To know some strategies I can use to overcome pressure from others and make my own decisions.	Discussing the reasons why adults may or may not drink alcohol.	To understand the risks associated with drinking alcohol.
The changing adolescent body	Learning about the emotional changes during puberty. Identifying reliable sources of help with puberty.	To understand the process of the menstrual cycle. To know the names of the external sexual parts of the body and the internal reproductive organs. To know that puberty happens at different ages for different people.	Discussing problems which might be encountered during puberty and using knowledge to help.	To understand how a baby is conceived and develops.
Basic first aid	Learning about how to help someone who is bleeding.	To know how to assess a casualty's condition.	Learning how to help someone who is choking. Placing an unresponsive patient into the recovery position.	To know how to conduct a primary survey (using DRABC).

EYFS (Reception)		Year 1		Year 2	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Beginning to understand why rules are important in school.	<p>To know that we have rules to keep everything fair, safe and enjoyable for everyone.</p> <p>To understand that we all have similarities and differences and that make us special.</p> <p>To know that we all have different beliefs and celebrate special times in different ways.</p>	<p>Recognising why rules are necessary and the consequences of not following rules.</p> <p>Discussing how to meet the needs of different pets.</p> <p>Exploring the differences between people.</p> <p>Recognising the groups that we belong to.</p>	<p>To know the rules in school.</p> <p>To know that different pets have different needs.</p> <p>To understand the needs of younger children and that these change over time.</p> <p>To know that voting is a fair way to make a decision.</p> <p>To understand that people are all different and that this is a good thing.</p>	<p>Explaining why rules are in place in different settings.</p> <p>Identifying positives and negatives about the school environment.</p> <p>Learning how to discuss issues of concern to me.</p> <p>Recognising the importance of looking after the school environment.</p> <p>Identifying ways to help look after the school environment.</p> <p>Recognising the contribution people make to the local community.</p>	<p>To know some of the different places where rules apply.</p> <p>To know that some rules are made to be followed by everyone and are known as 'laws'.</p> <p>To know some of the jobs people do to look after the environment in school and the local community.</p> <p>To understand how democracy works in school through the school council.</p> <p>To understand that different groups of people make different contributions to the community.</p>

Progression of skills and knowledge

Citizenship

Year 3		Year 4	
Skills	Knowledge	Skills	Knowledge
Exploring how children's rights help them and other children.	To understand the UN Convention on the Rights of the Child.	Discussing how we can help to protect human rights.	To know that human rights are specific rights that apply to all people.
Considering the responsibilities that adults and children have to maintain children's rights.	To understand how recycling can have a positive impact on the environment.	Identifying ways items can be reused.	To know some of the people who protect our human rights such as police, judges and politicians.
Discussing ways we can make a difference to recycling rates at home/school.	To know that the local council is responsible for looking after the local area.	Explaining why reusing items is of benefit to the environment.	To know that reusing items is of benefit to the environment.
Identifying local community groups and discussing how these support the community.	To know that elections are held where adults can vote for local councillors.	Identifying the benefits different groups bring to the local community.	To understand that councillors have to balance looking after local residents and the needs of the council.
	To understand some of the consequences of breaking rules.	Discussing the positives diversity brings to a community.	To know that there are a number of groups which make up the local community.
	To understand the role of charities in the community.		
Year 5		Year 6	
Skills	Knowledge	Skills	Knowledge
Explaining why reducing the use of materials is positive for the environment.	To know what happens when someone breaks the law.	Learning about environmental issues relating to food.	To know that education is an important human right.
Discussing how rights and responsibilities link.	To understand the waste hierarchy.	Discussing how education and other human rights protect us.	To know that our food choices can affect the environment.
Exploring the right to a freedom of expression.	To know that parliament is made up of the House of Commons, the House of Lords and the Monarch.	Identifying causes which are important to us.	To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.
Identifying the contribution people make to the community and how this is recognised.	To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.	Discussing how people can influence what happens in parliament.	To know that prejudice is making assumptions about someone based on certain information.
Developing an understanding of how parliament and Government work.	To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.	Discussing ways to challenge prejudice and discrimination.	To know that discrimination is treating someone differently because of certain factors.
Identifying ways people can bring about change in society.		Identifying appropriate ways to share views and ideas with others.	

Progression of skills and knowledge

Economic wellbeing

Year 1		Year 2		Year 3	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Discussing how to keep money safe.	To know that coins and notes have different values.	Identifying whether something is a want or need.	To know some of the ways in which adults get money.	Discussing the range of feelings which money can cause.	To understand that there are different ways to pay for things.
Discussing what to do if we find money.	To know some of the ways children may receive money.	Recognising that people make choices about how to spend money.	To know the difference between a 'want' and 'need'.	Discussing the different attitudes people have to money.	To know that budgeting money is important.
Exploring choices people make about money.	To know that it is wrong to steal money.	Exploring the reasons why people choose certain jobs.	To know some of the features to look at when selecting a bank account.	Exploring the impact our spending can have on other people.	To understand that there are a range of jobs available.
Developing an understanding of how banks work.	To know that banks are places where we can store our money. To know some jobs in school. To know that different jobs need different skills.			Considering the advantages and disadvantages of different payment methods.	To understand that some stereotypes can exist around jobs but these should not affect people's choices.
Year 4		Year 5		Year 6	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Exploring the factors which affect whether something is value for money.	To know that money can be lost in a variety of ways.	Discussing risks associated with money.	To know that when money is borrowed it needs to be paid back, usually with interest.	Recognising differences in how people deal with money and the role of emotions in this.	To understand that there are certain rules to follow to keep money safe in bank accounts.
Discuss some impacts of losing money.	To understand the importance of tracking money.	Making a budget based on priorities.	To know that it is important to prioritise spending.	Discussing some risks associated with gambling.	To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money.
Identifying negative and positive influences that can affect our career choices.	To know that many people will have more than one job or career in their lifetimes. Exploring ways to overcome stereotypes in the workplace.	Discussing the role of money in selecting a job. Discussing how income can change and the feelings associated with this.	To know that income is the amount of money received and expenditure is the amount of money spent. To know some ways that people lose money.	Identifying jobs which might be suitable for them.	To understand that different jobs have different routes into them. To understand that people change jobs for a number of reasons. To know that banks and organisations such as Citizens' Advice can help with money-related problems.

*Progression of skills and knowledge***Identity****Year 6 only**

Skills	Knowledge
<p>Discussing the factors that make our 'identity'.</p> <p>Recognising the difference between how we see ourselves and how others see us.</p> <p>Exploring how the media might influence our identity.</p>	<p>To know that identity is the way we see ourselves and also how other people see us.</p>

*Progression of skills and knowledge***Transition**

Year 1		Year 2		Year 3	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Recognising our own strengths.	To understand that changes can be both positive and negative.	Identifying people who can help us when we are worried about changes.	To understand that change is part of life.	Learning strategies to deal with change.	To understand that change often brings about more opportunities and responsibilities.
Year 4		Year 5		Year 6	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<p>Recognising our own achievements.</p> <p>Being able to set goals.</p>	To know that setting goals can help us to achieve what we want.	Recognising own skills and how these can be developed.	To understand the skills needed for roles in school.	Exploring a greater range of strategies to deal with feelings associated with change.	To know that a big change can bring opportunities but also worries.

Statutory guidance mapping document				Relationships and sex education						
Pupils should know:		Year 1			Year 2			Year 3		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
that families are important for children growing up because they can give love, security and stability	Families and people who care for me	1*			1					
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		1*								
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 for them					2*			1*		
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					1			1*		
that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong					2*					
how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed					6*			1*		
© Kapow Primary™				2		*This lesson also appears in the Condensed Long-term plan				

Statutory guidance mapping document				Relationships and sex education						
Pupils should know:		Year 4			Year 5			Year 6		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
that families are important for children growing up because they can give love, security and stability	Families and people who care for me									
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		3								
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 for them		1*, 7			5*					
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					3*					
how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed		8*			5*			6*		
© Kapow Primary™				3	*This lesson also appears in the Condensed Long-term plan					

Statutory guidance mapping document				Relationships and sex education						
Pupils should know:		Year 1			Year 2			Year 3		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
how important friendships are in making us feel happy and secure, and how people choose and make friends		2*, 4								
the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties		2*, 3, 4								
that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded		6			3					
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							2*			
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					4*			5*		
Caring friendships										
© Kapow Primary™				4		*This lesson also appears in the Condensed Long-term plan				

Statutory guidance mapping document				Relationships and sex education						
Pupils should know:		Year 4			Year 5			Year 6		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
how important friendships are in making us feel happy and secure, and how people choose and make friends	Caring friendships				2*					
the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties		3			1					
that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded		2*								
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					2*			5*		
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										
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Statutory guidance mapping document				Relationships and sex education					
Pupils should know:	Year 1			Year 2			Year 3		
	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
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							6*		
practical steps they can take in a range of different contexts to improve or support respectful relationships	3,5*			3			4		
the conventions of courtesy and manners				5*					
the importance of self-respect and how this links to their own happiness		2							
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							3*		
what a stereotype is, and how stereotypes can be unfair, negative or destructive	7			7*			7*,8		
the importance of permission-seeking and giving in relationships with friends, peers and adults									
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Statutory guidance mapping document				Relationships and sex education					
Pupils should know:	Year 4			Year 5			Year 6		
	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
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	7								
practical steps they can take in a range of different contexts to improve or support respectful relationships							2*		
the conventions of courtesy and manners	1*								
the importance of self-respect and how this links to their own happiness		4		4*					
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							1*		
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	4*			6*					
what a stereotype is, and how stereotypes can be unfair, negative or destructive	5, 6*			7,8*			3,4*		
the importance of permission-seeking and giving in relationships with friends, peers and adults	2*								3*

Statutory guidance mapping document				Relationships and sex education						
Pupils should know:		Year 1			Year 2			Year 3		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
that people sometimes behave differently online, including by pretending to be someone they are not	Online relationships						2*			
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							2*			3
the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them										4*
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										
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Statutory guidance mapping document				Relationships and sex education						
Pupils should know:		Year 4			Year 5			Year 6		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
that people sometimes behave differently online, including by pretending to be someone they are not	Online relationships									3*
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										3*
the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them							2*			
how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.							1*			
how information and data is shared and used online				2*						
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Statutory guidance mapping document				Relationships and sex education						
Pupils should know:		Year 1			Year 2			Year 3		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).		Being safe								
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							3*			
that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.				5*		4*				
how to respond safely and appropriately to adults they may encounter (in all contexts) who they do not know				1*, 2*, 3						
how to recognise and report feelings of being unsafe or feeling bad about any adult				2*			5*			
how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.			5*	1*, 2*, 3, 5	4*		2*, 3*	1*, 3*		
how to report concerns or abuse, and the vocabulary and confidence to do so							4*			
where to get advice from e.g. family, school and/or other sources							5*			
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Statutory guidance mapping document				Relationships and sex education						
Pupils should know:		Year 4			Year 5			Year 6		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	Being safe	2*								
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				4*						
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) who they do not know										
how to recognise and report feelings of being unsafe or feeling bad about any adult				4*			2*			
how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.		4*, 8*	6*, 7	2*, 4*, 6*, 7*			2*, 3*, 4*	6*	4*, 8*	1*, 3*
how to report concerns or abuse, and the vocabulary and confidence to do so										
where to get advice from e.g. family, school and/or other sources										
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Statutory guidance mapping document				Physical health and mental wellbeing					
Pupils should know:	Year 1			Year 2			Year 3		
	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
that mental wellbeing is a normal part of daily life, in the same way as physical health.		4			3			2, 4, 5*	
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.		1*		6*					
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.		1*		6*	1*				
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.					2				
simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests.		4			3			1*, 2	
isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.								3	
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Statutory guidance mapping document				Physical health and mental wellbeing					
Pupils should know:	Year 1			Year 2			Year 3		
	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing									4*
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).								3	
it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible									
that for most people the internet is an integral part of life and has many benefits.						1			4*
about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.									
how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.						2*			3
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Statutory guidance mapping document				Physical health and mental wellbeing					
Pupils should know:	Year 1			Year 2			Year 3		
	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
why social media, some computer games and online gaming, for example, are age restricted.									
that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.									4*
how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.									5
where and how to report concerns and get support with issues online.									4*, 5
the characteristics and mental and physical benefits of an active lifestyle.								1*	
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.					2			1*	
the risks associated with an inactive lifestyle (including obesity).								1*	
how and when to seek support including which adults to speak to in school if they are worried about their health.									
Internet safety and harms									
Physical health and fitness									
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Statutory guidance mapping document				Physical health and mental wellbeing					
Pupils should know:	Year 1			Year 2			Year 3		
	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
what constitutes a healthy diet (including understanding calories, and nutritional content).					6*			6*	
the principles of planning and preparing a range of healthy meals					6*				
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)					6*			6*	
the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking			6*			8*			6, 7*
how to make a clear and efficient call to emergency services if necessary			4*						1*, 2
concepts of basic first-aid, for example dealing with common injuries, including head injuries									1*, 2
Healthy eating									
Drugs, alcohol and tobacco									
Basic first aid									
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Statutory guidance mapping document				Physical health and mental wellbeing					
Pupils should know:	Year 1			Year 2			Year 3		
	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
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		6*							
the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn		3*							
about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups to the dentist					7*			6*	
about personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing		5*							
the facts and science relating to allergies, immunisation and vaccination		7*							
key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.									
about menstrual wellbeing including the key facts about the menstrual cycle.									
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Statutory guidance mapping document				Physical health and mental wellbeing					
Pupils should know:	Year 4			Year 5			Year 6		
	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
that mental wellbeing is a normal part of daily life, in the same way as physical health.		2, 3*, 5*			1, 3			2, 3*	
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.	8*	6*			5*		6*		
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.	8*						6*		
how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.		6*			5*				
the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.								3*	
simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests.		2, 5*			1			2, 3*	
isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.									
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Statutory guidance mapping document				Physical health and mental wellbeing						
Pupils should know:		Year 4			Year 5			Year 6		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	Mental wellbeing									3*
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).			7*						3*	
It is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible			7*						3*	
that for most people the internet is an integral part of life and has many benefits.	Internet safety and harms			2*						
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.									4*	
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.				2*			5			3*
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				*This lesson also appears in the Condensed Long-term plan						

Statutory guidance mapping document				Physical health and mental wellbeing						
Pupils should know:		Year 4			Year 5			Year 6		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
why social media, some computer games and online gaming, for example, are age restricted.				1*					4*	
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.						2*				3*
how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.				5						2
where and how to report concerns and get support with issues online.				2*		2*				
the characteristics and mental and physical benefits of an active lifestyle.								7		
the importance of building regular exercise into daily and weekly routines and how to achieve this, for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.										
the risks associated with an inactive lifestyle (including obesity).								7		
how and when to seek support including which adults to speak to in school if they are worried about their health.									8*	
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Statutory guidance mapping document				Physical health and mental wellbeing						
Pupils should know:		Year 4			Year 5			Year 6		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
what constitutes a healthy diet (including understanding calories, and nutritional content).	Healthy eating					6*				
the principles of planning and preparing a range of healthy meals						6*				
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)						6*			7	
the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	Drugs, alcohol and tobacco			8*				7*		1*
how to make a clear and efficient call to emergency services if necessary	Basic first aid			3				6*		7, 8*
concepts of basic first-aid, for example dealing with common injuries, including head injuries				3				6*		7, 8*

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20

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Statutory guidance mapping document				Physical health and mental wellbeing						
Pupils should know:		Year 4			Year 5			Year 6		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	Health and prevention							8*		
about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer					7*					
the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn					2*					
about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups to the dentist		1*								
about personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing								6*		
the facts and science relating to allergies, immunisation and vaccination	Changing adolescent body							6*		
key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.			6, 7*			3*, 4*, 5			4*	
about menstrual wellbeing including the key facts about the menstrual cycle.						4*			5	
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Appendix 4: Sex education at Hanging Heaton CE (VC) J&I School

- Sex education is not compulsory in primary schools (DfE, para 65/page 23)
- DfE recommends that 'all primary schools should have a programme of sex education tailored to the age and the physical and emotional maturity of the pupils'. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human cycle set out in national curriculum science - how a baby is conceived and born' (DfE, para 67/page 23).
- All pupils will be taught in national curriculum science: the main external parts of the human body; how the body changes as it grows (including puberty); the reproductive process in some plants and animals.
- All pupils will be taught the content of health education as outlined in the RSHE guidance. The section on the changing adolescent body includes: key facts about puberty and the changing adolescence body particularly through from age 9 through to age 11, including physical and emotional changes; about menstrual wellbeing including the key facts about the menstrual cycle (DfE, page 35).
- All pupils will be taught about relationships education as outlined in the RSHE guidance. This includes learning about caring relationships and different types of families (DfE, page 20).
- LGBT: all teaching is sensitive and age appropriate in approach and content. Teaching will be fully integrated into programmes of study rather than delivered as a stand-alone unit or lesson (DfE, para 37/page 15).
- Schools are free to determine whether pupils are taught sex education beyond what is required above.

At Hanging Heaton CE (VC) J&I School we teach sex education using Kapow lesson plans.

Sex education is not compulsory in primary schools, beyond what is laid out in the National Curriculum for Science:

- Year 1: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Year 2: Notice that animals, including humans, have offspring which grow into adults
- Year 5: Describe the life process of reproduction in some plants and animals; describe the changes as humans develop to old age [They should learn about the changes experienced in puberty.]

The RSE statutory guidance states that:

Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered. Primary schools that choose to teach sex education must allow parents a right to

withdraw their children. Unlike sex education in RSE at secondary, in primary schools, head teachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science.

The Kapow Primary scheme of work includes two Year 6 lessons which parents have the opportunity to withdraw their children from: Safety and the changing body: Lesson 5: Conception and Lesson 6: Pregnancy and birth.

We will consult with parents about the content of these lessons prior to teaching them, to provide them time to consider the content and to withdraw their child if they so wish.

Parents/carers will be:

- consulted about the content, organisation, and delivery of the sex education curriculum.
- given the opportunity to share their views on the lessons.
- informed in advance of the content of sex education lessons and be able to view the main resources used.
- encouraged to complement the teaching at home by sharing the learning and talking about family values and beliefs.
- given clear guidance on how to request the withdrawal of their child from these components of sex education.

Appendix 5: Sample letter to parents/carers (engagement)

Dear

Thank you for your letter/request about withdrawing your child from sex education.

We respect the legal right of all parents to withdraw their child from some or all of sex education delivered as part of our RSHE/PSHE ed programme.

Before you make the final decision about which aspects of sex education lessons you wish your child to be withdrawn from, I would like to invite you into school, so we can talk about this together. This will give us an opportunity to share our programme and look at some resources together and give you the chance to ask any questions or share any concerns you may have. We can put a plan together to agree when/how to withdraw your child whilst in school and consider when/how you can talk to your child about the content at home.

One of the reasons we are keen to keep all children in our lessons is that we believe that age appropriate relationships and sex education helps children to be safe, happy and healthy in their interactions with others (now and in the future). When children are withdrawn from lessons, there is always a possibility that they will hear information that is only partly accurate with no chance to ask questions in a safe environment.

In lessons, teachers are always careful to ensure that children learn about growing up in a way that respects different religious and cultural views and reflects the values and ethos of the school.

I would welcome the opportunity to meet with you to learn more about how we can work together to support your child.

Thank you for considering this matter so carefully.

Appendix 6: Sample form to be used for parental withdrawal from sex education delivered as part of the RSHE/PSHE ed curriculum

<p align="center">Parental withdrawal from sex education delivered as part of the RSHE/PSHE ed curriculum</p> <p align="center">A copy of this form should be given to the parent(s) and a copy retained in school</p>	
To be completed by the parent(s)	
Name of child	
Name of parent(s)	
Year group/class	
Reason for withdrawing the child from sex education delivered as part of RSHE/PSHE education	
Any other information you wish the school to consider	
Parent(s) signature	
To be completed by the Headteacher	
Notes from discussion with parent(s)	
How the school will inform the parent about sex education	
Where the pupil will work/supervision	
Work to be undertaken by the pupil at this time	
Headteacher signature	
Review date	