



HOLLYFIELD PRIMARY SCHOOL

Relationship and Sex Education and Health Education Policy (RSHE)

INTRODUCTION

This policy covers our school's approach to Relationship, Sex and Health Education, not only in lessons but through the attitude of our staff and students alike, our ethos and approach and commitment to equality both within and outside of the classroom.

It was produced in consultation with our staff, board of governors, and most importantly with our pupils and parents.

It will be reviewed every 2 years to ensure that it reflects the attitudes and belief of the school community and remains up to date with both current guidance from Government and the DfE but also remains relevant to the experiences of our pupils.

This policy will be available on the school website and parents may request copy from the school office.

AIMS

We recognise that as a school we have a legal responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education.

We acknowledge that in order for children to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help.

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.

Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. This must include clear, impartial scientific and factual information on matters such as; naming their body parts, puberty, menstruation, the variety of family structures, gay marriage, gender identity, gender equality, sexuality, contraception, forced-marriage and FGM. Furthermore, all teaching should reflect the law as it applies to relationships, marriage, adoption and care.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of: disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion, sexual orientation or whether they are looked after children.

Equal Opportunities:

At Hollyfield everyone is ensured access to a full and varied programme of activities, with opportunities for all pupils to participate fully and effectively, including boys and girls, pupils with diverse additional educational needs, and pupils from all social and cultural backgrounds. Pupils are equally respected for whom they are and for the contributions they make regardless of their background. Knowledge, skills and understanding are taught in ways that suit pupils' current attainment level, and care is taken that all learning is appropriate so that pupils can make progress and show what they can achieve.

To provide access to learning and to meet pupils' diverse needs, specific action will be taken by staff to:

- Create effective learning environments, providing for pupils who need additional support with communication, language and literacy;
- Provide a multi-sensory approach using a variety of media;
- Provide equality of opportunity through teaching approaches and personalisation of tasks and materials as appropriate;

SEND (Special Educational Needs and Disability):

We ensure that all pupils receive Relationships Education, Relationships and Sex Education (RSE) and Health Education and we offer provision appropriate to the needs of our pupils. Through quality first teaching staff will ensure that all members of their class can access the information fully. The school will use a variety of different strategies to ensure that all pupils have access to the same information.

Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These pupils will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

DEFINING COMPREHENSIVE RELATIONSHIP EDUCATION

The Department for Education defines relationships education as, teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults. However, we believe comprehensive relationship education is designed to help children to develop the skills to recognise and manage healthy relationships both online and in the real world. It is designed to build self-esteem and to explore personal identity.

It is about helping children understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families; to understand the fact every human being is unique and has the right to be respected. There are many different family structures and all children have the right to feel safe.

Comprehensive relationship education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touching, to realise that their body is fantastic and belongs to them. It is about building the foundations of an understanding of consent and personal boundaries; in that no one has the right to touch you in a way you don't like but also the difference between public and private behaviours.

It is important for children to know the names and functions of their body and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their private parts, children are proven to be safer from abuse.

In addition, we believe comprehensive relationship education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe. This is a required element of the Health Education Guidance.

DEFINING SEX EDUCATION AT HOLLYFIELD PRIMARY SCHOOL

Although Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made Relationship Education compulsory in all primary schools, Sex education is currently not compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils.

'It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme 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 life cycle set out in the national curriculum for science - how a baby is conceived and born.'

As set out in the guidance, it is up to individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. We, like many other schools already choose to teach some aspects of sex education and will continue to do so.

We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology we believe it is better that children receive age appropriate answers from us than it being left to their peers or the internet.

In our school sex education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories. In Year Six children are taught the science about how a baby is conceived and formed. Furthermore, we ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. This is taught in an age appropriate way in Year 4 and Year 5. Children need to understand how both girls' and boys' bodies function and change as they grow into adults. This is part of the Science and Health curriculum.

We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgement. Evidence states that a graduated age-appropriate spiral curriculum is the best way of preventing the topic of sex, reproduction and private body parts of becoming taboo and children from becoming embarrassed by the topic.

We believe it is the duty of our school to give our young people the learning that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation pressure or abuse.

HOW RSHE IS TAUGHT AT HOLLYFIELD PRIMARY SCHOOL

In school, we meet the learning objectives as set out in the Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 for primary schools with a whole school approach. We use a programme called SCARF.

SCARF (which represents the values for children of Safety, Caring, Achievement, Resilience and Friendship) is a scheme of work which provides a whole-school approach to building these essential foundations – crucial for children to achieve their best, academically and socially.

SCARF adopts a whole school approach to behaviour, safety and learning – improving mental and physical wellbeing.

Children's emotional health and wellbeing has a huge impact on their ability to learn.

A whole-school approach is vital to improving children's emotional health and wellbeing, helping to keep them safe, improve behaviour and raise achievement.

The SCARF programme meets all the DfE requirements for statutory Relationships and Health Education 2020 and is mapped to the PSHE Association programmes of study. It also meets the needs of Sex Education.

SEX EDUCATION

The human reproduction element of RSHE is completed by the end of Year 6. At all stages we are committed to working with parents. Under the 1993 Education Act, pupils can be withdrawn by their parents from the part of the sex and relationship education that is outside the compulsory elements of sex education included in the Science National Curriculum. This is a very small part of the curriculum and is covered in one session.

Every year, parents of Year 6 pupils are invited to attend a meeting where they are informed of the content of the sex education lessons, shown relevant parts of resources used and can ask questions. Year 6 parents are asked to sign a consent form before sex education lessons are delivered.

We may use outside agencies that we feel suit the needs of our children.

(see Appendix A for coverage in each year group)

RELATIONSHIPS EDUCATION

It will be an identifiable, planned part of the curriculum supported by timetabled lessons and assemblies across all the key stages, with evidence of continuity and progression. It is supported through an inclusive whole school ethos, reflected in related policies eg on equalities, safeguarding, positive behaviour and anti-bullying.

- Teaching should take account of the outcomes of consultation with parents/carers, but ultimately the school should exercise its professional judgement on what should be taught and how.
- Pupils' views about Relationships Education should be actively sought so that teaching is relevant to their lives of the children at Hollyfield and nurtures their well-being and be assessed and adapted as needs change.
- Lessons should be delivered within a safe and supported learning environment where pupils will feel confident to learn and encouraged to participate
- Pupils should be given opportunities to reflect on values and influences (such as from peers, social media, faith and culture) developing an understanding of shared

and different attitudes and views towards relationships. This should be done with care and consideration of relevant legal requirements including the Equality Act. For example, it would not be appropriate to debate whether arranged or interfaith marriage or same-sex relationships are 'acceptable'.

- Teaching should include developing an understanding of different relationships and discuss relevant issues preparing pupils for life in modern Britain, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- All teaching should foster gender and LGBT+ (lesbian, gay, bisexual, trans) equality, challenging all forms of stereotyping, discrimination, harassment and victimisation in lessons and in everyday school life, meeting the legal duty on schools as set out in the Equalities Act 2010 and the nine protected characteristics
- Teaching should be based on reliable sources of information including the law and legal rights and distinguish between fact and opinion.
- A positive view of human sexuality should be presented, with honest and medically accurate information, so that pupils can learn about their bodies, discuss issues around body image and sexual and reproductive health in ways that are appropriate to their age and maturity.
- Learning should include how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online.

ANSWERING CHILDREN'S QUESTIONS

1. We are aware that children are likely to have many questions that may occur at any time. Children tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class.

2. We believe children are better off receiving honest, open answers from safe adults in their lives, rather than it being left to the internet or older children with a smart phone. In the age of information, where children have access to tablets, smart phones and the internet (often unsupervised) it is essential that we help children to recognise they are able to ask questions without judgement rather than searching for answers on the internet.

3. We believe that if children ask a question they deserve an answer. If ignored they merely build unnecessary barriers, making children think they have done something wrong; they are unlikely to ask again, and are instead left to seek their answers from less reliable or child friendly sources, due to shame. However uncomfortable the question may be, the thought is already in their head. It is much better that we, as safe adults, take responsibility and tackle the question safely and age appropriately. It may be that we refer children to talk to you as parents.

4. Staff have received training as to how to deal with children's questions age appropriately. This will be done consistently across the school as follows:

- Children will be praised for asking questions. We wish to encourage children to seek answers from safe adults.
- If a question is relevant to the whole class, we will answer it to the whole group.
- However, as with any other subject, there may occasionally, be the need to differentiate depending on children's knowledge and experience. Some children may need additional information or support compared to others.

- If a child asks a question that is not necessarily suitable for the entire class, we will respond, by saying: "that is fantastic question, hold that thought, I am going to set everyone some work and I will come and talk to you and answer your question in a minute when everyone else is working."
- If the member of staff doesn't have an answer or doesn't know, they will say so. There is no shame in not knowing the answer but the member of staff should make an effort to help the child to find the answer later.
- If the member of staff is not sure how best to answer a particularly tricky question, our suggested response is: "That is a brilliant question, I would like to give you an equally brilliant answer, so let me have a think about it and once I know the best way to explain it clearly I will come back to you"
- This will allow teaching staff time to think, seek help, advice or support from colleagues, or to speak to senior management.
- If a child asks a question we know parents may be uncomfortable with, staff may choose to delay answering the question (as above) until they have spoken to the parent/carer if possible and talk through their response.
- Teachers will answer questions, openly, honestly, scientifically and factually without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their pupils that could make either party vulnerable.

PARENTS AND PARENTAL RIGHTS TO WITHDRAW

We believe that successful teaching around RSHE can only take place when parents and school work together. Especially, considering we both want children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. Therefore, we are committed to working together with parents.

We endeavour to be transparent and give parents information about all the programmes and lessons we deliver around RSHE as we recognise it can be a sensitive subject for some families for a number of reasons. All new parents to our school will be given information about the RSHE programmes we run as part of their induction to the school, including information of how they can get a copy of this policy. We recognise the importance of parents knowing about the content of the lessons so they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values.

We recognise under the new guidance for Relationship Education, Relationship & Sex education and Health Education (DfE 2019), parents retain the right to request their child is removed from some or all of the elements of sex education which go beyond the national curriculum for science.

Maintained schools are required to teach about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. Parents have no right to withdraw their child from accessing this content of, what is, the science and Health Education curriculum.

(See appendix B for the science curriculum).

Each year, Year 6 parents are invited to a meeting to discuss all the teaching material and context of our sex education lessons and explain the reasons why any material is included in the programme. We will also highlight that whilst parents have the right to withdraw their child from these lessons, they do not have the right to withdraw other children from receiving these lessons. We believe it is better for children to hear from safe adults than to hear second hand from their class-mates at break-time.

If, following the Year 6 presentation on the content of the sex education lessons, a parent decides they wish to withdraw their child from any part of the lessons, they would need to address this in writing to the Head teacher, who will find other provision for the child to engage in during the lesson. Currently, Head teachers must comply with requests to withdraw from any non-statutory lessons in the programme.

Policy on Menstruation

We recognise that the onset of menstruation can be a confusing or distressing time for children if they are not prepared. As a school, we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period. We recognise that period poverty exists in the UK and that some children are forced to avoid attending school if they are on their period, when they are unable to manage it sensitively. We do not want that to be the case in our school and will make every reasonable effort to support children to access their education and enjoy school.

Puberty is occurring earlier than ever before, and it is now not uncommon for children to start their periods whilst in primary school. For this reason, we deliver puberty lessons to all children from Year 4 onwards. As part of these lessons all children in Year 4 upwards children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically, and sensitively. We will use the lessons from the SCARF programme. During lessons where puberty and menstruation are discussed, we will take the opportunity to highlight the location of sanitary bins available in school, and how these are to be used.

In KS2, we have sanitary products, spare underwear and plastic bags should children need to access these. Children will be made aware of where these are kept and how they can be accessed through all staff members, including lunchtime supervisors.

Information Technology (IT)

IT should be used in Relationships Education, Relationships and Sex Education (RSE) and Health Education when it has the potential to drive learning and progress. It is useful to record pupils' learning and performances as they develop using digital cameras or an iPad. Children may also use an iPad to record these themselves.

Students will be encouraged to:

- Find things out from a variety of sources, selecting and using information to meet their needs;
- Develop their ideas using IT tools to refine their learning and enhance its quality and accuracy.

Online safety is an essential aspect of PSHE and is taught within all year groups.

MONITORING & EVALUATION

SLT will work with subject leaders to regularly monitor the provision of RSHE across the school. This will include learning walks, CPD, pupil perceptions and book monitoring. Pupils' perceptions will be used to monitor the progress of pupils understanding of RSHE.

The subject co-ordinator will feed back the outcomes of this monitoring to the relevant staff and will be acted upon. An annual report will be given to governors stating what has been done in PSHE and the impact it has had as a result. RSEHE will be covered in this report.

SAFEGUARDING CHILDREN

When teaching any sensitive topic, such as RSHE, which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures.

All members of staff who deliver any of our Relationship or Sex Education Programme, have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.

It is our practice to review safeguarding procedures in team meetings and with governors before external programmes are delivered. Furthermore, if relevant, there may be conversations around protecting and supporting children for whom some of this work may make them vulnerable due to previous safeguarding concerns, past child protection investigations, ongoing concerns or changes in family or living situations if these may be triggered by scenarios or topics in their planned lessons.

We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, this type of work, whilst it may be sensitive, there may be needs to adapt the programme or offer additional support. It is also a protective factor in preventing further abuse, to help them make sense of their experiences and essential to help them develop skills and resilience to keep them safe in future.

The Governing Board and Headteacher, in determining the school's Relationships Education, Relationships and Sex Education (RSE) and Health Education policy will need to ensure that it meets legal and statutory requirements and has due regard to non-statutory guidance.

The policy will be reviewed on _____

Appendix A

A comprehensive set of age-appropriate lesson plans within SCARF online

SCARF RSE-specific lessons are designed to cover key skills, attitudes and values children need to explore in order to develop healthy relationships with their peers. Children also learn how to keep themselves safe and to ask for help when they need it.

4-5 year-olds: being the same and different, our special people, different families, different homes, our feelings, being unique and special, being kind, caring and friendly, keeping safe, keeping healthy, resilience, life stages and growing from young to old.

5-6 year olds: explores themes around families and their special people, the importance of respecting others including those that are different from us, recognising that genitals are private and their correct names; develops understanding of the difference between surprises and secrets (good or bad secrets) and when not to keep bad adult secrets; helps develop judgement of what kind of physical contact is acceptable or unacceptable and how to respond to this (including who to tell and how to tell them).

6-7 year-olds: looks at the process of growing from young to old and how people's needs change; explores the opportunities and responsibilities that increasing independence can bring, recognising that they share a responsibility for keeping themselves and others safe.

7-8 year-olds: introduces themes about change, including bereavement, healthy and unhealthy relationships (friendships), how images in the media do not always reflect reality and the impact of this on people's thoughts and feelings; the nature and consequences of discrimination; the importance of protecting personal information online; understanding risk

and building resilience; making informed choices; resisting pressure and recognising when and how to ask for help.

8-9 year-olds: builds on the themes covered in previous years, looking more closely at body changes as they approach and move through puberty including: menstruation and human reproduction; conflicting emotions; what positively and negatively affects their physical, mental and emotional health; understanding good and not-so-good feelings; recognising and challenging stereotypes; consequences of their actions; pressures to behave in an unacceptable, unhealthy or risky way and that marriage is a commitment freely entered into by both people.

9-10 year-olds: builds on the themes covered previously and in greater depth, looking more closely at: body changes and feelings during puberty; how their changing feelings can affect those they live with; what makes relationships unhealthy; exploring risky behaviour in more detail; different types of bullying including homophobic and transphobic; how to keep their personal information private online (and why this is important), and how to use social media safely.

10-11 year-olds: builds on and reinforces all the themes of the previous years, with new content built into the lesson plans looking at: body image and the media; forced marriage; female genital mutilation (FGM); sexual intercourse; HIV; and managing pressure online.

Appendix B

Science curriculum relating to RSE

Science curriculum and sex education					
Y1	Y2	Y3	Y4	Y5	Y6
Animals including humans	Animals including humans			Animals, including humans	Animals including humans
identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	notice that animals, including humans, have offspring which grow into adults			Pupils should be taught to: describe the changes as humans develop to old age	Pupils should be taught to: recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
				Living things and their habitats	Evolution and inheritance

				<p>Pupils should be taught to:</p> <p>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>describe the life process of reproduction in some plants and animals</p>	<p>Pupils should be taught to:</p> <p>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p>
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Appendix C – Statutory RSE

DfE Statutory Guidance Categories: Relationships Education (Primary)

By the end of primary schools pupils should know:

Families and people who care for me	<ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 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	<ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	<ul style="list-style-type: none"> 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.

	<ul style="list-style-type: none"> • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

DfE Statutory Guidance Categories: Physical Health and Mental Wellbeing (Primary)

By the end of primary school pupils should know:

Mental Wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
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	<ul style="list-style-type: none"> the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<ul style="list-style-type: none"> that for most people the internet is an integral part of life and has many benefits. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. why social media, some computer games and online gaming, for example, are age restricted. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. where and how to report concerns and get support with issues online
Physical health and fitness	<ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. the risks associated with an inactive lifestyle (including obesity). <p>how and when to seek support including which adults to speak to in school if they are worried about their health.</p>
Healthy eating	<ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). the principles of planning and preparing a range of healthy meals. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

	<ul style="list-style-type: none"> • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.