

THE KING'S SCHOOL IN MACCLESFIELD



RELATIONSHIPS AND SEX EDUCATION POLICY (RSE) INFANT AND JUNIOR DIVISION

INTRODUCTION

Since September 2020, Relationships Education has become compulsory for all primary schools as set out in the DfE Guidance (2019). This includes primary aged children learning about the 'changing adolescent body', included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019).

This policy should be read in conjunction with the Senior School Relationships and Sex Education Policy, and Foundation Policies on Safeguarding and Child Protection. The RSE Policy is available to all members of staff and to parents upon request.

Throughout this document, Personal, Social, Health and Economic Education including Citizenship will be referred to as PSHE whilst Relationship and Sex Education will be referred to as RSE.

AIMS AND OBJECTIVES

The aim of RSE is to provide children with age-appropriate information; exploring attitudes, values and developing skills in order to empower them to make positive decisions about their behaviour. The role of family life is emphasised as offering stability, respect, care and support in loving relationships for the nurture of children.

The following aims and objectives of RSE also compliment those of the Science curriculum in KS1 and KS2:

- To provide and clarify the knowledge and information to which all pupils are entitled.
- To raise pupils' self-esteem and confidence to value themselves, especially in their relationships with others.
- To help pupils develop skills (language, decision-making, choice, assertiveness) and make the most of their abilities.
- To help pupils understand who to ask for information and support.
- To help pupils respect and care for their bodies and be prepared for puberty and adulthood.
- To develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media.
- To teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them.

As part of RSE, pupils are taught about the nature and importance of marriage for family life and bringing up children. They are also taught to understand that there are strong and

mutually supportive relationships outside of marriage. We try to ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help children develop the skills to enable them to understand differences whilst respecting themselves and others. We hope to prevent and remove prejudice. RSE contributes to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We work towards this aim in partnership with parents/carers.

As RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life, including the playground. All staff understand that they have a responsibility to implement this policy and to promote the aims of the school whenever they are dealing with pupils.

RSE is a key aspect of our school's Personal, Social and Health Education (PSHE). We follow the Coram SCARF PSHE programme. This programme uses a range of teaching methods and styles in a spiral model that builds upon previous knowledge and understanding. Within this programme, the theme of 'Growing and Changing' provides a comfortable context and the core of teaching within which more specific RSE can be provided. RSE will be taught through this planned programme in PSHE as well as in Science lessons. This will ensure that it covers the statutory biological aspects, but also the social and emotional aspects. The scheme is fully compliant with the DfE statements covering what children should know by the end of primary school (Year 6). *Please see Appendix A for this information.* It is taught by Form Teachers, Teaching Assistants, members of our Nursing Team and external speakers, as appropriate.

CONTEXT

RSE promotes self-esteem and emotional health and wellbeing. It also helps pupils form and maintain relationships, based on respect for themselves and for others. Effective RSE is essential if young people are to make responsible, informed and healthy decisions about their lives, both now and in the future.

In the Infant and Junior Division, RSE provision is part of the wider programme of PSHE, designed to ensure a sequential development of skills, knowledge and attitudes in our pupils. RSE is delivered through Science, RSP, PSHE, Citizenship, English activities and circle time. A range of teaching methods are used, including the use of discussion groups, case studies, drama, role-play as well as online literature.

In this Division, we use the SCARF approach from Coram Life Education. This ensures there is a whole-school approach to improving the health, well-being and achievements of our pupils. Resources meet all of the requirements of the statutory guidance published by the DfE in July 2019. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere that promotes a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity.

RSE is taught within a broader PSHE education programme and it enhances and is enhanced by learning related to topics that include anti-bullying, keeping safe on and off line, and keeping physically and mentally healthy. The development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making is also key to the programme.

Staff are not required to teach RSE and they may request that the lesson is taught by another member of staff. In this situation, they should approach the PSHE Lead or the Vice-Principal (Pastoral)/Principal of the Infant and Junior Division who will organise this.

RSE is usually delivered in mixed gender groups, although there may be occasions where single gender groups are more appropriate. We teach about relationships and encourage children to discuss issues openly. We teach about the parts of the body and how they work, and we explain what will happen to their bodies during puberty. Children are always encouraged to ask for help if they should need it.

At King's we believe that high quality RSE helps create a safe school community in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships.
- RSE plays a vital part in meeting schools' safeguarding obligations.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life.

All children, including those who develop physically earlier than average, need to know about puberty before they experience the onset of physical changes. It is important to use correct terminology and understand that some words (slang, nicknames) are inappropriate.

SCIENCE CURRICULUM

In the Early Years Foundation Stage children:

- Learn about simple life cycles.
- How to form relationships with friends and family.
- How to maintain appropriate relationships with others.

We have a statutory duty to teach the RSE elements of the Science National Curriculum. Through National Curriculum Science we will explore:

Key Stage 1

- that animals including humans, move, feed, grow, use their senses and reproduce
- to recognise and compare the main external parts of the bodies of humans
- that humans and animals can produce offspring and these grow into adults
- to recognise similarities and differences between themselves and others and treat others with sensitivity

Key Stage 2

- that the life processes common to humans and other animals include nutrition, growth and reproduction
- about the main stages of the human life cycle

Upper Key Stage 2 should be taught to:

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

- Understand the role of evolution and inheritance in the development of the human race as well as understanding how physical characteristics may become more or less developed through reproduction over time.

In Key Stage 1 children are taught to:

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.
- Describe the basic needs of animals, including humans, for survival (water, food and air).
- Learn the importance of exercise, eating the right amounts of different types of food, and hygiene.

In Key Stage 2 children are taught to:

Year 3

- Identify that animals, including humans, need the right types and amounts of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Year 4

- Describe the simple functions of the basic parts of the digestive system in humans.

Year 5

- Describe the differences in the life cycle of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.

Year 6

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- Describe the ways in which nutrients and water are transported within animals, including humans.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

In Year 5 we place a particular emphasis on RSE, as many children experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for question sessions conducted in a single sex group. Teachers do their best to answer all questions with sensitivity and care.

By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is and how it affects women. We always teach these with due regard for the emotional development of the children.

LANGUAGE

Children are introduced, at appropriate stages, to the correct terminology in their programme of sex education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms are used at all times for teaching.

DEALING WITH DIFFICULT QUESTIONS

Teachers reply to and answer children's questions sensitively and openly. They ensure that balanced information is provided that considers the views of different faiths and avoids any negative impressions. Teachers answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions are handled sensitively and set within a general context.

Children of the same age can often be at different stages developmentally and this can lead to differing types of questions or behaviours. Teaching methods take account of these differences and the potential for discussion on a one-to-one basis or in small groups. If the teacher decides to discuss the matter on an individual basis, a record is kept of that discussion.

When teachers feel uncertain about how to answer a specific question, they are encouraged to discuss this with a senior member of staff and return to the pupil at a later date. Consideration is always given to religious or cultural factors, and to parents' wishes before questions are answered, and ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

THE ROLE OF PARENTS

The primary role in sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with parents through mutual understanding, trust and co-operation. To promote this objective, we:

- Consult with parents when first preparing the school's Relationships and Sex Education Policy and when subsequent amendments are needed.
- Answer any questions that parents have about the education of their child.
- Take seriously any issues raised by parents about this policy or the arrangements for RSE in the school.

Through this mutual exchange of knowledge and information, children benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Parents/Carers in Years 5 and 6 are advised (by letter) about forthcoming sex education and personal hygiene lessons. Further details of the lessons are provided to parents upon request and they are invited to view any materials before the lesson should they wish to.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. However, parents cannot request a right to withdraw from any sex education delivered as part of the Science Curriculum. If a parent wishes their child to be withdrawn, they are encouraged to discuss this with the Infant and Junior Division Principal. Before granting any such request, the Principal will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Principal would discuss the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what

was said in their lessons, rather than what was directly said by the teacher. As a school, we would document this process to ensure a record is kept.

Whilst the school complies with the wishes of parents in this regard, withdrawal is rare because most parents recognise the importance of this aspect of their child's education and they work with the school to achieve it.

THE ROLE OF SCHOOL AND OTHER MEMBERS OF THE COMMUNITY

The school liaises with external agencies regarding the school RSE programme. It ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority such as the school nurse and other health professionals give us valuable support with our sex education programme. Health professionals are expected to work within the school's RSE policy.

VISITING SPEAKERS

Any visiting speakers to the school are familiarised with the School Policy on Relationships and Sex Education. All sessions run by a visiting speaker are also attended by a teacher who is familiar with the policy.

PUPIL VOICE

It is vital that our pupils feel that their views and opinions are respected and heard. PSHE lessons, assemblies, form times, fortnightly Well-being Committee meetings, fortnightly School Council meetings and termly pupil voice questionnaires combine to promote key messages and encourage pupils to express themselves. Pupils are encouraged to talk to their Form Teachers, the Vice-Principals, the DSL (Principal of the Infant and Junior Division), the medical team, Pupil Managers (where appropriate) and any member of staff they feel comfortable to share a concern with. Pastoral matters are shared in Head of Key Stage or Head of Year meetings with a resume shared with the Vice-Principal (Pastoral) every two weeks. The Vice-Principal (Pastoral) then holds a fortnightly meeting with the Pastoral Leadership Group (Principal, Vice Principal (Academic/Operations), Pupil Managers, Nursing Team and SENCo) to discuss any developments. A document is then updated to take account of any necessary changes and shared with staff. The Infant & Junior DSL also reports to the Senior DSL every fortnight.

In addition to staff support for pupils, 'Listening Ear Boxes' (KS2) and 'Worry Monster' (KS1) provide the opportunity for pupils to *write* to staff should they have a worry. Any contributions will be followed up by Form Teachers and shared with the Vice-Principal or Principal where the circumstances deem this necessary.

OBSERVATION AND RECORDING

The understanding, knowledge and skills of our pupils is monitored through observation, discussion and participation in group questioning. Early Years staff record PSED WOW! Moments in each child's individual electronic Learning Journey. This information is then used in discussion with parents and for completing both the mid-year and end of year reports.

Comments may include topics such as:

- Developing maturity and independence,
- Leadership skills,
- Attitudes and relationships with peers,

- Playground behaviour,
- Representation of the class or positions of responsibility.

Each class has a 'PSHE & FBV Evidence of Learning' book which is added to two or more times every half term. This allows our pupils to share their learning in different ways. This may include photographs, photocopies of written work or post-it notes from lessons.

DIVERSITY AND INCLUSION

The RSE policy reflects and is in line with our Equal Opportunities policy and the school ensures that the RSE teaching programme is an inclusive one that is appropriate and relevant to all pupils, including those with SEN and disabilities.

Teachers ensure that the content, approach and use of inclusive language reflects the diversity of the school community, and helps all pupils to feel valued and included, regardless of their gender, ability, disability, experiences and family background.

Pupils may be taught in mixed groups or separately. Where needed, RSE is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases, pupils have individual support or work in small groups with a TA.

At King's we ensure that RSE lays the foundations for developing empathy and understanding between girls and boys, young men and young women. Pupils should be encouraged to consider the importance of equality and respect within friendships and relationships and to develop positive behaviour.

Resources are chosen to ensure that they are appropriate to the age and maturity of pupils. They consider equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.

SAFE AND EFFECTIVE PRACTICE

Teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss or ask for private information about each other or the teacher. Pupils will also be able to raise questions anonymously using the Listening Ear box /Worry monsters in the classrooms. Staff will devise an agreed protocol which they will follow to deal with potentially sensitive issues or use to seek support. Questions will be answered honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class.

We aim to ensure that teaching is sensitive to the range of religious and cultural views about sexual behaviour, whilst still ensuring that pupils have access to the learning they need to stay safe, healthy and to understand their rights as individuals.

We aim to provide a balanced and broadly-based curriculum that:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at school for the opportunities, responsibilities and experiences of later life.

Pupils come from a variety of backgrounds and all are entitled to learn in a supportive environment, free from fear. Unacceptable language and behaviour are dealt with, as is any other form of harassment, through the school behaviour and discipline procedures. An

understanding of human difference, including sexuality, is an important aspect of education and is addressed as appropriate through the curriculum.

SPECIAL NEEDS

Pupils with special educational needs are given the opportunity to fully participate in RSE lessons and a differentiated programme is provided, where necessary, to ensure that all pupils gain a full understanding.

EQUAL OPPORTUNITIES

RSE is given to all pupils to ensure quality of access, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

MONITORING AND EVALUATION

All teachers are responsible for delivering the objectives highlighted in the Programme of Study and for maintaining the quality of RSE teaching.

Under the direction of the Principal, the Subject Leader:

- Monitors RSE in accordance with our Curriculum Development Programme;
- Maintains regular contact with teachers and pupils;
- Identifies resources or staff development needs.

SUBJECT LEADERSHIP

All teachers are involved in RSE as part of their general teaching responsibilities, but it is managed and co-ordinated by the PSHE Subject Leader whose duties are:

- To liaise with the Head of EYFS in order to understand and monitor how early RSE skills and concepts are taught through the EYFS curriculum.
- To devise and maintain a whole school RSE programme.
- To monitor and evaluate the effectiveness of the programme, in accordance with the school Curriculum Development Plan.
- To develop and maintain a resource base.
- To receive, disseminate and update information.
- To support liaison with outside agencies.
- To organise PSHE/RSE events and training as appropriate.

The PSHE Leader frequently liaises with other subject leads, as well as the Head of PSHE in the Senior Division.

More information, including programmes of study and resources can be found in the PSHE subject files (hard copy and electronic) maintained by the PSHE Leader.

EQUAL OPPORTUNITIES

The school's programme of study for PSHE/RSE is designed to ensure that all pupils have full and equal access, in accordance with the Equalities Act of 2010. We strive to do the best for our pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, gender identity, religion, sexual orientation or whether they are looked after children. The school believes that all pupils should have access to Personal, Social, Health Education that is relevant to their particular needs and stage of development. For further information please see the whole school Equal Opportunities Policy.

LEARNING ENRICHMENT

Every effort is made to address the needs of those pupils who are considered more able, gifted or talented. Where possible, planning for this subject includes differentiated

activities and suggests tasks for the more able. For further information, see the Learning Enrichment policy.

Teaching techniques such as differentiated questioning, teacher touring, mixed ability groupings, pupil feedback, role-play, hot seating, etc. are implemented where possible to support and challenge pupils in their tasks, especially where activities are not differentiated.

CROSS-CURRICULAR LINKS

RSE contributes to all other aspects of the curriculum. However, subjects such as English, History, Science, Geography, Computing and RSP provide particular opportunities for pupils to access many aspects of the RSE and PSHE curriculum.

CONCLUSION

Our PSHE/RSE programme includes and is aligned with the explicit promotion of social and emotional skills across the whole school, which is at the heart of the Early Years Statutory Framework and the principles promoted by the PSHE Association. Through PSHE, we can promote the emotional and physical well-being of our pupils, consequently helping them raise their achievement. It is our responsibility to create an environment within which they are healthy and safe. Ultimately, we aim to provide our pupils with the knowledge, skills, strategies and dispositions first to share and then to take over these responsibilities for themselves.

Documents that inform the school's RSE policy include:

- Children and Social Work Act (2017)
- Education Act (2010)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Keeping children safe in education (2023)
- Learning and Skills Act (2000)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019)
- SEND code of practice: 0 to 25 years (statutory guidance)
- Sexual violence and sexual harassment between children in schools and colleges (DfE, 2018)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development)
- Statutory framework for the Early Years Foundation Stage (DfE, 2021)
- Supplementary Guidance SRE for the 21st century (2014)
- Teacher guidance: teaching about mental health and emotional wellbeing (2019)
- The Citizenship Programme of Study for Key Stages 1-2 (2015)
- Working Together to Safeguard Children: statutory guidance on inter-agency working to safeguard and promote the welfare of children (DfE, 2018)

This document should be read in conjunction with policies for:

- Anti-Bullying
- Assemblies & Collective Worship
- Computing
- Confidentiality procedures
- Display
- Drug, Alcohol & Tobacco Education
- Equal Opportunities
- Health & Safety

- Pastoral Care & Behaviour
- Physical Education
- Personal, Social and Health Education (PSHE)
- RSP
- Safeguarding
- Science

COMPLAINTS PROCEDURE

Any complaints about the Relationships and Sex Education programme should be made through the school's complaints procedure and, in the first instance, directed to the Principal of the Infant and Junior Division.

CONFIDENTIALITY

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher takes the reference seriously, and deals with it as a matter of child protection. Teachers respond in a similar way if a child indicates that they may have been a victim of abuse. They do not try to investigate, but they immediately inform the DSL about their concerns. The DSL (Principal of the Infant and Junior Division) then deals with the matter in consultation with health care professionals (see also our policy on Safeguarding).

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide additional support. If confidentiality must be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

Author: Infant and Junior Division Subject Leader for PSHE & Vice-Principal Pastoral

Approved by: Infant & Junior Division Principal

Reviewed: September 2023

Next Planned Review: September 2024

Appendix A

End of Primary School statements

RELATIONSHIPS AND EDUCATION

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability;
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives;
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other families are also characterised by love and care;
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up;
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong;
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends;
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties;
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded;
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right;
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs;
- practical steps they can take in a range of different contexts to improve or support respectful relationships;
- the conventions of courtesy and manners;
- the importance of self-respect and how this links to their own happiness;
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority;
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help;

- what a stereotype is, and how stereotypes can be unfair, negative or destructive;
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not;
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous;
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them;
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met;
- how information and data is shared and used online.

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context);
- about the concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe;
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact;
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know;
- how to recognise and report feelings of being unsafe or feeling bad about any adult;
- how to ask for advice or help for themselves or others, and to keep trying until they are heard;
- how to report concerns or abuse and the vocabulary and confidence needed to do so;
- where to get advice, for example family, school or other sources.

PHYSICAL HEALTH AND MENTAL WELLBEING

Mental wellbeing

Pupils should 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, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations;
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings;
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate;
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness;
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests;
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support;

- that bullying (including 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

Pupils should 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 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

Pupils should know:

- the characteristics and mental and physical benefits of an active lifestyle;
- the importance of building regular exercise into daily and weekly routines and how to achieve this, for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise;
- the risks associated with an inactive lifestyle (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

Pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content);
- the principles of planning and preparing a range of healthy meals;
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health);

Drugs, alcohol and tobacco

Pupils should know:

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

Health and prevention

Pupils should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body;
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer;
- the importance of sufficient good quality sleep for good health and 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, viruses, how they are spread and treated, and the importance of handwashing;
- the facts and science relating to allergies, immunisation and vaccination.

Basic first aid

Pupils should know:

- how to make a clear 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

Pupils should 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 including the key facts about the menstrual cycle.