



Relationships and Health Education Policy.

Approved by:

Date:

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1. Aims

The aims of relationships and health education (RHE) at our school are to:

- › “Inspire tomorrow today ...” by teaching pupils about the social, physical, and systematic society that we live in, giving them the ability to flourish and become healthy, well-balanced adults.
- › Provide a framework in which sensitive discussions can take place.
- › Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- › Help pupils develop feelings of self-respect, confidence, and empathy.
- › Create a positive culture around issues of sexuality and relationships ensuring children have a clear understanding of what is a healthy relationship and show respectful understanding of differences.
- › Teach pupils the correct vocabulary to describe themselves and their bodies.
- › Support the school ethos of inspiring tomorrow, today ensuring our children are confident and resilient adults.

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#).

We are not required by law to provide sex education; however we do provide discrete sex education lessons in KS2 which parents are able to withdraw their children from, instead we teach the elements of sex education contained in the science curriculum without notifying parent/carers of this as there is no right to withdraw (this is part of the statutory national curriculum).

In teaching RHE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Claregate Primary School we teach RHE as set out in this policy.

Documents that inform the school's RHE policy include:

- Equality Act 2010
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (Gov.uk)
- Keeping Children Safe in Education (statutory guidance revised at least annually)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- National Citizen Service guidance for schools

3. Policy development.

This policy has been developed in consultation with staff, governors and parents (the term parents includes parents and those with parental responsibility).

. The consultation and policy development process involved the following steps:

- Review – the PSHE lead collated all relevant information including national and local guidance; attended training and drew up an action plan
- Staff and link governor consultation – all school staff and governors were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy have we set a date for this? Is this possible – Teams? Zoom?
- Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RHE is about the emotional, social and cultural development of pupils. It promotes the school values of inclusivity, equality, and respect throughout. Children will learn about positive, respectful relationships, healthy choices, keeping safe, healthy lifestyles, growing and changing, their rights and responsibilities as well as diversity and personal identity. This will be grounded in both the real world and the online world where many of children spend much of their time.

- RHE will equip children with the knowledge to make informed decisions about their physical and mental wellbeing which is part of everyday life in the same way as physical health
- RHE involves a combination of sharing information, as well as exploring issues and discussing values.
- RHE is about developing our children as respectful, thoughtful citizens
- RHE is not about the promotion of sexual activity

5. Curriculum

Our curriculum is set out as per Appendix 3 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- › Using the correct terminology for body parts
- › Preparing boys and girls for the changes that puberty brings
- › How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 3. Parents and legal guardians have the right to withdraw their children from sex education lessons and the school will contact you before the sessions occur. It is possible to view materials before they are used in lessons.

Safe effective practise will be ensured by:

- Using tried and tested materials and by using the expertise of other professionals such as school nurses
- Ensuring a safe learning environment is established by agreeing clear ground rules for lessons focusing on what is appropriate to share and when, who children can ask for help and where they can go for further information
- Using distancing techniques such as stories, scenarios, clips from TV programmes or case studies to provide fictional characters and storylines that stimulate discussion whilst 'de-personalising' discussions. This allows pupils to engage more objectively with the lesson content.
- Pupils' questions will be answered by staff either in the session if appropriate, 1-1 or in discussion with the Safeguarding team. Teachers will use a question box in every lesson that children can post questions so that they can manage what needs to be answered in which forum.
- Pupils will be able to raise questions anonymously by using the question box before and after sessions or by using the worry box on the school website.
- All staff teaching RHE will be supported by the PSHE lead through ongoing CPD, support in lesson planning and where requested support in delivery of sessions.

Further information about handling complex issues safely in the classroom can be found in the PSHE association document which is linked to in Appendix 4.

At Claregate, we are commitment to making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. As part of our RHE lessons we will ensure that all pupils learn about healthy relationships, acceptable behaviour, and the right of

everyone to equal treatment. We will always ensure that our pupils treat each other well and go on to be respectful and kind adults.

6. Delivery of RHE

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

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

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

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

Pupils will be taught to understand the world which they are growing up in and that means understanding that they know that some people are LGBTQ, that this should be respected in British society, and that the law affords them and their relationships recognition and protections. Pupils growing up in families with LGBTQ members, or who are beginning to understand that they are or may be LGBTQ themselves, should feel that RHE is relevant to them. Anti-discrimination teaching is central to our approach.

The school will not promote any part of sexual identity or make any moral judgment on this. There are very differing views within our school community and beyond about morality. Our children need to know that not all people hold the same beliefs. This will prepare them for life in the real world and conflicts that they may encounter.

From the Foundation Stage onwards as part of ongoing PSHE and Science lessons children will be taught to use the correct terminology for body parts including external genitalia. This is good practice for Safeguarding. Conversations crop up in everyday classroom and playground life, so correct terminology will be used without further permissions. Parent carers should avoid asking us to use their own family words for body parts because this causes confusion.

From Year 4 pupils will also receive stand-alone sex education sessions delivered by trained health professionals (School Nurses) unless their parent requests that they be withdrawn them from these lessons (see Appendix 2). The content is as follows:

Year Four: key facts about the menstrual cycle and where to get further information about the changes that happen in puberty including menstrual wellbeing (Girls only).

Year Five: identifying reproductive organs; how the process of puberty relates to human reproduction; physical and emotional changes when approaching and during puberty; the importance of menstrual wellbeing good hygiene during puberty; where to get help from and who to ask for help

Year Six: As above and including the processes of reproduction and birth as part of the human life cycle; how babies are conceived and that there are ways to prevent this; how babies need to be cared for

For more information about our RHE curriculum, see Appendix 3 Growing and Changing Topic.

7. Roles and responsibilities

7.1 The governing board

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

The governing board has delegated the approval of this policy to the Strategy, Personnel and Curriculum although this will be shared at full Governors meeting.

7.2 The headteacher

The headteacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RHE (see section 8).

7.3 Staff

Staff are responsible for:

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

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

The PSHE lead is Miss Evans who is also the Designated Safeguarding Lead at Claregate Primary School. She will train and support all class teachers in delivering the RHE curriculum.

7.4 Pupils

Pupils are expected to engage fully in RHE and, when discussing issues related to RHE, treat others with respect and sensitivity. Ground rules will be set with the children at the start of every lesson and referred to throughout lessons to ensure respectful behaviour from all pupils.

8. Engaging stakeholders

Parents will be informed about the policy through the school communication system 'Marvellous Me' and on the school website. The policy will be available to parents through the school website and by request at the school office.

We are committed to working with parents and carers by involving them in the development of the policy and scheme of work through a working party that is open to all families. As part of our whole school approach to Relationships and Health Education, Parent Information sessions and opportunities for parents to view the materials and resources used will be held annually.

We will notify parents when Sex Education will be taught, by letter which includes a request to withdraw form (Appendix 2)

Parents' right to withdraw

Parents do not have the right to withdraw their children from Relationships and Health Education.

Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RHE.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

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

9. Training

The PSHE lead regularly attends update and network meetings to keep informed of the latest developments in the subject.

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

Information from network meetings is disseminated by the PSHE lead in staff meetings.

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

10. Monitoring arrangements

The delivery of RHE is monitored by the PSHE Lead through:

- Planning scrutiny
- Learning walks
- Discussions with pupils
- Assessment outcomes

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

This policy will be reviewed by the Strategy, Personnel and Curriculum committee annually. At every review, the policy will be approved by this group and the headteacher

Appendix 1: Statutory Guidelines

By the end of primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about 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"> • 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

TOPIC	PUPILS SHOULD KNOW
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

Appendix 2: Parent form: withdrawal from sex education within RHE

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

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

Appendix 3: PSHE Curriculum Overview (KS1 and KS2)

	Health and Wellbeing	Relationships	Living In the Wider World	Vocabulary
N	<ul style="list-style-type: none"> → language linked to feelings → show confidence in new situations → to name and recognise emotions through stories, songs, pictures → go to the toilet when reminded → to wash hands independently → adults to promote healthy living/lifestyle → develop ways to promote self-confidence and self esteem 	<ul style="list-style-type: none"> → play with another child → play collaboratively with peers and/or adults → secure relationship with key adult → separate from main carer on entry → play alongside others → more confident with unfamiliar adults → show more confidence in new settings → recognise conflict and learn strategies to resolve with adult support → begin to consider how others feel → awareness of boundaries → discussion of similarities and differences → resources to reflect diversity → showing interest in discussing their families and others 	<ul style="list-style-type: none"> → knowing they are part of a class and part of Claregate Primary School → begin to follow rules and routines → have an awareness of the rules for certain areas of the classroom (outdoor area etc.) → know who to go to when there is a problem → to discuss likes and dislikes → regular visits from people with different occupations → participate in school-based community events 	
Rec	<ul style="list-style-type: none"> → showing an awareness of personal needs and communicating these to an adult → try new things → use the toilet independently (washing hands unprompted) → understand the importance of fruit and milk in a healthy 	<ul style="list-style-type: none"> → discuss why active listening is important → to listen on the carpet (following two step instructions – prompted) → begin talking about families and activities they do together → have an awareness of who is in their family 	<ul style="list-style-type: none"> → to discuss likes and dislikes → know that the setting has rules → behave accordingly → understanding the rules of EYFS and why they keep us safe → demonstrating safe usage of equipment in EYFS → to zip/fasten coat 	

	<p>lifestyle</p> <ul style="list-style-type: none"> → recognise feelings and begin to regulate with adult support → create a healthy plate (with adult support) → recognise other people's feelings and begin to show support/empathy (adult prompted if needed) → become resilient to challenge and change (in and out of school) → select and shop for a healthy snack for class (online ordering) → self-regulate without adult support → set goals knowing their needs may not be met instantly → describe themselves positively and identify future development points → recognise the importance of health → personal hygiene → screen time, brushing teeth, sleeping habits 	<ul style="list-style-type: none"> → begin to show an awareness of family traditions and activities → understand that others have different likes/dislikes → positive attachment to adult and setting → respond appropriately with comments/actions → to know that other people have different ideas → choose strategies (with adult support) to resolve conflict → know that they can approach an adult when needed → recognise they are unique and no one else is like them → listen to the viewpoints of others even if it doesn't match their thinking → find a compromise → talk freely about home and community → ask questions about other children's families → discuss the Fundamental British Values 	<ul style="list-style-type: none"> → know what is right from wrong → dress themselves for forest school → to share ideas and resources → have an awareness of own community → move freely inside and outside the classroom (avoiding risks) → road safety → water safety → fire safety → meet people from the community → have an awareness/appreciation for people's jobs → share stories from different cultures → look at different countries in the world (weather, food, artists) 	
Year 1	<ul style="list-style-type: none"> → identify ways of keeping ourselves healthy, including food and exercise, hygiene routines and sun safety → recognise what makes us unique and special → knowing about how they feel → managing when things go wrong → recognising how rules and age restrictions help us → keeping safe online → identify, name, draw and label the 	<ul style="list-style-type: none"> → identify the roles of different people in families → know that families are a source of love, security, and stability → recognise the importance of feeling cared for → recognise the importance of privacy, staying safe and seeking permission (consent) → understand how behaviour affects others. 	<ul style="list-style-type: none"> → the understand what rules are → recognise how we can care for others needs and why it is important → identify ways of using the internet and digital devices → the importance of communicating → identify personal strengths and interests → recognise jobs in the local community → identify rules and principles for keeping safe online 	<p>VOCABULARY TO BE CONFIRMED BY GOVERNORS OCTOBER 2021</p>

	<p>basic parts of the human body and say which part of the body is associated with each sense.</p> <p>→the benefits of physical exercise and time spent outdoors on mental wellbeing</p>	<p>→how to be polite and respectful</p> <p>→characteristics of friendship</p> <p>→conventions of courtesy and manners</p> <p>→the importance of treating everyone equally</p>		
Year 2	<p>→recognise that sleep is important</p> <p>→the role of medicine in keeping us healthy</p> <p>→mouth hygiene</p> <p>→managing feelings</p> <p>→knowing who to ask for help</p> <p>→growing older (maturity)</p> <p>→naming body parts</p> <p>→transition to new class or year group</p> <p>→describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>→the characteristics of an unhealthy lifestyle</p> <p>→recognise that mental health is just as important as physical health and is a normal part of everyday life</p> <p>→notice that animals, including humans, have offspring which grow into adults</p> <p>→what to do in an emergency</p> <p>→safety in different environments</p> <p>→safety at home</p> <p>→personal hygiene in relation to viruses and bacteria</p>	<p>→recognise ways of making friends</p> <p>→characteristics of friendship</p> <p>→identify and explain the feeling of loneliness</p> <p>→knowing who to find and seek help from when needed</p> <p>→knowing when to keep a secret and why</p> <p>→strategies to resist pressure</p> <p>→recognising hurtful behaviour (the importance of consent)</p> <p>→recognising similarities and differences between families, people etc.</p> <p>→conventions of courtesy and manners</p> <p>→playing and working cooperatively</p> <p>→sharing and respecting opinions</p> <p>→the importance of treating everyone equally</p>	<p>→belonging to a group</p> <p>→roles and responsibilities of members in society (close adults and members of the community)</p> <p>→being the same and being different</p> <p>→different communities</p> <p>→the use of the internet in everyday life</p> <p>→identifying types of content online</p> <p>→knowing what money is (as a currency)</p> <p>→identifying personal needs and wants</p> <p>→looking after money (saving/being responsible)</p> <p>→identify rules and principles for keeping safe online</p>	<p>VOCABULARY TO BE CONFIRMED BY GOVERNORS OCTOBER 2021</p>

Year 3	<ul style="list-style-type: none"> → health choices and habits → what affects feelings → expressing feelings → identifying personal strengths and recognising achievements → managing and reframing setbacks → identifying risks and hazards in the local environment → being aware of risks and hazards in unfamiliar places → identify that human and some other animals have skeletons and muscles for support, protection, and movement → the benefits of physical exercise and time spent outdoors on mental wellbeing → recognising early signs of illness → personal hygiene in relation to viruses and bacteria 	<ul style="list-style-type: none"> → different types of families → features of family life (stability and care) → know that families are a source of love, security, and stability → how to recognise if family relationships are making them feel unhappy and unsafe and how to seek help or advice from others → the importance of personal boundaries (consent) → safely responding to others → characteristics of friendships → the impact of hurtful behaviour (bullying) → recognising and modelling respectful behaviours → the importance of self-respect → the need to be courteous and polite (online and in person) → identifying trusted adults → conventions of courtesy and manners → the importance of treating everyone equally 	<ul style="list-style-type: none"> →the value of rules and laws →rights and freedoms →responsibilities →how the internet is used →assessing information online (is the information provided by a website accurate?) →identify different jobs and the required skills →address job stereotypes →setting personal goals →identify rules and principles for keeping safe online →how to respond to adults they do not know 	<p>VOCABULARY TO BE CONFIRMED BY GOVERNORS OCTOBER 2021</p>
Year 4	<ul style="list-style-type: none"> →the importance of maintaining a balanced lifestyle →the importance of oral hygiene and dental care →the physical and emotional changes in puberty →naming external genitalia →recalling personal hygiene routines →support with puberty (periods) →using medicines and household products safely →drugs common to everyday life →substance misuse and the law 	<ul style="list-style-type: none"> →features of family life (stability and care) →how to create and maintain positive friendships →the importance of communicating positively online →responding to hurtful behaviour (the importance of consent) →knowing how and when to maintain confidentiality →respecting similarities and differences in opinion, appearance, culture, and belief 	<ul style="list-style-type: none"> →what makes a community →shared responsibilities in the community and in our own fields of influence →recognise that data can be shared and used by external parties and explain why (with reference to relevant law) →recognising the risks of being online →know that sometimes people behave differently online (pretending to be someone they are not) →show an awareness of the risks 	<p>VOCABULARY TO BE CONFIRMED BY GOVERNORS OCTOBER 2021</p>

	<ul style="list-style-type: none"> →the average length of a period (girls) →recognise the range of menstrual products available in stores →the implications of menstruation on emotional and physical health →discussing the importance of preparing for and managing menstruation. →the impact of isolation and loneliness →recognising that it is common for people to experience ill mental health →the impact of trolling, harassment and bullying online on mental health →the risks associated with an inactive lifestyle →key facts about puberty including physical and emotional changes 	<ul style="list-style-type: none"> →how to discuss difference sensitively →identifying trusted adults →conventions of courtesy and manners →understand that each person's body belongs to themselves →how to report concerns/abuse both in and out of school (and recognising the confidence needed to do so) →the importance of treating everyone equally (with reference to the zero-tolerance approach to peer-on-peer abuse/harassment) 	<ul style="list-style-type: none"> associated with people they have never met. →money decision making →using and keeping money safe →identify rules and principles for keeping safe online →how to respond to adults they do not know 	
Year 5	<ul style="list-style-type: none"> →the importance of practising healthy sleeping habits →sun safety →information about the safe and correct use of medicines →information on vaccinations, immunisations, and allergies →defining and identifying a personal identity →recognising and reflecting on individuality →identifying different personal qualities →what is mental wellbeing →strategies to promote mental wellbeing (where to seek support and advice where needed) →keeping safe in different situations →how to make a clear and efficient call to emergency services if necessary →first aid →recognising early signs of illness 	<ul style="list-style-type: none"> →managing friendships →recognising the difference between positive and negative peer influence (how to resist negative peer influence if needed) →appropriate physical contact and feeling safe (with reference to consent) →responding respectfully to a wide range of people →recognising prejudice and discrimination (against the protected characteristics) →conventions of courtesy and manners →understand that each person's body belongs to themselves →how to report concerns/abuse both in and out of school (and recognising the confidence needed to do so) →the importance of treating everyone equally (with reference to the zero-tolerance approach to peer-on-peer 	<ul style="list-style-type: none"> →the need to protect the environment →the importance of showing compassion towards others →how information online is targeted →identifying the different types of media →the role of the media and its impact →identifying potential job interests and aspirations →recognising influences in career choices →workplace stereotypes and their harmful nature →identify rules and principles for keeping safe online →how to respond to adults they do not know 	<p>VOCABULARY TO BE CONFIRMED BY GOVERNORS OCTOBER 2021</p>

	<ul style="list-style-type: none"> →FGM and the law →describe the life process of reproduction in some plants and animals. →describe the changes as humans develop to old age. →the impact of isolation and loneliness →the risks associated with an inactive lifestyle →recognising that it is common for people to experience ill mental health →the impact of trolling, harassment and bullying online on mental health 	abuse/harassment)		
Year 6	<ul style="list-style-type: none"> → keeping personal information safe → societies safety regulations and choices made by individuals → drug use and the law → recognising the influence of the media in drug use → human reproduction and birth → managing an increasing level of independence → transition (moving on/change) → recognise the impact of diet, exercise, drugs, and lifestyle on the way their body's function → the benefits of voluntary and service-based activity on mental wellbeing → the benefits of rationing time spent online → show an awareness of the negative impact of excessive electronic use → the impact of trolling, harassment and bullying online on mental health 	<ul style="list-style-type: none"> → addressing attraction to others → romantic relationships → understanding the commitment of civil partnerships and marriage → recognising and managing pressure from different people → consent in different situations → expressing opinions and respecting other points of view → discussing topical views and current affairs → conventions of courtesy and manners → understand that each person's body belongs to themselves → how to report concerns/abuse both in and out of school (and recognising the confidence needed to do so) → the importance of treating everyone equally (with reference to the zero-tolerance approach to peer-on-peer abuse/harassment) 	<ul style="list-style-type: none"> → understanding the importance of valuing diversity → knowing how and when to challenge discrimination (against the protected characteristics) and stereotyping → evaluating media sources → understanding what is safe and unsafe to share online (including the law around online behaviours) → identify rules and principles for keeping safe online 	<p>VOCABULARY TO BE CONFIRMED BY GOVERNORS OCTOBER 2021</p>

Appendix 4

Handling complex issues safely in the PSHE education classroom & creating a safe learning environment

The PSHE Association's short guidance document offers support for teachers on how to implement ground rules, discuss starting points, and consider distancing techniques and consider distancing techniques, appropriate language and more.

Children and young people will want to discuss high profile media coverage of child abuse and other sensitive issues. It's vital that they do so in a climate of trust, cooperation and support.

A safe learning environment helps students share feelings, explore values and attitudes, express opinions and consider those of others without attracting negative feedback. As well as encouraging more open discussion it also helps to make sure that teachers are not anxious about unexpected disclosures or comments.

The full document can be found here:

<https://www.pshe-association.org.uk/system/files/2018%20-%20Handling%20complex%20issues%20safely%20in%20the%20PSHE%20classroom.pdf>