



Relationships and Sex Education Policy

Signed:	
Chair of Trust Board:	Claire Delaney
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1 Introduction

- 1.1 Deer Park School believes that in order to create a happy and successful adult life, children and young people need to have the self-confidence to make informed decisions about their wellbeing, health and relationships. Relationships Education and Relationships and Sex Education (RSE) is about giving children and young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Health Education is giving pupils information to make well-informed, positive choices about their own health and wellbeing. Deer Park School recognises that physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.
- 1.2 Deer Park School has a responsibility under the Equality Act 2010 to ensure the best for all pupils at its schools irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, or sexual orientation. As a result, Relationships Education, RSE and Health Education will be sensitive to the different needs of individual pupils and may need to adapt and change over time to reflect the needs of the particular cohort. Deer Park School may also take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic.
- 1.3 Deer Park School is aware of the need to be mindful of and respectful to a wide variety of faith and cultural beliefs across its schools and will make every attempt to be appropriately sensitive; equally it is essential that children and young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. Deer Park School believes that its pupils deserve the right to honest, clear, impartial scientific 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.
- 1.4 All teaching will be sensitive and age appropriate in approach and content. At the point at which Deer Park School considers it appropriate to teach pupils about lesbian, gay, bisexual, and transgender (LGBT), Deer Park School will ensure that this content is fully integrated into programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Deer Park School will encourage wider pupil awareness of LGBT.
- 1.5 The previous policy was developed in consultation with parents, pupils, and staff from Deer Park School to ensure that it meets the needs of the whole school community. This policy will be re-introduced to the families of Deer Park in the Spring term when we shall explain the curriculum to the community.
- 1.6 The policy will be reviewed annually, and parents will be consulted in advance about significant changes.

2 Curriculum Intent

- 2.1 Through the delivery of high quality, evidence-based and age-appropriate Relationships Education, RSE and Health Education, Deer Park School intends to help prepare pupils for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships and to ensure pupils know how and when to ask for help and where to access support. By the end of their education Deer Park School hopes pupils will have developed resilience and feelings of self-respect, confidence, and empathy in preparation for the responsibilities and experiences of adult life.

2.2 Relationships Education, RSE and Health Education are intended to help pupils to:

- Build healthy, respectful relationships focusing on family and friends.
- Understand how to be healthy and be aware of potential risk areas (such as drugs and alcohol).
- Learn about intimate relationships and sex.
- Learn about mental wellbeing.
- Develop key personal attributes, such as kindness, integrity, generosity, and honesty.

3 Definition of Relationships Education and Relationships and Sex Education (RSE)

- 3.1 Relationships Education at primary phase is about teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults and who can support them. It includes how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy, establishing personal space and boundaries.
- 3.2 RSE is lifelong learning about physical, sexual, moral, and emotional development. It is about teaching sexual reproduction, sexuality and sexual health in a way that gives pupils the confidence to make sound decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable, and mutually supportive relationships with another person, and how to control and understand feelings that come with being in a relationship.
- 3.3 RSE does not encourage early sexual experimentation. It teaches children and young people to understand human sexuality and to respect themselves and others, to build self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling, and healthy sexual relationships, at the appropriate time.
- 3.4 RSE will outline that there are different types of committed, stable relationships, the characteristics and legal status of other types of long-term relationships, the importance of marriage as a relationship choice and why it must be freely entered into, how relationships might contribute to human happiness and the their importance for raising children, as well as highlighting the roles and responsibilities of parents with respect to raising children, characteristics of successful parenting and how to judge when relationships have become unsafe as well as how to seek help or advice and report concerns about others.

4 Roles and Responsibilities

All members of Deer Park School community are expected to follow this policy. Roles, responsibilities, and expectations of each section of Deer Park School community are set out in detail below.

4.1 Board of Trustees

Trustees will monitor and evaluate the impact of the policy by reviewing pupils' progress in achieving the expected educational outcomes. They will hold the Chief Executive Officer and Headteachers to account for the implementation of the policy.

4.2 The Chief Executive (CEO)

The CEO will ensure that Relationships Education, RSE and Health Education is taught consistently across the schools within BPET and will report back to the Board of Trustees on educational outcomes. They will

ensure that senior staff receive regular professional development training in how to deliver Relationships Education, RSE and Health Education.

4.3 Local Governing Body

Local governors in each academy will review and monitor the implementation of this policy by receiving regular reports from the academy Headteacher on educational outcomes. Local governors will scrutinise relevant data, review any issues that might arise and act as a point of challenge for decisions taken by the Headteacher. The Local Governing Body will annually report its findings to the Board of Trustees.

4.4 Headteacher

The Headteacher, with support from their respective Senior Leadership Team and the PSHE lead, will ensure that staff are supported and up to date with policy changes. They will ensure that Relationships Education, RSE and Health Education is well led, effectively managed, and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The Headteacher will ensure that teaching is age-appropriate, delivered in ways that are accessible to all pupils with SEND and that the subjects are resourced, staffed, and timetabled appropriately.

They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for pupils. The Headteacher will liaise with parents regarding any concerns or opinions regarding Relationships Education, RSE and Health Education provision and will manage parental requests for withdrawal of pupils from non-statutory, non-science components of Relationships Education, RSE and Health Education.

4.5 Staff

Teachers of Relationships Education, RSE and Health Education will ensure that they are up to date with school policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage pupils to communicate concerns regarding their social, personal, and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they will take this concern to a member of SLT.

4.6 Parents

Deer Park School hopes to build a positive and supporting relationship with parents through mutual understanding, cooperation, and trust. Parents are expected to share the responsibility of sex education and support their children's personal, social, and emotional development. Deer Park School hopes parents will create an open home environment where pupils can engage, discuss, and continue to learn about matters that have been raised through school. Parents are also encouraged to seek additional support in this from the school their child attends where they feel it is needed.

4.7 Pupils

Pupils are expected to take Relationships Education, RSE and Health Education seriously. Pupils are expected to listen, be considerate of other pupils' feelings and beliefs and support one another with issues that arise during class. Pupils who fail to follow these standards of behaviour will be dealt with under the Deer Park School Behaviour policy.

5 Implementation of Relationships Education, RSE and Health Education

- 5.1 Relationships Education, RSE and Health Education will be delivered in a non-judgmental, factual way allowing scope for children and young people to ask questions in a safe environment. Teachers will tailor the delivery of Relationships Education, RSE and Health Education to meet the specific needs of the pupils in that class, and to be responsive to their behaviour and development. Classes will explore different attitudes, values, and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships as well as being able to differentiate between fact, opinion and belief and an understanding of the law on various topics. Pupils will be taught the anatomically and scientific correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.
- 5.2 Staff will ensure that all resources used in the delivery of Relationships Education, RSE and Health Education are appropriate for the age and needs of their pupils. Examples of these resources are included in the Annexes of this policy and shall be sent to families prior to these lessons being taught in the Summer term.
- 5.3 Relationships Education will be delivered in PSHE lessons but may be referred to in other lessons. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Staff will use teaching methods that take account of these differences and the potential for discussion on a one-to-one basis or in small groups.

Relationships Education and RSE: Curriculum and Outcomes

- 5.4 By the end of their primary education Deer Park School expects pupils to know the information set out at Annex 1. Deer Park School recognises that primary-age pupils may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond the designed curriculum for Relationships Education. Teaching methods will take account of the potential different types of questions and behaviours likely to arise and staff will assess which types of teaching methods would be most appropriate (for example, a full class setting, one-to-one discussions or in small groups). There may be occasions where teachers ask parents to answer questions asked because of the sensitive nature of the response or that it relates to issues not covered in the curriculum.

6 Health Education: Physical health and mental well-being

- 6.1 Deer Park School wishes to promote pupils' health and well-being by encouraging self-control, their ability to self-regulate and strategies for doing so. This will enable pupils to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. Deer Park School believes that an integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment. Health Education will be delivered in PSHE, Science and PE lessons.
- 6.2 By the end of their primary education Deer Park School expects pupils to know the information set out at Annex 2.

7 Pupils with special educational needs and/or disabilities

- 7.1 Deer Park School will endeavour to ensure that Relationships Education, RSE, and Health Education is accessible for all pupils. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education, RSE and Health Education may be particularly important for such pupils, for example those with Social, Emotional and Mental Health needs

or learning disabilities. Teaching will be sensitive, age-appropriate, developmentally appropriate, differentiated and personalised to meet the specific needs of pupils at different developmental stages.

- 7.2 Staff will make reasonable adjustments to alleviate disadvantage faced by pupils with disabilities and will be mindful of the SEND Code of Practice and the Trust's SEND Policy when planning for these subjects. Staff will use a variety of different strategies to ensure that all pupils have access to the same information.

8 Right to request withdrawal from sex education

- 8.1 Deer Park School hopes that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy.
- 8.2 Parents of children in primary schools have the right to withdraw their child from sex education and should state this in writing and send it to their class teacher.
- 8.3 Before withdrawing or making a request, Deer Park School strongly urges parents to carefully consider their decision as sex education is a vital part of the school curriculum and supports child development. Parents cannot withdraw their child from Relationships Education or Health Education or the elements on human growth and reproduction which fall under the science curriculum.
- 8.4 If a pupil is excused from sex education the respective school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

9 Confidentiality and Child Protection

- 9.1 Deer Park School hopes to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. All teachers will receive training around confidentiality and should ensure that pupils understand that they cannot offer unconditional confidentiality. If a child protection issue is disclosed to a member of staff, that member of staff should follow the school's Child Protection and Safeguarding procedures.
- 9.2 Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Designated Safeguarding Lead to decide what is in the best interest of the child.

10 Equal opportunities

- 10.1 Relationships Education, RSE, and Health Education will be delivered equally to both genders, normally in mixed classes.
- 10.2 Deer Park School has a commitment to ensure that Relationships Education, RSE and Health Education is relevant to all pupils and is taught in a way that is age and stage appropriate. Pupils are encouraged to openly and freely discuss diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously in accordance with the Deer Park School's behaviour policy.

11 Complaints

If parents have any concerns or complaints about implementation of this policy, they should raise their concerns with the Headteacher in accordance with the Deer Park School Complaints Policy.

Annex 1 Relationships Education curriculum

PSHE (including RHSE) Curriculum Overview			
	Autumn 1	Spring 1	Summer 2
	<p>ELG: Self-Regulation Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions <p>ELG: Managing Self Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices <p>ELG: Building Relationships Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs 		
Year 1	<p>Our Values / Families and People who Care for Me</p> <p>Identify that they have to make their own choices.</p> <ul style="list-style-type: none"> • Explain how their actions affect others. • Identify and respect differences and similarities between people. • Identify their special people & family, and how they care for them. • Know how to resolve simple arguments through negotiation. • Understand the different compositions of families 	<p>Caring Friendships</p> <ul style="list-style-type: none"> • Recognise different types of relationships, including those between acquaintances, friends, relatives, and families. • Know how important friendships are in making us feel happy and secure. • Recognise ways in which a relationship can be unhealthy, and who to talk to for support. • Listen to other people and work cooperatively. • Recognise unkindness, and how to respond or help. 	<p>Respectful Relationships</p> <ul style="list-style-type: none"> • Understand that people and other living things have rights, and that everyone has responsibilities to protect those rights. • To know strategies to use against teasing or bullying, if they experience or witness it, and whom to go to for help. • Understand that people's bodies and feelings can be hurt (including comfort and discomfort). • Know the conventions of courtesy and manners and how to talk to other people. <p>Growing and Changing (CW resources)</p> <ul style="list-style-type: none"> • Understand that babies need care and support • Know that older children can do more by themselves
Year 2	<p>Friendships and Online Relationships</p> <ul style="list-style-type: none"> • To know that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded. • Recognise different kinds of teasing/bullying and understand that they are unacceptable. • Recognise what is fair and unfair, kind, and unkind, right, and wrong (especially through online interaction) • Know what is meant by 'privacy' and its importance. • The risks and opportunities from internet and digital media use. 	<p>Being Safe, Keeping Safe</p> <ul style="list-style-type: none"> • Show an understanding of the term 'morals' • Know how to resolve simple arguments through negotiation. • Know rules for keeping physically and emotionally safe (including online safety). • Understand the differences between happy surprises and secrets and ones that make us feel worried. • Know what to do when someone is pressurising you and making you feel uncomfortable. 	<p>Mental Wellbeing</p> <ul style="list-style-type: none"> • Know what constitutes, and how to maintain, a healthy lifestyle, including mental and physical health. Understand the benefits of mental and physical activity. • Be able to recognise different feelings and be able communicate their feelings to others, recognise how others show feelings, and how to respond. • To develop simple strategies for managing feelings and to control emotions. • To understand the impacts of racist or homophobic language on individuals and their self-esteem.

		<p>Know when to say 'yes', 'no', 'I'll ask' or 'I'll tell'.</p> <ul style="list-style-type: none"> Recognise that they share responsibility for keeping themselves safe. 	<p>Growing and Changing</p> <ul style="list-style-type: none"> Understand that some people have fixed ideas about what boys and girls can do. Describe the difference between male and female babies. Understand that making a new life needs a male and a female. Describe the physical differences between males and females. Name male and female body parts.
Year 3	<p>Being physically and mentally active</p> <ul style="list-style-type: none"> To know about taking care of their body (mentally and physically). Understand that each person's body belongs to them, personal space and they have the right to protect their body from inappropriate and unwanted contact. (CW resources) To understand the actions towards them that constitute abuse and are a crime. To know and understand the skills and strategies required to get support if they are concerned for themselves or their peers. To be able to identify people who are responsible for helping them stay healthy and safe, and how they can help these people to keep them healthy and safe. 	<p>Mental Wellbeing</p> <ul style="list-style-type: none"> Be able to explain how beliefs about right and wrong affect people's behaviour. Be able to describe how some of the values held by communities or individuals affect behaviour and actions. Valuing families of all forms, genders, and compositions (Tango makes 3). (CW resources) To understand the impacts of racist or homophobic language on individuals and their self-esteem. Know what positively and negatively affects their mental health. Recognise when they need help and develop skills and strategies to ask for help. Know and use strategies to foster mental activity and health Develop strategies to manage and control feelings. Understand the activities and pastimes that have a positive impact on mental wellbeing and happiness. 	<p>Internet Safety</p> <ul style="list-style-type: none"> Know what positively and negatively affects their mental health. Understand the responsible use of mobile phones and safer use habits. Be able to use strategies for keeping safe online; the importance of protecting personal information Know why and how rules and laws that protect them, and others are made and enforced, why different rules are needed in different situations. <p>Growing and Changing (CW resources)</p> <ul style="list-style-type: none"> Know and respect the body differences between ourselves and others. Name male and female body parts using agreed words.
Year 4	<p>Internet Safety & Online Relationships</p> <ul style="list-style-type: none"> Know that respect is important in all relationships including online. Explain how friendships can make people feel unhappy or uncomfortable. (CW resources) Understand how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media). Understand how pressure to behave in unacceptable, unhealthy, or risky ways can come from a variety of sources, including people they know, and the media. Be able to use strategies for keeping safe online; the importance of protecting personal information. Know why and how rules and laws that protect them, and others are made 	<p>Healthy Lifestyles</p> <ul style="list-style-type: none"> To understand what positively and negatively affects their physical, mental, and emotional health. Understand how to make informed choices (including recognising that choices can have positive, neutral, and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. Be able to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet. To know what positively and negatively affects their physical, mental, and emotional health. To know which, why and how, commonly available substances and drugs (including alcohol, tobacco and 	<p>Growing and Changing (CW resources lessons)</p> <ul style="list-style-type: none"> Understand that puberty is an important stage in the human life cycle. Know some changes that happen during puberty in boys and girls. Know about the physical and emotional changes that happen in puberty. Understand that children change into adults so that they are able to reproduce if they choose to. <p>Healthy Living and Prevention</p> <ul style="list-style-type: none"> Understand the importance of, and how to maintain personal hygiene. And the importance of hygiene as we enter puberty. To know that bacteria and viruses can affect health and that following simple routines can reduce their spread. Understand how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to

	and enforced, why different rules are needed in different situations.	‘energy drinks’) can damage their immediate and future health and safety; that some are restricted, and some are illegal to own, use and give to others.	develop simple skills to help prevent diseases spreading.
Year 5	Morality, Ethics and Relationships <ul style="list-style-type: none"> • Be able to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. • Know what positively and negative affects their mental and emotional health. • To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help). • To realise the consequences of anti-social, aggressive, and harmful behaviours such as bullying and discrimination of individuals and communities. • To recognise when they need help and to develop the skills to ask for help. 	Making Difficult Choices <ul style="list-style-type: none"> • Understand how pressure to behave in unacceptable, unhealthy, or risky ways can come from a variety of sources, including people they know, and the media. • To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others. • Understand how to make informed choices (including recognising that choices can have positive, neutral, and negative consequences). 	Growing and Changing (CW resources) <ul style="list-style-type: none"> • Explain the main physical and emotional changes that happen during puberty. Be able to ask questions about puberty with confidence. • Understand how puberty affects the reproductive organs. • Describe what happens during menstruation and sperm production. • Explain how to keep clean during puberty. • Know how to get support and help during puberty. • To know about the diversity of gender, sexuality, and orientation. • To understand personal expression, and how gender stereotypes form restrictive boundaries. • To recognise harmful or discriminatory views and be able to identify their effects on individuals and communities.
Year 6	Morality, Ethics and Mental Wellbeing <ul style="list-style-type: none"> • Know that isolation and loneliness can affect children and that it is important to discuss feelings and seek support. • That bullying (including cyber-bullying) has a negative and often long-lasting impact on mental wellbeing. • Understand where and when to seek support if worried about their own or someone else’s wellbeing. • Understand that it is common for people to experience mental health issues and identify strategies to find support and help with the situation. • Identify and use simple self-care techniques, including the importance of rest, time with friends, and the benefits of activity on mental wellbeing and happiness. 	Transition, Choices, and Changes <ul style="list-style-type: none"> • The conventions and importance of courtesy and manners in all situations. • The facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug-taking. • Understand how pressure to behave in unacceptable, unhealthy, or risky ways can come from a variety of sources, including people they know, and the media. • Understand where to get advice from family, school, and other sources. • Understand how to respond safely and appropriately to people they may encounter that they do not know, or who try to engage or interact with them. • Understand how to recognise and report feelings of being unsafe or feeling bad about any adult or other person. 	Growing and Changing (CW resources) <ul style="list-style-type: none"> • To know how the body changes physically and emotionally during puberty in preparation for reproduction. Talk about puberty and reproduction with confidence. • Explain differences between healthy and unhealthy relationships. • Know that communication and permission seeking are important. • Describe the decisions that have to be made before having a baby. • Know some basic facts about pregnancy and conception. • To have considered when it is appropriate to share personal/private information in a relationship. • To know how and where to get support if an online relationship goes wrong • To know about the diversity of gender, sexuality, and orientation. • To understand personal expression, and how gender stereotypes form restrictive boundaries.

			<ul style="list-style-type: none">· To understand and value their own methods of self-expression, and those of their peers.• To recognise harmful or discriminatory views and be able to identify their effects on individuals and communities.
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Relationships Education

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 characterized 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 recognized commitment of two people to each other which is intended to be lifelong • how to recognize 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 recognize 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

	<ul style="list-style-type: none"> • 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 recognize 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

Sex Education

The National Curriculum for Science (2014) covers:

- naming the main external parts of the human body,
- the human body as it grows from birth to old age (including puberty),
- processes of reproduction and growth in animals and
- reproduction in some plants.

Annex 2 Health Education Primary stage curriculum and outcomes

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 recognize 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 recognizing 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 recognize and display respectful behavior 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) how and when to seek support including which adults to speak to in school if they are worried about their health
Healthy eating	<ul style="list-style-type: none"> what constitutes a healthy diet (nutritional content) the principles of planning and preparing a range of healthy meals

	<ul style="list-style-type: none"> the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviors (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 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	<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