



Hodnet Primary School

Relationships Education, Relationships and Sex Education and Physical Health and Mental Well-Being Policy for Consultation

Enabling and succeeding in a nurturing environment.

Consultation End Date: **April 2024**

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Introduction

The 3-18 Education Trust (Trust) 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. The Trust 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.

The Trust 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. The Trust 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.

The Trust 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. The Trust 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.

All teaching will be sensitive and age appropriate in approach and content. Each school within the Trust will teach pupils about lesbian, gay, bisexual and transgender (LGBT) and each school will decide when is the appropriate time to teach pupils about this. The Trust 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. The Trust will encourage wider pupil awareness of LGBT.

This policy has been developed in consultation with parents, pupils and staff from all schools within the Trust to ensure that it meets the needs of the whole Trust community.

Primary schools are legally required to provide Relationships Education and Health Education only. In line with DfE recommendations, all primary schools in the Trust will also provide a programme of sex education which is tailored to the age and the physical and emotional maturity of the pupils. Parents have the right to withdraw their pupils from the sex education element of the curriculum if they wish to.

The policy will be monitored via classroom observations within each school and via feedback from pupils, staff and parents. It will be for each school to individually determine how this monitoring is recorded.

The policy will be reviewed annually, and parents will be consulted in advance about significant changes.

Aims and Objectives

Through the delivery of high quality, evidence-based and age-appropriate Relationships Education, RSE and Health Education, the Trust aims 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 the Trust hopes pupils will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life.

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.

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

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.

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about teaching sex, 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.

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.

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 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.

Roles and Responsibilities

All members of the Trust community are expected to follow this policy. Roles, responsibilities and expectations of each section of the Trust and school community are set out in detail below.

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.

The Chief Executive Officer (CEO)

The CEO will ensure that Relationships Education, RSE and Health Education is taught consistently across the schools within the Trust 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.

Local Governing Body

Local governors in each school will review and monitor the application and implementation of this policy by receiving annual reports from each 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.

Headteacher

Each school Headteacher, with support from their respective Senior Leadership Team, 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 and 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.

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 their line-manager.

Parents

The Trust 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. The Trust 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.

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, comply with class-set confidentiality rules 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 Trust's behaviour policy.

Delivery of Relationships Education, RSE and Health Education

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 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 is not acceptable language to use.

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.

Primary schools

In the Trust's primary schools Relationships Education will be delivered in science and Personal, Social, Health Education (PSHE). 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.

Secondary schools

In the Trust's secondary schools RSE will be delivered in science, religious education, computing and Personal, Social, Health Education (PSHE) and will build on the foundation of Relationships Education delivered in primary school.

Relationships Education and RSE: Curriculum and Outcomes

By the end of their primary education at Hodnet Primary School the Trust expects pupils to know the information set out at Appendix 1. The Trust 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).

Health Education: Physical Health and Mental Well-Being

The Trust 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. The Trust 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 science, computing, Physical Education (PE) and Personal, Social, Health Education (PSHE).

By the end of their primary education Hodnet Primary School the Trust expects pupils to know the information set out at Appendix 2.

Pupils with Special Educational Needs and/or Disabilities

The Trust 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.

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, which include: differentiated questioning/resources, interactive teaching methods, e.g. contraceptive card games, use of expert guest speakers, practical activities, using DVDs or vide, group or paired activities, drama and role play.

Right to Request Withdrawal from Sex Education

The Trust hopes that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy.

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 the Headteacher. Parents of children in secondary schools have the right to request that their child be withdrawn from some or all of the sex education aspects of RSE.

Before withdrawing or making a request, the Trust 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 National Curriculum in science.

Any parent wishing to withdraw their child from sex education in a secondary school should put their request in writing and send it to the Headteacher, who will arrange a meeting to discuss their

concerns. Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

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.

Confidentiality and Child Protection

The Trust 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 Trust's Child Protection and Safeguarding procedures.

If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- ensure that the pupil is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active;
- encourage the pupil to talk to their parent or carer. Pupils may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible;
- decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a pupil under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.

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.

Equal Opportunities

Relationships Education, RSE, and Health Education will be delivered equally to both genders, normally in mixed classes. There are, however, certain topics that may be delivered in single sex groupings e.g. menstruation and personal hygiene. Also, for some children it may not be culturally appropriate to address particular issues in a mixed group and in such circumstances, certain topics may be delivered in single sex groupings.

The Trust 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 Trust's behaviour policy.

Complaints

If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Headteacher in accordance with the Trust's Complaints Policy.

Policy Monitoring and Review

Monitoring

The Deputy Chief Executive Officer will monitor the outcomes and impact of this policy on an annual basis.

Review

Member of Staff Responsible	Deputy Chief Executive Officer
Relevant Guidance/Advice/Legal Reference	Relationship Education, Relationships and Sex Education (RSE) and Health Education, published by the DfE, 2019
Policy Adopted By	Trust Board
Consultation	Local Governing Bodies and parents
Date of Policy	
Review Period	Annually
Date of Next Review	

Appendix 1: Relationships Education and RSE: Curriculum and Outcomes

By the end of their primary education pupils at Hodnet Primary School should know

YEAR GROUP	LEARNING OUTCOMES
Reception	<ul style="list-style-type: none"> • Be able to recognise and name a range of feelings • Show sensitivity towards the needs of others • Be respectful towards people and things • Know that people care for us
Year 1	<ul style="list-style-type: none"> • Understand how to be a good friend • Be able to recognise kind and thoughtful behaviours • Understand the importance of caring about other people's feelings • Be able to see a situation from another person's point of view • Understand how to respect others • Understand safe choices • Understand that people are different and unique to others.
Year 2	<ul style="list-style-type: none"> • Be able to name a range of feelings • Understand why we should care about other people's feelings • Be able to see and understand bullying behaviours • Understand that feelings can be shown without words • Be able to see a situation from another person's point of view • Understand why it is important to care about other people's feelings • Know that changes happen • Know how to make safe choices • Know how to care for animals • Know that people care for us • Identify appropriate touch points • Know the No Pants rule
Year 3	<ul style="list-style-type: none"> • Understand the difference between appropriate and inappropriate touch • Know why it is important to care about other people's feelings • Recognise relationships that make them feel unsafe • Understand personal boundaries • Know who and how to ask for help • Be able to name human body parts • Know that we grow up, know their bodies and begin to have an awareness of the puberty changes that will happen. • Know some key life-cycles (not reproduction) • Make risk aware choices and have an awareness of potential dangers.
Year 4	<ul style="list-style-type: none"> • Identify the different types of relationships we can have and describe how these can change as we grow • Explain how our families support us and how we can support our families • Identify how relationships can be healthy or unhealthy • Explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable • Understand that we grow and change as we get older • Explain what puberty means (periods) • Identify healthy relationships • Have an awareness of different families
Year 5	<ul style="list-style-type: none"> • Explain what puberty means

	<ul style="list-style-type: none"> • Describe the changes that boys and girls may go through during puberty • Identify why our bodies go through puberty • Develop coping strategies to help with the different stages of puberty • Identify who and what can help us during puberty • identify healthy relationships
Year 6	<ul style="list-style-type: none"> • Develop coping strategies to help with the different stages of puberty • Identify who and what can help us during puberty • I know how to make healthy choices • Can distinguish between appropriate and not appropriate relationships <p><u><i>Growing & Changing Conception</i></u></p> <ul style="list-style-type: none"> • Explain the terms 'conception' and 'reproduction' • Describe the function of the female and male reproductive systems • Identify the various ways adults can have a child • Explain various different stages of pregnancy • Identify the laws around consent

Appendix 2: Health Education: Physical Health and Mental Well-Being

By the end of their primary education pupils at Hodnet Primary School should know

YEAR GROUP	LEARNING OUTCOMES
Reception	<ul style="list-style-type: none"> • Show sensitivity to their own and others' needs • Manage their own personal hygiene and personal needs including dressing, undressing, going to the toilet and the importance for healthy food choices. • Know that exercise is important for health • Know that some foods are more healthy than others • Form positive attachments to adults and friendships with peers • Work cooperatively and take turns with others • Know that being kind will help them to make friends • Explain the reasons for rules, know right from wrong and try to behave accordingly • Give focussed attention to the teacher and respond appropriately, following instructions. • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Set and work towards simple goals, wait for what they want and control their immediate impulses • Show and understanding of their own feelings and those of others • Understand that people help us • Know where to find help in school and in the community
Year 1	<p><u>Keeping and staying healthy and safe</u></p> <ul style="list-style-type: none"> • Understand why it is important to stay safe crossing the road and identify places to cross • Understand the differences between safe and risky choices • Know different ways to help us stay safe • Understand why we need to wash our hands • Know how germs are spread and how they can affect our health • Be able to practise washing your hands • Know the differences between healthy and unhealthy choices <p><u>Being responsible</u></p> <ul style="list-style-type: none"> • Know how you can help people around you • Understand the types of things you are responsible for • Know how and understand the importance of preventing accidents • Be able to recognise the differences between being responsible and being irresponsible <p><u>Feelings and emotions</u></p> <ul style="list-style-type: none"> • Be able to recognise and name emotions and their physical effects • Know the difference between pleasant and unpleasant emotions • Learn a range of skills for coping with unpleasant/uncomfortable emotions • Understand that feelings can be communicated with and without words <p><u>Computer safety (links to computing curriculum & safeguarding)</u></p> <ul style="list-style-type: none"> • Understand how your online actions can affect others • Be able to identify the positives and negatives of using technology • Know who and how to ask for help • Be able to recognise kind and unkind comments <p><u>Our World</u></p> <ul style="list-style-type: none"> • Be able to recognise what you can do for yourself now you are older • Be able to describe the common features of family life • Be able to recognise the ways in which your family is special and unique <p><u>Fire Safety</u></p>

	<ul style="list-style-type: none"> • Understand the importance of being responsible and how our actions/choices can affect others • Understand why our emergency services are an important part of our community <p><u>Drugs and Alcohol awareness</u></p> <ul style="list-style-type: none"> • Know how to keep safe • Know what not to put in our bodies.
Year 2	<p><u>Keeping and staying healthy and safe</u></p> <ul style="list-style-type: none"> • Know that food is needed for our bodies to be healthy and to grow • Understand that some foods are better for good health than others, list different types of healthy food • Understand how to keep yourself and others healthy • Know the differences between healthy and unhealthy choices • Understand why we need to brush our teeth • Be able to practise brushing teeth, develop strategies and reminders for good oral health <p><u>Being responsible</u></p> <ul style="list-style-type: none"> • Understand the importance of trying hard and not giving up • Be able to see the benefits of practising • Be able to learn ways to set goals and work to reach them <p><u>Feelings and emotions</u></p> <ul style="list-style-type: none"> • Be able to recognise and name emotions and their physical effects • Know the difference between pleasant and unpleasant emotions • Learn a range of skills for coping with unpleasant/uncomfortable emotions • Understand that feelings can be communicated with and without words <p><u>Computer safety (links to computing curriculum & safeguarding)</u></p> <ul style="list-style-type: none"> • Understand how your online activity can affect others • Be able to identify the positives and negatives of using technology • Know who and how to ask for help • Be able to list rules for keeping and staying safe <p><u>Our World</u></p> <ul style="list-style-type: none"> • Understand how and why we should look after living things both inside and outside of the home • Recognise why it is important to keep our communities and countryside clean and encourage this • Understand different ways we can receive money and know how to keep money safe • Be able to describe the skills you may need in a future job or career • Be able to recognise the differences between wants and needs <p><u>Fire Safety</u></p> <ul style="list-style-type: none"> • Understand the importance of being responsible and how our actions/ choices can affect others • Be able to practise simple ways of staying safe and finding help • Know that even small fires can be very dangerous • Be able to identify the differences between safe and risky choice <p><u>Drugs and Alcohol awareness</u></p> <ul style="list-style-type: none"> • Know how to keep healthy and safe • Have and awareness of medicines and household products
Year 3	<p><u>Keeping and staying healthy and safe</u></p> <ul style="list-style-type: none"> • Know ways to keep yourself and others safe and be able to recognise risky situations • Be able to identify trusted adults around you • Understand the differences between safe and risky choices • Be able to recognise a range of warning signs • Be able to spot the dangers we may find at home and know how to keep safe at home • Know the importance of listening to our trusted adults • Know, understand, and be able to practise simple safety rules about medicine • Understand when it is safe to take medicine

	<ul style="list-style-type: none"> • Know who we can accept medicine from • Understand the differences between healthy and unhealthy choices <p><u>Being responsible</u></p> <ul style="list-style-type: none"> • Understand the differences between borrowing and stealing, know why it is wrong to steal • Be able to describe how you might feel if something of yours is borrowed and not returned • Be able to understand the differences between being responsible and irresponsible <p><u>Feelings and emotions</u></p> <ul style="list-style-type: none"> • Be able to recognise and name emotions and their physical effects • Know the difference between pleasant and unpleasant emotions • Learn a range of skills for coping with unpleasant/uncomfortable emotions • Understand that feelings can be communicated with and without words <p><u>Computer safety (links to computing curriculum & safeguarding)</u></p> <ul style="list-style-type: none"> • Be able to identify possible dangers and consequences of talking to strangers online • Know how to keep safe in online chatrooms • Be able to name the positives and negatives of using technology • Understand the difference between safe and risky choices online <p><u>Our World</u></p> <ul style="list-style-type: none"> • Be able to explain the meaning of reduce, reuse, and recycle • Recognise how we can help look after our planet • Be able to identify how to reduce the amount of water and electricity we use • Understand how we can reduce our carbon footprint <p><u>Fire Safety</u></p> <ul style="list-style-type: none"> • Understand the importance of being responsible and how our actions/ choices can affect others • Be able to practise simple ways of staying safe and finding help • Know that even small fires can be very dangerous • Be able to identify the differences between safe and risky choice <p><u>First Aid</u></p> <ul style="list-style-type: none"> • Identify and name situations that may require first aid • List reasons why someone may struggle to breathe • Identify the signs of an allergic reaction and anaphylactic shock (bites/stings) • Understand the correct steps for seeking immediate emergency help <p><u>Drugs and Alcohol awareness</u></p> <ul style="list-style-type: none"> • Medicine and Household products knowledge
Year 4	<p><u>Keeping and staying healthy and safe</u></p> <ul style="list-style-type: none"> • Explain what is meant by a balanced diet and plan a balanced meal • Recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older • Understand nutritional information on packaged food and explain what it means • Describe different ways to maintain a healthy lifestyle <p><u>Being responsible</u></p> <ul style="list-style-type: none"> • Recognise the importance of behaving in a responsible manner in a range of situations • Explain the importance of having rules in the home • Describe ways that behaviour can be seen to be sensible and responsible <p><u>Feelings and emotions</u></p> <ul style="list-style-type: none"> • Recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good • Describe how we can support others who feel lonely, jealous, or upset • Recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people • Demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as loneliness and jealousy <p><u>Computer safety (links to computing curriculum & safeguarding)</u></p>

	<ul style="list-style-type: none"> • Recognise the key values that are important in positive online relationships • Identify the feelings and emotions that may arise from online bullying • Develop coping strategies to use if we or someone we know is being bullied online • Identify how and who to ask for help <p><u>Our World, A world without judgement</u></p> <ul style="list-style-type: none"> • Identify ways in which we can help those who look after us • Explain the positive impact of our actions • Describe the ways in which we can contribute to our home, school, and community • Identify the skills we may need in our future job role • Recognise positive attributes in others • Explain why being different is okay • Recognise own strengths and goals, and understand that these may be different from others <p>• Identify some of the ways we can overcome barriers and promote equality</p> <p><u>First Aid</u></p> <ul style="list-style-type: none"> • Identify and name situations that may require first aid • Identify the signs of an asthma attack, the signs of an allergic reaction and anaphylactic shock • Understand the correct steps for seeking immediate emergency help • Provide first aid treatment to someone who is struggling to breathe <p><u>Drugs and Alcohol awareness</u></p> <ul style="list-style-type: none"> • I know the safety rules and risks associated with alcohol and smoking safety rules
Year 5	<p><u>Keeping and staying healthy and safe</u></p> <ul style="list-style-type: none"> • Identify strategies we can use to keep ourselves and others safe • Recognise ways to manage peer pressure • Explain the potential outcomes that may happen when we take risks • Recognise the impact and possible consequences of an accident or incident • Explain some of the risks associated with smoking including how smoking can affect your immediate and future health and wellbeing • Identify and use skills and strategies to resist any pressure to smoke <p><u>Being responsible</u></p> <ul style="list-style-type: none"> • Recognise why we should take action when someone is being unkind • Describe caring and considerate behaviour, including the importance of looking out for others • Demonstrate why it is important to behave in an appropriate and responsible way • Identify how making some choices can impact others' lives in a negative way <p><u>Feelings and emotions</u></p> <ul style="list-style-type: none"> • Recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant • Explain how feelings can be communicated with or without words • Recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people • Demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as anger <p><u>Computer safety (links to computing curriculum & safeguarding)</u></p> <ul style="list-style-type: none"> • list reasons for sharing images online and identify rules to follow when sharing images online • Describe the positive and negative consequences of sharing images online • Recognise possible influences and pressures to share images online <p><u>Our World, A world without judgement</u></p> <ul style="list-style-type: none"> • Understand and explain why people might want to save money • Know how to budget for items and recognise ways to make money and the early stages of enterprise • Identify some of the ways in which we are different and unique • Explain some of the elements which help us to have a diverse community • Describe strategies to overcome barriers and promote diversity and inclusion

	<p><u>First Aid</u></p> <ul style="list-style-type: none"> • Understand the correct steps for seeking immediate emergency help • Identify the signs of bleeding and provide first aid treatment to someone who is bleeding and has a head injury • Complete a primary survey for first aid and know when to call for emergency help • Demonstrate the recovery position for an unresponsive breathing casualty • Know when and how to deliver CPR <p><u>Drugs and Alcohol awareness</u></p> <ul style="list-style-type: none"> • Know the safety rules and risks and the laws associated with alcohol and drug use • Know the safety aspects of managing risks – medicines.
Year 6	<p><u>Keeping and staying healthy and safe</u></p> <ul style="list-style-type: none"> • Identify a range of danger signs • Develop and name strategies that can help keep ourselves and others safe • Recognise the impact and possible consequences of an accident or incident • Identify what is a risky choice • Identify the risks associated with alcohol • Describe how alcohol can affect your immediate and future health • Develop and recognise skills and strategies to keep safe <p><u>Being responsible</u></p> <ul style="list-style-type: none"> • Explain what consent means • Recognise the importance of being honest and not stealing • Explain why it is important to have a trusting relationship between friends and family • Identify how making some choices can impact others' lives in a negative way <p><u>Feelings and emotions</u></p> <ul style="list-style-type: none"> • Recognise our thoughts, feelings, and emotions • Identify how we can reduce our feeling of worry and how we can support others who feel worried • Recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people <p><u>Computer safety (links to computing curriculum & safeguarding)</u></p> <ul style="list-style-type: none"> • List the key applications that we may use now and in the future • Know and understand why some applications have age restrictions • Identify ways to keep yourself and others safe in a range of situations online and offline • Recognise that people may not always be who they say they are online <p><u>Our World, A world without judgement</u></p> <ul style="list-style-type: none"> • Know and understand various money-related terms • Recognise some of the ways in which we can spend money via technology • Know the potential impact of spending money without permission and strategies to save money • Understand that there are a wide range of religions and beliefs in the UK • Explain each of the British values and create a range of values for your educational setting • Explain how all religions can live in cohesion <p><u>First Aid</u></p> <ul style="list-style-type: none"> • Understand the correct steps for seeking immediate emergency help and know when to call for help • Identify a range of situations that may require first aid • Identify the signs of choking • Understand how to support someone with a minor burn, having a heart attack or a fractured bone. • Know when and how to deliver CPR <p><u>Drugs and Alcohol awareness</u></p> <ul style="list-style-type: none"> • Know how to manage risks based on influences and pressure • Know the safety aspects of managing risks – the media.

Appendix 3: National Statutory Requirements.

By the end of their primary education pupils at Hodnet Primary School should know

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

	<ul style="list-style-type: none"> • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • What a stereotype is, and how stereotypes can be unfair, negative or destructive. • The importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not. • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • How information and data is shared and used online.
Being safe	<ul style="list-style-type: none"> • That 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.