



'Doing our best to achieve our best'

Clarendon Primary School and Nursery

PSHE Policy

INTRODUCTION

In today's society children are growing up in an increasingly complex world which often involves them living their lives seamlessly on and offline. Whilst this presents many positive and exciting opportunities for children, it also presents them with many challenges and risks. As a result, we believe it is critical that children are taught and develop the key building blocks, knowledge and skills they need in order to develop healthy positive relationships with others. They need to know how to stay safe and live active healthy lives, and know how to positively manage and make informed decisions about their academic, personal and social wellbeing.

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online. For the purpose of this policy, Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices

Through our PSHE programme, we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

POLICY AIMS

- To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to live healthy and fulfilled lives, and reach their potential as individuals and within the community.
- To provide children with the knowledge, understanding, information and experiences they require before embarking on the next stage of their education.
- Provide a framework in which sensitive discussions can take place.
- To encourage pupils to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities; and as a result learning to recognise their own worth, work well with others and become increasingly responsible for their own learning.
- For pupils to reflect on their experiences and understand how they are developing personally and socially, whilst having an opportunity to 'tackle' many of the spiritual, moral, social, emotional and cultural issues that are part of growing up.
- For pupils to learn to understand and respect our common humanity; diversity and differences so that they can appreciate empowering values and go on to form the effective, fulfilling relationships that are an essential part of life and learning.

OBJECTIVES/PUPIL LEARNING OUTCOMES

The PSHE/Citizenship programme will support the development of the skills, attitudes, values and patterns of behaviour, which enable pupils to:

- To become active citizens within the local and wider British community.
- To develop tolerance, respect and an understanding towards people with differing views and experiences, and towards people from other cultures, backgrounds.
- Form and maintain positive healthy relationships.
- Develop good interpersonal and communication skills as well as an ability to communicate and work effectively with others.
- Develop the ability to reflect upon situations and circumstance.
- Assess risk and possible consequences.
- Develop feelings of self-respect, confidence and empathy.
- Develop important personal qualities such as confidence, resilience and self-respect.
- Recognise 'mental health' and well-being as well as ways to support good 'mental health'.
- Begin to develop an understanding of wider social and economic issues as well as begin to develop financial capability at a level appropriate to their age and stage of development.
- Make and act on informed decisions.
- Apply a restorative approach to conflict resolution.
- Respond positively to challenge and appropriately manage feelings of anxiety.
- Explore issues related to living in a democratic society.
- Develop an understanding relating to the importance of living a healthy and safe lifestyle.
- Develop the knowledge and skills required to engage in, and live, an active and healthy life.

- Become healthy and fulfilled individuals and begin to learn / understand how to prevent health problems.
- Know how to use technology safely, responsibly and respectfully and know how to keep personal information private.

PUPIL VOICE

At Clarendon, we feel that the PSHE curriculum can benefit, and increasingly address pupil need when they are consulted on their own personal, social and citizenship development. Pupil consultation can take place across the whole school, within particular classes, via the school council or through the use of focus groups. At these times pupils should consider questions such as:

- What sort of person they would like to be by the time they leave this school?
- What qualities, skills, attitudes and values are important to them as people?
- What key issues they would like to address through their PSHE and Citizenship curriculum?
- Are there any behaviours/issues/circumstances specific to their school and community that they would like to examine?
- How confident are they at doing and saying the things they want to say and do?

This can be developed further by asking pupils how they feel the school could support their learning in relation to these issues and what wider school initiatives we could implement to support them and their emotional well-being, e.g. peer mentoring systems, peer mediation, school council and transition projects.

THE ORGANISATION OF PSHE WITHIN THE SCHOOL

PSHE takes a whole school approach and is planned to address good mental health and wellbeing; develop positive relationships and friendships; teach children how to stay safe – on and off line; and promote healthy and active life styles. PSHE (as a subject) also helps to embed our school aims, school values and the behaviours required to engage successfully.

PSHE is timetabled and discretely taught on a weekly basis in each class and is generally taught by the class teacher.

Questions asked by pupils will be answered in a way that is appropriate to their age, maturity, understanding and need. Correct vocabulary for terms will generally be used during PSHE lessons, in line with all other curriculum subjects. Often questions will be addressed to the whole class, but should the need arise, questions may be answered on an individual or small group basis. Professional judgement will be applied here and undertaken in line with the school safeguarding and RSE policies. On occasions it may be considered that the people/person best placed to answer a pupil's question is their family/carer/s, and the school will liaise with the pupil's family/carer/s appropriately.

In addition to the taught PSHE curriculum we provide enrichment activities are used to support the curriculum, e.g. Healthy Schools Week, Anti-Bullying Week, Cycling Proficiency, NSPCC workshops and many more.

Residential experiences in Years 4-6 also make an important contribution to the children's personal, social, emotional and citizenship development. Assemblies support the delivery of PSHE through planned themes and are used to focus upon specific values, activities and topics; for example perseverance, teamwork, respect, curiosity, honesty, kindness, inclusion and equality as well as national initiatives, celebrations and reflections.

THE SCHOOL'S PSHE CURRICULUM

Clarendon Primary School follows the SCARF curriculum (see appendix 1 for an overview of this) which provides teachers with a strong curriculum foundation on which to build and an age appropriate curriculum for each year group. It is delivered under the following half termly unit headings:

- Me and my Relationships
- Valuing Difference
- Keeping Myself Safe (on and off line)
- Rights and Responsibilities
- Being my Best (this includes keeping healthy and looking after our bodies)
- Growing and Changing

Alongside teaching PSHE discretely through the SCARF curriculum, a wide range of cross-curricular opportunities are also used to enhance, teach and provide an important context for key topic areas covered. These include teaching aspects of 'Sex and Drug' Education within Science, e-safety within Computing, Healthy Living within PE and Healthy Eating within Design Technology.

Using the SCARF curriculum as our foundation for PSHE education ensures we fulfil our statutory duty to teach the requirements outlined in the governments 'Relationships and Sex Education (RSE) and Health Education Guidance'.

PARENT/CARER INVOLVEMENT

We believe that it is important to have the support of parents/carers and the wider community for delivering our PSHE curriculum. Parents/carers are provided with opportunities to find out about and discuss the schools' programme through:

- parent/carer consultation evenings
- involvement in policy and curriculum development
- information leaflets/displays
- the school website, the school newsletter and each class' termly curriculum map

THE USE OF EXTERNAL CONTRIBUTORS

When visits from external contributors are used (e.g. from school nurses, community police, fire officers, local experts, parents, local and/or national charities, and PSHE based production groups), they are always carefully planned for as we believe they make an invaluable contribution to our PSHE teaching programme. When in school all visitors are expected to comply with our Safeguarding Practice and Procedures.

EFFECTIVE PSHE PEDAGOGY

A variety of teaching and learning strategies, which take into account pupils' age, development, understanding and needs are used to deliver PSHE. Furthermore, as with all subjects, careful consideration is also given to the learning environment in which these sessions take place as pupils need to work in a safe and secure climate to be able to explore their own and others' attitudes, values and skills. Teachers and staff will always be sensitive to pupil and family situations and backgrounds and give consideration to these issues when planning lessons.

Effective PSHE lessons will involve a high level of interaction where each pupil has access to planned opportunities for learning through:

- The effective use of 'PSHE Ground Rules' or Class Code of conduct'.
- The development of a trusting relationship between the teacher, other supporting adults and the pupils; thus enabling the consideration of sensitive issues to take place.
- Collaborative work and negotiation.
- Opportunities for group work and reflection.
- Opportunities for discussion, debate and exploration of ideas, concepts, beliefs and values.
- Challenge and risk within a safe environment.
- Respect for each genuinely made contribution.
- Accommodating new information and skills.
- Building on current experience and using first-hand learning experiences to achieve positive ends.

MONITORING, EVALUATION, ASSESSMENT, RECORDING AND REPORTING OF LEARNING

MONITORING

The PSHE Subject Leader will monitor the delivery of PSHE through planning, work sampling, learning walks, and discussions with teaching staff and pupils to ensure a consistent and coherent provision is maintained.

EVALUATION: Evaluation of the PSHE curriculum will be conducted through pupil and teacher evaluation of content, activities and learning processes and through opportunities to share and review good practice at staff meetings.

ASSESSMENT: Assessment is planned as part of the teaching and learning cycle as it helps to set clear expectations for standards and achievement and helps ensure progression in teaching and learning. Assessment in PSHE also allows pupils to be clear about their strengths and areas for further development, and enables teachers to be clear about the achievements of pupils and how their learning might be improved.

Ongoing formative assessment of children's understanding (relating to the topics and themes being studied), will be undertaken throughout each lesson with information gained used to support future planning and delivery of lessons. Teachers may also use the end of Key Stage outcomes for PSHE to support this process. Where possible, assessment should be carried out in line with other curriculum subjects and follow the school's Assessment Policy.

RECORDING AND REPORTING: Information and records on academic achievements are maintained for every pupil. Information about a child's progress and attainment in PSHE is summarised on their end of year report to parents, with additional comments made regarding their attitude to learning, involvement in school life, relationships and interactions with others as well as their ability to overcome challenges and difficulties.

LINKS WITH OTHER POLICIES

We recognise that there are clear links between PSHE and the following policies and staff should be aware of the need to refer to these policies and documents when appropriate:

- Relationships and Sex Education Policy
- Curriculum Policy
- Teaching and Learning Policy
- Early Years Foundation Stage Policy
- E-Safety Policy
- Assessment Policy
- Equalities policy and Single Equality Scheme
- Safeguarding Child Protection Policy (*this includes Child Sexual Exploitation and anti-radicalisation*)
- Behaviour Policy
- Anti-bullying Policy
- Sports premium development / action plan
- E-safety Policy
- Medicines Policy
- SEN policy

TRAINING AND SUPPORT FOR STAFF

All staff benefit from PSHE training (where appropriate) in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs and relevant support is provided. In addition to this, support for teaching and understanding PSHE issues are incorporated into our INSET/staff meeting programme, drawing on staff expertise and/or external agencies where necessary.

USEFUL WEBSITES (*This is not an exhaustive list, but provides staff with a useful starting point*)

- SCARF <https://www.coramlifeeducation.org.uk/scarf/>
- Surrey Healthy Schools <https://www.healthysurrey.org.uk/professionals/healthy-schools>
- PSHE Association <https://www.pshe-association.org.uk/>
- St John Ambulance <https://www.sja.org.uk/what-we-do/first-aid-in-schools/>
- British Red Cross – First Aid Champions <https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/>
- Young Minds <https://youngminds.org.uk/>
- Active Surrey <https://www.activesurrey.com/>

MONITORING AND REVIEW:

This policy will be monitored, evaluated and reviewed by the PSHE leader in consultation with Headteacher, senior leadership team, governing body and school staff.

Parents are asked to support the policy and to actively encourage their child/ren to be a positive member of our school community.

Policy Review:

Date reviewed: Autumn term 2024
Review date: Autumn term 2027

Appendix 1

PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

KS2 Statutory and Recommended First Aid Pathway

The **Department for Education** recommends that pupils at KS2 should know:

- How to make a clear and efficient call to emergency services
- Concepts of basic first-aid e.g. dealing with common injuries, including head injuries.

Follow the map of health agenda recommendations on giving your pupils a sound knowledge of first aid.

Recommended for every KS2 pupil
Calling for help and head injuries



KS2 – Year 3
Bites and stings

"Children and young people are growing up in an increasingly complex world....they need to know how to be safe and healthy."

(Secretary of State, Dept for Ed, Health Ed guidance Feb 2019)



KS2 – Year 4
Asthma

KS2 – Year 5
Bleeding

KS2 –Year 6
Choking

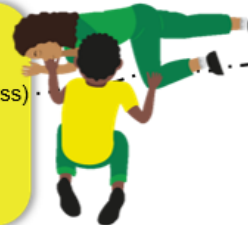


"Pupils can support their own and others' health and wellbeing, including basic first aid."

(Dept for Ed, Feb 2019)

Bonus Topics

Broken bones (yr 3) (Red Cross)
Burns and scalds (yr 4)
Basic Life Support (yr 5)
Allergies (yr 6)



Well done...
if you have completed all modules you are a KS2 first aider

This way to KS3 First Aid



St John Ambulance



Appendix 2

Intended outcomes for the end of KS2

Relationships education:

By the end of primary school:

Families and people who care for me	<p>Pupils should know:</p> <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	<p>Pupils should know:</p> <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	<p>Pupils should know:</p> <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.
Online relationships	<p>Pupils should know:</p> <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.

	<ul style="list-style-type: none"> • 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	<p>Pupils should know:</p> <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.

Physical health and mental wellbeing:

By the end of primary school:

Mental wellbeing	<p>Pupils should know:</p> <ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<p>Pupils should know:</p> <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.

	<ul style="list-style-type: none"> • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age restricted. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know:</p> <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	<p>Pupils should know:</p> <ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know:</p> <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	<p>Pupils should know:</p> <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	<p>Pupils should know:</p> <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	<p>Pupils should know:</p> <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.

Appendix 3

USEFUL DEFINITIONS

Relationships education – Relationships education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future.

PSHE - Personal, social, health, economic education is a planned programme of learning opportunities and experiences that help children and grow and develop as individuals and as members of families and communities. It helps to equip them with knowledge, understanding and practical skills (appropriate to their age and maturity) in order to live healthy, safe, fulfilled and responsible lives. PSHE also enables children to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they will encounter now and in the future. PSHE makes a significant contribution to children's personal, spiritual, moral, social, emotional and cultural development and the ability to understand and reflect upon fundamental British values such as inclusion, acceptance and honesty.

CITIZENSHIP - Citizenship education helps to enable children to make their own informed decisions and take responsibility for their own lives and their communities. It aims to raise awareness of their own, as well as other peoples, rights and responsibilities as citizens in both the social and political world. Citizenship education highlights a range of issues, such as the welfare of others, and enables children to be knowledgeable and articulate in reflecting upon their opinions and arguments, assisting them to become increasingly active and responsible in their communities, and supporting them in realising the capability they have on influencing the world.

Citizenship education assists schools in promoting the fundamental British values of democracy, the rule of law, individual liberty; furthering mutual respect, appreciation and harmony between people with different faiths, beliefs, cultures and traditions.

Sex Education – Sex education is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction.

Appendix 4

DfE leaflet for parents

Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching '**relationships and health education**' on GOV.UK.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching '**relationships and health education**' on GOV.UK.

Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.



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If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.