



'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 2026
Review date: Autumn term 2029

Appendix 1

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and <u>Changing</u>
EYFS	What makes me special People close to me Getting help	Similarities & difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets & touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body <u>healthy</u> – food, exercise, sleep Growth Mindset	Cycles Life stages Girls & boys – similarities & difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing & celebrating difference Developing respect & accepting others Bullying & getting help	How our feelings can keep us safe – inc. online safety Safe & unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene & health Cooperation	Getting help Becoming independent My body parts Taking care of self & others
Y2	Bullying & teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind & helping others Celebrating difference People who help us Listening Skills	Safe & unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving & spending	Growth Mindset Looking after my body Hygiene & health Exercise & sleep	Life cycles Dealing with loss Being supportive Growing & changing Privacy
Y3	Cooperation Online rules & restrictions Online behaviours Friendship (respectful relationships) Coping with loss	Recognising & respecting diversity Being respectful & tolerant My community Bullying, inc. online	Managing risk Decision-making skills Drugs & their risks Staying safe online Digital literacy	Helping & being helped Looking after the environment Managing money Developing critical thinking	Keeping myself healthy & well Celebrating & developing my skills Developing empathy	Changing bodies & puberty Keeping safe Safe & unsafe secrets Relationships, inc. online
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising & celebrating difference (inc. religions & cultural difference) Understanding & challenging stereotypes	Managing risk inc. online Understanding the norms of drug use (cigarette & alcohol use) Influences Online safety & behaviours	Making a difference (different ways of helping others or the environment) Media influence & digital literacy Decisions about spending money	Having choices & making decisions about my health Taking care of my environment My skills & interests	Body changes during puberty Managing difficult feelings Relationships inc. marriage
Y5	Feelings Friendship skills, inc. compromise Assertive skills Cooperation Recognising emotional needs	Recognising & celebrating difference, inc. religions & cultural Critical digital awareness Online Bullying & self esteem	Online safety Bullying inc. online Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	My health rights, respect & duties Making a difference Decisions about lending, borrowing & spending Media manipulation Artificial Intelligence	Growing independence & taking ownership Keeping myself healthy Media awareness & 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 & celebrating difference Recognising & reflecting on prejudice-based bullying Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Digital footprint Drugs: norms & risks (inc. the law)	Understanding media bias Digital critical thinking Caring: communities & the environment Earning & saving money Understanding democracy	Aspirations Managing risk Looking after wellbeing Digital literacy & critical thinking skills	Coping with changes Keeping safe inc. online AI/ deep fakes 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	Pupils should know: • That families are important for children growing up safe and happy because they can provide love, security and stability. • The characteristics of safe and happy family life, such as 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 the families of other children, 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 are at the heart of safe and happy families and are important for children's security as they grow up. • That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	Pupils should know: • How important friendships are in making us feel happy and secure, and how people choose and make friends. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. • The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • How to manage conflict, and that resorting to violence is never right. • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
Respectful relationships	Pupils should know: • How to pay attention to the needs and preferences of others, including in families and friendships. (This includes how we balance the needs and wishes of different people in relationships and why this can be complicated.) • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. • That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.

	• Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. (This includes thinking about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.) • The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. • What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online safety and awareness	Pupils should know: • That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. (This includes, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.) • How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. (This includes, understanding that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations.) • That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. • The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being safe	Pupils should know: • What sorts of boundaries are appropriate in friendships with peers and others (including online). This includes, learning about boundaries in play and in negotiations about space, toys, books, resources etc. • The concept of privacy and its implications 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 contact, including physical contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. • How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Physical health and mental wellbeing:

By the end of primary school:

General wellbeing	Pupils should know: • The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. • The importance of promoting general wellbeing and physical health. • The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. • Understanding that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. • How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • That isolation and loneliness can affect children, and the benefits of seeking support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. • That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. • Where and how to seek support (including recognising the triggers for seeking support), including who 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). • That it is common to experience mental health problems, and early support can help.
Wellbeing online	Pupils should know: • That for almost everyone the internet is an integral part of life. • The positive and negative aspects of the internet. • How online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships. • To understand the pros and cons of different ways of using online connection. • The benefits of limiting 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 impact of their online behaviour on others, and how to recognise and display respectful behaviour online. • Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. • How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. • That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. • How to understand the information they find online, including from search engines, and know how information is selected and targeted. • That they have rights in relation to sharing personal data, privacy and consent. • Where and how to report concerns and get support with issues online.
Physical health and fitness	Pupils should know: • The characteristics and mental and physical benefits of an active lifestyle.

	• The importance of building regular physical activity 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, moderate and/or vigorous physical activity. • The risks associated with an inactive lifestyle, including obesity. • How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	Pupils should know: • What constitutes a healthy diet (including understanding calories and other nutritional content). • The importance of a healthy relationship with food. • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	Pupils should know: • The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. (This includes the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.)
Health and prevention	Pupils should know: • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups 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 scientific evidence relating to vaccination and immunisation.
Personal safety	Pupils should know: • About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic first aid	Pupils should know: • How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. • Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing bodies	Pupils should know: • About growth and other ways the body can change and develop, particularly during adolescence. (This includes, the human lifecycle, and puberty should be discussed as a stage in this process.) • The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. • The facts about the menstrual cycle, including physical and emotional changes. <i>(It is important for girls to understand this before their periods start to help them know what to expect in order to avoid distress.)</i>

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.