Trent CE Primary School Governing Body

Relationship and Health Education, PSHE & Wellbeing Policy.

Inspired by Christ

Kindness   Thankfulness   Perseverance

"A new command I give you: love one another. As I have loved you, so you must love one another" Inspired by Jesus' example, the Trent school community aims to serve one another in love.

We show **kindness** to others because God has shown us great kindness.

We live **thankful** lives, because every good thing comes from God.

We **persevere,** not giving up, because God is our helper.

Approved by committee/GB	CSSW
Ratified by GB	September 2020
Date for review	September 2022

Contents

Preamble
Relationships and Sex Education Policy at Trent C of E Primary School
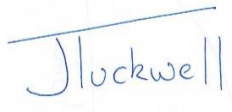
Our Relationships and Sex Education Policy, and the way this delicate subject is taught at Trent, reflects three key truths:

- **Every child has immense worth and value:** The Bible is clear that every human life is valuable because each one of us have been made in the image of God - reflecting characteristics of God our creator. This great worth comes not from who we are, or what we can do - it comes from the great worth of our creator.

- **The creator loves his creation:** Our conviction is that the Creator God knows what is best for his creation. As he speaks to us through the Bible, he gives us the pathway to human flourishing. Jesus said, "I have come that they might have life, and life in all its fulness" (John 10v10). Therefore, at Trent we want to clearly articulate a Christian understanding of relationships and sex reflecting the Bible's teaching.

- **We are a diverse school community:** Whilst Trent is a Church of England School, not everyone in the school community would describe themselves as a Christian nor would agree with the Bible's teaching on sex and relationships. As with every area of Trent life, we seek to present a Christian understanding of the world without seeking to enforce this understanding. We want each child to understand what Christians believe but also the different patterns of family life they will encounter in life.

Our hope is that this will allow each child to think through the questions this area raises for themselves, in an age appropriate way, and to treat everyone with the dignity and respect our shared humanity deserves.

If at any point you have questions or concerns about this area, please feel free to come and discuss it either with me, or one of my colleagues at Christ Church, or with a member of the school's Senior Leadership Team.

God bless,

Rev Jon Tuckwell

Vicar, Christ Church Cockfosters

Statement of intent

At Trent CE Primary School we believe that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. We understand our responsibility to deliver a high quality, age-appropriate and evidence based relationships and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

The DfE statutory Relationships Education, Relationships and Sex (RSE) and Health Education (2019) outlines what schools **must** cover though not everything schools **should** cover in Personal, Social, Health & Economic (PSHE) education from September 2020. The DfE *states: "All elements of PSHE are important and the government continues to recommend PSHE be taught in schools'*

At Trent School, we believe all elements of PSHE are important and therefore we have chosen to adopt the Health Education Partnership (HEP) PSHE and Wellbeing Framework (2019) with key adaptations, to reflect the needs of our oupils and the uniquely Christian ethos of our school. The HEP programme of study covers all of the statutory Relationships and Health content as well as vital non-statutory content related to economic wellbeing and careers education.

Our Relationships and Health Education, PSHE and Wellbeing policy and curriculum will also support key elements of the new Ofsted Inspection Framework including: personal development (character education resilience, physically healthy, mentally healthy, British Values) safeguarding, including online safety, and is an ambitious curriculum that suit the needs of all learners.

Many learning intentions contained in our curriculum have explicit links to safeguarding and British Values and these are annotated **SG** and **BV** respectively in appendices 1-3 at the end of this policy.

Sex Education is **not** covered in this policy – please refer to our separate Sex and Relationships Education policy (June, 2020)

1. Legal framework

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Inclusion Policy
- Equal Opportunities Policy
- Confidentiality Policy
- Anti-Bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Online safety Policy
- Visitor Policy

2. Roles and responsibilities

The governing body is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring the religious ethos of the school is maintained and developed through the subjects.

The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reporting to the governing board on the effectiveness of this policy.

- Reviewing this policy on a two yearly basis.

The PSHE and Wellbeing subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships and health curriculum.
- Ensuring the relationships and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

Teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the PSHE and Wellbeing subject leader to evaluate the quality of provision.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

3.   Organisation of the curriculum

Every primary school is required to deliver statutory relationships education and health education.

For the purpose of this policy, **"health education"** is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school's PSHE curriculum.

The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance.

The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.

The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs; for example, if there was a local prevalence of gang related crime, our curriculum would be tailored to address this issue.

We consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys
- Focus groups
- Meetings
- Newsletters and letters

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with the headteacher or senior leader
- Emailing the office at: office@trent.barnetmail.net

We use The Health Education Partnership (HEP) PSHE and Wellbeing Framework (2019) as a guide, with adaptations made to reflect the needs of our pupils and the Christian ethos of our school. The sex education elements of the HEP framework are **not** taught as part of the Relationships & Health Education curriculum.

The relations and health education curriculum is age appropriate for pupils within each year group or based on the views of teachers, parents and pupils.

When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

4. Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parents' views are in shaping the curriculum.

The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum, as outlined in section 3 of this policy.

Parents are provided with the following information:

- The content of the relationships and health curriculum

- The delivery of the relationships and health curriculum, including what is taught in each year group
- The resources that will be used to support the curriculum

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

5. Relationships education overview

Families and people who care for me

By the end of primary school, pupils will know:

- That families are important for them 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

By the end of primary school, pupils will know:

- 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, but 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.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful relationships

By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which 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 wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including 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, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

By the end of primary school, pupils will know:

- 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.
- 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) who 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 and 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 seek advice, for example, from their family, their school and other sources.

6.   Relationships education by year group

The school is free to determine, within the statutory curriculum content outlined in section 5, what pupils are taught during each year group. The school always considers the age and development of pupils when deciding what will be taught in each year group.

The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

Year Group	Relationships Topics (for full list of learning intentions see appendix 1)
1	All about me My friendships My family
2	All about my feelings Making and breaking friendships Exploring our families
3	Peer influence/pressure Safe relationships Different families
4	Persuasion and pressure Friendships/inclusion Types of relationships
5	Self-respect and personal goals Friendships & coping with bullying Relationships Being left out
6	Conflict resolution Family dynamics Relationships

7. Health education overview

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

Mental wellbeing

By the end of primary school pupils will know:

- 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 and nervousness.
- The scale of emotions that humans experience in response 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, and 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.
- How isolation and loneliness can affect children and that it is very important they 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), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the 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

By the end of primary school, pupils will know:

- 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.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- 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 (inclusive of 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

By the end of primary school, pupils will know:

- 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 by 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

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of 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 obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

Drugs alcohol and tobacco

By the end of primary school, pupils will know:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

By the end of primary school, pupils will 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 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 and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

Basic first aid

By the end of primary school, pupils will know:

- 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.

7.   Health education by year group

The school is free to determine, within the statutory curriculum content outlined in section 5, what pupils are taught during each year group. The school always considers the age and development of pupils when deciding what will be taught in each year group.

The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

Year Group	Health Education Topics (for full list of learning intentions see appendix 2)
1	Awareness of feelings Keeping well and clean Keeping safe
2	Healthy people Keeping safe About my body
3	Emotions and feelings Healthy Lifestyles Drug education – smoking and basic first aid Keeping safe
4	Mental health Healthy lifestyles Drug education – alcohol and decision making Rights and responsibilities
5	Mental health and wellbeing Healthy lifestyles Personal safety Drug education – legal and illegal drugs
6	Healthy lifestyles Moving on Relationships Drug education – drugs, risk and the media Mental health and online safety

8. PSHE & wellbeing overview

The development of attributes and skills are key to personal development rather than just a focus on facts. Preventative PSHE education helps children to know how they can support each other, manage their own behaviour and get help for themselves or their friends when they need it. Our PSHE & wellbeing curriculum modules (Living in the wider world) help to support Ofsted judgements on behaviour and attitudes and personal development:

- Character education
- Resilience
- British values
- Economic wellbeing

9. PSHE & wellbeing by year group

Year Group	**Living in the wider world topics** (for full list of learning intentions see appendix 3)
1	Being different The environment Looking after myself Money
2	Money, shopping and saving Special days Global food
3	Me and my community Where do things come from? Aspirations Managing money
4	Media and me Local community – shared responsibilities Aspirations Managing money
5	Stereotypes and diversity Working together and aspirations Media literacy and digital resilience What makes a democracy? Money
6	Celebration – supporting each other Media literacy and digital resilience Democracy and decisions Aspirations, work and career Money and me

10. Delivery of the curriculum

The Relationships and Health curriculum will be delivered as part of our PSHE curriculum. Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.

- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional development.

- Teaching of the curriculum reflects requirements set out in law, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

- The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

- Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

- Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

- Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.

- Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online safety Policy.

- Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.

- Teachers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

- Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.

- Whilst there are no formal examinations for the relationships, health PSHE & wellbeing curriculum, the school will undertake informal assessments to determine pupil progress – these may include the following:

    - Written assignments
    - Projects
    - Group presentations
    - Group tasks

11. Working with external experts

- External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy.

- The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.

- The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.

- Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.

- The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.

- The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

- The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

12. Equality and accessibility

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- Age
- Sex
- Race
- Disability
- Religion or belief

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, health education, PSHE and wellbeing and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group.

In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

13. Curriculum links

The school seeks opportunities to draw links between relationships and health education, PSHE and wellbeing and other curriculum subjects wherever possible to enhance pupils' learning.

Relationships health education, PSHE and Wellbeing have links to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age (not puberty – see separate SRE Policy)
- **Computing and ICT** – pupils learn about online safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles

14. Withdrawing from the subjects

Relationships and health education are statutory at primary and parents **do not** have the right to withdraw their child from the subjects.

15. Behaviour

The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.

Any bullying incidents caused as a result of the relationships and health education, PSHE and wellbeing programme, will be dealt with as seriously as other bullying incidents within the school.

These incidents will be dealt with following the processes in our Behaviour Policy and Anti-Bullying Policy.

The school will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

16. Staff training

All staff members at the school will undergo training on a yearly basis to ensure they are up-to-date with the Relationship, and Health education programme and associated issues.

Members of staff responsible for teaching the subjects will undergo further training on a termly basis, led by the PSHE and Wellbeing co-ordinator to ensure they are fully equipped to teach the subjects effectively.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

17. Confidentiality

Confidentiality within the classroom is an important component of relationships and health education, PSHE and wellbeing and teachers are expected to respect the confidentiality of their pupils as far as is possible.

Teachers will, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.

Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

18. Monitoring quality

The PSHE and wellbeing subject leader is responsible for monitoring the quality of teaching and learning for the subjects.

The PSHE and wellbeing leader will conduct subject assessments on a termly basis, which may include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

The PHSE and wellbeing subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects.

The PSHE and wellbeing subject leader will work regularly and consistently with the headteacher and RSE link governor to evaluate the effectiveness of the subjects and implement any changes.

19. Monitoring and review

This policy will be reviewed on an biennial basis by the PSHE and wellbeing leader and the headteacher.

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The governing body is responsible for approving this policy.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Appendix 1

LEARNING INTENTIONS BY YEAR GROUP

RELATIONSHIPS EDUCATION

YEAR 1
- what they like/dislike and are good at   - what makes them special and that everyone has different strengths   - how their personal features or qualities are unique to them   - how they are similar or different to others, and what they have in common   - about what makes a good friend   - about different types of friends, including grown-ups **SG**   - simple strategies to resolve conflict between friends   - that hurtful behaviour is not acceptable and how to report bullying (including cyberbullying) **SG**   - the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises **SG**   - What 'privacy' means and the importance of respecting others' privacy   - To explore different kinds of families e.g. step parents, single parent families, church family   - To identify who can help if families make us feel unhappy or unsafe **SG**   - about what happens when things get lost or change

YEAR 2
- to recognise that not everyone feels the same at the same time or feels the same about the same things: for example, that someone's big* feelings are not always the same as someone else's big feelings **SG**   - about different things they can do to manage their own big feelings, to learn ways they can help calm themselves down and help change their mood when they don't feel good **SG**   - to recognise when they need help with feelings, that it is important to ask for help with feelings when they need to do so, and know how to ask for it **SG**   - about when friendships break up, or people move away   - more about teasing and bullying (including online) **SG**   - that there are different types of teasing and bullying, that these are wrong and unacceptable **SG**   - the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities **SG**   - about people who look after them, their family networks, who to go to if they are worried and how to attract their attention **SG**, ways that pupils can help these people to look after them   - to identify their special people (family, friends, carers) and what makes them special and how special people should care for one another **SG**   - that babies need care and attention (love) in order to calm them if they are upset   *There is no such thing as a feeling too small that a child can't talk about it, so there's no right or wrong about what is considered to be a small or big feeling **SG**

YEAR 3
- to recognise the importance of self-respect   - that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media **SG**   - about critical thinking and decision making **SG**   what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships **SG**

- to recognise appropriate and inappropriate physical contact **SG**
- what it means to feel safe, and explore and recognise different early warning signs we have that tell us we might not be feeling safe e.g. stress signals such as increased heart rate, sweating, feeling flushed, muscle tension etc. **SG**
- about why someone may behave differently online, including pretending to be someone they are not **SG**
- about different types of family structures (e.g. single parent, foster parents)
- that positive family life is about caring relationships and giving love, security and stability

YEAR 4

- about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) **SG**
- that their actions affect themselves and others **SG**
- about the concept of 'keeping something confidential or secret' **SG**, when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' **SG**
- about discrimination and how to challenge it **SG**
- that friendships change over time, including making new friends and having different types of friends
- respecting the similarities and differences between people
- that people feel included within healthy friendships; recognise when others may feel lonely or excluded **SG**
- about different types of relationships including friends and marriage

YEAR 5

- to recognise the importance of self-respect and how this affects our thoughts and feelings – everyone should be expected to be treated politely, kindly and with respect by others
- how to set goals and targets for themselves
- about respecting differences and similarities between people and recognising what they have in common (e.g. physically, personality, background) **BV**
- how it feels to be excluded or discriminated against **SG BV**
- about what constitutes a positive healthy friendship (e.g. trust, kindness, shared interests etc.) and that the same principles apply to online friendships
- know that friendships have ups and downs
- the difference between 'knowing someone online' and 'knowing someone face-to-face' and the associated risks **SG**
- about the impact of bullying and to recognise if/when they feel unsafe or uncomfortable within a friendship (online or offline) **SG**
- to recognise that there are different types of relationships (friendships, family, to recognise that there are different types of relationships (friendships, family, online)
- about change, including transitions loss, separation, divorce and bereavement **SG**
- to   shared characteristics of healthy family life – commitment, care, spending time together, support in times of difficulties

YEAR 6

- about strategies to deal with conflicts if they arise
- how to recognise pressure from others to do something that is unsafe, or that feels unsafe or uncomfortable, and strategies for managing this (including online) **SG**
- about how families behave

- That marriage is an example of a stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment **SG** BV
- that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others **SG** BV

Appendix 2

LEARNING INTENTIONS BY YEAR GROUP

HEALTH EDUCATION

YEAR 1
- How to recognise and name different feelings   - A range of words to describe feelings   - How to tell how people are feeling   - that things people put into their bodies can affect how they feel   - why hygiene is important and how simple hygiene routines can stop germs from being passed on   - how physical activity and healthy eating helps them to stay healthy   - what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing   - who helps help them to stay healthy (e.g. parent, dentist, doctor)   - that household products, including medicines, can be harmful if not used properly that household products, including medicines, can be harmful if not used properly **SG**   - how medicines can help people stay healthy and that some people need to take medicines every day to stay healthy **SG**   - some basic rules to keep safe online **SG**

YEAR 2
- that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest **(Science curriculum)**   - to recognise the importance of knowing when to take a break from time online or TV   - that a healthy person has good physical and mental health and wellbeing   - how rules and restrictions help them to keep safe (e.g. age, basic road, fire, cycle, water safety; in relation to medicines/ household products and online) **SG**   - how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and learn what steps they can take to avoid or remove themselves from them **SG**   - that not everything they see online is true or trustworthy and that people can pretend to be someone they are not **SG**   - how to tell a trusted adult if/when they are worried for themselves or others, worried that something is, or feels, unsafe, or if they come across something that scares or concerns them, including how to get help in an emergency; how to dial 999 and what to say **SG**   - How to keep safe in the sun and protect from sun damage **SG**   - about their bodies and how they work   - about gender stereotypes

YEAR 3
- that mental health and wellbeing is a normal part of daily life, in the same way as physical health, and therefore we must take care of our mental health and wellbeing **SG**   - that people's feelings change over time, their feelings may range in intensity and that different people may experience the same feelings with different levels of intensity **SG**   - how to talk about their emotions and how to respond appropriately in different situations **SG**   - strategies to manage transitions between classes and key stages   - about what constitutes a healthy diet and the risks of eating too much sugar   - about how to maintain good oral hygiene (including correct brushing and flossing), the importance of regular visits to the dentist and healthy eating

- about the benefits of regular exercise in daily and weekly routines on physical and mental health and wellbeing
- to understand the impact of smoking and passive smoking
- school rules about health and safety, basic emergency aid procedures, where and how to get help (how to make a clear and efficient call to 999 if necessary) **SG**
- about risks they may face and how to predict, assess and manage these risks **SG**
- that bacteria and viruses can affect health and that following simple routines can reduce their spread **SG**

YEAR 4

- that mental health and wellbeing is a normal part of daily life, in the same way as physical health
- about change and loss; including death, and how these can affect feelings; ways of expressing and managing grief and bereavement
- that the internet is an integral part of many people's lives and that it has many benefits
- about reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming **SG**
- about what food is healthy and to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet
- about what good physical health means and how to recognise early signs of physical illness
- how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed **SG**
- to understand the effect alcohol has on the body **SG**
- to understand the law and risks relating to alcohol **SG**
- to say why people choose to use or not use legal drugs such as alcohol **SG**

YEAR 5

- to recognise that anyone can experience mental health difficulties or mental ill-health and that it is important to discuss feelings with one of your identified trusted adult **SG**
- to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others **SG**
- about situations which could cause them personal risk **SG**
- that everyone has human rights, all peoples, all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child **SG BV**
- about the importance of keeping personal information private; how to manage requests for personal information or images of themselves and others online (including social media and the responsible use of ICT) **SG**
- about how their own lifestyle contributes to their health and that habits can have both a positive and negative effect on this
- about what constitutes a healthy diet; benefits of eating nutritionally rich food and the risks of not eating a healthy diet including obesity and tooth decay
- about the benefits of good quality sleep on our health including the effects of lack of sleep on the body, feelings, behavior and ability to learn
- about a range of legal (including alcohol, tobacco and energy drinks) and illegal drugs, their risks and effects **SG**
- about some of the different beliefs around drug use and drug users (using social norms e.g. very few young people smoke) **SG**
- strategies to resist drug use **SG**

YEAR 6

- about the benefits of sun exposure and the risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer **SG**
- the facts and science relating to immunisation and vaccination **SG**
- about what is meant by first aid; basic techniques for dealing with common injuries, including head injuries (recap on making a 999 call) **SG**
- understand the effects, risks and laws in relation to drugs **SG**
- about the mixed messages in the media about drugs, including alcohol and smoking/vaping **SG**
- about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns **SG**
- to recognise their individuality and personal qualities, strengths and achievements and how these contribute to a sense of self-worth and mental health and wellbeing
- about taking on more personal responsibility, managing setback and reframe unhelpful thinking
- about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement **SG**
- about the benefits of rationing time spent online and the impact of positive and negative content online on their own and others' mental and physical health and wellbeing **SG**
- why social media and some online games are age restricted **SG**
- how to be a discerning consumer of information online and that information from search engines is ranked, selected and targeted **SG**
- to explore positive and negative ways of communicating in a relationship
- that there is nothing that they should be afraid to ask about **SG**

Appendix 3

LEARNING INTENTIONS BY YEAR GROUP

LIVING IN THE WIDER WORLD

YEAR 1
- more about other people's opinions and views **BV**   - about the different groups they belong to (clubs, faith, cultural heritage etc.) **BV**   - about what money is and where it comes from   - about the cost of everyday items   - that they can keep money in different places, and that some places are safer than others, e.g. a money box or a bank   - what can harm the local and global environment; how they and others can help care for it   - more about road safety and who helps us keep safe **SG**

YEAR 2
- about spending money and understanding the importance of waiting for and checking change   - that they have choices about spending and saving money, and that people may make different choices about how to save and spend money   - about a range of festivals **BV**   - about where food comes from

YEAR 3
- why and how rules and laws that protect themselves and others are made and enforced, **SG** why different rules are needed in different situations and how to take part in making and changing rules **BV**   - that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment **BV**   - about school and local democracy **BV**   - about sources of products and Fairtrade   - that people's decisions can affect others and the environment e.g. Fairtrade, buying single-use plastics, giving to charity   - To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes   - That there are a broad range of different jobs/careers and that people can have more than one career/job during their life   - about the different ways to keep track of spending and saving by keeping simple records e.g. spending diary, listing/counting, keeping receipts etc., and why this is important

YEAR 4
- about how the media influences decisions **SG**   - about sources of persuasion including the media **SG**   - the importance of protecting personal information, including passwords, addresses and images **SG**   - to value the different contributions that people and groups make to the community   - ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling, food choices)   - about career/gender stereotypes in the workplace and that a person's career aspirations should not be limited by them

- about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades, strengths and qualities, ways in which stereotypical assumptions can deter people from certain jobs)
- to recognise that people make spending decisions based on priorities, needs and wants
- that they can keep my money in a standard bank account and the benefits this might have
- that if we don't have enough money we may have to borrow but that if we do we will have to pay it back

YEAR 5

- that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, and disability **BV**
- about stereotypes; how they can negatively influence behaviours and attitudes towards others **SG BV**
- how they can work together to bring about change
- about some of the skills, including enterprise skills, that will help them in their future careers e.g. teamwork, communication and negotiation
- how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results
- about some of the different ways information and data is shared and used online, including for commercial purposes
- about how local democracy works **BV**
- that some things are better value for money than others and that I can make comparisons between prices when deciding what is best value for money
- that people's spending decisions can affect others and the environment (e.g. Fairtrade, buying single-use plastics, or giving to charity)

YEAR 6

- about the people who are responsible for helping them stay healthy and safe, **SG** ways that they can help these people, and how showing kindness to these people is a positive expression of thanks and celebration for them.
- the importance of empathy and compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
- that our behaviour has an effect on others and ourselves **SG** (including online) and discriminatory behaviours are wrong
- about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced **SG**
- about government and parliament **BV**
- about how information on the internet is ranked, selected and targeted at specific individuals and groups and that connected devices can share information **SG**
- recognise things appropriate to share and things that should not be shared on social media; rules around distributing images **SG**
- about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation **SG**
- about the role money plays in their own and others' lives, including the impact it can have on people's feelings and emotions
- about risks associated with money including different ways money can won or lost through gambling-related activities (including online) and the impact this has on health, wellbeing and future aspirations **SG**
- about enterprise and the skills that make someone 'enterprising'
- that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
- to identify the kind of job they might like to do when they are older
- to recognise a variety of routes into careers (e.g. college, apprenticeship, university)