



Ark Burlington Danes
Academy

Ark Burlington Danes Primary

Personal, Social, Health education (PSHE) and Relationships and Sex education (RSE) policy

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1. Policy Information

Key contacts

Safeguarding Team:	Ms Karis Stanislaus (DSL) Assistant Headteacher Ms Guadalupe Martin (DDSL) Assistant Headteacher
PSHE SLT Lead:	Ms Karis Stanislaus Assistant Headteacher
PSHE Lead:	Ms Yousra Chaer-Yemlahi

Links to other School Policies

This policy should be read in conjunction with the following school policies:

- Safeguarding/Child Protection Policy
- Behaviour/Anti-Bullying Policy
- Online Safety Policy
- Equalities Policy
- SEND Information Report

2. Introduction

Personal, Social and Health (PSHE) education is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for the opportunities, responsibilities and experiences of adult life. PSHE has an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

In order for children to embrace the challenges of creating happy and successful adult lives, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. High quality, evidence-based and age-appropriate teaching of PSHE helps pupils develop resilience, and to know how and when to ask for help.

3. Legislation and Guidance

Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary schools. Our policy complies with the following statutory requirements and recommendations, in delivering our PSHE curriculum:

Relationships Education will be compulsory in all Primary Schools – this includes academies, free schools and independent schools

Health Education will be compulsory in all Primary Schools – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.

In addition to statutory requirements, the DfE continues to recommend that all primary schools should have a **Sex Education** programme tailored to the age and the physical and emotional maturity of the pupils.

As a school we are fully complying with the DfE recommendation to deliver Sex Education beyond statutory Relationships, Science and Health Education requirements. As such, we are referring to Relationships Education throughout this policy as Relationships and Sex Education (RSE).

4. Purpose of Policy

This policy further sets out:

- Our approach to integrating statutory Relationships Education and Health Education within a comprehensive PSHE curriculum, in line with non-statutory programmes of study.
- Our overall aims for delivering PSHE, including Relationships Education, Health Education and Living in the Wider World
- Our definitions for Relationships, Sex and Health Education
- Guidance for staff and outside visitors about approaches, organisation and content for our PSHE curriculum
- Information for parents and careers about what is taught and when in PSHE, along with specific information about their involvement with RSE and the right to withdraw.
- Guidance for monitoring and evaluating PSHE, including arrangements for policy review

5. Aims of Policy

This policy outlines our commitment to providing pupils with the knowledge, skills and attributes needed to manage their lives, now and in the future.

Delivering a broad and balanced life-skills PSHE curriculum, through our three strands of Relationships Education, Health Education and Living in the Wider World, is essential for us in helping our children to stay healthy and safe, while preparing them to make the most out of school, work and life. Through quality delivery, our PSHE programme aims to develop:

- confident individuals who know and understand how to live safe, happy, healthy, fulfilling lives;
- young people who are able to maintain positive, respectful and healthy relationships, within which they can thrive personally and socially;
- responsible citizens who understand they have rights and responsibilities that help them make a positive contribution to society; and

- successful learners who enjoy overall learning, making progress and achieving success

These aims will be achieved by providing pupils with the knowledge, skills, attitudes and attributes to be able to:

- develop confidence to talk, listen and think about feelings and relationships
- address concerns and correct misunderstandings and be able to protect themselves and ask for help
- develop skills to make and maintain positive relationships
- develop positive attitudes and values and respect differences in opinions
- develop a positive self-image and high self esteem
- gain accurate knowledge and understanding about sexuality and relationships
- develop personal responsibility for one's actions
- know where to get confidential advice and support

6. Health and Wellbeing: Definition and Content

“Health Education is learning about the characteristics of good physical health and mental wellbeing and the equally important role that each of these play in our everyday lives. It explores the important role that physical health has on our mental health and vice versa. Health Education supports our children to be happy, healthy and safe in their health-related choices and behaviours, both physically and mentally, now and in the future.”

There is **no right to withdraw** from Health Education lessons.

Health Education (KS1&2: age 5-11 years)

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty KS2 only)

Refer to Appendix a for full details of the content of the Statutory requirements.

7. Relationships: Definition and Content

“Relationships Education is learning about the physical, social, emotional and legal aspects of human relationships. These include friendships, family life and relationships with other children and adults. Relationships Education supports our children to be happy, healthy and safe in their connections and interactions with others, now and in the future.”

There is **no right to withdraw** from Relationships Education lessons.

Relationships Education **(KS1 & 2: age 5-11 years)**

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

Refer to Appendix a for full details of the content of the Statutory requirements.

8. Sex Education

Science Curriculum (contributes to Sex Education within RSE)

Key Stage 1 (age 5-7 years)

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years)

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Sex Education is learning about the physical, social, emotional and legal aspects of human sexuality and behaviour, including human reproduction. Aspects of sex education are covered in the context of learning about lifecycles in science which is part of the statutory curriculum for Science.

We are fully complying with the Department for Education recommendations for all primary schools to have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. In addition to statutory Relationships, Sex and Health Education, we have chosen to deliver further lessons in Year 6 which go beyond the science curriculum and look in more detail at how a baby is made. We feel these lessons are important as they:

- address many of the questions that children have and are taught in the context of healthy adult relationship
- avoid any possible misconceptions about sex that pupils may have
- supports the transition phase before moving to secondary school to support pupils' ongoing emotional and physical development effectively
- can further support conversations at home with parents

A parent meeting will be held for parents of pupils in year 5 and year 6 to make clear which lessons sit within sex education and outline your right to withdraw from these specific additional lessons, as outlined below. These meetings will take place prior to teaching.

Engaging Parents /Carers and the Right to Withdraw from Sex Education

On entry to the school, parents are welcome to read the PSHE policy, including specific references to our additional Sex Education provision within PSHE. We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters, and as such we do our best to find out from them any religious or cultural views they may have which may affect the Sex Education they wish to be given to their children. We always carefully consider any request that compromises our equal opportunities policy. This helps to establish a consultation process and partnership with parents, who we keep informed about content of the sex education programme and who are invited to view resources and address any questions or issues they have in relation to the content of these additional lessons.

From September 2020 parents have the right to withdraw their child from Sex Education, but not the right to withdraw their child from any lessons that are in the statutory Relationships, Science and Health Education Curriculum. In accordance with this, it is made clear to parents of year 6 children that they can withdraw their children from the additional sex education lessons we deliver in Year 6.

If a parent wishes to withdraw their child from Sex Education, we ask that they follow the below process.

1. Meet with PSHE lead
2. Meet with Assistant Headteacher (Miss Stanislaus, Miss Martin)
3. Complete a 'Parent Request for Withdrawal from Sex Education Lessons' form (appendix b)
4. Meet with Headteacher (Miss Vellacott)

Answering pupils sex education questions

We encourage curiosity in children as it is an important part of their learning and children ask questions related to sex education, both in and outside of lessons. This means that children who are withdrawn from a lesson may also ask a question in relation to sex education outside of the lesson time. We feel it is important to answer questions honestly, with factual information and in an age appropriate way. If we have a concern with regards to safeguarding due to the nature of a question we would follow our safeguarding procedures. We need to be mindful that children who don't have their questions answered may look to other sources for information, such as the internet, which might provide inaccurate information.

9. Curriculum Organisation

At Burlington Danes Primary, PSHE is taught weekly for 30 mins in EYFS (Reception) up to KS2. Our Curriculum follows the question-based model from the PSHE Association (refer to appendix c). The PSHE association is the subject association for all professionals working in

Personal, Social and Health education, leading the effort to ensure that every pupil receives high-quality provision. The question-based model is structured around an overarching question for each term or half term. These begin in key stage 1 as ‘What? And ‘Who?’ questions and build throughout Key Stage 2 into ‘Why?’ and ‘How?’ questions.

The three core themes from the Programme of Study are fully covered - colour-coding highlights whether the overall topic focus is:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

Some half term blocks will draw on more than one core theme. Teaching builds according to the age and needs of the pupils throughout the primary phase with suggested developmentally appropriate learning objectives given to respond to each key question.

In addition to the PSHE Association we use lesson materials from the Christopher Winter Project (CWP) for Years Reception to Year 6. Lesson materials include schemes of work, lesson plans and resources. CWP have been awarded the PSHE Association Quality Mark for this resource. These lessons have been mapped out across the year so that their content fits alongside the question-based model for each year group (refer to appendix c)

In the Early Years Foundation Stage (EYFS) pupils begin to develop effective relationships, assume greater responsibility and manage personal safety, including online which will be built upon in KS1 and KS2. Reception class will take part in 30 minutes weekly PSHE lessons which will be planned accordingly to their half-termly topics. Nursery class will engage in PSHE lessons through the use of stories, circle time and predominately through the EYFS curriculum.

Timetable allocation: 30 minutes (Year R – Year 6)

Groupings: Whole class

Staff Involved: PSHE will be delivered predominantly by the Class Teacher, but there will be times when learning is complemented by external visiting speakers, for example a specialist sex education nurse, a financial organisation such as a bank, human rights organisations, or others. It is important to note that where outside visitors help to deliver PSHE, and in particular RSE, they are not there to replace teachers but to enrich existing programmes by supporting the school.

Where taught: Dedicated PSHE lessons, assemblies and special weeks e.g. Wellbeing Weeks

10. Student Leadership

In addition to planned opportunities for students to demonstrate and develop leadership skills in lessons, there are numerous other ways in which leadership is nurtured and developed:

- Student Councillors
- Student Ambassadors
- Class group representatives
- Lunch monitors

11. Healthy Lifestyles

Pupils at Burlington Danes Primary learn how to stay physically healthy and to make informed choices about their health and well-being through the taught curriculum, for example in PE and science lessons. At lunch, staff encourage children to select healthy additions to their lunches (e.g. salad, vegetables, drink plenty of water etc.)

12. Active Citizenship

We are committed to building strong links with the local community and for our students to learn from, and with, the local community. Fund-raising is an important aspect in raising pupil's awareness of people and communities who are less fortunate than themselves. Pupils are given many opportunities to become actively involved in charitable events throughout the year.

13. Appreciating Diversity

Our community is based on the core values of mutual respect and is one in which differing views, interests, backgrounds and outlooks are honoured. We prepare our pupils to live and work in a diverse society, to understand and respect the cultures, faith and backgrounds of others through the taught curriculum and enrichment activities which provide opportunities to learn from members of our local community. We celebrate the cultural diversity of the Academy and local community.

14. Anti-Bullying

A clear anti-bullying message is promoted through assemblies, class lessons and reinforced in the BDA way. Personal safety is also the focus of assemblies and lessons. Pupils are taught to assess and manage risk appropriately and keep themselves safe. This includes discussing the damaging effects of cyber-bullying.

15. Approaches for Delivering Effective PSHE

- **Creating a safe and supportive learning environment**
PSHE often works within pupils' real life experiences, addressing a range of personal, social, emotional and health issues. A safe, supportive and respectful learning environment is created by establishing clear ground rules, developed and agreed with all pupils across the school, and referred to during PSHE lessons. This helps to secure an atmosphere within which pupils feel able to discuss concerns, feelings, sensitive issues.
- **Confidentiality**
In the course of PSHE lessons, pupils may indicate in some way that they are vulnerable or at risk. In these circumstances staff are aware that they must refer to the

Child Protection/Safeguarding policy to ensure that they are clear about what is required in such circumstances.

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so. The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's agreed procedure for recording and reporting disclosures and the nature of access to this information.

- **A range of learning approaches**

Active and interactive engagement is most effective in PSHE. In every section of the course a variety of teaching and learning styles are used including videos, information sheets, pamphlets, textbooks, visual aids and models, games, role-play, interactive videos, the Internet and visits by external agencies.

- **Relevant resources**

Resources will be assessed to ensure that they are current, relevant and appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.

- **Use of external organisations**

We work with various external organisations to enhance the delivery of PSHE across our planned programme, in order to bring in specialist knowledge and different ways of engaging with our young people. We work in partnership with all external organisations to ensure that the all activities and resources used are delivered in accordance with the aims of this policy and the content of our planned programme. All external contributors are made aware of our confidentiality and safeguarding policies to make sure that any safeguarding issues that arise are dealt with in line with school policy and procedure. All external contributions are used to complement the teaching delivered by our own staff, to enhance and enrich the overall experience of our students.

- **Groupings**

The PSHE curriculum will be delivered predominately through whole class lessons, smaller group work and where relevant, in one to one sessions.

- **Responding to pupils' questions**

It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.

- **Meeting the needs of SEND pupils**

PSHE lessons need to be accessible to all pupils including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using appropriate resources, small group work and providing CPD for teachers.

16. An Inclusive Approach Through a Moral and Values Framework

As an inclusive school we value difference and diversity within our school community and the wider world. As such PSHE is delivered within the context of our school aims, values and moral framework, and equal opportunities policy, taking into account the following considerations:

- The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law
- Different faiths, beliefs, cultures and sexual orientation should be tolerated and not be the cause for prejudicial or discriminatory behaviour
- Respect for ourselves and others helps develop understanding of the need for non-exploitation within relationships
- We all have rights, duties and responsibilities, we need to know what these are and have the ability to exercise them
- Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds
- Some pupils and staff will identify as LGBT+
- Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures
- Some children may have a different structure of support around them (for example: looked after children or young carers)

We believe that pupils should receive comprehensive, balanced and accurate information that relates to their needs. The personal beliefs and attitudes of teachers will not influence the teaching of any elements of PSHE. For example, care is taken to ensure there is no stigmatisation of children based on their different home circumstances when teaching about the importance of marriage, or stable relationships, for family life and bringing up children.

In exploring their own feelings and attitudes, and those of peers and the wider society, our pupils are able to develop values on which to base decisions about relationships, health and living in the wider world.

17. Working with Parents/Carers and the Wider Community

This PSHE Policy was developed in consultation all stakeholders – including staff and parents/carers – in order to meet the needs of the local community. The views of pupils also help shape the content of PSHE at the school.

Burlington Danes Primary recognises that parents/carers are the prime educators for children on PSHE matters. As such, the school seeks to work in partnership with parents/carers, in a relationship of mutual understanding, trust and co-operation. In promoting this objective we:

- Consult parents/carers on the purpose and content of the school’s programme of study for PSHE, explaining clearly what will be taught and when.
- Inform parents about the school’s approach to PSHE.
- Make this PSHE Policy available via our school website – a paper copy can be made available on request.
- Answer any questions that parents/carers may have about the education of their child.
- Notify parents when Sex Education will be taught.
- Discuss concerns regarding curriculum content/delivery and acknowledge the parental right of withdrawal from Sex Education.
- Take seriously any issue that parents/carers raise with staff or governors about this PSHE Policy or the arrangements for PSHE in the school.

18. Assessing PSHE and Monitoring the Programme

The PSHE Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Monitoring teaching within lessons through observations, team teaching, pupil work scrutiny and discussions with those involved
- Supporting staff to assess pupils progress, in line with the school’s assessment procedures
- Evaluation of the programme will be made by assessing the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process. The views of pupils, staff and parents will be sought and taken into account as the programme develops and changes.
- Recommending targets for whole school development

19. Training Staff to Deliver PSHE

It is important that staff delivering PSHE work within the values and moral framework of this policy and feel confident, skilled and knowledgeable to deliver effective PSHE.

Continuing professional development will be provided through a range of options: individual study and development/ in-house CPD/ external training courses. Training may include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates

- Assessing pupils learning
- Practicing a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues

20. Disseminating and Monitoring the PSHE Policy

A copy of this policy will be supplied to all staff and governors and included within school handbook, staff handbook, governor handbook and new staff induction materials. A full copy will be published on the school website and made freely available to parents on request and if appropriate a summary will be published in the school prospectus. Copies will also be supplied to other professionals whose work relates to PSHE, including RSE and Health Education, or who may be involved in its delivery.

Policy Written by: Miss Karis Stanislaus

Role: Assistant Headteacher

Policy review

Date Agreed:	1st September 2020
Next Review Date:	September 2023

This Policy should be read in conjunction with:

- Keeping Children Safe in Education (statutory guidance) (2019)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline) (2018)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils) (2016)
- Equality Act 2010 and schools (2010)
- SEND code of practice: 0 to 25 years (statutory guidance) (2015)
- Alternative Provision (statutory guidance) (2013 – updated 2016)
- Mental Health and Behaviour in Schools (advice for schools) (2018)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) (2017)
- Sexual violence and sexual harassment between children in schools (advice for schools) (2018)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils’ spiritual, moral, social and cultural (SMSC) (2014)

Appendix a: Relationships, Sex and Health Education Statutory Requirements (2020)

This document outlines how the learning opportunities in the PSHE Association Programme of Study cover all of the content outlined in the Department for Education's statutory Relationships, Sex and Health Education guidance. The grids below set out where each aspect of the statutory guidance is covered by Programme of Study learning opportunities in Key Stage 1 to Key Stage 2.

Health and Wellbeing (H), Relationships (R), Living in the Wider World (L)

Core Theme	Pupils need to know	KS1	KS2
		Relationships Education	
Families and people who care for me	that families are important for children growing up because they can give love, security and stability	R2	R6
	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	R1, R4	R8
	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	H22, R3	R2, R7
	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	R3	R1, R6, R7
	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	R4	R3, R5
	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	R5	R4, R9
Caring friendships	how important friendships are in making us feel happy and secure, and how people choose and make friends	R6	R10
	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	R6	R11
	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	R7	R13, R14
	that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right	R8	R16
	how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed	R9	R18
Respectful relationships	the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	H22, R23, L4, L6	R32, R33, L6
	practical steps they can take in a range of different contexts to improve or support respectful relationships	R6, R8	R33

	the conventions of courtesy and manners	R22	R33
	the importance of self-respect and how this links to their own happiness	H21, H23, R22	R31
	that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority	R22, H22	R32
	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help	R10, R11, R12	R19, R20, R28
	what a stereotype is, and how stereotypes can be unfair, negative or destructive	L4	R21, L7, L8, L9
	the importance of permission-seeking and giving in relationships with friends, peers and adults	R15, R17	R22, R26
Online relationships	that people sometimes behave differently online, including by pretending to be someone they are not	R14	R23
	that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous	R12	R24, R30, R31
	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	R20	R24, R29
	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	R15	R24
	how information and data is shared and used online	H34	L13, L14
Being safe	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	R17	R22
	about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe	R13, R18	R27
	that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	R13	H45, R25
	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	R14, R15, R19	R24
	how to recognise and report feelings of being unsafe or feeling bad about any adult	R20	R29
	how to ask for advice or help for themselves or others, and to keep trying until they are heard,	R20	R29

	how to report concerns or abuse, and the vocabulary and confidence needed to do so	R20	R29, H45
	where to get advice, for example family, school or other sources	R20	R29
Physical health and mental wellbeing			
Mental wellbeing	that mental wellbeing is a normal part of daily life, in the same way as physical health	H1	H15
	that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations	H11, H12, H13, H14	H17
	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	H15, H16	H19
	how to judge whether what they are feeling and how they are behaving is appropriate and proportionate	H18, H19	H20, H21
	the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	H17	H16
	simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	H18, H20, H24	H16
	isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	H24, H27, R7	H24, R13
	that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	R10, R11	R19
	where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)	H19, R12	H21, R20
	it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough	H24	H22
Internet safety and harms	that for most people the internet is an integral part of life and has many benefits	L7, L8	L11
	about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing	H9	H13

	how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private	R10, R12	R30, L11, L15
	why social media, some computer games and online gaming, for example, are age restricted	H28	H37, L23
	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	L34	H37, R20, L11
	how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted	L9	L12, L13, L14, L16
	where and how to report concerns and get support with issues online	H34	H42
Physical fitness and health	the characteristics and mental and physical benefits of an active lifestyle	H1	H7
	the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise	H3	H7
	the risks associated with an inactive lifestyle (including obesity)	H3	H4, H7
	how and when to seek support including which adults to speak to in school if they are worried about their health	H10	H14
Healthy eating	what constitutes a healthy diet (including understanding calories and other nutritional content)	H2, H3	H1, H8
	the principles of planning and preparing a range of healthy meals	H2	H6
	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)	H2	H2, H3, H6
Drugs, alcohol and tobacco	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	H37	H46, H47
Health and prevention	how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body		H5
	about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	H8	H12
	the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	H4	H8
	about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	H7	H11

	about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing	H5	H9, H40
	the facts and science relating to allergies, immunisation and vaccination	H6	H10
Basic first aid	how to make a clear and efficient call to emergency services if necessary	H35, H36	H44
	concepts of basic first-aid, for example dealing with common injuries, including head injuries	H35, H37	H43
Changing adolescent body	key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes	H25, H26	H30, H31, H32, H34
	about menstrual wellbeing including the key facts about the menstrual cycle		H30, H31

Appendix b: Parent Request for Withdrawal from Sex Education Lessons

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL
Agreed actions from discussion with parents:

Appendix c: Ark Burlington Danes Primary PSHE Overview

		Autumn Term		Spring Term		Summer Term	
		HT1	HT2	HT3	HT4	HT5	HT6
EYFS	Year R	What is special about me?	Why is family important?	What can I do to look after my body?	How can I keep myself safe?	How can we care for the environment?	Who's in our community?
KS1	Year 1	What is the same and different about us?	Who is special to us` ?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
	Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What can help us grow and stay healthy?	How do we recognise our feelings?
Lower KS2	Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
	Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Upper KS2	Year 5	What makes up our identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
	Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? / How do friendships change as we grow?	

