

RSE Policy 2021-23

Consultation with parents: 10th May 2021



The Bridge London
Hungerford School

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Hungerford Sex Relationships and Sex Education (RSE) Policy Summary

This is a summary of Hungerford Primary School's relationships and sex education (RSE) policy. For further details please see the full policy and appendices. The purpose of this policy is to act as a central reference point to inform school staff, parent/carers, health professionals and visiting speakers of the school's approach to RSE within PSHE education.

This summary, with the school's RSE curriculum (appendix 1), will be circulated to all staff and given to visiting speakers. Senior staff and staff teaching PSHE education should read the whole document. The RSE policy is made available to staff and parent/carers on the school website and printed copies can be requested from the school office.

The RSE policy will be monitored by the Head of School, in conjunction with Subject Leaders and reviewed on annual basis.

Definition of RSE

Relationships and sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE within PSHE education aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both off and online. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence.

Roles and responsibilities in school

The members of staff responsible for the co-ordination, development, monitoring and evaluation of RSE is the PSHE Leads

Confidentiality and safeguarding

Staff working with pupils cannot offer unconditional or absolute confidentiality. Staff have an obligation to inform pupils of this and to pass information on to the school's designated safeguarding lead if what is disclosed indicates that a pupil is at risk of harm.

If pupils disclose to visiting speakers then the visitor should report this to staff for school follow up.

Parents'/Carers' rights and partnership with school

The school works in partnership with parents/carers to educate children and young people about relationships and sex, consulting them regularly on the content of the RSE programme.

The Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019 set out parents' right to withdraw their children from sex education other than that which is part of relationships education, health education or other National Curriculum subjects (such as biological aspects of human growth and reproduction within National Curriculum science). See appendix 7 which provides a pro forma requesting a child be withdrawn from sex education lessons - it is recommended that parents/carers arrange to meet with the relevant member of school staff to discuss this.

See appendix 1 for the summary of what is in the school RSHE curriculum.

Visiting speakers

Visiting speakers are briefed by the appropriate member of staff about the level of pupil awareness; ground rules of the class; the context/purpose of the visit and what pupils know and what they need to know. Visiting speakers are given a summary of the school RSE policy, together with the RSE curriculum which they are expected to follow.

Appendix 1: The RSE policy

Purpose of the RSE policy

The policy sets out the school's approach to relationships and sex education and acts as the school's central reference point to inform school staff, parents/carers, health professionals and visiting speakers of the school's approach to RSE within personal, social, health and economic (PSHE) education.

It is available on our school website; copies are available from the school office.

Legislation

Primary and secondary schools are legally required to have a written policy for Relationships Education and RSE, in line with statutory guidance Relationships education, relationships and sex education (RSE) and health education (effective from September 2020).

DfE guidance encourages primary schools to teach age-appropriate sex education however it is not a statutory requirement. Under this legislation, all primary schools are required to teach relationships education and all schools are required to teach health education (which includes some aspects of RSE).

Policy development

The process to develop the RSE policy involved staff, governors, pupils and parents/carers in the following ways:

- Pupils: draw and write activity (to identify needs in our school)
- Parents/Carers: survey; meetings; letter home;
- Staff and Governors: training; survey; audit of present RSE policy

Definition and purpose of RSE

We define relationships and sex education as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Through RSE within PSHE education we aim to give children and young people essential information and skills for building positive, enjoyable and respectful relationships and staying safe both off and online. It enables pupils to explore their own and others' attitudes and values, and aims to help build their self-esteem and confidence. There is clearly considerable overlap between Health, Relationship and Sex education when covering certain topics. The details of the school's planned programme of RSE are included in appendix 1.

As well as the requirement to teach relationships education, the DfE encourages primary schools to also teach age-appropriate sex education.

We define 'sex education' as education about sexual anatomy, reproduction and sexual intercourse. In primary school this includes; learning the correct medical terms for sexual body parts, the biological differences between males and females, changes throughout the human life cycle (including during puberty), menstruation and wet dreams, understanding sexual intercourse and how babies are made and possibly a basic understanding about HIV and about contraception.

We believe that sex education is best taught as part of an integrated programme of relationships and sex education (RSE) within PSHE education, in which sex is discussed in the context of respectful, healthy, adult relationships.

At Hungerford Primary School, we teach RSE as part of our planned PSHE education programme. Our RSE curriculum is set out in Appendix 1

The RSE curriculum has been planned with regard to the statutory guidance and the age and stage of pupils, and feedback from pupils, parents and staff.

The RSE curriculum links to, and has been planned to complement, learning in science, citizenship, RE and computing. On occasions, it may be supplemented by assemblies, visiting speakers and/or discussions in class/circle time.

Teachers of RSE will have regard to the guidance on good practice in RSE teaching and learning included in appendix 2, especially about establishing a safe/supportive environment and distancing techniques including not asking (or answering) personal questions.

Answering pupils' questions

Teachers should have regard to the age and stage of the pupil(s) in answering their questions, both within PSHE lessons and the broader context of the curriculum plan for PSHE across the school. As far as possible, the principle is to answer appropriate questions openly and factually to address any misconceptions.

If unsure how to answer, or whether a question is appropriate or relevant to the whole class, a teacher can:

- Speak to a pupil individually
- Suggest that the pupil asks their parent/carer
- Offer to find out the best way to answer the question and use the opportunity to discuss with a colleague and respond to the pupil at a later point.

Roles and responsibilities in school, including CPD

The members of staff responsible for the co-ordination, development, monitoring and evaluation of RSE is the PSHE leads and phase leaders

RSE is taught by class teachers

Any concerns regarding pupils that may emerge from the delivery of RSE may be referred to the DSL within school (Jo Stephens)

The Leadership Teams of both schools and PSHE leads will consider the RSE training needs of staff. RSE training may be provided as whole staff briefing or training, training for selected staff, in-class support, and discussion with the PSHCE lead as appropriate.

The policy is on the school website. All staff should familiarise themselves with the policy and refer to it as necessary.

The PSHE lead will provide any visiting speakers with a copy of the policy in advance.

RSE and safeguarding children

At Hungerford Primary school we believe that alongside our safeguarding procedures, educating every pupil about how to care for their bodies and protect themselves from physical and emotional harm is an important element of our work to keep pupils safe from harm.

RSE within PSHE education enables pupils to:

- Know their rights to be protected and kept safe
- Understand potential dangers they could face
- Be encouraged to adopt safe and responsible practices and deal sensibly with risk
- Develop personal skills to protect themselves and others from unsafe influences and physical and emotional harm
- Know when and who to ask for help when needed.

Our PSHE curriculum can also include a range of potential issues such as:

- Bullying, including cyber bullying (by text message, on social networking sites, and so on) and prejudice-based bullying
- Racist, disability, and homophobic and transphobic abuse
- Radicalisation and extremist behaviour
- Child sexual exploitation
- Sexting, sending of sexual images
- Substance misuse
- Issues that may be specific to local area or population, for example, gang activity and youth violence
- Particular issues affecting children including domestic violence, sexual exploitation, female genital mutilation (FGM) see appendix 5 and forced marriages.

Effective RSE, in bringing an understanding of what is and is not appropriate in a relationship, and providing a safe space, can occasionally lead to disclosure of a child protection issue. All staff have a duty to report concerns about pupils who we feel are at risk of harm or have suffered harm (including when we suspect that FGM has already been performed), to the DSL or a deputy, as described in our safeguarding policy.

Visiting speakers when working in the classroom are bound by the same conditions and must pass on any information they feel needs responding to via the member of staff present or directly to the school's DSL.

In addition, teachers have a mandatory duty to report known cases of FGM to the police. They should ring the non-emergency 101 number within 48 hours, make a note of their actions and record the police reference number as evidence that they have complied with the duty. It does not apply if the teacher knows that another professional has already reported the same act of FGM.

Safeguarding young people who may be involved in underage sexual activity

Sexual activity is illegal for young people under the age of 16.

Under the Sexual Offences Act 2003, a child aged 12 or under is not capable of consenting to sexual activity and penetrative sex is classified as rape. Therefore, if a child under the age of 13 discloses penetrative sex or other intimate sexual activity, the member of staff should always treat this as a safeguarding concern and talk to the DSL.

Inclusion

All children and young people, whatever their experience, background or identity, are entitled to good quality RSE that help them build a positive sense of self. The RSE programme and approach is inclusive of difference: gender identity, sexual orientation, ability, disability, ethnicity, culture, age, faith or belief or any other life experience. RSE lessons help pupils to explore discrimination, prejudice, bullying, aggressive behaviour and other unhealthy relationships.

Teachers agree to work within the school's framework for RSE as described in this policy. Their personal beliefs, values and attitudes should not affect their teaching of RSE.

Staff approach RSE sensitively, knowing that their pupils are all different and have different family groupings.

- “Provisions within allow schools to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic. This should be taken into consideration in designing and teaching these subjects. A school, could, for example, consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.”
- “Schools should consider the makeup of their own student body, including the gender and age range of their pupils, and consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics (which mean that they are potentially at greater risk). Schools should consider what they can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach.”

Working with parents and carers

Parents are the primary educators of their children about relationships and sex, particularly with regard to their views and values. We intend that our school's RSE should complement parents'/carers' role in RSE and we view this as a very important partnership. To this end, the school will consult with parents/carers wherever possible to decide on curriculum content, the exact terminology used in sex education

lessons and at which stages during their child's education particular content is introduced. It is hoped that by this consultation there will be clear agreement regarding RSE provision.

As well as being involved in the policy consultation process, the school informs and works with parents in the following ways:

- Special parents' meetings where the RSE programme is discussed during year 2, 4 and 6.
- Before RSE lessons in years 2, 4 and 6 a letter to parents/carers is sent out describing the RSE their children will cover. In this way, parents/carers can be prepared to have conversations at home
- Workshops for parents on how to confidently talk to their children about sex and relationships
- Information in newsletters and on the school website.

Parents' right to withdraw

The Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, set out the rights of parents/carers to withdraw pupils from sex education (but not Relationships or Health Education)- see appendix 7.

Parents have the right to withdraw their child from some or all of sex education which does not fall within relationships education, health education or other National Curriculum subjects i.e. Science. Head teachers will automatically grant a request to withdraw a pupil from any sex education in primary schools, other than as part of the science curriculum.

The details of the school's planned programme of RSE (appendix 2) shows which aspects of the RSE programme are within statutory relationships or health education, and which are 'sex education' and are therefore aspects from which parents have the right to withdraw their child.

If parents would like to request that their child be excused from RSE, they should notify the school in writing by completing the form in appendix 7.

Parents will be encouraged to discuss the decision with the class teacher, the Headteacher and the PSHE lead. They will be informed what the National Curriculum content is and what curriculum content their child can be withdrawn from. (See appendix 2: the school's planned programme of RSE and appendix 4 Science national curriculum relationships and sex education). Parents will be made aware that there may be impromptu or incidental discussion of relationships and sex education topics in the classroom / in other subjects at times, from which it is not possible to withdraw pupils.

"Good practice is also likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social, and emotional

effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher" Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance

If the parents still decide to withdraw their child then other arrangements will be agreed and made for them during this time. Parents will be encouraged to deliver sex education with their child at home instead.

Appendix 2: RSE within PSHE Education

RSE within PSHE education is developmental and appropriate to the age and needs of every pupil. It is part of a well-planned programme, delivered in a supportive atmosphere, where we aim for all pupils to feel comfortable to engage in open discussion and feel confident to ask for help if necessary.

Establishing a safe and supportive environment

Teachers of RSE will be mindful of a number of strategies and techniques to ensure that a safe and supportive environment is maintained at all times when delivering lessons – these may include but are not limited to:

- Establishing boundaries for discussion and that issues of confidentiality are discussed before RSE lessons begin. These may be identified as class ‘ground rules’.
- Each class/group works together to establish its own ground rules about how they would like everyone to behave in order to learn.
- Distancing techniques such as role play, third person case studies and an anonymous question box are employed when teaching sensitive issues.

Confidentiality and consent

Staff working with pupils cannot offer unconditional or absolute confidentiality. Staff have an obligation to pass the information on to the school’s designated safeguarding lead (DSL) Jo Stephens if what is disclosed indicates that a pupil is at risk of harm. Staff in the classroom establish boundaries where pupils feel safe and respected whilst protecting privacy. Pupils are reminded during lessons that if they divulge anything that indicates that they may be at risk

from harm then this information has to be passed on. Activities use ‘distancing techniques’ to enable pupils to explore issues without talking about personal experiences, for example, by using case studies and scenarios.

In one to one situations a member of staff will remind the pupil that they may not be able to keep some information confidential (for example, if they thought that the pupil was at risk of harm or abuse).

Good practice in teaching and learning

Teachers of RSE are expected to show good practice by making lessons as inclusive, varied and suitably reflective of as broad a range of society wherever possible.

For example:

- Using the correct terminology makes clear that everybody understands and avoids prejudiced or offensive language.
- Inclusive and non-heteronormative language e.g. referring to someone’s ‘partner’ rather than ‘boyfriend’ or ‘girlfriend’ helps all children and young people to feel included and reduces assumptions about sexual orientation.
- Lessons contain a variety of teaching methods and strategies that encourage interaction, involvement and questioning: working individually, in pairs and groups; discussions; role play; prioritising activities; quizzes; research; case studies; games; circle time; visiting speakers.
- Resources are chosen to reflect a suitable range of cultures, identities and genders.

The RSE curriculum

See tables in Appendix 2

Visiting Speakers

RSE is best taught by confident teachers as part of an ongoing PSHE curriculum. Visiting speakers can offer a different perspective and particular knowledge or expertise and reinforce the teaching within the classroom.

Visiting speakers are briefed by the appropriate member of staff about the level of pupil awareness; ground rules of the class; the context/purpose of the visit and what pupils know and what they need to know. Visiting speakers are given a summary of the school RSE policy, together with the RSE curriculum which they are expected to follow.

Assessment

Lessons are planned starting with establishing what pupils already know - in this way, teachers can address any misconceptions that pupils may have. Pre and post-topic coverage may also provide some indication of progress made by pupils in their understanding/articulation of RSE issues.

Teachers might assess prior understanding and learning needs through:

- Brainstorms and discussions
- Draw and write activities to find out what pupils already know
- Activities to find out what pupils feel is important to them

Assessment is the process where an individual pupil's learning and achievement are measured against the lesson objectives.

In RSE pupils are assessed through

- Pupil reflective assessment sheets at the end of each topic
- Written or oral work
- One to one discussion
-

Monitoring is to ensure teaching is in line with school policy and that pupils are taught what is intended. Evaluation helps to plan future lessons and enables teachers to review the programme to improve the teaching and learning.

The PSHE Lead is responsible for the monitoring and evaluation of RSE. A range of methods are used including:

- Lesson observations
- Teachers' additions to the planned lesson content
- Pupils completing end of topic evaluations
- Teachers completing end of topic evaluations
- Data collected from initial need assessment is compared to same assessment at end of topic.

Resources

The school follows You, Me, PSHE, which is scheme developed and recommended by Islington Health and Wellbeing team and is taught in many Islington schools.

RSE in the curriculum: Learning intentions in the Primary RSE scheme of work within PSHE

Learning outcomes are identified as H = health education, R = relationships education, S = sex education and Sci= National Curriculum Science. Health education and relationships education are statutory under the new guidance, and Science remains statutory.

Parents have the right to withdraw their children ONLY from the learning outcomes identified as S =sex education

Key Stage 1		
RSE, Boys and girls and families	H/R/ S*Sci	Other Areas of PSHE
Pupils understand and respect the differences and similarities between people	R	Drug, alcohol and tobacco education about what goes onto our bodies and how it can make people feel Mental health and emotional well-being about being co-operative with others Keeping safe and managing behaviour and risk about personal safety and who they can talk to Identity, society and equality about people that are special to them and what they do
Pupils learn about the biological differences between male and female animals and their role in the life cycle	S*	
Pupils learn the biological differences between male and female children	S*	
Pupils learn about growing from old to young and that they are growing and changing	Sci	
Pupils learn that everybody needs to be cared for and ways in which they care for others	R	
Pupils learn about different types of family and how their home-life is special	R	

Lower Key Stage 2		
RSE, growing up and changing	H/R/ S*Sci	Other Areas of PSHE
Pupils learn about the way we grow and change throughout the human lifecycle	H/Sci	Mental health and emotional well being <ul style="list-style-type: none"> • About similarities and differences between themselves and others • About what makes a good friend • About dealing with issues that might arise in friendship • About different emotions and how to manage these
Pupils learn about the impact of puberty on physical hygiene and strategies for managing this	H/Sci	
Pupils learn about the physical changes associated with puberty	H/Sci	
Pupils learn about menstruation and wet dreams	H	
Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty	H	
Pupils learn strategies to deal with feelings in the context of relationships	H/R	

Upper Key Stage 2			
RSE, Healthy relationships How a baby is made	H/R/ S*Sci	Other Areas of PSHE	
Pupils learn about the changes that occur during puberty	H/Sci	Mental health and emotional well being <ul style="list-style-type: none"> About stereotyping including gender stereotyping About prejudice and discrimination (in relation to homophobia) and how this can make people feel 	
Pupils learn to consider different attitudes and values around gender, stereotyping and sexuality; their origin and impact	R		
Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate friendships	R		
Pupils learn about human reproduction in the context of the human life cycle	S*		
Pupils learn how a baby is made and grows (conception and pregnancy)	S*		
Pupils learn about roles and responsibilities of carers and parents	R		
Year 6, HIV and contraception			
Pupils learn about some myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted	S*		
Pupils learn about how the risk of HIV can be reduced	S*		
Pupils learn that contraception	S*		

Appendix 3: Questions to help understand what children want to learn at each developmental stage

Extract from the Sex Education Forum's design tool

The information below is an extract from the Sex Education Forum curriculum design tool, which is a web-based tool providing detailed sets of questions to explore with pupils in RSE at each age and stage. The tool can be used to help review and develop the school RSE programme to ensure content is developmental from early primary through secondary education and beyond. The programme can then be summarised for the policy and web- site.

Primary

RSE needs to start early in primary school so that children learn about their bodies, can recognise if other people make them feel uncomfortable or unsafe and can report abuse and get help. Lots of children start puberty before they leave primary school so it is important that all pupils know what to expect before it happens. It is good to have some RSE in every year of primary school as it helps pupils to learn progressively as they mature and revisit the subject on a regular basis, to reinforce learning and provide opportunities to ask further questions.

Age 3–6

At this age children are interested in the differences between boys and girls, naming body parts, where babies come from, and friends and family. What areas of the body are private and should not be touched and who they can talk to if they are worried are also important.

Age 7–8

At this age children are interested in the emotional and physical changes of growing up, similarities and differences between each other and between boys and girls, coping with strong emotions and how babies are made from eggs and sperm. How to look after our bodies and how to be safe and healthy are also important.

Age 9–10

At this age children are interested in knowing about love and the different kinds of families and will be more aware of different types of partnerships and relationships. Gender stereotypes and homophobia can be explained and challenged. They will be curious about puberty and sexual feelings and changing body image. They will want more details about conception, how babies develop and are born and why families are important for having babies.

They will also be interested in knowing about how people can get diseases, including HIV, from sex and how they can be prevented. They will also want to know who they can talk to if they want help or advice and information about growing up and personal safety including online.

Appendix 4: Science National Curriculum

(Introduced 2014 with KS4 Science updated 2016/17) and RSE

Key Stage 1

YEAR ONE

Animals, including humans

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

YEAR TWO

Animals, including humans

Notice that animals, including humans, have offspring which grow into adults.

Upper Key Stage 2

YEAR FIVE

Living things and their habitats

Describe the life process of reproduction in some plants and animals

(Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.)

Animals, including humans

Describe the changes as humans develop to old age

(Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.)

Appendix 5: Female Genital Mutilation (FGM)

Definition of FGM

“Female Genital mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or therapeutic reasons.”

World Health Organisation 1997

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers*. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police by calling 101.

Department for Education: Keeping Children Safe in Education, April 2019

*12 Under Section 5B(11) (a) of the Female Genital Mutilation Act 2003, “teacher” means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. It is a violation of the child’s right to life and their bodily integrity as well as their right to health. It is illegal in the UK to allow girls to undergo female genital mutilation either in this country or abroad. People guilty of allowing FGM to take place can be punished by fines or up to 14 years in prison.

Female Genital Mutilation occurs mainly in Africa and to a lesser extent in the Middle East and Asia. It is not a religious requirement and there are no health benefits. It is a cultural practice. Communities particularly affected in the UK include girls from: Somalia, Kenya, Ethiopia, Sierra Leone, Egypt, Nigeria, Eritrea, Yemen, Pakistan, Indonesia and Afghanistan; particularly first generation immigrants, refugees and asylum seekers.

This procedure often takes place in the summer, using the school holidays to recover (recovery takes 6 – 9 weeks.) It is important to be alert when a girl from a high-risk group is absent from school for a long period or when a family request an ‘authorised absence’ just before a school holiday.

Children might also be talking about a special ceremony or a special holiday abroad. Signs that FGM may have taken place include:

- Difficulty walking, standing or sitting
- Spending much longer times in the toilets
- Usual behaviour after a long absence
- Not wanting to participate in PE or other physical play/activities
- Acutely painful menstrual cycles
- Asking for help or being anxious but not able to be explicit due to embarrassment or fear

All schools should keep their pupils safe from harm through safeguarding procedures and educating every pupil about their responsibility to care for their bodies and protect themselves from physical and emotional harm. They have a duty to report concerns about girls at risk from FGM or when they know that FGM might already have been performed.

Lessons in PSHE and relationships and sex education can give pupils information, learn personal and life skills and explore attitudes and values around protecting themselves and others from abuse, including FGM.

NSPCC FGM helpline: 0800 028 3550 help@nspcc.org.uk

Appendix 6: Physical health and mental wellbeing

In addition to learning about relationships, by the end of primary school pupils need to understand the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

The RSHE curriculum will be complemented by teaching pupils about physical health and mental wellbeing to give them the information that they need to make good decisions about their own health and wellbeing. It enables them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

By the end of Year 6 pupils should know

Mental wellbeing

- That mental wellbeing is a normal part of daily life, in the same way as physical health
- That there is a normal range of emotions (e.g. Happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

Internet safety and harms

- That for most people the internet is an integral part of life and has many benefits
- About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- Why social media, some computer games and online gaming, for example, are age restricted
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- Where and how to report concerns and get support with issues online

Physical health and fitness

- The characteristics and mental and physical benefits of an active lifestyle
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- The risks associated with an inactive lifestyle (including obesity)
- How and when to seek support including which adults to speak to in school if they are worried about their health

Healthy eating

- What constitutes a healthy diet (including understanding calories and other nutritional content)
- The principles of planning and preparing a range of healthy meals
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. The impact of alcohol on diet or health)

Drugs, alcohol and tobacco

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

Health and prevention

- How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- The facts and science relating to allergies, immunisation and vaccination

Basic first aid

- How to make a clear and efficient call to emergency services if necessary
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries

Changing adolescent body

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- About menstrual wellbeing including the key facts about the menstrual cycle

Policy Owner and Contact Details

Jo Stephens, Headteacher

For further information on the Policy, please contact via email
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Next Review Date: September 2023