

West End Academy



Relationships and Health Policy

Reviewed: September 2020

Next review date: September 2021

1. Aims

The aims of Relationships and Health Education (RHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of the importance of health and hygiene
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships, including the importance of family for the care and support of children
- Help children to understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations, protect themselves and ask for help and support

West End Academy considers that Relationships and Health Education (RHE) is an integral part of the Personal, Social, Citizenship, Health and Economic (PSCHE) Education curriculum. We aim to offer pupils a carefully planned programme on human development, relationships and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity. These aims complement those of the science curriculum in KS1 and KS2.

2. Statutory requirements

We must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017. We are not required to provide sex education; however, we do need to teach the elements of sex education contained in the statutory science curriculum. In teaching RHE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At West End Academy, we teach RHE as set out in this policy.

Should you like to see the guidance from the government please visit:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-RHE-and-health-education>

3. Definition

RHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, consent, healthy lifestyles, diversity and personal identity. RHE involves a combination of sharing information, and exploring issues and values.

4. Curriculum

Our RHE curriculum is embedded within our PSHCE curriculum and is set out as per Appendix 1. We have developed the curriculum considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so they are fully informed and don't seek answers online.

5. Delivery of RHE

As part of RHE, pupils will be taught about the nature and importance of marriage for family life and bringing up children. They also need to understand that there are strong and mutually supportive relationships outside of marriage. Either of these can include heterosexual or same-sex relationships. We ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RHE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents and carers.

We carry out the main RHE curriculum in PSHE lessons (see Appendix 1 for further details). However, we also teach RHE through other subject areas e.g. science, PE and RE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

Linked with RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Linked with PE, children learn about healthy lifestyles and the importance of exercise.

Since RHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Science Curriculum

Early Years Foundation Stage children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1, children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

In Key Stage 2, children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions

- To describe the life process of reproduction in some plants and animals
- To describe the changes as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Teaching and Learning including delivery of the RHE curriculum

In Key Stage 2, we acknowledge that many children will begin to experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single-sex question sessions. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, and what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RHE curriculum, see Appendix 1.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a

different structure of support around them (for example: looked after children or young carers).

6. Roles and responsibilities

6.1 The governing body

The governing body has the overall approval of this policy.

6.2 The headteacher

The headteacher is responsible for ensuring that RHE is taught consistently across the school.

The headteacher also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy

6.3 Staff

All staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RHE

Class teachers are responsible for teaching RHE at West End Academy.

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will consider the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the headteacher.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

6.4 Pupils

Pupils are expected to engage fully in RHE and, when discussing issues related to RHE, treat others with respect and sensitivity.

6.5 Parents

The school is well aware that the primary role in children's RHE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Inform parents about the school's RHE policy and practice; this includes informing parents by letter or email before beginning to teach a unit of RHE
- Answer any questions that parents may have about the RHE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RHE in the school

7. Parents' right to withdraw

Parents do not have the right to withdraw their children from **relationships and health** education. The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from.

8. Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in RHE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

9. Equal Opportunities

RHE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

10. Complaints Procedure

Any complaints or concerns about the Relationships and Health Education programme should be made to the class teacher in the first instance. Parents can choose to follow the West End Academy complaints procedure if they feel things are not resolved.

11. Monitoring arrangements

The delivery of RHE is monitored by SLT through, for example, planning scrutinies, learning walks and lesson observations. Pupils' development in RHE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the headteacher annually. At every review, the policy will be approved by the staff, governing body and the parents or carers.

12. Further policies

In conjunction with this policy, please also see the following on the school's website:

- Positive Behaviour policy
- Safeguarding and Child Protection policy
- Anti-bullying policy

Please see below a useful document produced by the government which provides answers to frequently asked questions:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907638/RSE_primary_schools_guide_for_parents.pdf

Appendix 1 - RHE Curriculum Outline

Lower Foundation Stage - Families and people who care for me
To become confident talking to peers and adults alike about their own home and community.
To show confidence in asking adults for help.
Lower Foundation Stage - Caring friendships
To begin to form special friendship with another child.
To show care and concern for another child.
To demonstrates friendly behaviour, initiating conversations with both adults and peers alike.
To play in a group with friends.
To initiate play with friends offering cues for them to join in.
Lower Foundation Stage - Respectful relationships
To accept the needs of others by starting to take turns and share.
To tolerates delay when their needs are not immediately met.
To keep play going by responding to what others are saying and doing.
To know that some actions can hurt others.
Lower Foundation Stage - Being safe
To follow the rules of the rules of the classroom and follow routines.
To adapt behaviour to different events and social situations, and changes in routine.
To stop themselves from doing something they shouldn't do.
Lower Foundation Stage - Mental wellbeing
To welcome and values praise for what they have done.
To be aware of their own feelings.
Lower Foundation Stage - Online relationships, internet safety and harms
To understand that computers can be used to gain information.
Lower Foundation Stage - Physical health
To gain more bladder control and be able to attend toileting needs most of the time by themselves.
To manage washing and drying hands.
To tell adults when they are hungry, tired, when they want to rest or play.

Upper Foundation Stage - Families and people who care for me

To talk about their families and people that are special to them.

Upper Foundation Stage - Caring friendships

To play co-operatively, taking turns with others.

To take account of one another's ideas about how to organise their activity.

To recognise that their own actions can affect other people (comfort another child when realises they have upset them).

To take steps to resolve conflict with other children negotiating and solving problems without aggression by finding a basic compromise.

Upper Foundation Stage - Respectful relationships

To show sensitivity to others needs and feelings, and form positive relationships with adults and children. (Good listening, responding kindly, and using manners.)

Upper Foundation Stage - Being safe

To talk about how we keep safe both at school and home. (Staying close to an adult, show good listening, following instructions from an adult).

To know who to talk to if they don't feel safe (adult in school, family members).

To know that adults they don't know are strangers and that we shouldn't talk to strangers.

Upper Foundation Stage - Mental wellbeing

To describe themselves in positive terms and talk about their abilities.

To talk about how they and others show feelings (happy, sad, upset, worried, anger).

To recognise the importance of talking about these feelings with others.

Upper Foundation Stage - Online relationships, internet safety and harms

To understand that information can be retrieved online.

To know who to speak/report to in order to stay safe online (parent or adult in school).

Upper Foundation Stage - Physical health

To talk about the ways to keep healthy in relation to food, exercise, sleep and hygiene.

To understand the importance of eating a range of healthy foods.

To recognise foods which would be unhealthy if eaten too much.

To know some ways to keep the body clean (brushing teeth, basic hand washing).

To manage their own basic hygiene and personal needs successfully. (Getting changed for PE and going to the toilet independently.)

Year 1 - Families and people who care for me

To understand that families are important for children because they can give love, security and stability.

Year 1 - Caring friendships

To know that making friends is important as it makes us feel happy and secure.

To know how to make friends (talking to each other about common interests, play games with each other, work well together in lessons, help each other).

Year 1 - Respectful relationships

To understand the conventions of courtesy and manners (listen carefully when someone is talking to you, saying please and thank you, apologise if needed, show good table manners).

Year 1 - Being safe

To understand how to respond safely and appropriately to adults that they encounter whom they don't know (a stranger is someone they don't know, never talk to a stranger, never respond to what a stranger asks you to do, stay with the adult you are with if a stranger does talk to an adult you know).

To understand the importance of recognising and reporting feelings of being unsafe or feeling bad about any adult (must be done as soon as possible to keep everyone safe).

To know how to report concerns or abuse (speak to the class teacher, an adult in the classroom, a trusted adult *CJ, LF, DN, SB*) and has the confidence to do so if needed using "I am worried because...I am upset because...I feel hurt because...".

To know where to get advice about being safe (teacher, trusted adult, family members).

Year 1 - Mental wellbeing

To understand that it is normal to feel a range of emotions and these are called small feelings (happiness, sadness, anger, fear, surprise, nervousness).

To understand that small feelings can range in size depending on the situation.

To recognise the importance of talking about these small feelings with others.

To understand that there are different types of teasing and bullying. (Repeated behaviour by the same person intended to hurt someone physically or emotionally.)

To understand that that bullying is wrong and how to get help to deal with bullying (speak to the class teacher, an adult in the classroom, a trusted adult *CJ, LF, DN, SB* immediately).

Year 1 - Online relationships, internet safety and harms

To understand that for most people the internet is an integral part of life and has many benefits (access a range of information very quickly, communicate with people all over the world).

To understand what personal information means (name, age, address, password).

To recognise why personal information should be kept private (it is personal to you) and not shared online.

To understand what to do if they find something inappropriate online or something they are unsure of (stop, minimise, report).

To know who to speak/report to in order to stay safe online (parent or trusted adult in school).

Year 1 - Physical health

To know when to wash their hands (before eating, after using the toilet, playing with pets).

To know how to wash their hands properly (wet hands, add soap, rub in for at least 10 seconds, rinse for at least 10 seconds, dry with a clean towel).

To understand the importance of washing their hands (stops them being ill, stops spreading of germs).

To understand who to call if there is an emergency (999).

Year 2 - Families and people who care for me

To recognise the characteristics of a healthy family life (spending time together, sharing each other's lives, protection and care for children, commitment to each other including in times of difficulty).

Year 2 - Caring friendships

To understand that healthy friendships are positive.

To recognise the importance of not making other people feel lonely or excluded from friendship groups (offer to play, offer to talk, offer to listen).

Year 2 - Respectful relationships

To understand the conventions of courtesy and manners (respect the property of others including school equipment, be honest, be kind, be ready to help others).

Year 2 - Being safe

To understand that each person's body belongs to them.

To recognise the difference between appropriate and inappropriate or unsafe physical contact (good touches such as holding hands or hugging and uncomfortable touches such as hitting, pushing, kicking and touching private parts).

To understand that to keep everyone safe it is not always right to keep secrets.

Year 2 - Mental wellbeing

To recognise the difference between mental health and physical health (keeping your mind healthy rather than your body healthy).

To understand that mental wellbeing is a normal part of daily life in the same way as physical health.

To understand the difference between small feelings and big feelings (big feelings don't go away and these stop you doing your normal day-to-day activities).

To recognise the importance of immediately talking to a trusted adult about big feelings (my big feelings are making me feel....my big feelings are stopping me from...).

Year 2 - Online relationships, internet safety and harms

To understand the benefits of rationing time online and electronics devices (agreeing a time limit means children can make time for other hobbies and for physical exercise).

To recognise who they should speak to if they see an e-mail from someone they don't know in their inbox (tell a parent or a trusted adult in school).

Year 2 - Physical health

To explain how to keep active and have enough exercise. (One hour of moderate activity *defined as you can still talk but not sing when doing it*, such as walking, cycling, or riding a scooter every day. Reduce the time spent sitting or lying down, breaking up these periods with an activity.)

To understand the mental benefits of daily exercise (improves mood, better sleep).

To understand the physical benefits of daily exercise (stronger muscles and bones).

To understand the importance of eating different types of food in order to eat well.

To recognise how some medicines can help (limit cough, soothe throat, ease pain).

To understand how to take medicines safely (only given by an adult in timely doses).

To understand about safe and unsafe exposure to the sun (stay out in the sun for a short period of time each day).

To understand how to reduce the risk of sun damage including sun cancer (use at least SPF15 sun cream from April to September in the United Kingdom, cover up with suitable clothing including sunglasses, find shade where possible).

To understand what to say when calling 999 in an emergency (explain you need an ambulance, give your address, give as much information as possible about the injured person).

Year 3 - Families and people who care for me

To understand that others' families, either in school or in the wider world, sometimes look different from their family, (married, not married but living together, single parent) but that they should respect those differences and know that other children's families are characterised by love and care.

Year 3 - Caring friendships

To understand the qualities of a good friend (sharing interests, supporting with problems, telling the truth, being kind).

Year 3 - Respectful relationships

To understand the importance of respecting others even when they are different to them (physically, in character, personality, background, preferences, beliefs).

To understand that in school and in the wider society they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority (teacher, employer, religious leader, doctor, police officer).

Year 3 - Being safe

To know how to report concerns or abuse (speak to the class teacher, an adult in school, a trusted adult *CJ, LF, DN, SB*) and has the confidence to do if needed using "I want to tell you something that is upsetting me... This is hard for me to say, but I have something important to tell you... I need some advice on something I'm worried about..."

To know where to get advice about being safe for themselves and other (teacher, trusted adult *CJ, LF, DN, SB*, family members).

Year 3 - Mental wellbeing

To understand how the body changes when you have small feelings (breathing, facial expressions, hands, stomach) and recognise that these are normal.

To recognise that physical exercise (one hour of moderate activity a day) and time outdoors can help your mental wellbeing and happiness.

To understand that just like small feelings, big feelings can range in size and intensity (irritated, angry, furious, livid).

Year 3 - Online relationships, internet safety and harms

To understand that spending too much time on electronic devices (studies suggest more than two hours a day) can impact on their own mental wellbeing.

To understand how results from a search engine are selected and ranked (uses an algorithm to find the most relevant content, often ranked by how popular the page is).

To understand how to check the accuracy of something you have read from the Internet (check a few different websites to see if they all say the same thing).

Year 3 - Physical health

To identify that we need the right types and amount of nutrition as shown in the food pyramid (carbohydrates, protein, milk and dairy, fruit and vegetables, fats and sugars).

To recognise the importance of calories (amount of energy in a food or drink) when choosing what to eat (around 1700 calories a day for an eight-year-old).

To understand the early signs of physical illness (losing weight or unexplained changes to the body).

To recognise the importance of good quality sleep for good health (10 or 11 hours a night for an eight-year-old).

To realise that a lack of sleep can affect your health (weight, mood and ability to learn).

To understand that an inactive lifestyle can lead to health risks (not doing an hour of moderate activity each day can lead to obesity and a greater chance of getting ill).

To know how and when to seek support if they are worried about their health (speak to a trusted adult as soon as signs of physical illness are spotted, visit the doctor or dentist).

To recognise when the situation is safe before trying to help anyone who is hurt (avoid putting themselves in danger such as from broken glass or traffic, move to a safe place, call an adult for help or ring 999)

Year 4 - Families and people who care for me

To recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed (speak to a trusted adult in school, speak to another adult at home, ring Childline on 0800 1111).

Year 4 - Caring friendships

To recognise that most friendships have ups and downs, that these can often be worked through so that the relationship is repaired or even strengthened.

To understand that resorting to violence is never right when people fall out.

Year 4 - Respectful relationships

To recognise practical steps that can be taken to improve or support respectful relationships (give thinking time, give each other space, speak to each other, listen, apologise, compromise).

To recognise the responsibilities when witnessing the bullying of others and know how to get help (immediately tell a trusted adult)

Year 4 - Being safe

To know where to get advice about being safe (teacher, trusted adult, family members and Childline).

Year 4 - Mental wellbeing

To understand the difference in scales of small or big feelings and discuss whether their behaviour is appropriate and proportionate for their feelings. (It isn't alright to hurt someone, be nasty to them or hit someone if they are experiencing different feelings).

To recognise the various self-care techniques (importance of rest, time spent with family and friends, time spent on hobbies and interests, daily physical exercise) that can help your mental wellbeing and happiness.

To understand that all bullying, including cyberbullying, defined as repeated behaviour by the same person intended to hurt someone, has a negative and often lasting impact on mental wellbeing.

Year 4 - Online relationships, internet safety and harms

To consider the effect of their online actions on others and know how to recognise and display respectful behaviour online (same principles apply to online relationships as face-to-face relationships, treat people with the same respect including when anonymous).

To recognise that the internet can be a negative place where online abuse, trolling (starting arguments or upsetting people), cyberbullying and harassment take place which has a negative and often lasting impact on mental wellbeing.

Year 4 - Physical health

To understand the principles of planning and preparing a range of healthy meals (making sure that the food pyramid is being followed and the right amounts of food are consistently eaten).

To understand what a poor diet means (too many calories a day, not eating enough in a day, diet not varied in food types, too much food and drink which is low in fibre and high in fats, salt or sugar).

To understand some of the health risks associated with a poor diet (obesity, tooth decay).

To recognise why dental health is so important (prevents plaque, a form of bacteria, sticking to your teeth or causing gum disease).

To understand how to keep your teeth healthy (brush your teeth twice a day, brush all of your teeth for at least two minutes, floss, regularly change your toothbrush, go to the dentist twice a year).

To understand how to give basic first aid to someone who is bleeding (wash your hands to avoid infection, press firmly on the wound using clean fabric such as dressing or a towel, raise the injured area so it is higher than the person's heart to stop the bleeding).

Year 5 - Families and people who care for me

To recognise that stable, caring relationships, which may be of different types including same sex relationships, are at the heart of happy families and are important for children's security as they grow up.

Year 5 - Caring friendships

To understand the qualities of a good friend (sharing interests, supporting with problems, telling the truth, being kind, trustworthy, loyal, generous, mutual respect).

To recognise who to trust and who not to trust.

Year 5 - Respectful relationships

To understand the importance of self-respect and how this links to their own happiness.

To understand the importance of permission-seeking and giving in relationships with friends, peers and adults.

Year 5 - Being safe

To know how to report concerns or abuse, (speak to the class teacher, an adult in school, a trusted adult *CJ, LF, DN, SB*) has the confidence to do if needed and knows to keep trying until they have been heard.

Year 5 - Mental wellbeing

To be able to communicate strategies to help cope with the management of small feelings (take deep breaths, go to a calming place, count to ten, speak to a trusted adult, speak to a friend in school).

To recognise that community participation and voluntary activities can help your mental wellbeing and happiness.

To understand that big feelings can lead to isolation and loneliness and to know what this means in relation mental wellbeing (a feeling that they have no one to talk to).

To understand that no matter how lonely or isolated they might feel, people experiencing big feelings should always talk to an adult.

Year 5 - Online relationships, internet safety and harms

To understand how the internet offers many opportunities for communication and collaboration (chat rooms, video conferencing, online forums, social network sites).

To understand why social media, some computer games and online gaming, are restricted (the content isn't appropriate for a child of a certain age to be looking at).

To use technology safely, respectfully and responsibly (recognise that people behave differently online and might not be who they say they are online, understand the number of friends you should have online should be limited and should always be who they know or trust, understand you never meet up with anyone that you have spoken to online).

To identify a range of ways to report concerns about content and contact on the internet (stop, minimise, block and report, tell a parent, tell a trusted adult in school, contact Childline on 0800 1111).

Year 5 - Physical health

To understand how viruses are spread (droplets from a person coughing or sneezing move through the air and land on the mouths or noses of other people).

To understand how germs are passed (touching the droplets from a person coughing or sneezing that are on a surface such as a desk, and then touching your own eyes, mouth or nose before washing your hands).

To know how viruses are treated (wait for their immune system to kill the virus, antiviral medicine, make a vaccine).

To understand how to give basic first aid to someone with a head injury (get the person to sit down so if they feel dizzy or lose consciousness they won't fall over, put a cold compress on the area to reduce swelling, keep watching the person to make sure they are responsive, if they become less responsive call 999).

To know the key facts about puberty and the changing adolescent body (can start from when you are 9 years old, changes to voice, change to anatomy and body shape, mood swings).

Year 6 - Families and people who care for me

To understand that marriage, available to both opposite sex and same sex couples through a civil or religious ceremony, represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

Year 6 - Caring friendships

To know how to judge when a friendship is making them unhappy or uncomfortable (such as being asked to do something you don't want to do), managing the conflict from no longer being friends and seeking advice from others (trusted adult, classroom teacher or classroom support staff) if needed.

Year 6 - Respectful relationships

To know what a stereotype is (mistaken idea or belief about something or a group) and recognise that stereotypes can be unfair, negative or destructive (disabled people can't play sport, women can't get a job in engineering).

Year 6 - Being safe

To understand the boundaries that are appropriate in friendships with peers (being able to say no to something that you don't want to do, considering how much of your friend's personal information you tell other people, recognising when it would be beneficial to spend time apart from a friend).

Year 6 - Mental wellbeing

To be able to recognise the triggers to support with the management of small and big feelings (racing heart, feeling lonely, lack of patience, anxious).

To recognise the importance of speaking to a trusted adult if you believe that someone else is experiencing big feelings.

To understand that it is common for people (one out of four people in the UK) to experience mental ill health.

To recognise that for many people who experience mental ill health, the problems can be resolved in the right support is accessed early enough.

Year 6 - Online relationships, internet safety and harms

To recognise why web pages from the internet can give different results or opinions (the date it has been written or uploaded, different authors, the reliability of sources).

To understand how to check the accuracy of something you have read from the internet (consider bias when content has been written to persuade rather than to inform, recognise that ".com" websites are commercial websites that often sell something).

To recognise the impact of positive and negative content online on their own and others' mental and physical wellbeing.

To understand the importance of not sharing the personal information of others online (it might break the Protection from Harassment Act or the Communications Act)

Year 6 - Physical health

To understand that some substances are legal and help you get better whilst others are illegal and can harm the body.

To recognise the risks of smoking, alcohol and drug-taking. (Smoking will damage your lungs and could lead to lung disease; passive smoking can affect people around the smoker and its use can become addictive. Alcohol will damage your liver and could lead to liver disease, alcohol can affect your brain, your behaviour and feelings and its use can become addictive. Drug use can affect your brain, your behaviour and your feelings leading to high and low mood swings and its use can become addictive).

To understand the facts and science relating to allergies, immunisation and vaccination. (An allergy is a reaction from the body to a particular food or substance such as pollen or nuts and can cause sneezing, runny nose, red or watery eyes and a rash. An immunisation is the process where a person is immune to a disease typically through a vaccination. Vaccines stimulate the body's immune system to protect against infection or disease).

To understand how to give basic first aid to someone with a soft tissue injury such as a strain or sprain. (Look for signs of soft tissue damage such as swelling, bruising or pain, use the RICE technique by resting the injured area, apply ice such as a packet of peas wrapped in a towel, compress the injury with a bandage to keep it comfortable and elevate it to reduce swelling.)

To know about menstrual wellbeing including the key facts about the menstrual cycle (it is a sign that a girl is getting close to the end of puberty, on average will happen when 12 years old, changes to the anatomy before first menstrual cycle).