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Osmani Primary School



Reach For The Stars

# Relationship, Sex and Health Education Policy

## Our Motto

Reach For The Stars

## Our Vision Statement

Our vision is to develop an inclusive school, which promotes and achieves excellence, and continues to nurture the values, confidence and skills of pupils, staff and the community, in order to meet the emerging opportunities of the 21st century.

Our vision and values support **Articles 2, 12, 15, 19, 24, 27, 28, 29, 31** of the UN Convention on the Rights of a Child.

## Our Rights

- ★ **Article 19:** We have the right to be safe.
- ★ **Article 28:** We have the right to quality education.
- ★ **Article 12:** We have the right to give our opinion and listen to others.
- ★ **Article 15/31:** We have the right to join in and be part of a team.
- ★ **Article 29:** We have the right to develop our personalities, talents and abilities.

## Our Values

★ **Striving** **Teamwork** **All Included** **Responsibility** **Success** ★

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- ★ **Striving:** Our aim is that we are a school that:
    - uses our **Growth Mind-set (learning from mistakes and always willing to have a go)**
    - **never gives up and always find ways of improving**
    - **enjoys challenges and aims high**
  - ★ **Teamwork:** Our aim is that we are a school that:
    - **encourages and supports each other to be the best we can be**
    - **learns from each other**

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- listens to and respects each other's ideas
- ★ **All Included:** Our aim is that we are a school that:
  - has high expectations of everyone
  - encourages everyone to take an active part in learning and life of our school
  - nurtures and celebrates what makes each and every one of us unique
- ★ **Responsibility:** Our aim is that we are a school that:
  - takes ownership of the choices we make
  - takes ownership/charge of our own learning
  - looks after each other and our school
- ★ **Success:** Our aim is that we are a school that:
  - provides an education that encompasses academic, creative, social, emotional, physical and cultural development
  - celebrates our efforts and achievements

## Equal Opportunities and the Single Equality Scheme

We believe that all those who work in Osmani - children and adults - have the right to be treated fairly and with respect by everyone connected with the school.

We aim for Osmani to be a safe, supportive place, where all children and adults feel valued as individuals, whatever their ability, age, disability, gender identity, marriage or civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation.

The school aims to foster the social and personal skills of cooperation, sharing and mutual respect.

**This policy supports the school in addressing Article 17 of the UN Convention on the Rights of the Child.**

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<b>Aim:</b>	<p>The main aims of our school RSHE policy are:</p> <ol style="list-style-type: none"> <li>1. Osmani Primary School is committed to putting safeguarding at the heart of everything we do and this includes teaching RSHE to pupils.</li> <li>2. To teach RSHE as outlined by the Department of Education and comply with the relevant provisions of the Equality Act 2010.</li> <li>3. To ensure pupils are able to keep themselves safe by teaching factually accurate information so they can make informed decisions.</li> <li>4. Children understand the changes to their body as they grow and develop and are supported to behave in a mature and responsible way.</li> </ol>
<b>Context</b>	<p><i>“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”</i></p> <p>Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019) – Secretary of State Foreword, Pg. 4</p>

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## CURRICULUM PROVISION and CONTENT from September 2020

<b>Relationships Education (Statutory)</b>	<ul style="list-style-type: none"> <li>• Families And People Who Care For Me</li> <li>• Caring Relationships</li> <li>• Respectful Relationships</li> <li>• Online Relationships</li> <li>• Being Safe</li> </ul> <p><b>(please refer to Appendix 1 and 2 for further detail)</b></p>
<b>Health Education (Statutory)</b>	<ul style="list-style-type: none"> <li>• Mental Wellbeing</li> <li>• Internet and Safety Harms</li> <li>• Physical Health and Fitness</li> <li>• Healthy Eating</li> <li>• Drugs, Alcohol and Tobacco</li> <li>• Health and Prevention</li> <li>• Basic First Aid</li> <li>• Changing Adolescent Body</li> </ul> <p><b>(please refer to Appendix 1 and 2 for further detail)</b></p>
<b>National Curriculum Science (Statutory)</b>	<p><b>Key Stage 1:</b></p> <ul style="list-style-type: none"> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>• notice that animals, including humans, have offspring which grow into adults</li> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul> <p><b>Key Stage 2:</b></p> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• describe the changes as humans develop to old age</li> </ul>

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	<p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> </ul> <p><b>From the DfE guidance:</b></p> <p>Puberty</p> <p><i>“The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age* (including puberty) and reproduction in some plants and animals”.</i></p> <p><i>“106. At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty”</i></p> <p><b>(please refer to Appendix 1 and 2 for further detail)</b></p> <p><b>LBTH also recommends that lessons about puberty begin in Year 4, to prepare children for puberty and menstruation for girls, before it occurs.</b></p> <p>At Osmani, we believe it is important to support and help prepare our girls for the onset of menstruation and a large majority of parents agree with us. Therefore, we will hold a Circle time session with girls in Y4 during the summer term to talk about the onset of menstruation.</p>
<p><b>Sex Education (Non-Statutory)</b></p>	<ul style="list-style-type: none"> <li>How a baby is conceived and born (DfE recommend in Year 6)</li> <li>FGM</li> </ul> <p><b>At Osmani Primary School, following consultation with parents, we will <u>NOT</u> teach Sex Education lessons.</b></p>

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## EQUALITY and SAFEGUARDING

<p><b>Equality</b></p>	<p>The school is committed to following the Equality Act and to tackling sexism, misogyny, homophobia and gender stereotypes.</p>
<p><b>LGBT</b></p>	<p>The Department for Education statutory guidance strongly encourages and enables schools to teach LGBT content, in the context of different types of families.</p> <p>LBTH recommends teaching about LGBT relationships, in the context of different types of families too, in order that children coming from same sex families feel welcomed and included in school, from the very beginning of their school career, in Key Stage 1. It is also important in terms of tackling homophobic behaviour and bullying and demonstrates LBTH's commitment to equalities, as outlined in the Equality Act.</p> <p>At Osmani school we are committed to protecting children and families against discrimination, whether knowingly or unintentional. This includes discrimination against people's religion, culture or sexuality, to name just a few of the protected characteristics in the Equality Act.</p> <p>Therefore, we <b>have chosen to follow the DFE and LBTH recommendation with regards to LGBT content</b>, in the context of different types of families. With due regard to all relevant evidence and consultation with parents , we have chosen to place the teaching of different types of families into <b>the statutory part of the curriculum in KS1 (Year 2)</b>.</p> <p><i>So that, as children progress through the school, if a child from a same sex family is in the class, under the Public Sector Equality Duty, we can mention the statement below, but this duty only stretches to the class and not the entire school.</i></p> <p><i>"Not all sectors of our community agree with all types of relationship or family structures. The law in this country allows and respects the right of people to live in different types of family structure. For example, you may come across families where two men or two women have chosen to live together or marry/ civil partnerships and bring up children together or</i></p>

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	<p><i>where there is only one parent. These families are allowed under the law in this country and we respect the rights of people to live in different families. If we meet children who live in different sorts of families to those we are familiar with, it is wrong to say bad things about them or to bully them. Like their parents and their families, they are entitled to the same respect as everyone else.”</i></p>
<p><b>Naming of the Sexual Body Parts</b></p>	<p>LBTH recommends that children are taught in Key Stage 1 about naming of the sexual body parts, as a safeguarding issue. This is so pupils can report abuse if it happens or so that they can accurately report medical symptoms if they are unwell. The more children are able to name the sexual body parts and to know about appropriate and inappropriate touch, the more they are protected from abuse.</p> <p>Pupils will also be taught about stable, caring, healthy family life and friendships and how to recognise if or when relationships are making them unhappy or unsafe. Lessons will cover staying safe both online and offline, how to identify risks online, harmful online content and contact and how to report it. Pupils will also learn how to seek help and advice from others.</p> <p>However, following consultation with parents , we have chosen to place the naming of the sexual body parts, into the <b>non-statutory part of the Sex Education curriculum</b>. Therefore, we will not be teaching the names of the sexual body parts in Key stage 1.</p> <p><i>We will use the NSPCC PANTS lessons to educate our pupils about appropriate and inappropriate touches as well as boundaries.</i></p>
<p><b>SEND</b></p>	<p>The delivery of the content will be made accessible to all pupils, including those with SEND.</p>
<p><b>Disclosures</b></p>	<p>Any disclosures by children will follow the school’s agreed safeguarding procedures.</p>



## MONITORING, EVALUATION and ASSESSMENT

<b>Monitoring and Evaluation</b>	<p>It is important these subjects are consistently monitored to ensure confidence levels of teachers are maintained and the delivery and content is consistent across the school.</p> <p>The delivery of RSHE is monitored by the PSHE Teaching and Learning Leader through: Planning scrutinies, learning walks, book scrutinies and talking to the children.</p> <p>Pupils' development in RSE 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 governing body.</p>
<b>Assessment</b>	<p>The school will identify pupils' prior knowledge by discussions at the beginning of every unit.</p> <p>The school will assess pupils' learning and progress through end of unit assessments.</p>

## THE RIGHT TO WITHDRAW

<b>No Right to Withdraw</b>	<p>There is no parental right to withdraw from Relationships Education, Health Education or the National Curriculum Science as these are a statutory part of the curriculum.</p>
<b>Right to Withdraw</b>	<p>Parents have the right to withdraw from topics taught outside of these areas and relating to Sex Education, for example, how a baby is conceived and born.</p>
<b>Withdrawal Process</b>	<p>Parents wishing to withdraw their child from the non-statutory elements of Sex Education will need to make an appointment to meet with the Headteacher or a member of SLT. Letters will not be accepted as a means of withdrawing a pupil and an individual meeting will need to be held, to discuss parent's concerns.</p>

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## RESOURCES

<b>Teaching Resources</b>	<p>The school will use the JIGSAW scheme of work and lessons.</p> <p>Osmani school is committed to using diagrams as visual aids in lessons, rather than pictures or videos.</p> <p>Puberty will be taught in single sex lessons.</p>
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## CONSULTATION AND PARTNERSHIPS

<b>Parents</b>	<p>Our relationship with parents/carers is very important and we aim to support them with information meetings about our RSHE curriculum content, including resources, where they can share any concerns or issues they may have about any aspect of the RSE provision.</p> <p>Parents' consultation meetings were held for all parents of children in the school from Nursery to Year 6. The views of parents informed the development of this policy.</p>
<b>Staff</b>	<p>The school encourages staff to contribute and support this RSHE policy. The school holds staff meetings and training on RSHE to ensure that all staff feel confident to deliver this content.</p>
<b>Governors</b>	<p>Governors, in conjunction with the Headteacher and SLT, ultimately make the decision about which resources are used to teach RSHE and how RSHE is taught within the school.</p> <p>The DfE RSHE guidance (2019) provides further clarification as to the role of Governors:  <i>"In addition to fulfilling their legal obligations, the governing boards or management committee should make sure that the subjects are timetabled, accessible to all pupils, including pupils with SEND (preparing for adulthood outcomes). Governors will oversee that subjects are well-led, staffed and lessons are resourced, so that the schools can fulfil its legal obligations. Also ensuring that pupils make progress and the curriculum has regular and effective self-evaluation built in. Governors will also ensure that clear information is passed onto parents about subject content, as well as informing parents about the right to request that their child is withdrawn from the non-statutory content.</i></p>

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## APPENDIX 1: RSHE Mapping: Relationships, Health, Sex Education and Science

Physical Health and Mental Wellbeing (Health Education 2020) - Statutory	Jigsaw 2020	Relationships Education Statutory	Science Statutory	Computing Statutory
<p><b>Mental Wellbeing</b></p> <ul style="list-style-type: none"> <li>that mental wellbeing is a <b>normal part of daily life</b>, in the same way as physical health.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	
<ul style="list-style-type: none"> <li>that there is a <b>normal range of emotions</b> (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> </ul>	<ul style="list-style-type: none"> <li><b>Being Me in My World</b></li> <li><b>Relationships</b></li> </ul>	<ul style="list-style-type: none"> <li>the <b>characteristics of friendships</b>, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>practical steps they can take in a range of different contexts to <b>improve or support respectful relationships</b>.</li> <li>the conventions of <b>courtesy and manners</b>.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	
<ul style="list-style-type: none"> <li>how to <b>recognise and talk about their emotions</b>, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>how to judge whether what they are <b>feeling</b> and how they are behaving is <b>appropriate and proportionate</b>.</li> </ul>	<ul style="list-style-type: none"> <li><b>Celebrating Difference</b></li> <li><b>Relationships</b></li> </ul>	<ul style="list-style-type: none"> <li>that <b>stable, caring relationships, which may be of different types, are at the heart of happy families</b>, and are important for children's security as they grow up.</li> <li>the characteristics of <b>healthy family life</b>, 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.</li> </ul>	<p>Y1: identify, name, draw and label the <b>basic parts of the human body</b> and say which part of the body is associated with each sense.</p> <ul style="list-style-type: none"> <li></li> </ul>	
	<ul style="list-style-type: none"> <li><b>Being Me in My World</b></li> <li><b>Dreams &amp; Goals</b></li> </ul>	<ul style="list-style-type: none"> <li>the importance of <b>self-respect</b> and how this links to their own <b>happiness</b>.</li> <li>the importance of <b>permission-seeking</b> and giving in relationships with friends, peers and adults.</li> </ul>		
	<ul style="list-style-type: none"> <li><b>Relationships</b></li> </ul>	<ul style="list-style-type: none"> <li>that the <b>same principles apply to online relationships as to face-to-face relationships</b>, including the importance of respect for others online including when we are anonymous.</li> <li>how to <b>critically consider</b> their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> </ul>		<p>KS1: use technology respectfully KS1: know how to keep personal information private KS2: use technology safely, respectfully &amp; responsibly</p>

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	<ul style="list-style-type: none"> <li>• <b>Changing Me</b></li> <li>• <b>Relationships</b></li> </ul>	<ul style="list-style-type: none"> <li>• that <b>each person's body belongs to them</b>, and the differences between <b>appropriate and inappropriate or unsafe physical, and other, contact</b></li> <li>• how to respond <b>safely and appropriately to adults</b> they may encounter (in all contexts, inc online) whom they do not know.</li> </ul>		
<ul style="list-style-type: none"> <li>• the <b>benefits of physical exercise</b>, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Healthy Me</b></li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<p>Y2: describe the importance for humans of <b>exercise</b></p> <p>Y6: recognise <b>impact of exercise &amp; lifestyle</b> on the way their bodies function</p>
<ul style="list-style-type: none"> <li>• <b>simple self-care techniques</b>, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Healthy Me</b></li> <li>• <b>Relationships</b></li> </ul>	<ul style="list-style-type: none"> <li>• how important friendships are in <b>making us feel happy and secure, and how people choose and make friends.</b></li> <li>• <b>what sorts of boundaries</b> are appropriate in friendships with <b>peers and others (including in a digital context)</b></li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<p>KS1: use technology respectfully</p> <p>KS2: use technology respectfully &amp; responsibly</p>
<ul style="list-style-type: none"> <li>• <b>isolation and loneliness</b> can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Relationships</b></li> </ul>	<ul style="list-style-type: none"> <li>• that healthy friendships are <b>positive and welcoming towards others, and do not make others feel lonely or excluded.</b></li> <li>• that families are important for children growing up <b>because they can give love, security and stability.</b></li> <li>• about the concept of <b>privacy</b> and the implications of it for both children and adults; including <b>that it is not always right to keep secrets if they relate to being safe.</b></li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<p>KS1: use technology respectfully</p> <p>KS1: know how to keep personal information private</p> <p>KS2: use technology safely, respectfully &amp; responsibly</p>
<ul style="list-style-type: none"> <li>• that <b>bullying</b> (including cyberbullying) has a <b>negative</b> and often lasting impact on mental wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Celebrating Difference</b></li> <li>• <b>Healthy Me</b></li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• that others' families, either in school or in the wider world, <b>sometimes look different from their family</b>, but that they should <b>respect</b> those differences and know that other children's families are also characterised by love and care</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	
	<ul style="list-style-type: none"> <li>• <b>Celebrating Difference</b></li> <li>• <b>Relationships</b></li> <li>• <b>Changing Me</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>the importance of respecting others, even when they are very different from them</b> (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• about <b>different types of bullying</b> (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<p>KS1: use technology respectfully</p> <p>KS2: use technology respectfully &amp; responsibly</p> <p>KS2: recognise acceptable &amp; unacceptable behaviour</p>

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		<ul style="list-style-type: none"> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> </ul>		
	<ul style="list-style-type: none"> <li>• <b>Relationships</b></li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• that people sometimes <b>behave differently online</b>, including by pretending to be someone they are not</li> </ul>	•	
<ul style="list-style-type: none"> <li>• <b>where and how to seek support</b> (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).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Relationships</b></li> <li>• <b>Changing Me</b></li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <b>how to recognise who to trust and who not to trust</b>, 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.</li> </ul>	•	KS1: identify where to go for help & support when they have concerns about content or contact on the internet or other online technologies KS2: identify a range of ways to report concerns about content & contact
	<ul style="list-style-type: none"> <li>• <b>Relationships</b></li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• how to recognise if family relationships are <b>making them feel unhappy or unsafe</b>, and how to seek help or advice from others if needed.</li> </ul>	•	
	<ul style="list-style-type: none"> <li>• <b>Relationships</b></li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• the rules and principles for <b>keeping safe online</b>, how to recognise risks, harmful content and contact, and how to report them</li> </ul>	•	
	<ul style="list-style-type: none"> <li>• <b>Relationships</b></li> <li>• <b>Changing Me</b></li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <b>how to recognise and report feelings of being unsafe</b> or feeling bad about any adult.</li> <li>• how to <b>ask for advice</b> or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to <b>report concerns</b> or abuse, and the vocabulary and confidence needed to do so</li> <li>• <b>where to get advice</b> e.g. family, school and/or other sources.</li> </ul>	•	
<ul style="list-style-type: none"> <li>• <b>it is common for people to experience mental ill health.</b></li> <li>• For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Being Me in My World</b></li> <li>• <b>Relationships</b></li> </ul>	<ul style="list-style-type: none"> <li>• that families are important for children growing up <b>because they can give love, security and stability.</b></li> </ul>	•	
<b>Physical health and fitness</b> <ul style="list-style-type: none"> <li>• the characteristics and <b>mental and physical benefits</b> of an active lifestyle.</li> <li>• the importance of <b>building regular exercise into daily and weekly routines</b> and how to achieve this; for example</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Healthy Me</b></li> <li>•</li> </ul>	•	Y2: describe the importance for humans of <b>exercise</b> Y3: identify that humans & some other animals have skeletons & muscles for	•

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<p>walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <ul style="list-style-type: none"> <li>the <b>risks associated with an inactive lifestyle</b> (including obesity).</li> </ul>			<p>support &amp; <b>movement</b></p> <p>Y6: identify/name the main parts of human circulatory system, &amp; describe the functions of the heart, blood vessels &amp; blood</p> <p>Y6: recognise the <b>impact of exercise and lifestyle</b> on the way their bodies function</p>	
<ul style="list-style-type: none"> <li><b>how and when to seek support including</b> which adults to speak to in school if they are worried about their health.</li> </ul>	<ul style="list-style-type: none"> <li><b>Relationships</b></li> <li></li> </ul>	<ul style="list-style-type: none"> <li><b>how to ask for advice</b> or help for themselves or others, and to keep trying until they are heard.</li> <li><b>where to get advice</b> e.g. family, school and/or other sources.</li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>
<p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>what constitutes a <b>healthy diet</b> (including understanding calories and other nutritional content).</li> <li>the principles of <b>planning and preparing a range of healthy meals</b>.</li> <li>the characteristics of a <b>poor diet</b> and <b>risks</b> associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>	<ul style="list-style-type: none"> <li><b>Healthy Me</b></li> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<p>Y2: describe the importance for humans of eating the <b>right amounts of different types of food</b> (DT Food)</p> <p>Y4: identify different types of <b>teeth</b> in humans and their simple functions</p> <p>Y4: identify that animals, including humans, need the <b>right types and amount of nutrition</b>, and that they cannot make their own food; they get nutrition from what they eat (DT)</p> <p>Y6: recognise the impact of <b>diet, drugs and lifestyle</b> on the way their bodies function</p>	<ul style="list-style-type: none"> <li></li> </ul>



<p><b>Drugs, alcohol and tobacco</b></p> <ul style="list-style-type: none"> <li>the facts <b>about legal and illegal harmful substances</b> and associated risks, including <b>smoking, alcohol use and drug-taking</b>.</li> </ul>	<ul style="list-style-type: none"> <li><b>Healthy Me</b></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<p>Y6: recognise the impact of <b>drugs and lifestyle</b> on the way their bodies function</p>	<ul style="list-style-type: none"> <li></li> </ul>
<p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>how to recognise <b>early signs of physical illness</b>, such as weight loss, or unexplained changes to the body.</li> <li>the importance of sufficient <b>good quality sleep</b> for good health and that a lack of sleep can affect weight, mood and ability to learn</li> </ul>	<ul style="list-style-type: none"> <li><b>Healthy Me</b></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<p>Y6: recognise the impact of <b>lifestyle</b> on the way their bodies function</p>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>about <b>safe and unsafe exposure to the sun</b>, and how to reduce the risk of sun damage, including skin cancer.</li> </ul>	<ul style="list-style-type: none"> <li><b>Healthy Me</b></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<p>Y3: recognise that light from the sun can be dangerous &amp; that there are ways to <b>protect their eyes</b> (<i>also see DT Sunglasses</i>)</p>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>about <b>dental health</b> and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> </ul>	<ul style="list-style-type: none"> <li><b>Healthy Me</b></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<p>Y4: identify the different types of <b>teeth</b> in humans and their simple functions</p>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>about <b>personal hygiene and germs</b> including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>the facts and science relating to <b>allergies, immunisation and vaccination</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Healthy Me</b></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<p>Y2: describe the importance for humans of <b>hygiene</b> Y6: describe how living things are classified into groups according to common observable characteristics &amp; based on similarities/differences, <b>inc micro-organisms</b>, plants/animals</p>	<ul style="list-style-type: none"> <li></li> </ul>

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<p><b>Basic first aid</b></p> <ul style="list-style-type: none"> <li>• how to make a clear and <b>efficient call to emergency services</b> if necessary.</li> <li>• concepts of basic <b>first-aid</b>, for example dealing with common injuries, including head injuries.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Healthy Me</b></li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Changing adolescent body</b></p> <ul style="list-style-type: none"> <li>• key facts about <b>puberty and the changing adolescent body</b>, particularly from age 9 through to age 11, including <b>physical and emotional changes</b></li> <li>• about <b>menstrual wellbeing</b> including the key facts about the <b>menstrual cycle</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Changing Me</b></li> </ul>	<ul style="list-style-type: none"> <li>• that <b>each person's body belongs to them</b>, and the differences between <b>appropriate and inappropriate or unsafe physical, and other, contact</b>.</li> <li>• how to respond <b>safely and appropriately to adults</b> they may encounter (in all contexts, <b>including online</b>) whom they do not know</li> </ul>	<p>Y2: notice that animals, including humans, have <b>offspring which grow into adults</b></p> <p>Y5: describe the <b>changes as humans develop to old age</b></p> <p>Y5: describe the differences in the <b>life cycles of a mammal</b>, an amphibian, an insect and a bird</p> <p>Y5: describe the <b>life process of reproduction</b> in some plants and animals</p>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Internet safety and harms</b></p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has <b>many benefits</b>.</li> <li>• about the benefits of rationing time spent online, the <b>risks of excessive</b> time spent on electronic devices and the <b>impact of positive and negative content online</b> on their own and others' mental and physical wellbeing.</li> <li>• why social media, some computer games and online gaming, for example, <b>are age restricted</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Relationships</b></li> <li>• <b>Being Me in My World</b></li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• that people sometimes <b>behave differently online</b>, including by pretending to be someone they are not</li> <li>• that the <b>same principles apply to online relationships as to face-to-face relationships</b>, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for <b>keeping safe online</b>, how to recognise risks, harmful content and contact, and how to report them.</li> </ul>	<p>Y6: recognise the impact of <b>lifestyle</b> on the way their bodies function</p>	<p>KS1: know how to keep personal information private</p> <p>KS1: recognise common uses of information technology beyond school</p> <p>KS1: use technology respectfully</p> <p>KS2: use technology respectfully &amp; responsibly</p>

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<ul style="list-style-type: none"> <li>• how to consider the effect of their online actions on others and know how to recognise and <b>display respectful behaviour online</b> and the importance of keeping personal information private.</li> <li>• that the internet can also be a <b>negative place</b> where online <b>abuse, trolling, bullying</b> and <b>harassment</b> can take place, which can have a negative impact on mental health</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Celebrating Difference</b></li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>		<p>KS1: know how to keep personal information private          KS1: use technology respectfully          KS2: use technology respectfully &amp; responsibly</p>
<ul style="list-style-type: none"> <li>• how to be a <b>discerning consumer of information online</b> including understanding that information, including that from search engines, is ranked, selected and targeted</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Relationships</b></li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• how to <b>critically consider</b> their online friendships and <b>sources of information</b> including awareness of the risks associated with people they have never met</li> <li>• how <b>information and data is shared</b> and used online</li> </ul>		<p>KS2: use search technologies effectively          KS2: : appreciate how results are selected/ranked          KS2: be discerning in evaluating digital content</p>
<ul style="list-style-type: none"> <li>• <b>where and how to report concerns</b> and get support with issues online.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Relationships</b></li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• what sorts of <b>boundaries</b> are appropriate in friendships with peers and others (<b>including in a digital context</b>)</li> <li>• how to respond <b>safely and appropriately to adults</b> they may encounter (in all contexts, <b>including online</b>) whom they do not know</li> <li>• how to <b>ask for advice</b> or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to <b>report concerns</b> or abuse, and the vocabulary and confidence needed to do so</li> <li>• <b>where to get advice</b> e.g. family, school and/or other sources.</li> </ul>		<p>KS1: identify where to go for help &amp; support when they have concerns about content or contact on the internet or other online technologies          KS2: identify a range of ways to report concerns about content &amp; contact</p>

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## Appendix 2: PHSE: Jigsaw Units

Age Group	Being Me in My World	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
<b>Year 1 Ages 5-6</b>	<ul style="list-style-type: none"> <li>Feeling special &amp; safe</li> <li>Being part of a class</li> <li>Rights &amp; responsibilities</li> <li>Rewards &amp; feeling proud</li> <li>Consequences</li> <li>Owning the Learning Charter</li> </ul>	<ul style="list-style-type: none"> <li>Similarities &amp; differences</li> <li>Understanding bullying &amp; knowing how to deal with it</li> <li>Making new friends</li> <li>Celebrating the differences in everyone</li> </ul>	<ul style="list-style-type: none"> <li>Setting goals</li> <li>Identifying successes &amp; achievements</li> <li>Learning styles</li> <li>Working well &amp; celebrating achievement with a partner</li> <li>Tackling new challenges</li> <li>Identifying &amp; overcoming obstacles</li> <li>Feelings of success</li> </ul>	<ul style="list-style-type: none"> <li>Keeping myself healthy</li> <li>Healthier lifestyle choices</li> <li>Keeping clean</li> <li>Being safe</li> <li>Medicine safety/safety with household items</li> <li>Road safety</li> <li>Linking health &amp; happiness</li> </ul>	<ul style="list-style-type: none"> <li>Belonging to a family</li> <li>Making friends/being a good friend</li> <li>Physical contact preferences</li> <li>People who help us</li> <li>Qualities as friend &amp; person</li> <li>Self-acknowledgement</li> <li>Being a good friend to myself</li> <li>Celebrating special relationships</li> </ul>	<ul style="list-style-type: none"> <li>Life cycles – animal &amp; human</li> <li>Changes in me</li> <li>Changes since being a baby</li> <li>Linking growing &amp; learning</li> <li>Coping with change</li> <li>Transition</li> </ul>
<b>Year 2 Ages 6-7</b>	<ul style="list-style-type: none"> <li>Hopes &amp; fears for the year</li> <li>Rights &amp; responsibilities</li> <li>Rewards &amp; consequences</li> <li>Safe &amp; fair learning environment</li> <li>Valuing contributions</li> <li>Choices</li> <li>Recognising feelings</li> </ul>	<ul style="list-style-type: none"> <li>Assumptions &amp; stereotypes about gender</li> <li>Understanding bullying</li> <li>Standing up for self &amp; others</li> <li>Making new friends</li> <li>Gender diversity</li> <li>Celebrating difference &amp; remaining friends</li> </ul>	<ul style="list-style-type: none"> <li>Achieving realistic goals</li> <li>Perseverance</li> <li>Learning strengths</li> <li>Learning with others</li> <li>Group cooperation</li> <li>Contributing to &amp; sharing success</li> </ul>	<ul style="list-style-type: none"> <li>Motivation</li> <li>Healthier choices</li> <li>Relaxation</li> <li>Healthy eating &amp; nutrition</li> <li>Healthier snacks &amp; sharing food</li> </ul>	<ul style="list-style-type: none"> <li>Different types of family</li> <li>Physical contact boundaries</li> <li>Assertiveness-NSPCC</li> <li>Friendship &amp; conflict</li> <li>Secrets</li> <li>Trust &amp; appreciation</li> <li>Expressing appreciation for special relationships</li> </ul>	<ul style="list-style-type: none"> <li>Life cycles in nature</li> <li>Growing from young to old</li> <li>Increasing independence</li> <li>Assertiveness</li> <li>Preparing for transition</li> </ul>
<b>Year 3 Ages 7-8</b>	<ul style="list-style-type: none"> <li>Setting personal goals</li> <li>Self-identity &amp; worth</li> <li>Positivity in challenges</li> <li>Rules, rights &amp; responsibilities</li> <li>Rewards &amp; consequences</li> <li>Responsible choices</li> <li>Seeing things from others'</li> </ul>	<ul style="list-style-type: none"> <li>Families &amp; their differences</li> <li>Family conflict &amp; how to manage it (child-centred)</li> <li>Witnessing bullying &amp; how to solve it</li> <li>Recognising how words can be hurtful</li> <li>Giving &amp; receiving</li> </ul>	<ul style="list-style-type: none"> <li>Difficult challenges &amp; achieving success</li> <li>Dreams &amp; ambitions</li> <li>New challenges</li> <li>Motivation &amp; enthusiasm</li> <li>Recognising &amp; trying to overcome obstacles</li> <li>Evaluating learning processes</li> </ul>	<ul style="list-style-type: none"> <li>Exercise</li> <li>Fitness challenges</li> <li>Food labelling &amp; healthy swaps</li> <li>Attitudes towards drugs</li> <li>Keeping safe &amp; why it's important online &amp; off-line scenarios</li> <li>Respect for myself &amp; others</li> </ul>	<ul style="list-style-type: none"> <li>Family roles &amp; responsibilities</li> <li>Friendship &amp; negotiation</li> <li>Keeping safe online &amp; who to go to for help</li> <li>Being a global citizen</li> <li>Being aware of how my choices affect others</li> <li>Awareness of how</li> </ul>	<ul style="list-style-type: none"> <li>Understanding a baby's needs</li> <li>Family stereotypes</li> <li>Challenging my ideas</li> <li>Preparing for transition</li> </ul>

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	<ul style="list-style-type: none"> <li>perspectives</li> </ul>	<ul style="list-style-type: none"> <li>compliments</li> </ul>	<ul style="list-style-type: none"> <li>Managing feelings</li> <li>Simple budgeting</li> </ul>	<ul style="list-style-type: none"> <li>Healthy &amp; safe choices</li> </ul>	<ul style="list-style-type: none"> <li>other children have different lives</li> <li>Expressing appreciation for family &amp; friends</li> </ul>	
<b>Year 4 Ages 8-9</b>	<ul style="list-style-type: none"> <li>Being part of a class team</li> <li>Being a school citizen Rights, responsibilities &amp; democracy (school council)</li> <li>Rewards &amp; consequences</li> <li>Group decision-making</li> <li>Having a voice</li> <li>What motivates behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Challenging assumptions</li> <li>Judging by appearance</li> <li>Accepting self &amp; others</li> <li>Understanding influences</li> <li>Understanding bullying</li> <li>Problem-solving</li> <li>Identifying how special &amp; unique everyone is</li> <li>First impressions</li> </ul>	<ul style="list-style-type: none"> <li>Hopes &amp; dreams</li> <li>Overcoming disappointment</li> <li>Creating new, realistic dreams</li> <li>Achieving goals</li> <li>Working in a group</li> <li>Celebrating contributions</li> <li>Resilience</li> <li>Positive attitudes</li> </ul>	<ul style="list-style-type: none"> <li>Healthier friendships</li> <li>Group dynamics</li> <li>Smoking</li> <li>Alcohol</li> <li>Assertiveness</li> <li>Peer pressure</li> <li>Celebrating inner strength</li> </ul>	<ul style="list-style-type: none"> <li>Jealousy</li> <li>Love &amp; loss</li> <li>Memories of loved ones</li> <li>Getting on &amp; Falling Out</li> <li>Showing appreciation to people &amp; animals</li> </ul>	<ul style="list-style-type: none"> <li>Girls &amp; puberty</li> <li>Confidence in change</li> <li>Preparing for transition</li> <li>Environmental change</li> </ul>
<b>Year 5 Ages 9-10</b>	<ul style="list-style-type: none"> <li>Planning the forthcoming year</li> <li>Being a citizen</li> <li>Rights &amp; responsibilities</li> <li>Rewards &amp; consequences</li> <li>How behaviour affects groups</li> <li>Democracy, having a voice, participating</li> </ul>	<ul style="list-style-type: none"> <li>Cultural differences &amp; how they can cause conflict</li> <li>Racism</li> <li>Rumours &amp; name-calling</li> <li>Types of bullying</li> <li>Material wealth &amp; happiness</li> <li>Enjoying &amp; respecting other cultures</li> </ul>	<ul style="list-style-type: none"> <li>Future dreams</li> <li>The importance of money</li> <li>Jobs &amp; careers</li> <li>Dream job &amp; how to get there</li> <li>Goals in different cultures</li> <li>Supporting others (charity)</li> <li>Motivation</li> </ul>	<ul style="list-style-type: none"> <li>Smoking, including vaping</li> <li>Alcohol</li> <li>Alcohol &amp; anti-social behaviour</li> <li>Emergency aid</li> <li>Body image</li> <li>Relationships with food</li> <li>Healthy choices</li> <li>Motivation &amp; behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Self-recognition &amp; self-worth</li> <li>Building self-esteem</li> <li>Safer online communities</li> <li>Rights &amp; responsibilities online</li> <li>Online gaming &amp; gambling</li> <li>Reducing screen time</li> <li>Dangers of online grooming</li> <li>SMART internet safety rules</li> </ul>	<ul style="list-style-type: none"> <li>Self- &amp; body image</li> <li>Influence of online &amp; media on body image</li> <li>Puberty for girls</li> <li>Puberty for boys</li> <li>Preparing for transition</li> </ul>
<b>Year 6 Ages 10-11</b>	<ul style="list-style-type: none"> <li>Identifying goals for the year</li> <li>Global citizenship</li> <li>Children's universal rights</li> <li>Feeling welcome &amp;</li> </ul>	<ul style="list-style-type: none"> <li>Perceptions of normality</li> <li>Understanding disability</li> <li>Power struggles</li> <li>Understanding bullying</li> <li>Inclusion/exclusion</li> </ul>	<ul style="list-style-type: none"> <li>Personal learning goals, in &amp; out of school</li> <li>Success criteria</li> <li>Emotions in success</li> <li>Making a difference in the world</li> </ul>	<ul style="list-style-type: none"> <li>Taking personal responsibility</li> <li>How substances affect the body</li> <li>Exploitation, including 'county lines' &amp; gang</li> </ul>	<ul style="list-style-type: none"> <li>Mental health</li> <li>Identifying mental health worries &amp; sources of support</li> <li>Love &amp; loss</li> <li>Managing feelings</li> </ul>	<ul style="list-style-type: none"> <li>Self-image</li> <li>Body image</li> <li>Puberty &amp; feelings</li> <li>Sexting</li> <li>Transition</li> </ul>

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	valued <ul style="list-style-type: none"> <li>• Choices, consequences &amp; rewards</li> <li>• Group dynamics</li> <li>• Democracy, having a voice</li> <li>• Anti-social behaviour</li> <li>• Role-modelling</li> </ul>	<ul style="list-style-type: none"> <li>• Differences as conflict, difference as celebration</li> <li>• Empathy</li> </ul>	<ul style="list-style-type: none"> <li>• Motivation</li> <li>• Recognising achievements</li> <li>• Compliments</li> </ul>	culture <ul style="list-style-type: none"> <li>• Emotional &amp; mental health</li> <li>• Managing stress</li> </ul>	<ul style="list-style-type: none"> <li>• Power &amp; control</li> <li>• Assertiveness</li> <li>• Technology safety</li> <li>• Take responsibility with technology use</li> </ul>	
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