



**LANCASTER STEINER SCHOOL
RELATIONSHIP, SEX AND HEALTH
EDUCATION
POLICY**

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VISION

Each child is a unique being, loved and accepted. As such, our school seeks to enable children to develop through an inclusive programme of teaching that is based on these principles, which both respect the human body and seek to ensure health and well-being. The aim of this policy is to support the health and well-being of all pupils through age appropriate education, in the context of our school's ethos and mission statement. Our delivery of the RSE programme will reflect our whole school values including self-respect, respect for diversity, love, friendships and loving relationships.

RATIONALE

At Lancaster Steiner School, we believe it is important to address relationships and sex education as it lays the foundations for supporting children and young people through their physical, mental and moral development. We are committed to helping keep our children safe and equipped with the correct information. Some things they learn from other sources may be incorrect, frightening and confusing. We believe this includes supporting our children to confidently and safely filter information and images on social media and to recognise online safety dangers, particularly in online relationships. This policy covers our approach to RSE. It was produced by the school's PSHEE subject leader through consultation with staff, trustees, pupils and parents. It has been written in line with the following Government guidance:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

and the Equality Act (please see The Equality Act 2010)

and should be read in conjunction with the following policies:

Inclusion

Safeguarding/Child protection policy

Online safety policy

AIMS AND OBJECTIVES

The aims of relationship and health education at Lancaster Steiner School are:

- To ensure Sex and Relationships Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development.
- To enable pupils to understand the qualities of healthy relationships based on our principles, including the principles of respect and kindness.
- To prepare children for healthy relationships in an online world.
- To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.



- Create a positive culture around issues of health, sexuality and relationships.
- To ensure that all understand the importance of respecting others and accepting those who differ.
- To know how to show respect for each other even when we might disagree.

STATUTORY REQUIREMENTS

This school complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education, Sex Education (RSE) 2020 and Health Education Policy Development and Review.

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a working group (PSHEE subject leader, College of Teachers and the trustees with responsibility for Safeguarding and education) gathered all relevant information including relevant national guidance and guidance from the Steiner and Waldorf Schools Fellowship (SWSF).
2. Staff and trustee consultation – all school staff/trustees were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to respond to a questionnaire and if appropriate speak to key members of staff about the policy.
4. Pupil consultation – we considered the questions pupils have asked in previous years.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

This policy will be reviewed every three years using the above process, drawing on the views of pupils, parents, staff and the community at the time of review.

DEFINITIONS

1. Relationships Education is the programme of work that forms part of the basic curriculum. It covers all types of relationships including online, peer to peer, family and carer relationships. It also covers respect for others and staying safe.
2. Sex Education is a programme of work that covers how a baby is made in the context of a stable, loving environment. The children learn about how a baby develops in the womb and how a baby is born. The children learn about puberty in both sexes including both physical and emotional changes. The focus is to teach children about the nature and purpose of the changes of puberty, to help them deal with these changes in a practical way and to encourage them to make wise decisions as they develop and mature. This aspect is taught to Class 4 and 5 and age-appropriate resources are used. Parents will be informed in advance in order that they may address any questions from their children.
3. Health Education is a programme of teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco.



4. The Science curriculum explores reproduction in the context of life cycles of animals and plants and explores the changes as humans develop from a baby to old age.

RIGHT TO BE EXCUSED FROM SEX EDUCATION

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE (see definition 2 above). However it is not our intention to teach sexual intercourse as part of our curriculum.

Parents cannot withdraw their child from any part of Relationship Education or the Science curriculum (see definitions 1 and 3 above) as this now forms part of the basic curriculum and is a requirement of the government's statutory guidance

Curriculum Delivery of RSE Appendix 1 outlines the curriculum overview for the school in relation to RSE showing which topics are taught in which year groups. In addition, the overview indicates where cross curricular work covers RSE content. All content is adapted to meet the needs of pupils with special educational needs or disabilities and where specific adaptations are needed, they are detailed in the overview.

DIFFICULT QUESTIONS & SENSITIVE ISSUES IN RELATION TO SEX EDUCATION

Our school's Relationship and Sex Education programme will provide opportunities for children to talk honestly and openly. At the same time, we have to respect the pace of children's maturation. We feel that some topics are best postponed until the secondary school years or explored at home if a child is ready. There are also sensitive topics (see below) over which some staff, parents and trustees may have reasonable concerns. Our school has decided not to teach about or answer questions on: rape, oral sex, exploitative or violent sexual practices, incest, abortion, prostitution, contraception, masturbation, about all forms of sexual intercourse, or foreplay. AIDS/HIV issues will be discussed in an age-appropriate and sensitive manner as and when they are encountered. If a child asks a question on any topic our school will not cover (i.e. in the underlined list above), the teacher will first explain sensitively that this is a questions that they will need to speak to their parents about, as it is not usually a matter dealt with in school. Should the pupil return to this topic at another occasion, the teacher will use their judgment to decide whether it is appropriate to give the pupil an answer that is in line with their maturity. The teacher may also decide to send resources home for the parent/guardian to use in their conversations with the child to address the topic.

The school will normally seek to inform parents when such a question is asked however in some cases, a question or request for advice may indicate the pupil to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's written policy and procedure for Child Protection. This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interest.

ROLES AND RESPONSIBILITIES

The board of trustees will approve the RSE policy and hold the College of Teachers to account for its implementation.

The PSHEE subject leader is responsible for ensuring that RSE is taught in a carefully sequenced way within a planned programme. Ordering/finding resources and ensuring that staff are adequately trained and confident to deliver the programme.



Staff are responsible for:

- Teaching in line with the principles of the school
- Delivering RSE with sensitivity
- Modelling positive attitudes to RSE
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to raise this with the PSHEE subject leader who will support with resources, advice and modelling and where necessary request training.

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

TRAINING

Staff will be trained on the delivery of RSE and collaborate over appropriate groupings during delivery. The **PSHEE subject leader** may invite visitors, such as school nurses or sexual health professionals, to assist with the delivery of RSE or to train staff. Any visitors will follow the school policy and deliver in line with ethos of the school.

MONITORING ARRANGEMENTS

The delivery of RSE is monitored through planning scrutiny, discussion with teaching staff involved in delivering RSE and anonymous pupil questionnaires over the course of 2021.



Appendix 1-Curriculum Overview

Note: we are teaching human reproduction, but not any non-statutory sex education

Kindergarten	Class 1	Class 2	Class 3	Class 4	Class 5
Families and people who care for me					
that families are important for children growing up because they can give love, security and stability. Taught through conversations around family traditions, sharing festivals and roleplay.					
	the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. Taught through thankfulness circle				
	that others’ families, either in school or in the wider world, sometimes look different from their family (including single parent and same sex families), but that they should respect those differences and know that other children’s families are also characterised by love and care. Taught through The Great Big Book of Families PSHEE				



	<p>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.</p> <p>Taught through PSHEE</p>				
	<p>that marriage represents a formal and legally recognised commitment of two people (regardless of their sex) to each other which is intended to be lifelong</p> <p>Taught through PSHEE</p>				
				<p>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>Taught through PSHEE</p>	
Caring friendships					
	<p>how important friendships are in making us feel happy</p>				



	and secure, and how people choose and make friends. Taught through PSHEE				
	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. Taught through Lower School assemblies which are revisited annually				
	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Taught through Lower School assemblies which are revisited annually				
	that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right Taught through Lower School assemblies which are revisited annually				
	how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. Taught through Lower School assemblies which are revisited annually				
Respectful relationships					
	the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Taught through Lower School assemblies				
	practical steps they can take in a range of different contexts to improve or support respectful relationships. Taught through Lower School assemblies				
	the conventions of courtesy and manners. Taught through Lower School assemblies				
			the importance of self-respect and how this links to their own happiness. Taught through PSHEE		
			that in school and in wider society they can expect to be treated with respect by others, and that in turn		



			they should show due respect to others, including those in positions of authority. Taught through PSHEE		
	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. Taught through PSHEE				
				what a stereotype is, and how stereotypes can be unfair, negative or destructive. Taught through PSHEE	
the importance of permission-seeking and giving in relationships with friends, peers and adults Taught through ring time conversations					
Online relationships					
that people sometimes behave differently online, including by pretending to be someone they are not Taught through story					
	that the same principles apply to online relationships				



	<p>as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</p> <p>Taught through PSHEE using CEOP resources</p>				
		<p>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>Taught through PSHEE using CEOP resources</p>			
		<p>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>Taught through PSHEE using CEOP resources</p>			
		<p>how information and data is shared and used online</p> <p>Taught through PSHEE using CEOP resources</p>			



Being safe

Being safe					
what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). Taught through ring time conversations					
about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. Taught through ring time conversations					
that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. Taught through PSHEE using PANTS resources					
	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. Taught through PSHEE				
how to recognise and report feelings of being unsafe or feeling bad about any adult. Taught through ring time conversations					



			how to ask for advice or help for themselves or others, and to keep trying until they are heard. Taught through PSHEE		
how to report concerns or abuse, and the vocabulary and confidence needed to do so Taught through ring time conversations					
				where to get advice e.g. family, school and/or other sources. Taught through PSHEE	
Mental wellbeing					
that mental wellbeing is a normal part of daily life, in the same way as physical health. Taught through Lower School assemblies and during PSHEE time with stories for more age specific content					
	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. Taught through PSHEE				
	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. Taught through PSHEE				
					how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.



					Taught through PSHEE
	the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Taught in PE Lessons and through Lower School assemblies				
	simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Taught through Lower School assemblies				
					isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. Taught through PSHEE
that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. Taught through Lower School assemblies and during PSHEE time with stories for more age specific content					
					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). Taught through PSHEE
					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. Taught through PSHEE
Internet safety and harms					
that for most people the internet is an integral part of life and has many benefits. Taught through ring time stories and conversations					
	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. Taught through Lower School assemblies				
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. Taught through Lower School assemblies and during PSHEE time with stories for more age specific content					
	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. Taught through Lower School assemblies and during PSHEE time with stories for more age specific content				
					how to be a discerning consumer of information online including understanding that information, including that from search engines, is



					ranked, selected and targeted. Taught through PSHEE
where and how to report concerns and get support with issues online. Taught through Lower School assemblies and during PSHEE time with stories for more age specific content					
Physical health and fitness					
	the characteristics and mental and physical benefits of an active lifestyle Taught in PE Lessons				
	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. Taught in PE Lessons				
	the risks associated with an inactive lifestyle (including obesity). Taught in PE Lessons				
	how and when to seek support including which adults to speak to in school if they are worried about their health. Taught in PE Lessons				
Healthy eating					
	what constitutes a healthy diet (including understanding calories and other nutritional content). Taught through Lower School assemblies				
	the principles of planning and preparing a range of healthy meals Taught through Lower School assemblies				
	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). Taught through Lower School assemblies				
Drugs, alcohol and tobacco					
					the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. Taught through PSHEE



Health and prevention					
					how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. Taught through PSHEE
	about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. Taught through Lower School assemblies				
	the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn Taught through Lower School assemblies				
	about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. Taught through Lower School assemblies				
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. Taught through PSHEE
Basic first aid					
	how to make a clear and efficient call to emergency services if necessary. Taught through Lower School assembly with the Fire Service				
			concepts of basic first-aid, for example dealing with common injuries, including head injuries Taught through children's first aid course?		
Changing adolescent body					
			key facts about puberty and the changing adolescent body, including the human life cycle, particularly from age 9 through to age 11,		



			including physical and emotional changes. Taught through PSHEE		
			about menstrual wellbeing including the key facts about the menstrual cycle. Taught through PSHEE		



Appendix 2 – Curriculum by Year group

Kindergarten

Autumn	Spring	Summer
<p>Internet Safety and Harms</p> <ul style="list-style-type: none"> that for most people the internet is an integral part of life and has many benefits. 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. where and how to report concerns and get support with issues online. <p>Being Safe</p> <ul style="list-style-type: none"> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). how to recognise and report feelings of being unsafe or feeling bad about any adult. how to report concerns or abuse, and the vocabulary and confidence needed to do so about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 	<p>Families and people who care for me</p> <ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. <p>Respectful relationships</p> <ul style="list-style-type: none"> the importance of permission-seeking and giving in relationships with friends, peers and adults <p>Online relationships</p> <ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not 	<p>Mental Wellbeing</p> <ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health. <p>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>Health and prevention</p> <ul style="list-style-type: none"> about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.



Class 1

Autumn	Spring	Summer
<p>Internet Safety and Harms</p> <ul style="list-style-type: none"> • 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. • where and how to report concerns and get support with issues online. <p>Being Safe</p> <ul style="list-style-type: none"> • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. <p>Online relationships</p> <ul style="list-style-type: none"> • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous 	<p>Caring friendships</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. <p>Families and people who care for me</p> <ul style="list-style-type: none"> • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. • that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong 	<p>Health and prevention</p> <ul style="list-style-type: none"> • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. <p>Mental Wellbeing</p> <ul style="list-style-type: none"> • 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. <p>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>Respectful relationships</p> <ul style="list-style-type: none"> • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.



Class 2

Autumn	Spring	Summer
<p>Internet Safety and Harms</p> <ul style="list-style-type: none"> • 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. • 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. • where and how to report concerns and get support with issues online. <p>Online relationships</p> <ul style="list-style-type: none"> • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online • 	<p>Families and people who care for me</p> <ul style="list-style-type: none"> • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. 	<p>Mental Wellbeing</p> <ul style="list-style-type: none"> • 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. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. <p>Health and prevention</p> <ul style="list-style-type: none"> • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.



Class 3

Autumn	Spring	Summer
<p>Internet Safety and Harms</p> <ul style="list-style-type: none"> • 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. • 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. • where and how to report concerns and get support with issues online. <p>Being Safe</p> <ul style="list-style-type: none"> • how to ask for advice or help for themselves or others, and to keep trying until they are heard. <p>Changing adolescent body</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, including the human life cycle, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>Respectful relationships</p> <ul style="list-style-type: none"> • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • the importance of self-respect and how this links to their own happiness. <p>Families and people who care for me</p> <ul style="list-style-type: none"> • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. 	<p>Mental Wellbeing</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. <p>Health and prevention</p> <ul style="list-style-type: none"> • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • concepts of basic first-aid, for example dealing with common injuries, including head injuries



Class 4

Autumn	Spring	Summer
<p>Internet Safety and Harms</p> <ul style="list-style-type: none"> • 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. • 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. • where and how to report concerns and get support with issues online. <p>Being Safe</p> <ul style="list-style-type: none"> • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • where to get advice e.g. family, school and/or other sources. 	<p>Respectful relationships</p> <ul style="list-style-type: none"> • what a stereotype is, and how stereotypes can be unfair, negative or destructive. <p>Families and people who care for me</p> <ul style="list-style-type: none"> • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	<p>Health and prevention</p> <ul style="list-style-type: none"> • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • concepts of basic first-aid, for example dealing with common injuries, including head injuries <p>Mental Wellbeing</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.



Class 5

Autumn	Spring	Summer
<p>Internet Safety and Harms</p> <ul style="list-style-type: none"> • 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. • 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. <p>Being Safe</p> <ul style="list-style-type: none"> • how to ask for advice or help for themselves or others, and to keep trying until they are heard. 	<p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. <p>Families and people who care for me</p> <ul style="list-style-type: none"> • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. 	<p>Mental Wellbeing</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • 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). <p>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.</p> <p>Health and prevention</p> <ul style="list-style-type: none"> • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • concepts of basic first-aid, for example dealing with common injuries, including head injuries



		<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • the facts and science relating to allergies, immunisation and vaccination.
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Lower School assemblies/PE lessons

Autumn	Spring	Summer
<p>Internet Safety and Harms</p> <ul style="list-style-type: none"> • 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. • 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. <p>where and how to report concerns and get support with issues online.</p>	<p>Respectful relationships</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. <p>Healthy eating</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals 	<p>Mental Wellbeing</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • 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. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. <p>Health and Prevention</p> <ul style="list-style-type: none"> • 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



<p>Caring friendships</p> <ul style="list-style-type: none"> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. 	<ul style="list-style-type: none"> 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). <p>Physical health and fitness (PE lessons)</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
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