

## **RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY**

**This policy covers all pupils including the Early Years Foundation Stage (EYFS)**

### **INTRODUCTION**

As stated in guidance from the Department for Education (Relationships Education, Relationships and Sex Education (RSE) and Health Education – DfE July 25), Relationships Education is compulsory for all pupils receiving primary education. Health Education is not compulsory as a subject in independent schools, but Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools. Therefore, at St David's we are incorporating the Government's guidance for Health Education into our PSHE planning. Sex Education is not compulsory for primary age pupils, but the DfE continues to recommend that all primary schools have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils. Please see below for more detail about the provision we offer at St David's.

As a school we recognise that high quality and age-appropriate teaching of these subjects helps to prepare pupils for the opportunities, responsibilities and experiences of adult life in British society (Part 1 of the Schedule to the Education (Independent School Standards) Regulations 2022) and also promotes the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society (Part 2 of the Schedule).

### **The Aims of Relationships, Sex and Health Education (RSHE)**

Through our Personal, Social, Health and Economic Education (PSHE) programme, we aim to provide pupils with the knowledge, skills and understanding they need to lead confident, safe, healthy, independent lives and to become informed, active and responsible citizens. In providing pupils with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective Relationships, Health and Sex Education (RSHE) to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

RSHE is lifelong learning about personal, physical, moral and emotional development. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

The aims at St David's are to:

- Provide a consistent standard of RSHE across the school
- Help pupils develop feelings of self-respect, confidence and empathy
- Promote responsible behaviour
- Create a positive culture of communication around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- 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
- Give pupils an understanding of reproduction and sexual development
- Ensure that all pupils, by the time they reach senior school age, are well equipped and on an equal footing, to deal with the continuing RSE curriculum within a secondary school environment.
- To provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.

### **Expectations at St David's**

The above aims are underpinned by the ethos and values of our school. All staff recognise that since RSHE 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. Staff understand they have a responsibility to work as a whole school community to implement this policy and promote the aims of the school at any time they are dealing with pupils.

Every member of staff at St David's knows they have an important role to play in modelling positive behaviours. Staff are very aware that when pupils understand healthy relationships, acceptable behaviour and the right of everyone to equal treatment this helps to ensure that pupils treat each other well and go on to become respectful and kind adults who make a meaningful contribution to society.

As part of a whole-school approach, we aim to foster healthy and respectful child-to-child communication and behaviour between boys and girls, and to provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic. Staff actively address issues such as sexism, racism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated. When appropriate it is made very clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Any occurrences are identified and tackled according to the procedures in the Child Protection and Safeguarding Policy. (Please also see the Anti-Bullying, Equality, Pastoral Care and Positive Behaviour policies)

The PSHE programme is co-ordinated by the Deputy Head Teacher (who is responsible for PSHE) but all staff are responsible for:

- Delivering RSHE sensitively
- Modelling positive attitudes to RSHE
- 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 Sex Education.

Staff do not have the right to opt out of teaching RSHE and are trained on the delivery of RSHE in our continuing professional development calendar. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Deputy Head.

All pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

### **Delivery of Relationships, Sex and Health Education**

At St David's much of the compulsory content of Relationships and Health Education is taught within the Personal, Social, Health and Economic (PSHE) Education curriculum following the Jigsaw scheme of work. In these Jigsaw lessons core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced, age and developmentally appropriate way. It is taught sensitively and inclusively, usually by the Form teacher who is most aware of the backgrounds and beliefs of the pupils.

Most of the Relationships and Health Education content is taught within three Jigsaw Units: Healthy Me, Relationships and Changing Me. However, the content of these subjects is also set in the context of our wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. They are inherent in our day-to-day life at St David's, our expectations of pupils, our SPARK values, food choices at lunchtime and many of our policies. Consequently, some aspects are also addressed during assemblies, Form time and other extra-curricular activities. (Please see our Positive Behaviour, Anti-bullying, Healthy Eating, Pastoral Care, Equality and Collective Worship and Assembly Policies).

Sex Education is only taught as part of the Changing Me unit in Form 6.

The curriculum has been developed taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers and teaching assistants respond in an age-appropriate manner so that pupils are fully informed and do not seek answers online. (Please see Dealing with Sensitive Issues and Answering Difficult Questions below)

More detailed information about the Government guidance and the content of our RSHE curriculum is in our PSHE Policy and the appendices to this policy:

Appendix 1: Relationships Education

Appendix 2: Health Education (Physical Health and Mental Wellbeing)

Appendix 3: Sex Education

Appendix 4: Relationships, Sex and Health Education/Jigsaw Curriculum Map

### **Links to Other Subjects**

Some of the content in Relationships and Health Education is linked to other subjects such as Science, ICT and PE. When this is the case, the content is carefully planned to ensure that Relationships and

Health Education lessons complement, and do not duplicate, content covered in these other areas. For example, the national curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives. Health Education complements what is taught in PE by developing core knowledge and broader understanding that enables pupils to lead healthy, active lives.

At Key Stages 1 and 2, the national curriculum for Science includes teaching about the biological facts relating to parts of the body, human growth, life cycles, puberty, reproduction and ageing.

The national curriculum for Computing (ICT) covers online safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.

For more information please refer to the individual subject policies.

### **Links to Character Education**

The content of Relationships and Health Education supports the wider work of our school in helping to foster pupil wellbeing and develop resilience and character. We know these attributes are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to persevere and stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to respond calmly and rationally when they encounter setbacks and challenging periods in their lives.

Alongside understanding the importance of self-respect and self-worth, a growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits. Our pupils are therefore encouraged to develop positive personal attributes (sometimes referred to as 'virtues') including honesty, integrity, tolerance, courtesy, courage, humility, kindness, generosity, trustworthiness and a sense of justice (please see the PSHE Policy). These character traits are often recognised and celebrated through our SPARK values in weekly Celebration Assemblies and the staff plan opportunities for the development of these traits in pupils (e.g. enrichment days, group work, charity work/collections, social awareness, extra-curricular visits and residential etc.)

### **Language and Terminology**

At St David's we recognise that RSHE have a vital role to play in helping children develop a vocabulary they can use to communicate comfortably, respectfully and accurately about the human body, growing up, sex and relationships.

Pupils from Form 2 upwards learn the correct biological/medical names for the genitalia and reproductive organs. Having the language to describe private parts of their body (and knowing how to seek help if they are abused) are vital for safeguarding. Being open and honest about the words for genitalia also supports girls at risk of female genital mutilation (FGM). We therefore expect all adults teaching Relationships, Health and Sex Education to model use of this type of vocabulary.

The use of respectful language which challenges sexism, homophobia and other forms of prejudice is established in our Relationships, Sex and Health Education/PSHE programme and this has benefits for the whole school community – both in and out of lessons.

### **Equal Opportunities**

The ethos of the school promotes a commitment that all pupils will have the same opportunities to benefit from the relevant resources and teaching methods regardless of age, sex, race, disability, religion or belief, gender reassignment, sexual orientation and all other 'protected characteristics' (see The Equality Act 2010 and Equality Policy).

In teaching RSHE we ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Staff are mindful of the implications of the Equality Act (2010), in particular in relation to religious beliefs, special educational needs and disabilities and the needs of lesbian, gay, bi-sexual and transgender (LGBT) pupils.

All teaching is sensitive and age-appropriate in approach and content. We educate pupils about relationships and diversity in the world they live in. It is important that pupils know that different families and individuals exist and are respected under the law. We have appropriate resources within school to reflect this.

## **Pupils with Special Educational Needs and Disabilities (SEND)**

All staff are aware that RSHE must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities (SEND). High quality teaching that is differentiated and personalised is the starting point to ensure accessibility.

Staff are also aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSHE can also be particularly important subjects for some pupils; for example, those with social, emotional and mental health needs or learning disabilities. Such factors are taken into consideration in designing and teaching these subjects. (Please see the Special Educational Needs and Disability Policy)

## **Working with Parents and Carers**

At St David's we recognise that the role of parents and carers in the development of their children's understanding about relationships and health is vital. Parents and carers are the prime educators for children on many of these matters. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. Our role as a school is to complement and reinforce this role.

We work closely with parents and carers when planning and delivering these subjects. The half termly newsletters communicate what will be taught in each class in Jigsaw lessons, and the PSHE Policy is displayed on the school website. Parents and carers are informed (by email) about lessons on puberty (Science and Health Education) and the content of Sex Education prior to the work being taught and they are invited to come into school and see the resources being used (please see Appendix 3).

Parent information meetings are held when deemed appropriate on topical issues such as 'Internet safety', 'Anti-bullying', 'Young people, drugs and alcohol' and 'Developing a Growth Mindset'.

## **Working with external agencies**

The school is aware that working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people. As with any visitor, staff are responsible for ensuring that they check the visitor or visiting organisation's credentials and that the teaching delivered by the visitor fits with the planned programme and this policy. Prior to the visit, staff discuss the detail of how the visitor will deliver their sessions and ensure that the content and resources are age-appropriate and accessible for the pupils. All visitors are made aware of confidentiality and safeguarding procedures within the school. (Please see the Child Protection and Safeguarding Policy and the Confidentiality Policy)

## **Child Protection Procedure/Confidentiality**

Teachers at St David's conduct RSHE lessons in a sensitive manner. If any questions raise safeguarding concerns, or if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the Designated Safeguarding Lead (DSL) as a matter of urgency. Disclosure of female genital mutilation must be reported directly to the police (either by the individual person to whom it is disclosed or by the individual professional who becomes aware of the case.)

Legally, the school cannot offer or guarantee absolute confidentiality. St David's aims to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents to provide support.

## **Dealing with Sensitive Issues and Answering Difficult Questions**

Within all RSHE lessons issues which arise both formally and informally from pupils' questions are discussed according to the age and maturity of the pupil(s) concerned. Teachers usually answer children's direct questions honestly and sensitively in an age-appropriate way. However, some questions are not always answered directly and may be addressed individually later, or the child may be requested to address the question to a family member. If children are signposted back to their parents, the teacher will contact the parents to give a context to the conversations that have been held in class.

At St David's we are aware that views around RSHE related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias. Topics are presented providing balanced information which take into account the different faiths' views and avoid any negative impressions.

Pupils are encouraged to form their own, informed opinions but also respect others that may have a different opinion.

Staff do not enter into discussions about personal issues and lifestyles.

### **Right to be excused from Sex Education (commonly referred to as the right to withdraw)**

Please also see Appendix 3: Sex Education

Parents/carers are advised that they have the legal right to withdraw their children from all or part of the non-statutory components of Sex Education provided at school, with exception of the biological aspects included in the Science National Curriculum. Nevertheless, parents are very much encouraged to allow their child to participate.

Those parents/carers wishing to exercise this right are initially invited to meet the PSHE Leader who will explore, and attempt to address, any concerns they may have. After that discussion, if the parents still wish to withdraw their child, a meeting is arranged with the Head Teacher who will discuss their request to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Head Teacher will point out the benefits of receiving this education and any detrimental effects that withdrawal might have on the child. This meeting will be documented.

The Head Teacher will grant a request to withdraw a pupil from any Sex Education, other than as part of the Science curriculum.

In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class where they will receive appropriate, purposeful education during the period of withdrawal. Once a child has been withdrawn, they cannot take part in Sex Education until the request for withdrawal has been removed. The Deputy Head keeps a register of any pupils who are withdrawn from lessons.

Parents do not have the right to withdraw their child from Relationships Education, Health Education or the Science Curriculum.

### **The Role of the PSHE Leader**

The PSHE leader is responsible for co-ordinating the teaching of Relationships, Sex and Health Education. They support teachers in their delivery, ensure all resources are readily available and regularly monitor the delivery of the subject. They are also responsible for collecting, analysing and acting on feedback from pupils and parents.

### **The Role of the Head Teacher**

It is the responsibility of the Head Teacher to ensure that Governors and parents are informed about the RSHE Policy, and to liaise with the staff responsible to ensure that the policy is implemented effectively.

### **The Role of Governors**

As well as fulfilling their legal obligations to ensure that every registered pupil at St David's is provided with Relationships Education, the school Governors also make sure that:

- all pupils make progress in achieving the expected educational outcomes
- the subjects are well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils with SEND
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

### **Monitoring the Provision of Relationships, Sex and Health Education at St David's**

The implementation of this RSHE Policy is monitored by the Head Teacher and the Deputy Head.

The delivery of RSHE is monitored by the PSHE Leader/Deputy Head. This may take place through:

- Learning walks/drop-ins
- Book scrutiny
- Observations
- Pupil Voice Groups

Pupils' development in RSHE is monitored by Form Teachers, who are required to comment on progress in PSHE in pupils' reports. This should be supported largely through pupil self-assessment at the end of each lesson/unit.

The RSHE Policy has been written in consultation with the staff, pupils, parents and Governors of St David's School. It is available on the school website.

The Policy and RSHE/PSHE curriculum are reviewed yearly taking into account the age, needs and feelings of pupils. In order to ensure it meets the needs of all pupils, regular feedback is requested from staff, pupils (via pupil voice groups/questionnaires/Form 6 evaluation) and parents (via questionnaires /yearly consultation period).

The policy is shared with the Governing Body and reviewed every year. Regard will be given to any changes in guidance arising from the Department for Education in the interim period.

This policy is in compliance with the current version of 'Keeping Children Safe in Education' (DfE) and is to be read in conjunction with the following related policies:

|                                 |                                          |
|---------------------------------|------------------------------------------|
| Anti-bullying                   | Online Safety                            |
| Collective Worship and Assembly | Pastoral Care                            |
| Confidentiality                 | PSHE                                     |
| Curriculum                      | Child Protection and Safeguarding        |
| Equality                        | Special Educational Needs and Disability |
| Healthy Eating                  | Transition                               |
| ICT, PE and Science             | All Early Years Policies                 |

|                           |                          |                       |
|---------------------------|--------------------------|-----------------------|
| Policy reviewed by        | B Rogers                 | May 2026              |
| Reviewed and approved by  | SLT                      | June 2026             |
| Consultation with parents |                          | 15th – 29th June 2026 |
| Reviewed and approved by  | St David's Sub Committee | July 2026             |
| Next Review (every year)  |                          | May 2027              |

## APPENDIX 1: RELATIONSHIPS EDUCATION

The focus of Relationships Education is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults including online. It is not about the promotion of sexual activity.

Relationships Education starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the Early Years Foundation Stage (EYFS) onwards, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. As they get older pupils learn about establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact. These are the forerunners of teaching about consent, which takes place at a later stage in secondary school.

Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

Throughout the school, teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts enables pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This also helps them to recognise any less positive relationships when they encounter them.

Staff at St David's are very aware that teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, and foster parents/carers amongst other structures. Care is taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, and to reflect sensitively that some children may have a different structure of support around them e.g. looked after children or young carers.

The principles of positive relationships also apply online especially as, by the time they start primary school, many children are already using the internet. Within ICT and PSHE lessons (as part of Relationships Education) staff address online safety and appropriate behaviour in a way that is relevant to pupils' lives. This includes content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect. (Please also see the Computing and Online Safety policies.)

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing (see Health Education below).

Through Relationships Education (and Health Education) we teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This supports the safeguarding of children. We teach pupils about boundaries and privacy, ensuring they understand that they have rights over their own bodies. This also includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils learn how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it is important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. (Please see the Child Protection and Safeguarding Policy)

By the time pupils leave St David's at the end of Year 6 Government guidance states they should know the following:

|                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| Families and people who care for me | <ul style="list-style-type: none"><li>• that families are important for children growing up safe and happy because they can provide love, security and stability.</li><li>• the characteristics of safe and happy family life, such as 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><li>• that the families of other children, 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.</li><li>• that stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.</li></ul> |
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|                                | <ul style="list-style-type: none"> <li>• that marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Caring friendships             | <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.</li> <li>• that not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.</li> <li>• the characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.</li> <li>• how to manage conflict, and that resorting to violence is never right.</li> <li>• how to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Respectful, kind relationships | <ul style="list-style-type: none"> <li>• how to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.</li> <li>• the importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.</li> <li>• how to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.</li> <li>• pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.</li> <li>• that they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.</li> <li>• practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.</li> <li>• the different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.</li> <li>• what a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.</li> <li>• how to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.</li> </ul> |
| Online safety and awareness    | <ul style="list-style-type: none"> <li>• That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.</li> <li>• how to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |



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|            | <p>situations. How to recognise harmful content or harmful contact, and how to report this.</p> <ul style="list-style-type: none"> <li>• that there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.</li> <li>• the importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.</li> <li>• online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.</li> <li>• that the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.</li> </ul>                                                                                                                                                                                                                                  |
| Being Safe | <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.</li> <li>• the concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.</li> <li>• how to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.</li> <li>• how to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.</li> <li>• 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.</li> </ul> |

## APPENDIX 2: HEALTH EDUCATION (Physical Health and Mental Wellbeing)

The focus is on teaching the characteristics of good physical health and mental wellbeing. Teachers are aware that mental wellbeing is a normal part of daily life, in the same way as physical health.

This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This enables pupils to articulate how they are feeling, to develop the language to talk about their bodies, health and emotions and to judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Teachers go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

Emphasis is given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

Pupils are also taught the benefits of hobbies, interests and participation in their own communities. This teaching makes it clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.

Pupils are taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In all years from Reception to Year 6 pupils are taught why social media, computer games and online gaming have age restrictions and they are equipped to manage common difficulties encountered online.

This firm foundation in the benefits and characteristics of good health and wellbeing enables teachers in Key Stage 2 to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

### Menstruation

Puberty (including menstruation) is covered in the compulsory Health Education and Science curriculum. At St David's we teach it in Years 5 and 6. Government guidance states it should, as far as possible, be addressed before onset. This ensures both male and female pupils are prepared for changes they and their peers will experience.

The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils are taught key facts about the menstrual cycle including what is an average period, and the implications for emotional and physical health. Girls are shown a range of menstrual products. In addition to this curriculum content, we have arrangements in place should girls need to manage menstruation, including requesting menstrual products.

By the time pupils leave St David's at the end of Year 6 Government guidance states they should know the following:

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| General wellbeing | <ul style="list-style-type: none"><li>• the benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.</li><li>• the importance of promoting general wellbeing and physical health.</li><li>• the range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.</li><li>• how to recognise feelings and use varied vocabulary to talk about their own and others' feelings.</li><li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li><li>• that isolation and loneliness can affect children, and the benefits of seeking support.</li><li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.</li></ul> |
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|                                    | <ul style="list-style-type: none"> <li>• that change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including who 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> <li>• that it is common to experience mental health problems, and early support can help.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Wellbeing online                   | <ul style="list-style-type: none"> <li>• that for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.</li> <li>• pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.</li> <li>• the benefits of limiting 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.</li> <li>• how to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.</li> <li>• why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.</li> <li>• the risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.</li> <li>• how to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.</li> <li>• that abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.</li> <li>• how to understand the information they find online, including from search engines, and know how information is selected and targeted.</li> <li>• that they have rights in relation to sharing personal data, privacy and consent.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul> |
| Physical health and fitness        | <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular physical activity 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, moderate and/or vigorous physical activity.</li> <li>• the risks associated with an inactive lifestyle, including obesity.</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Healthy eating                     | <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• understanding the importance of a healthy relationship with food.</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Drugs, alcohol, tobacco and vaping | <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Health protection and prevention   | <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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|                   | <ul style="list-style-type: none"> <li>• about dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.</li> </ul>                                                                                                                                                                                                                              |
| Personal safety   | <ul style="list-style-type: none"> <li>• about hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.</li> <li>• how to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Basic first aid   | <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.</li> <li>• concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Developing bodies | <ul style="list-style-type: none"> <li>• about growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.</li> <li>• the correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.</li> <li>• the facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.</li> </ul> |

## **APPENDIX 3: SEX EDUCATION**

As stated earlier, much of what the children learn about the human body is taught within the Science National Curriculum which teaches about the biological facts relating to parts of the body, human growth, life cycles and ageing.

Form 1 science includes pupils being taught to 'identify, name, draw and label the basic parts of the human body'. In the Form 2 Jigsaw 'Changing Me' unit pupils are taught the names of the external genitalia and to know the differences between boys and girls (please see Language and Terminology above).

In the Form 5 Jigsaw 'Changing Me' unit pupils learn about puberty. The whole class watch one programme together about puberty in boys and girls and then do some follow-up work.

All of the above form part of the Science curriculum and the compulsory content of Relationships and Health Education (see above). In addition to this, at St David's we deliver some non-statutory content on Sex Education which form part of the Jigsaw 'Changing Me' unit taught in Form 6. These lessons are about how a baby is conceived and how a baby is born.

We do this because we feel it is important for pupils to have a basic understanding of the social and emotional aspects of human reproduction before they leave primary school, so ensuring they are better prepared for transition to secondary school (where Sex Education is compulsory). It also supports their personal and social development as they grow into young adults.

We feel the lessons delivered meet the needs of our pupils and are age appropriate for them. Indeed, the Government guidance (Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE July 2025) states that 'Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science'.

At the beginning of the lessons the following ground rules are established to help create and maintain a safe and relaxed learning environment:

1. **Giggling is ok!**
2. **Respect what others say – no put-downs**
3. **Okay to pass on a question or activity if something feels too private**
4. **Understand other's feelings, be sensitive, listen and respect their differences**
5. **No personal questions or stories from pupils or teachers**
6. **Discuss puberty topics responsibly outside the classroom**
7. **Remember to ask questions if you are unsure about anything**
8. **Use the correct name for body parts – ask if you cannot remember**
9. **Let the teacher know if you want to speak to them privately**
10. **Encourage others to participate and get involved**
11. **Speak for yourself; use 'I' statements and don't refer to others by name or by pointing**

### **Resources**

A wide range of teaching methods and well-chosen resources are used to enable pupils to actively participate in their own learning. These include quizzes, animations, games, 3-D models, images, stories, reference books and class/small group discussion.

All our resources support inclusion in terms of the range of people and relationships they portray and contain medically correct facts.

Delivery methods are adjusted if and when there is a need for remote learning.

### **Evaluating Sex Education lessons**

The lessons are evaluated annually by teaching staff to ensure it meets the changing needs of the pupils, reflects the views and values of the school community and is in line with current Department for Education advice and guidance.

All Form 6 pupils complete a questionnaire following the Changing Me unit where they are encouraged to review and reflect on their learning. If pupils request to learn about additional topics these can be added to the programme if staff feel they are appropriate.

### **The Role of Parents in Sex Education**

As already stated, the school is very aware that a primary role in children's RSHE lies with parents and carers. We aim to build a positive and supporting relationship with the parents of children at St David's

through mutual understanding, trust and co-operation. We therefore work closely with parents to ensure they are fully aware of what is being taught and the range of materials and resources being used.

Prior to the formal RSHE being taught to pupils in Forms 5 and 6 an email is sent home to parents in the Spring term explaining how and when the content will be taught. Parents are also invited to attend a meeting where the lessons are explained in detail, books and other related materials are on display and they can view some of the animations/videos that will be shown to the children. At the meeting it is explained to parents that their role in their child's education about relationships and sex is very important. The teaching of these subjects in school is designed to facilitate and complement the discussions they have with their child at home.

We remind parents that:

- We all want children to be safe, healthy and happy.
- We need to consider their needs and the world they currently/will inhabit.
- We need to normalise talking about relationships and sex education to ensure children feel they can talk to parents/carers about any concerns or worries they may have.
- We may need to challenge our own ways of thinking about how we feel about relationships and sex education.

We provide the parents with the following tips on talking to children about relationships and sex:

- Try to make discussion of sex a part of normal life not just a one-off talk.
- Talk as naturally as possible to your child as this will encourage them to be more relaxed and open with you.
- Answer any questions your child asks as clearly as you can so that they do not become confused.
- Use the correct terminology
- Listen carefully to what your child has to say and try to deal with any fears, concerns or misunderstandings as they arise.
- Be truthful. If you don't know the answer to a question - try to find out the answer and then raise the topic again another day.

At the end of the meeting staff are available to address any concerns parents may have.

## APPENDIX 4: RELATIONSHIPS, SEX AND HEALTH EDUCATION/JIGSAW CURRICULUM MAP

| EYFS                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| Health Education<br>(Jigsaw Unit - Healthy Me)           | <ul style="list-style-type: none"> <li>• To know the names of some parts of their body</li> <li>• To understand what the word 'healthy' means</li> <li>• To know some things that they need to do to keep healthy</li> <li>• To understand that moving their body and resting are both important for their health</li> <li>• To begin to make healthy food choices</li> <li>• To know how to help themselves go to sleep and that sleep is good for them</li> <li>• To know when and how to wash their hands properly, and understand why this is important, especially before eating and after using the toilet</li> <li>• To know who their safe adults are and how to stay safe if they are not close by</li> </ul>                                                                                                           |
| Relationships Education<br>(Jigsaw Unit – Relationships) | <ul style="list-style-type: none"> <li>• To know what a family is</li> <li>• To understand that different people in a family have different responsibilities (jobs)</li> <li>• To know some of the characteristics of healthy and safe friendship</li> <li>• To understand that friends sometimes fall out</li> <li>• To know some ways to mend a friendship</li> <li>• To know that unkind words can never be taken back and they can hurt</li> <li>• To know how to use Jigsaw's Calm Me to help when feeling angry</li> <li>• To understand reasons why others get angry</li> </ul>                                                                                                                                                                                                                                           |
| Health Education<br>(Jigsaw Unit - Changing Me)          | <ul style="list-style-type: none"> <li>• To know the names and functions of some parts of the body</li> <li>• To know that we grow from baby to adult</li> <li>• To know who to talk to if they are feeling worried</li> <li>• To know that sharing how they feel can help solve a worry</li> <li>• To understand that remembering happy times can help us move on</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Year 1                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Health Education<br>(Jigsaw Unit - Healthy Me)           | <ul style="list-style-type: none"> <li>• To understand the difference between being healthy and unhealthy, and know some ways to keep healthy</li> <li>• To know how to make healthy lifestyle choices</li> <li>• To know how to keep clean and healthy, and understand how germs cause disease /illness</li> <li>• To know that all household products, including medicines, can be harmful if not used properly</li> <li>• To understand that medicines can help them if they feel poorly and know how to use them safely</li> <li>• To know how to keep safe when crossing the road</li> <li>• To know about people who can keep them safe</li> <li>• To understand that their body belongs to them, and that they should tell someone they trust if anything makes them feel upset or worried (NSPCC PANTASOURUS)</li> </ul> |
| Relationships Education<br>(Jigsaw Unit – Relationships) | <ul style="list-style-type: none"> <li>• To know that everyone's family is different and that there are lots of different types of families.</li> <li>• To understand that families are founded on belonging, love and care</li> <li>• To know what it is to be a good friend</li> <li>• To know appropriate ways of physical contact to greet their friends, and to know which ways they prefer</li> <li>• To know who to ask for help in the school community</li> <li>• To recognise their own qualities as a person and a friend</li> <li>• To be able to explain why they appreciate someone who is special to them</li> </ul>                                                                                                                                                                                              |
| Health Education<br>(Jigsaw Unit - Changing Me)          | <ul style="list-style-type: none"> <li>• To know that animals including humans have a life cycle</li> <li>• To know that some changes happen to us when we grow up</li> <li>• To be able to explain how they have changed since being a baby</li> <li>• To understand that there are correct names for private body parts and nicknames, and when to use them.</li> <li>• To know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these.</li> <li>• To understand that every time they learn something new, they change a little bit</li> <li>• To know who to ask for help if they are worried or frightened</li> <li>• To be able to explain changes that have happened in their life</li> </ul>                                                                 |
| Year 2                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Health Education<br>(Jigsaw Unit - Healthy Me)           | <ul style="list-style-type: none"> <li>• To know what their body needs to stay healthy and safe at home and when out.</li> <li>• To understand how medicines work in the body and how important it is to use them safely</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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|                                                          | <ul style="list-style-type: none"> <li>• To sort foods into the correct food groups and know which foods the body needs to keep it healthy</li> <li>• To know how to make some healthy snacks and explain why they are good for the body</li> <li>• To know which foods give energy</li> <li>• To recognise hazards in the home (including fire risks and hot things) and to know how to reduce risks and keep safe.</li> <li>• To recognise risks and how to keep safe around roads, railways and water.</li> <li>• To explain why safety rules help to protect them</li> <li>• To understand that their body belongs to them, and that they should tell someone they trust if anything makes them feel upset or worried (NSPCC PANTASAURUS)</li> </ul>                                                                                                                                                                                                  |
| Relationships Education<br>(Jigsaw Unit – Relationships) | <ul style="list-style-type: none"> <li>• To be able to identify members of their own family and understand their relationship with each of them</li> <li>• To know why it is important to share and cooperate</li> <li>• To understand that there are lots of forms of physical contact within a family</li> <li>• To recognise that some form of physical contact is acceptable and some is unacceptable</li> <li>• To be able to identify some of the things that cause conflict with their friends</li> <li>• To understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</li> <li>• To recognise and appreciate people who can help them in their family, school and community</li> <li>• To be able to express their appreciation for the people in their special relationships</li> </ul>                                                                                                                |
| Health Education<br>(Jigsaw Unit - Changing Me)          | <ul style="list-style-type: none"> <li>• To know that life cycles exist in nature</li> <li>• To understand that aging is a natural process (including old age)</li> <li>• To recognise that some changes are out of an individual's control</li> <li>• To recognise how their body has changed from when they were a baby and that they will continue to change as they age.</li> <li>• To recognise the physical differences between male and female bodies</li> <li>• To use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and to understand that some parts of the body are private</li> <li>• To know who to ask for help if they are worried or frightened</li> <li>• To understand there are different types of touch and know which ones they like and do not like</li> <li>• To know what they are looking forward to and what they are worried about when thinking about moving to their next class</li> </ul> |
| Year 3                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Health Education<br>(Jigsaw Unit - Healthy Me)           | <ul style="list-style-type: none"> <li>• To understand how exercise affects the body and to know why the heart and lungs are such important organs</li> <li>• To know that the amount of calories, fat and sugar that they put into their body will affect their health</li> <li>• To understand that there are different types of drugs</li> <li>• To know that there are things, places and people that can be dangerous</li> <li>• To know a range of strategies to keep themselves safe, including who to go to for help and how to call emergency services</li> <li>• To be able to identify when something feels safe or unsafe</li> <li>• To understand that the body is complex and how important it is to take care of it</li> </ul>                                                                                                                                                                                                             |
| Relationships Education<br>(Jigsaw Unit – Relationships) | <ul style="list-style-type: none"> <li>• To know that different family members carry out different roles or have different responsibilities within the family</li> <li>• To reflect on the expectations for males and females</li> <li>• To know some of the skills of friendship e.g. taking turns, being a good listener</li> <li>• To know and use some strategies for keeping themselves safe online</li> <li>• To know how some of the actions and work of people around the world help and influence our lives</li> <li>• To understand that media does not always show complete information</li> <li>• To know that they and all children around the world have needs and rights</li> <li>• To understand that everyone experiences difficult feelings sometimes</li> <li>• To know how to express appreciation for friends and family</li> </ul>                                                                                                  |
| Health Education<br>(Jigsaw Unit - Changing Me)          | <ul style="list-style-type: none"> <li>• To understand that in animals and humans lots of changes happen between birth and growing up</li> <li>• To understand that in mammals it is the female that has the baby</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |



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|                                                       | <ul style="list-style-type: none"> <li>• To know simple ways of keeping clean which can keep them healthy and protect from some infections</li> <li>• To start to recognise and challenge stereotypical ideas about parenting and family roles</li> <li>• To know what they are looking forward to and what they are worried about when thinking about moving to their next class</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Year 4</b>                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Health Education (Jigsaw Unit - Healthy Me)           | <ul style="list-style-type: none"> <li>• To recognise how different friendship groups are formed, how they fit into them and the friends they value the most</li> <li>• To understand how peer influence can lead to unsafe choices, including fire risks and risky behaviour, and to know how to reduce risks and ask for help</li> <li>• To understand some facts about the effects of smoking and vaping on health, and also some of the reasons people might start to smoke or vape</li> <li>• To understand the facts about alcohol and its effects on health, particularly the liver, and some of the reasons some people drink alcohol</li> <li>• To recognise when people are putting them under pressure</li> <li>• To know ways to resist when people are putting pressure on them</li> <li>• To know what they think is right and wrong</li> </ul> |
| Relationships Education (Jigsaw Unit – Relationships) | <ul style="list-style-type: none"> <li>• To be able to recognise situations which can cause jealousy in relationships</li> <li>• To be able to identify someone they love and express why they are special to them</li> <li>• To know that loss is a normal part of relationships and that negative feelings are a normal part of loss</li> <li>• To understand that memories can support us when we lose a special person or animal</li> <li>• To know that friendships change, know how to make new friends and how to manage when they fall out with friends.</li> <li>• To know how to show love and appreciation to the people and animals who are special to them</li> </ul>                                                                                                                                                                            |
| Health Education (Jigsaw Unit - Changing Me)          | <ul style="list-style-type: none"> <li>• To understand that lots of things make up a person's identity and this is what makes them unique</li> <li>• To know there are many types of family, and that often family members form part of their inner circle</li> <li>• To know that there are trusted people they can turn to if they need help and support as they grow up</li> <li>• To know how the 'circle of change' works and can apply it to changes they want to make in their life</li> <li>• To know that change is a normal part of life and that some cannot be controlled and have to be accepted.</li> <li>• To understand that change can bring about a range of different emotions</li> <li>• To know what they are looking forward to and what they are worried about when thinking about moving to their next class</li> </ul>               |
| <b>Year 5</b>                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Health Education (Jigsaw Unit - Healthy me)           | <ul style="list-style-type: none"> <li>• To know the health risks of smoking and vaping and how tobacco and nicotine are harmful to the body</li> <li>• To know some of the risks linked to misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</li> <li>• To know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations</li> <li>• To understand that the media, social media and celebrity culture promotes certain body types</li> <li>• To be able to describe the different attitudes people have to food and how these can be affected by external influences</li> <li>• To know what makes a healthy lifestyle, including healthy eating and the choices they need to make to be healthy and happy</li> </ul>                  |
| Relationships Education (Jigsaw Unit – Relationships) | <ul style="list-style-type: none"> <li>• To have an accurate picture of who they are as a person in terms of their characteristics and personal qualities</li> <li>• To understand that belonging to an online community can have positive and negative consequences</li> <li>• To understand there are rights and responsibilities in an online community or social network</li> <li>• To understand there are rights and responsibilities when playing a game online</li> <li>• To recognise if and when they are spending too much time using devices (screen time)</li> <li>• To know how to stay safe when using technology to communicate with friends</li> </ul>                                                                                                                                                                                       |

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|                                                          | <ul style="list-style-type: none"> <li>• To understand everyone has rights about their personal data</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Health Education<br>(Jigsaw Unit - Changing Me)          | <ul style="list-style-type: none"> <li>• To be aware of their own self-image and how their body image fits into that</li> <li>• To describe the changes as humans develop from birth to old age, including puberty.</li> <li>• Understand how we move from children to teenagers to adulthood</li> <li>• To know how boys' and girls' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>• To know that personal hygiene is important during puberty and as an adult</li> <li>• To understand that becoming a teenager involves various changes and also brings growing responsibility (age of consent)</li> <li>• To know what they are looking forward to and what they are worried about when thinking about moving to their next class</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Year 6                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Health Education<br>(Jigsaw Unit - Healthy Me)           | <ul style="list-style-type: none"> <li>• To know how to take responsibility for their own health and how to make choices that benefit their own health and well-being</li> <li>• To know about different types of drugs and their uses and their effects on the body particularly the liver and heart</li> <li>• To understand that some people can be exploited and made to do things that are against the law</li> <li>• To know why some people join gangs and the risks that this involves</li> <li>• To understand what it means to be emotionally well</li> <li>• To explore people's attitudes towards mental health/illness</li> <li>• To know that stress can be triggered by a range of things</li> <li>• To understand that being stressed can cause drug and alcohol misuse</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Relationships Education<br>(Jigsaw Unit - Relationships) | <ul style="list-style-type: none"> <li>• To know that it is important to take care of their mental health</li> <li>• To know ways that they can take care of their own mental health</li> <li>• To understand that there are different stages of grief and that there are different types of loss that cause people to grieve</li> <li>• To be able to recognise when people are trying to gain power or control</li> <li>• To judge whether something online is safe and helpful to them</li> <li>• To know how to use technology positively and safely to communicate with their friends and family</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Health Education<br>(Jigsaw Unit - Changing Me)          | <ul style="list-style-type: none"> <li>• To be aware of their own self-image and how their body image fits into that</li> <li>• To know how boys' and girls' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>• To know that personal hygiene is important during puberty and as an adult</li> <li>• To understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend</li> <li>• To know the names of the different internal and external body parts that are needed to make a baby</li> <li>• To understand that sexual intercourse can lead to conception and that is how babies are usually made</li> <li>• To know how a baby develops from conception through the nine months of pregnancy and how it is born</li> <li>• To know that sometimes people need help IVF to help them have a baby</li> <li>• To know themselves well enough to maintain positive relationships with others whilst still keeping their own identity</li> <li>• To be aware of the importance of a positive self-esteem and what they can do to develop it</li> <li>• To know what they are looking forward to and what they are worried about when thinking about transition to secondary school</li> </ul> |