



## **Relationship and Sex Education Policy** including Early Years Foundation Stage

Person responsible	<b>Sarah White, Headteacher</b>
Approved by	<b>Adam Holdsworth, Chair of Governors</b>
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# WESTVILLE HOUSE SCHOOL

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### 1. Policy Statement

This policy applies to all children in the school including those in the EYFS.

### 2. Legal Requirements

Under sections 34 & 35 of the Children and Social Work Act 2017 Act, all primary schools (maintained, nonmaintained and independent schools) in England will be expected to deliver Relationships Education from September 2021. It is not a statutory requirement for primary schools to teach sex education but the Department for Education (DfE) recommends that 'all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'. In addition to these changes, all schools, except independent schools, must teach Health Education. Although independent schools do not have to teach the new Health Education curriculum, they do have a statutory duty to teach PSHE under the Education (Independent School Standards) Regulations 2014.

### 3. RSHE: Relationships, Sex & Health education

Westville House School (WHS) takes very seriously its responsibility to provide relevant, effective and responsible Relationships, Sex and Health education (RSHE) to all its pupils as part of the school's personal, social, health and economic education (PSHEE) curriculum. The school wants parents and pupils to feel assured that RSHE will be delivered at a level appropriate to both the age and development of pupils, and that it will be a safe space in which to voice opinions and concerns relating to the relationships, sex and health education provision.

For the purposes of this policy, the term RSHE will be used to refer to aspects of our PSHEE curriculum that cover Relationships education, Sex education and Health education. The PSHEE policy is available here. RSHE at WHS will be delivered in line with our spiritual, moral, social and cultural (SMSC) policy. We will approach RSHE in a faith sensitive and inclusive way, seeking to explain fairly the guiding principles and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. and teaching and non-teaching staff were invited to discuss it during training sessions. The approved policy will be published on the school website.

The policy is reviewed and approved by the governing body annually.

### 4. Policy aims

RSHE education is lifelong learning about physical, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that is fully understood and effectively retained by pupils in our care. It is also about teaching what it is to be in a caring, stable and mutually supportive relationship with another person, and how to control and understand feelings that come with being in a relationship. RSHE will outline the importance of marriage for family life and the raising of children, as well as highlighting the role of marriage and other stable relationships as building blocks for community and society. The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions and responsible, healthy choices as they grow up. Through the provision outlined in this policy we also aim to raise pupils' self-esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media. We hope to teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations,



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physical and mental abilities, backgrounds, and values of those around them. We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

### 5. Roles and responsibilities

#### 5.1. School staff

It is important that all school staff feel comfortable to deliver RSHE and answer questions from pupils. If the teacher does not feel confident leading RSHE discussions then that is likely to be reflected by the pupils, and their learning will be compromised. The school provides regular professional development training in how to deliver relationships, sex and health education; this includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching RSHE is so important. There are certain members of the school leadership team, who will hold more responsibility for ensuring that the school's relationship, health and sex education provision is relevant to our pupils and effective, but this is generally a responsibility for all staff members and the school expects staff to voice opinions and share expertise in this area.

Governors and senior leaders will:

- develop this school policy and review it on a yearly basis. This policy is developed in consultation with school parents, pupils and staff to ensure that it meets the needs of the whole school community;
- ensure that all staff are given regular and ongoing training on issues relating to RSHE and how to deliver lessons on such issues;
- ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to sex education;
- provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of relationships, health and sex education to pupils. This may be because they do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs;
- ensure that relationships, health and sex education is age-relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs;
- ensure that the knowledge and information regarding RSHE to which all pupils are entitled is provided in a comprehensive way;
- support parental involvement in the development of the RSHE curriculum;
- ensure that their personal beliefs and attitudes will not prevent them from providing a balanced RSHE in school; and
- communicate freely with staff, parents and the governing body to ensure that everyone is in understanding of the school policy and curriculum for relationships, health and sex education, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as appropriate.



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We want the provision of relationships, health and sex education at home to be complementary to the provision the school provides, and this should be clearly communicated to parents and additional support given where necessary or requested.

All staff will:

- be guided through the RSHE policy and associated curriculum requirements; their attention will be drawn to any updates or amendments. Any areas that they feel are not covered or inadequately provided for should be reported back to the Headteacher;
- attend and engage in professional development training around relationships, health and sex education provision;
- encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they should take this concern to the Headteacher. If it is a safeguarding issue, staff should follow the school's safeguarding policy;
- provide regular feedback to the SLT on their experience of teaching RSHE and pupil response;
- ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSHE in school; and
- tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs.

### 5.2. Pupils

Pupils are expected to attend RSHE classes that are in their school timetable (under the subject PSHEE) and take them seriously. Unless their parents have withdrawn them from a particular aspect of the sex or health education curriculum (refer to Withdrawal from RSHE section below). Although pupils are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development; the school expects pupils to recognise this. Pupils should support one another with issues that arise through RSHE. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision. We also hope that pupils will feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to sex education or otherwise. Conversations of this nature between staff and pupils will be held in confidence; however, staff may take concerns to the Headteacher if there is a child protection concern or they feel ill-equipped to deal with the issue at hand.

In this way, the school hopes to provide pupils with the education they need on topics they want to learn about.

### 5.3. Parents

The school expects parents to share the responsibility of PSHEE education (including RSHE education) and support their children's personal, social and emotional development. We encourage parents to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHEE.



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Parents are also encouraged to seek additional support in this from the school where they feel it is needed.

### 6. Curriculum Implementation through the Jigsaw Programme

It is important that we implement our RSHE policy consistently throughout the school and provide effective provision throughout classrooms. We will teach PSHEE (including RSHE) as a whole-school approach to underpin children's development as people, and because we believe that this also supports their learning capacity. We use the Jigsaw Programme to deliver our PSHEE curriculum as it offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. Using the Jigsaw Programme, teachers provide lessons that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.

We may supplement the Jigsaw Programme with other trusted resources and schemes of work to support specific elements of the curriculum.

Jigsaw covers all areas of PSHEE for the primary including aspects of RSHE, complying with statutory and non-statutory requirements. In addition, Jigsaw fulfils the requirements of The Education (Independent School Standards) Regulations 2014. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year through a spiral curriculum.

Term	Puzzle (Unit)	Content
Autumn 1	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding.
Spring 1	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society.
Spring 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise.
Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss.
Summer 2	Changing Me	Changing Me Includes Relationships and Sex Education in the context of coping positively with change.



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Jigsaw 3-11 and statutory Relationships and Health Education (Appendix 1) shows exactly how Jigsaw, and therefore our school, meets the statutory Relationships requirements. It also outlines the Health education objectives (statutory for maintained schools) that we have chosen to include in our curriculum.

Every Jigsaw lesson offers opportunities for children's spiritual, moral, social and cultural (SMSC) development, and this is clearly mapped and balanced across each year group.

This programme's update policy ensures we are always using the most up-to-date teaching materials and that our teachers are well-supported. The school will determine what pupils are taught during each year group, will always consider the age and development of pupils when deciding what will be taught in each year group and will plan a progressive curriculum (based on the Jigsaw Programme).

As children progress through Westville House School, their learning in PSHEE will build upon prior knowledge taught in previous years. This will help provide a smooth transition to secondary school.

### **7. Early Years Foundation Stage**

Children learn about the concept of male and female and about young animals. In ongoing Personal, Social, Health and Economic Education (PSHE) work, they develop skills to form friendships and think about relationships with others. All teaching staff including teaching assistants are responsible for delivering relationships and health education throughout the school day - both in school and off site. These include:

- awareness of others' feelings;
- respect;
- responsibility;
- kindness;
- awareness of other cultures, beliefs and celebrations;
- healthy eating;
- hygiene - including dental hygiene;
- exercise; and
- personal safety.

### **8. Relationships Education**

Relationships Education will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The way the Jigsaw Programme covers these is explained in the mapping document, Appendix 1: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.



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### 9. Health Education

At WHS, we have chosen to incorporate all of the requirements into our PSHEE / RSHE curriculum and so will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', and 'Changing adolescent body'.

The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education (Appendix 1).

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education (for maintained schools), some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the 'Calm me' time, social skills are grown every lesson through the 'Connect us' activity and respect is enhanced through the use of the Jigsaw Charter.

Teaching children about puberty is a statutory requirement (for maintained schools) which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand. In Jigsaw this topic is taught as part of the Changing Me Puzzle (unit). Whilst this is not statutory for independent schools, we choose to include this as part of our curriculum at WHS because we believe children need to understand about puberty before they leave primary school so that:

- they see that puberty needs to happen to enable them to have babies in adulthood; and
- this knowledge helps to safeguard them.

The work on puberty and human reproduction is taught through the Changing Me Puzzle (delivered in the last term of the academic year). All the teaching resources are original to Jigsaw; picture cards, resource sheets and animations are used to enhance teaching and learning. The specially-commissioned animations of the female reproductive system and the male reproductive system provide a visual resource to enable children to understand how the body changes and develops in puberty. This work is done in the context of managing change and is age-appropriate.

Again, the mapping document (Appendix 1) transparently shows how the Jigsaw whole-school approach will cover Health education at WHS

### 10. Sex Education

The DfE Guidance 2019 (pg 23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'. However, 'Sex Education is not compulsory in primary schools'. (pg 23)

At Westville House School, we believe that sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'. We define Sex Education as understanding human reproduction: conception and birth.

We believe children should understand the facts about human reproduction before they leave primary school so include sex education in our PSHEE / RSHE curriculum as follows:





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- Year 3 (Ages 7-8) How babies grow and how boys' and girls' bodies change as they grow older. Introduction to puberty and menstruation.
- Year 4 (Ages 8-9) Internal and external reproductive body parts. Recap about puberty and menstruation. Conception explained in simple terms.
- Year 5 (Ages 9-10) Puberty for boys and girls in more detail including the social and emotional aspects of becoming an adolescent. Conception explained in simple biological terms.
- Year 6 (Ages 10-11) Puberty for boys and girls revisited. Understanding conception to the birth of a baby. Becoming a teenager. All lessons are taught using correct terminology, child-friendly language and diagrams.

We intend to teach sex education as part of our PSHEE / RSHE curriculum (through the Jigsaw Programme) in which case, parents have the right to withdraw their child. (Please refer to the section below: Withdrawal from RSHE).

We take the approach that Relationships and Sex education are best approached in an integrated way. We will take care to highlight RSHE lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.

Many aspects of sex education are complemented by our curriculum for Science where children learn about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. This is a statutory curriculum requirement and parents do not have the right to withdraw their child from this aspect of their education.

### **11. Delivery**

The curriculum is delivered proactively through the Jigsaw Programme, which addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development. Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make. At the point we consider it appropriate to teach pupils about LGBTQ+, we will ensure that this content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson. Pupils will be taught about LGBTQ+ as part of the RSHE curriculum. The document 'What does Jigsaw Teach about LGBTQ+ outlines why we teach about LGBTQ+ as well as detailing the specific LGBTQ content that is taught and when it is taught in for the 7-11yr age group at WHS.

Through the Jigsaw Curriculum we:

- teach children to be kind, understanding and respectful of others even if they are perceived as different;
- teach children that people have rights but there are also responsibilities that go with these;
- teach children that there are laws to protect them and others from being hurt or abused and helps protect them from bullying; and
- help clarify (age -appropriately) questions that children may have about the world.



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The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND. Classes may be taught in gender-segregated groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it may be appropriate to discuss the body in single gender groups. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work. They will also ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

Any resources or materials used to support learning will be overseen by the SLT before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.

In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative. At all points of delivery of this programme, parents will be consulted, and their views will be valued.

Whilst there are no formal examinations for the relationships, sex and health curriculum, the school will undertake informal assessments to determine pupil progress. These formative assessments may include activities where the children self and peer-assess their understanding of a lesson objective. Teachers may also track pupil progress using the attainment descriptors for each unit of Jigsaw, matching these to the child's work as well as observations of their behaviour and relationships in school. In this way, children who require further emotional literacy or social skills development can be signposted to our SEND and Pastoral support systems as appropriate.

### **12. Guest speakers**

We may invite guest speakers into school to talk on issues related to sex and relationships. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupils' perceptions. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it.

### **13. Terminology**

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

### **14. Dealing with difficult questions**

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill



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equipped to answer. In this case, they may wish to put the question to one side and seek advice from the SLT.

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this might be:

- an anonymous question box: this will enable pupils to feel more comfortable to ask questions without being identified; and/or
- making the classroom a 'zone of silence': this means that whatever is discussed in the classroom stays in the classroom and should not be brought up at any other time. We hope this will give pupils the sense that they are in a safe zone to speak freely about sensitive subjects e.g. puberty, sex and relationships.

### **15. Pupils with special educational needs**

The school works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to RSHE. The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include interactive teaching methods, use of expert guest speakers, practical activities, using DVDs or video and group/paired activities.

### **16. Withdrawal from RSHE**

The school aims to keep parents informed about all aspects of the RSHE curriculum and urges parents to read this policy. Parents can request access to resources and information being used in class, and the school will do everything it can to ensure that parents are comfortable with the education provided to their children in school. It is, however, a statutory right of parents or carers to withdraw the children in their care from the sex education aspect of the school's RSHE curriculum. This excludes withdrawal from the elements on human growth and reproduction which fall under the science section of the National Curriculum.

Any parent wishing to withdraw their child from sex education (as part of the RSHE curriculum) should contact the Headteacher who will arrange a meeting to discuss their concerns. RSHE is a vital part of the school curriculum and supports child development and we strongly urge parents to carefully consider their decision before withdrawing their child from this aspect of school life. However, it is acknowledged that the final decision on the issue is for the parent to take.

### **17. Complaints**

Parents or carers who have complaints or concerns regarding the RSHE curriculum should contact the school and follow the school's complaints policy.

### **18. Equal opportunities**

RSHE lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the school's Anti-bullying policy.



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### **19. Safeguarding and confidentiality**

We hope to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's Child Protection and Safeguarding policy should be followed.

Personal information about pupils who have approached a teacher for discussion should not be shared with any other person. If there is a child protection concern, the information must only be shared with the Designated Safeguarding Lead as is outlined in the school Child Protection and Safeguarding procedure. Staff members that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's staff discipline, conduct and grievance procedures.

### **20. Monitoring, review and evaluation**

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we review the RSHE curriculum yearly and will inform parents of any revisions to the school policy or sex education curriculum.

The school will review this policy annually, evaluating its effectiveness by taking into account feedback from pupils, staff and parents, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews. 12.

### **21. Support**

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to sex education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity, and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

Parents will be invited to attend information evenings and support forums at school as well as continue to liaise closely with their child's Form teacher regarding their child's RSHE education.

This policy will be reviewed annually.



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### Appendix 1

Summary of DfE Requirements for Relationship Education, Relationship and Sex Education and Health Education Relationships Education for Primary schools

	<b>By the end of Primary School, pupils should know...</b>
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability;</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives;</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care;</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up;</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious); and</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>
<b>Caring friendships</b>	<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>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties;</li> <li>• that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded;</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, and that resorting to violence is never right; and</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed.</li> </ul>



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<p><b>Respectful relationships</b></p>	<ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs;</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships;</li> <li>• the conventions of courtesy and manners;</li> <li>• the importance of self-respect and how this links to their own happiness;</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority;</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help;</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive; and</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<p><b>Online relationships</b></p>	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not;</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous;</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them;</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met; and</li> <li>• how information and data is shared and used online.</li> </ul>
<p><b>Drugs, alcohol and tobacco</b></p>	<ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<p><b>Health and prevention</b></p>	<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 good health and that a lack of sleep can affect 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 and dental flossing, including regular check-ups at the dentist;</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing; and</li> <li>• the facts and science relating to immunisation and vaccination.</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary; and</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes; and</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context);</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe;</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact;</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know;</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult;</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard;</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so; and</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>



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### Appendix 2

#### Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

	<b>By the end of Primary School, pupils should know...</b>
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health;</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations;</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings;</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate;</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness;</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests;</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support;</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being;</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online); and</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits;</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing;</li> <li>• how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private;</li> </ul>





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	<ul style="list-style-type: none"> <li>• why social media, some computer games and online gaming, for example, are age restricted;</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health;</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted; and</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
<b>Physical health and fitness</b>	<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 exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise;</li> <li>• the risks associated with an inactive lifestyle (including obesity); and</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>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content);</li> <li>• the principles of planning and preparing a range of healthy meals; and</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>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<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 good health and that a lack of sleep can affect weight, mood and ability to learn;</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist;</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing; and</li> <li>• the facts and science relating to immunisation and vaccination</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary; and</li> </ul>



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	<ul style="list-style-type: none"><li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li></ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"><li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes; and</li><li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li></ul>