

Yorke Mead Primary School

**Relationships Education, Relationships and Sex
Education (RSE) and Health Education Policy**

June 2026



Our School Vision Statement
BRINGING LEARNING to LIFE

We are a school dedicated to creating an environment where children are able to grow into happy, well-rounded individuals with a love of learning through which they can achieve to the best of their abilities.

We want our pupils to enter the wider world as

- o Happy, positive individuals*
- o Responsible citizens who make a positive contribution*
- o Confident, resilient, healthy & life-long learners.*

D - Determination

A - Ambition

R - Resilience

E – Enjoyment

T - Trust

O - Openness

'Children today are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment children and young people need to know how to be safe and healthy, and to manage their academic, personal and social lives in a positive way.'

Secretary of State Foreword – Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance September 2026

RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION

Rationale and Ethos

This document highlights the key learning in terms of Relationships Education, Relationships and Sex Education (RSE) and Health Education at Yorke Mead Primary School. This policy has replaced the previous Sex and Relationships Policy (June 2023) in light of the statutory guidance noted above. At Yorke Mead we have always taught relationships education. This new policy builds on the previous Sex and Relationship Policy, combining this with our Drug Education Policy (May 2026) to create one Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy. It is to be read in conjunction with our guidance around supporting pupils' mental wellbeing -Emotional Health – how we support our pupils (Sept 2025) and Emotional Wellbeing and PSHE Curriculum (May 2026). The policy was produced by the senior leadership team and school Personal, Social, Health and Economic (PSHE) Education Leader through consultation with the school governors and the parents of the school.

What is Relationships Education, Relationships and Sex Education (RSE) and Health Education?

At Yorke Mead we define the key aspects of this curriculum area as:

Relationships Education: teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults.

Relationships and Sex Education: learning about the emotional, social and physical aspects of growing up and how babies are conceived and born. In teaching sex education at Yorke Mead we are mindful of the ages and stages of development of all of the children and of the different faith backgrounds served in our community. Our sex education programme focuses on the similarities and differences between boys and girls, which is the essential pre-learning required for the children to understand puberty and the changes in their bodies, and in teaching the correct vocabulary for body parts from the onset. The language used with children is developed over time and embedded into the curriculum in context.

Health Education: covers physical and mental health and wellbeing content, including understanding our emotions, diet and nutrition, drugs and alcohol, puberty, personal hygiene and the need for exercise and good quality sleep, basic first aid.

Much of what may be perceived as 'sex education' is in fact part of health education and the science curriculum. The focus is on teaching children how male and female bodies are the same and how they are different; the correct names for the 'sex' organs (see terminology –appendix B) and how a human develops from conception to birth and beyond. The changes in our bodies is part of health education. We teach the children about differences between male and female/ boys and girls from the youngest of ages – starting first of all by looking at animals (including humans) and plants in Key Stage 1 and progressing to considering humans in more detail in Key Stage 2. By the end of Year 6 your children will

have considered baby development from conception to birth and will know how a baby is born. They will have thought about the changing relationships that may develop between boys and girls and the concept of boyfriends and girlfriends. There is no direct teaching of 'sex education' in the sense of teaching children what 'sex' is – this is taught in Key Stage 3 (secondary school) – Year 6 do learn about erections, ejaculation and that the penis enters the vagina.

We must respect that children may ask questions and the school response to questions children ask is to answer these factually, keeping responses age appropriate and simple, so that the question is answered but without unnecessary detail. Questions not deemed age appropriate will not be answered and children will be told they will learn this later in their education.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by ensuring all teaching is delivered in a manner that is accessible for all children and allows for the differing emotional, academic and personal needs of the individuals. Where necessary the SENDCo will support staff to develop individualised programmes suited to the needs of an individual.

Purpose of Study

The intended outcomes of our programme are that pupils will understand the key building blocks of healthy, respectful relationships, focusing on family and friendships in all contexts, including online. This will sit alongside the essential understanding of how to be healthy with the fundamental aim that children grow up to be happy, healthy individuals who have the knowledge and capability to care for themselves, understand themselves and to recognise when and if they should receive support if problems arise. This work will further support the development of the essential resilience and character education children need to develop to thrive and make informed decisions in a fast changing society.

This policy covers the following key requirements: (See Appendix C for details of what will be included)

Relationship Education	Relationships and Sex Education	Health Education
Statutory in all primary schools.	Not compulsory in primary schools; taught at Yorke Mead developmentally and sensitively as good practice building on the science and health education curriculums, which are statutory. At Yorke Mead this covers the changes from conception to birth and beyond.	Statutory in all maintained primary schools. This includes understanding developing the children's understanding of puberty and the changes that will occur in their bodies.

Aims

The detailed aims of Relationships Education, Relationships and Sex Education (RSE) and Health Education for the end of primary school are outlined in Annex A at the end of this policy.

Fundamentally, in brief, this policy is to ensure children leave Yorke Mead knowing and understanding the key characteristics of, their rights to, and responsibilities they have to develop:

- the important positive relationships and characteristics of healthy life within the context of families and people who care for them
- the characteristics of caring and healthy friendships
- the importance of respectful relationships and how to recognise and foster these
- how to behave online and consider what information it is appropriate and safe to share

- being safe and recognising the boundaries that are appropriate within relationships at all levels and what to do if they do not feel safe.

Roles and Responsibilities

The **governing body** will:

- Decide whether sex education should be in the school curriculum and, if so, what it should consist of and how it should be organised
- Seek the advice of the Headteacher on this policy, keep it up to date, and make it available to parents
- Ensure that sex education is provided in a way that encourages pupils to consider morals, the value of family life, and the importance of a stable family unit.

The **Headteacher** will ensure that:

- The governing body is advised about the nature and organisation of sex and relationship education and how it reflects the aims and values of the school
- Ensure that sex education is provided in a way that encourages pupils to consider morals, the value of family life, and the importance of a stable family unit.
- Pupils are protected from inappropriate teaching materials
- A scheme of work is agreed and implemented
- Staff receive appropriate training
- Parents are informed about the programme for sex education during the year.

Staff who teach sex and relationship education are expected to:

- Ensure that sex education is provided in a way that encourages pupils to consider morals, the value of family life, and the importance of a stable family unit.
- Participate in training to provide sex and relationship education in line with the school curriculum policy
- Implement the agreed scheme of work
- Draw to the attention of the Headteacher any materials which they consider to be inappropriate
- Respond appropriately to those pupils whose parents wish them to be withdrawn from sex education
- Ensure information provided is appropriate to the age and understanding of the children.

Legislation

From September 2026 the Relationships Education, Relationships and Sex Education (RSE) and Health Education Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationship Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all secondary aged children. They also make Health Education, which includes the changes in the body during puberty, compulsory in all schools.

Parents/ carers have the right to withdraw pupils from sex education (but not Relationships or Health Education). At Yorke Mead the teaching delivered is predominately part of the Relationships, Health or Science curriculum and is taught through the Jigsaw PSHE Scheme of work.

Parents who wish to withdraw their child from the 'sex' element of the teaching should make an appointment to discuss the matter with the head teacher, who will ensure they are fully aware of the planned teaching and work with them to consider the possible impact of withdrawal. The final decision will be that of the parents.

Engaging Stakeholders

The school's programme for SRE will complement and build in co-operation with parents. Each year prior to the unit of work that will cover the core aspects of sex education, we organise a session for parents/carers to find out more about our teaching programme and to review our resources. A copy of this policy is available for parents who specifically request it and will be available on the school website.

All parents and carers have the right to withdraw their children from all or part of any SRE (except when it occurs as part of National Curriculum Science, Health Education or Relationship lessons.) If a parent/carers wishes to withdraw their child from some or all SRE lessons, they need to have a discussion with the Headteacher so that she can be made aware of the reasons and provide alternative arrangements.

Curriculum Design

Schools are in a unique position, as they are able to help prevent mental health problems by promoting resilience as part of an integrated, whole school approach that is tailored to the needs of their pupils. A whole school approach is one that goes beyond the teaching in the classroom to pervade all aspects of school life, including:

- *culture, ethos and environment: the health and wellbeing of pupils and staff is promoted through the 'hidden' or 'informal' curriculum, including leadership practice, the school's policies, values and attitudes, together with the social and physical environment;*
- *teaching using the curriculum to develop pupils' knowledge about health and wellbeing; and*
- *partnerships with families and the community: proactive engagement with families, outside agencies, and the wider community to promote consistent support for children's health and wellbeing*

(DfE Mental Health & Behaviour in Schools November 2018)

Over Arching Concepts

The PSHE Association has also identified the following over-arching concepts that run through PSHE teaching and the three core themes:

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
2. **Relationships** (including different types and in different settings)
3. **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
4. **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)
5. **Diversity** and **equality** (in all its forms)
6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
7. **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
9. **Career** (including enterprise, employability and economic understanding)

The Relationships Education, Relationships and Sex Education (RSE) and Health Education curriculum at Yorke Mead is predominantly delivered as part of the school Personal Social Health Economic education and is supported by the Jigsaw Scheme. This curriculum ensures the effective build of core learning with concepts built upon year on year, and establishes continuity in practice and language used.

Teachers work with the PSHE Leaders to ensure content is appropriate for the cohorts of children and any necessary adaptations are made.

Teaching Through the Jigsaw Scheme (Core Teaching)

From September 2019 the core PSHE teaching at Yorke Mead is delivered through the Jigsaw scheme. These units guide the focus for whole school assemblies and for the PSHE teaching.

The Jigsaw Structure: Themes					
Being Me in My World	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me

Within each lesson the Jigsaw Scheme follows the same structure as outlined below:



Classroom Ground Rules

When teaching areas of the curriculum such as emotional wellbeing and mental health, it is important to think carefully about the possibility of personal disclosures from pupils who, as a result of the lesson, may develop the skills, language, knowledge and understanding to make a disclosure about their own emotional wellbeing or mental health or that of someone they know. While this is not to be discouraged, and appropriate disclosures should be seen as a positive impact of the learning, it is very important that if pupils make personal disclosures to school staff they do so in a suitable, one-to-one setting. It is not appropriate to encourage pupils to talk about sensitive personal matters in the classroom.

Before teaching about mental health issues and emotional wellbeing, clear 'ground rules' should be established or reinforced, and the concepts of confidentiality and anonymity should be covered at the start of the lesson. Ground rules need to be consistently kept to, regularly revisited and, if necessary, renegotiated and reinforced. The teacher should lead the way by modelling the ground rules in their own communications with the class.

Ground rules are most effective when they have been negotiated and agreed with the pupils, rather than imposed by the teacher.

At Yorke Mead we are particularly aware of the importance of sensitivity around the concept of 'family' and the importance of recognising that there are many different forms a 'family' may take. In our work we will endeavour to ensure there is no stereotyping of families or discrimination with the aim of building a culture where sexism, misogyny, homophobia and gender stereotypes are not tolerated and positive action is taken to ensure children recognise that there is mutual respect between all members of the community.

To have a full understanding of the Relationships Education, Relationships and Sex Education (RSE) and Health Education curriculum it is important that this policy is read in conjunction with other core PSHE and Mental Wellbeing policies (see Appendix D).

Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ)

Schools are places of learning for all children. Transgender children are likely to be very vulnerable due to their personal circumstances. They have the same rights as all children to learn while feeling safe and to be free from bullying, harassment and discrimination.

Children are confused by the conflation of the terms 'sex' and 'gender' which may be used as if they mean the same thing, or are inextricably linked. At Yorke Mead we recognise it is important to acknowledge the biological sex distinction between boys and girls but relax the divisions based on gender, both in practical school policies and in general school life, PSHE classes etc.

- **Sex:** Male/Female XY or XX chromosomes, biological sex and reproductive organs which cannot be changed.

- **Gender:** Masculine/Feminine Societal expectations of behaviour, aptitudes and appearance depending on sex, which change from culture to culture. Gender or sex-role stereotypes.

Our work focuses on ensuring children understand that your biological 'sex' (male/female) is not a limit or restriction on the hobbies you enjoy or a barrier to the skills, opportunities or ambitions you may have. We work to avoid gender stereotypes and to help the children to do the same.

Whilst we do not directly teach children about aspects of LGBTQ, at Upper KS2 awareness could be raised (in the context of a series of lessons) that there are people in society who are LGBTQ. This may be covered when discussing similarities and differences e.g., physical, appearance, likes and dislikes, personality etc. Or when considering what makes a family, we will explore families with two mums or two dads, alongside the range of families within society. *When discussing any differences between people, Jigsaw helps teach children to form opinions about others based on whether they are kind, law-abiding, respectful, trustworthy, and responsible people, rather than judging them on appearance or whether a particular aspect of their lifestyle is different to their own. Children also learn about discrimination and prejudice including racism, sexism, and ageism.*

Note that any reference to adult relationships, whether LGBTQ or heterosexual people is NOT describing sexual activity as this would be inappropriate. Relationships lessons focus on respect and regard between people e.g., friendships and families.

This ensures that our work supports the Equality Act 2010.

For more information, please see the following document from Jigsaw.

Including and valuing ALL children. What does Jigsaw teach about LGBTQ relationships.

Safe and Effective Practise

Most of the teaching at Yorke Mead will occur in the children's mixed groups. However, to allow all children to feel safe and comfortable in their learning during Key Stage 2 we will, on occasions, split the class according to their sex to cover the 'boy talk' and 'girl talk' changes in their bodies they can expect during puberty. For girls, we recognise that the age at which puberty begins may be younger than for boys – and we would not wish any girl to begin her period unprepared for the changes. To that intent our 'girl talk' begins in more depth during Year 4. The more detailed 'boy talk' begins in Year 5. During Year 5 and Year 6 boys and girls are made aware of the changes that will occur in both sexes.

Asking Questions

Fostering an environment where children feel safe to ask questions and explore their preconceptions about a topic is important. No question should be considered a silly question, though children should understand it is important not to ask questions in order to deliberately make someone laugh or embarrass someone.

Teachers encourage children to learn the following ground rules established through the PSHE and P4C sessions (see appendix E)

Safeguarding

All staff members and external visitors who work with our pupils will be given a copy of this policy. Our school nurse (who may on occasions work with the school to support SRE education) is guided by the Fraser guidelines, which provides guidance for health professionals. The Headteacher / PSHE lead will have a discussion with any health professional or adult before they start work with the children. This is to ensure that they are familiar with our policy and expectations regarding correct practice at Yorke Mead and how to respond to issues, including those that relate to child protection matters.

We make it clear to pupils what our procedures are with regard to confidentiality when SRE is being delivered. We provide pupils with the opportunity to have their questions answered anonymously in a safe / secure environment i.e. question / worry / ask boxes are in each classroom so that pupils can place questions regarding any issue they are concerned about. Staff members can read these questions prior to the lesson to ensure the questions are age appropriate, answers are considered and will respond to these questions in a way that is age and stage appropriate. If a question is not age appropriate the question will not be answered. The staff member will always consult with the Headteacher and PSHE lead if guidance is required on how or whether to respond to particular queries / requests. Similarly with questions that are asked in class or in assembly, adults will follow agreed practice based on DfE Guidance 2019. Another adult will be in the room during question and answer sessions.

Should a child volunteer any information that gives cause for concern, staff will follow the school child protection and safeguarding policies, reporting to the designated senior person (DSP) for safeguarding. Where appropriate reference will be made to the Brook's Sexual Behaviours Traffic Light Tool as a guide to appropriate questions and comments from children.

Monitoring, Reporting and Evaluation

The Head teacher will provide a report to governors if there are significant changes in any of the following:

- the scheme of work
- number of parental and pupil complaints
- number of parents and pupils who attended the SRE evenings
- number of pupils withdrawn from lessons
- number of teachers and other staff involved in training on sex education.

Lessons on sex and relationship education will be observed as part of the normal programme of monitoring teaching.

Policy Review

This policy will be reviewed at least every three years, and more regularly in the light of any new guidance from the Department for Education, Ofsted or other key influences. The next scheduled review of this policy will be in May 2029.

Appendix A

Expectations by the end of primary school

Families and people who care for me

Pupils should know

- That families are important for children growing up safe and happy because they can provide love, security and stability.
- 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.
- 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.
- That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
- That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Pupils should know

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- 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.
- 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.
- 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.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
- How to manage conflict, and that resorting to violence is never right.
- How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful relationships

Pupils should know

- 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.
- The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
- 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.

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.

- 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.
- Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
- The conventions of courtesy and manners.
- 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.
- 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.
- What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
- How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online relationships

Pupils should know

- 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.
- 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 situations. How to recognise harmful content or harmful contact, and how to report this.
- 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.
- The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
- 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.
- 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.

Being safe

Pupils should know

- 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.
- 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.

- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
- How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
- 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.
- 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.

General Wellbeing

Pupils should know

- 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.
- The importance of promoting general wellbeing and physical health.
- 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.
- How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- That isolation and loneliness can affect children, and the benefits of seeking support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
- 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.
- 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).
- That it is common to experience mental health problems, and early support can help.

Internet Safety and Harms

Pupils should know

- 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.
- 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.
- 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.

- How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
- The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
- 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.
- That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
- How to understand the information they find online, including from search engines, and know how information is selected and targeted.
- That they have rights in relation to sharing personal data, privacy and consent.
- Where and how to report concerns and get support with issues online.

Physical Health and Fitness

Pupils should know

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- what it means to be physically active (e.g. out of breath, increased heart rate etc) and that guidance is for at least one hour physical activity per day
- the risks associated with an inactive lifestyle (including obesity,).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy Eating

Pupils should know

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- 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).
- Understanding the importance of a healthy relationship with food.

Drugs, Alcohol and Tobacco

Pupils should know

- 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.

Health and Prevention

Pupils should know

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good quality sleep for 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.

- About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check ups at the dentist.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- 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.

Basic First Aid

Pupils should know

- How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing Adolescent Body

Pupils should know

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

Personal safety

Pupils should know:

- About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Appendix B

Terminology used when teaching children about their bodies:

Anus - *the opening at the opposite end of the digestive system through which faeces is expelled from the body*

Fallopian Tubes - *long, slender tubes in the female abdomen that transport ova from the ovary to the uterus*

Fetus - *yet to be born baby*

Ovum (plural ova) - *the egg cell in the female reproductive system*

Ovary - *the organ in a female that produces the female egg (ovum)*

Penis - *male organ through which urine and sperm travel*

Scrotum - *pouch of skin located behind the penis that holds the testicles*

Semen - *whitish fluid that carries the sperm*

Sperm - *the cell in the male reproductive system*

Testis (testes) - *male sex glands that produce and store the sperm*

Uterus - *muscular organ in female that houses and nourishes a fertilized egg until the fetus is ready to be delivered*

Vagina - *canal in female mammals through which a baby travels when born*

Vulva - *external area around the opening of the vagina*

Womb - *another name for the uterus*

The following words are used at Year 5 and Year 6

Cervix – *the neck like opening to the uterus*

Clitoris – *a small sensitive part of the female genitals*

Erection – *when the penis becomes filled with blood and is rigid*

Ejaculation – *the action of sperm coming out of the penis*

Fertility treatment – *medical treatment to help with conception or to prevent genetic problems*

Masturbation – *touching, stroking or rubbing your own genitals*

Umbilical cord – *tube or chord that connects a fetus to the mother's placenta*

Wet dreams – *sometimes overnight semen seeps from the penis. We call this a 'wet dream'*

Gay – *the word gay is used to describe someone who falls in love with, or wants to have a relationship or partnership with, people who are the same gender as them. For example, some people have two dads that are in love with each other, or two mums that are in love with each other.*

Lesbian – *a lesbian is a woman who falls in love with, or wants to have a relationship or partnership with, other women. For example, some people have two mums that are in love with each other.*

Bi-sexual – if someone is bi, it means that they might fall in love with, or want to have a relationship or partnership with someone of the same gender as them or a different gender to them. For examples, a person might have had a boyfriend in the past but have a girlfriend now.

Trans – when babies are born, they are labelled as a boy or a girl. When some people get older, they realise that the label they were given was wrong. They might say 'I'm actually a girl', 'I'm actually a boy' or 'I'm not a boy or a girl'. Trans is the word used to describe people who feel like this.

Stonewall definitions

Appendix C

Relationship Education	Relationships and Sex Education	Health Education
What a relationship is What a friendship is What family means (including an understanding of birth families, extended families and forever families for adopted children) All types of family; families that look different to my family (These will include birth family, single parent families, blended families, foster families, same sex families). What is marriage? What is a civil relationship? Characteristics of a positive relationship – mutual respect, trust, loyalty, kindness, generosity, shared interests and experiences Respectful relationships – recognising bullying, responsibilities of bystanders Understanding stereotyping Online relationships – recognising the same principles apply, being safe online Being safe in relationships – recognising boundaries, the concept of privacy and secrets, appropriate contact, what to do if you do not feel safe	How male and female animals are the same and different Recognising female animals have babies Baby animals How a boy and girl are the same and how they are different Understanding what makes a boy a boy and what makes a girl a girl * Naming male and female body parts using correct scientific terminology * <i>*NB : This is essential pre-learning for understanding puberty</i>	How to keep physically and mentally healthy; including daily exercise, good nutrition and sufficient sleep Understanding and being able to talk about our emotions, positive and negative – the impact of isolation, loneliness, bullying, unhappiness etc Reactions and responses – what is a normal response and what is an issue that means we should seek help Understanding puberty including menstruation –the changing adolescent body Making good decisions about our bodies and health What constitutes a healthy diet Being safe in the sun – the risk of sun damage Personal hygiene Dental health and care The facts about legal and illegal substances including smoking, alcohol and drug taking The benefit of hobbies The impact of spending too much time online – why social media etc is age restricted The basics of first aid and how to make an emergency call

Appendix D

This policy should be read in conjunction with

Anti – bullying policy
 Child Protection Policy
 Emotional Health – How we support our pupils
 Emotional Wellbeing and PSHE Curriculum
 Food Policy
 Safeguarding Policy
 Teaching and Learning Policy

Appendix E

Ground rule	What this might mean to pupils
Openness	<i>We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss general situations as examples but will not use names or descriptions which could identify anyone. We will not put anyone 'on the spot'.</i>
Keep the conversation in the room	<i>We feel safe discussing general issues relating to mental health within this space, and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy.</i>
Non-judgemental approach	<i>It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion not the person'.</i>
Right to pass	<i>Taking part is important. However, we have the right to pass on answering a question or participating in an activity.</i>
Make no assumptions	<i>We will not make assumptions about people's values, attitudes, behaviours, life experiences or feelings.</i>
Listen to others	<i>We will listen to the other person's point of view and expect to be listened to.</i>
Using language	<i>We will use the correct terms for the things we will be discussing rather than the slang terms, as they can be offensive. If we are not sure what the correct term is we will ask our teacher.</i>
Asking questions	<i>We know that there are no stupid questions. We do not ask questions to deliberately try to embarrass anyone else. There is a question box for anonymous questions.</i>
Seeking help and advice	<i>If we need further help or advice, we know how and where to seek it confidentially, both in school and in the community. We will encourage friends to seek help if we think they need it.</i>