

# Harewood Primary School



Aspire, Acquire, Achieve

## **PSRHE POLICY**

Approved by Governors:	September 2023
Review Date:	September 2024
Signed by Headteacher:	
Signed by Chair of Governors:	

# Harewood Primary School

## **P.S.R.H.E. Policy**

### **What is the status of PSRHE education?**

The 2014 National Curriculum states that “All schools must make provision for personal, social, health and economic education (PSRHE), drawing on good practice.”

Schools have a statutory responsibility to support pupil's spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life. (Education Act 2002)

The equality act places duties on schools not only to address prejudice-based bullying but also to prevent it happening and in doing so keep protected characteristic groups safe.

Schools also have duties in relation to promoting pupil wellbeing, safeguarding and community cohesion. (Children Act 2004)

Relationships and health education became compulsory in all Primary Schools in 2020.

The Department for Education published statutory guidance for Health Education, Relationships Education and RSE in June 2019. This covers broad areas of particular relevance and concern to children and young people today. It should ensure that every child is guaranteed a PSRHE education that covers mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online.

### **What are the Aims of the Subject?**

A child's mental health is of paramount importance. At Harewood Primary School the aim of our PSRHE curriculum is to provide children with the understanding, ability and qualities to navigate their increasingly complex lives now and in the future. The PSRHE curriculum is designed to remove barriers to learning so any child can achieve regardless of their background and personal circumstances. A significant number of Harewood Primary pupils experience difficult conditions during their childhood. We want all children to be happy, healthy and safe and our quality PSRHE curriculum has the potential to turn their lives around thus enabling them to be the best they can be.

The overarching aim for PSRHE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

### **How is the Subject Organised and Implemented within School?**

Relationship and health education will be taught as part of our wider PSRHE curriculum.

To develop children's understanding of PSRHE and provide them with a foundation of life skills Harewood Primary School has adopted the Discovery Education's programme of study.

“Schools should tailor their programme to the needs of pupils and communities in order to be effective. There is no ‘one-size-fits-all solution’: there are many useful programmes and resources that schools can use to support their PSRHE provision, but PSRHE programmes should always be tailored to the needs of a school's own pupils and community.” (PSRHE ASSOCIATION)

At Harewood Primary School our PSRHE scheme of work is delivered via one weekly PSRHE lesson and one assembly each week. In this way we can be confident that we are meeting the needs of our children. Children's learning is addressed via three core areas

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

The learning objectives detailed within these core areas have been divided into weekly themes and are introduced via weekly year group assemblies (See appendix 1 ). Teachers also look for opportunities to reinforce these PSRHE themes and corresponding learning objectives across the school day and through all curriculum subjects. Anti-bullying week and Black History Month provide an additional opportunity to reinforce key concepts.

As we have found that children at school need to revisit learning regularly for it to be embedded and not forgotten making links across the curriculum, revisiting learning objectives within different themes across the year and then across year groups and key stages addresses this need.

Our discrete PSRHE lessons explore the statutory learning outcomes in greater detail through the Discovery Education programme. Discovery was chosen to provide progression and also because the resources enable teachers to deliver the curriculum in an engaging way. For example, every topic starts with a video which introduces the topic in contexts pupils can relate to their own lives; activities during lessons are not worksheet based but actively encourage discussion and multi-sensory approaches.

As a primary school, we are not required to provide sex education apart from the elements included in the primary science curriculum. However, as part of their PSRHE education, pupils in Year 6 will receive stand-alone sex education lessons following parental consent. (Please refer to SRE Policy).

## **EYFS**

In the early years, PSRHE is taught as an integral part of each and every day as well as through weekly lessons matched to the whole school themes. PSRHE curriculum begins in EYFS with the PSED area of learning but also as a thread through all areas of the EYFS. For example in Communication and Language children are required to express their ideas and feelings about their experiences using full sentences. In physical development children learn how to negotiate space and obstacles safely, with consideration for themselves and others. In Understanding of the World children learn about past and present and talk about the lives of the people around them and their roles in society.

## **Teaching & Learning Styles**

PSRHE themes are introduced to children in assemblies and lessons via stories, video clips, TV programmes and PowerPoints. Delivering lessons creatively yet meaningfully and sensitively is a priority for all teachers. Teachers ensure they are aware of and consider any pupils circumstances which may mean they need extra support to enable them to participate in the lesson. Teachers ensure time is allocated for children to discuss and reflect on the issues raised and children are encouraged to ask any questions either during or after the lesson. These questions are then addressed to the whole class or an individual whichever is deemed appropriate. Children are briefed on the procedures to follow should they feel uncomfortable or anxious during or after the lesson. Should a teacher have any concerns about a child's safety or wellbeing they will immediately alert the Designated Safeguarding Lead.

## **Handling complex issues safely**

Discussing and teaching about complex or sensitive issues safely is central to best practice in all PSRHE teaching, as every topic in PSRHE education has the potential to be sensitive for pupils. Harewood Primary School teachers approach all lessons with the assumption that at least one pupil could have direct experience of the topic being discussed, or find it sensitive for another reason and plan their language use, resources and activities accordingly.

Ground rules are a really effective strategy used at Harewood Primary School and are developed by teachers and pupils together at the start of each academic year. They are revisited at the start of every lesson and adhered to throughout the lessons. Examples of ground rules used are

- Respecting what people say
- Listening to others
- Not asking personal questions or putting people 'on the spot'

- Not making assumptions about other people
- Having the right to 'pass' if you don't want to comment

We use distancing techniques such as stories, scenarios, clips from TV programmes or case studies to provide fictional characters and storylines that stimulate discussion whilst 'de-personalising' discussions. The following or similar questions are used to support distanced discussion:

What is happening to them?

Why might this be happening?

How are they feeling? What are they thinking?

What do other people think of them?

Who could help them?

What would you tell them to do if they asked for help?

What could you say or do to persuade them to act differently?

We feel it is important to encourage pupils to ask questions but this requires the teacher to feel confident to handle the questions raised.

When faced with a tricky question teachers will

- Thank them for the question and check you have understood what they are asking and what they think the answer is
- Give a factual, age-appropriate answer when you can
- Buy time if necessary: explain you do not know the answer/are not sure how best to answer and that you will find out more and respond later. Be prepared with a response such as 'That's a really interesting question and it deserves a good answer – let me have a think about it (for a minute) / (and get back to you later). Consider whether you need to consult senior colleagues. What is the school policy? Is there a potential safeguarding issue?

Question boxes are sometimes used so pupils can ask questions privately at any time. The teachers can then follow up these questions individually with that child or if appropriate with the whole class

### **Resources**

In following the PSHE Associations programme of study for assemblies we do not rely on a single scheme of work and can draw on resources from lots of different providers including PSHE Association, Twinkl Life, Primary Stars, Rise Above, Medway and NSPCC A subscription to Discovery Educations Health and Relationships provides us with child led scenario based videos which link to our themes (See appendix 2).

### **Kidsafe**

Harewood Primary School is a KIDSAFE registered school and therefore also deliver a variety of age appropriate safeguarding workshops helping pupils to keep themselves safe in a variety of situations (See appendix 3 ) The language used in Kidsafe lessons is embedded within the PSRHE curriculum.

### **Cross- Curricular Links**

PSRHE education should not be planned in isolation. It is most effective when links are made with other relevant subjects to ensure consistency and continuity for pupils. These include science, computing and physical education.

At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.

The national curriculum for computing includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and where to go for help and support.

The national curriculum for PE aims to ensure pupils lead healthy and active lives.

When planning PSRHE education staff take account of existing DFE guidance and school policies on Sex and Relationships Education, preventing and tackling bullying, safeguarding and equality.

### **Science Curriculum**

- **Timing of puberty education**

The DfE RHE guidance states that teaching about puberty and menstruation should be covered before onset. As some pupils will begin puberty from as young as age 7, this means that puberty

and menstruation education at an age-appropriate level will be delivered in the Summer term in year 4.

'Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.' (DfE RHE Guidance, 2019)

All pupils should learn about the changes that happen to each gender and it is preferable that pupils learn together to encourage mature discussion and empathy between the sexes, however in some circumstances, it may be more acceptable or productive to use single gender groups.

- **Teaching names for external body parts**

It is important that pupils have a common language in the classroom to describe genitals. This helps to safeguard them as it enables staff to clearly teach about safe and unsafe touch and the parts of the body that are private. In turn, this allows pupils to explain clearly to a trusted adult if someone is touching them inappropriately. Pupils will be reassured that it is fine to use 'family' or colloquial names at home but at school they should use the correct scientific terms. The diagrams and resources used are not pornographic as they are not intended to stimulate sexual excitement, but rather to educate pupils about their bodies and which parts are private to them.

The DfE Guidance outcomes state that pupils should know 'how to report concerns or abuse, and the vocabulary and confidence needed to do so'.

### **Emotional Literacy**

Emotional literacy is a high priority within school and is interwoven in the daily conversations at school. An emotional literacy word is delivered weekly to every class. (During this lesson an emotion is highlighted and teachers help children to understand and discuss how this particular emotion feels, what it looks like and means and how it could be caused. Teachers encourage children to develop strategies to manage these feelings effectively. These talking points provide another opportunity to reinforce the safeguarding messages delivered via the Kidsafe programme and provide children with the vocabulary to share their needs and concerns. By teaching the children how to manage and understand emotions they will be motivated and equipped to:

- Be effective and successful learners
- Make and sustain friendships
- Deal with and resolve conflict evenly and fairly
- Solve problems with others by themselves
- Manage strong feelings such as frustration, anger or anxiety
- Be able to promote calm and optimistic states that promote the achievement of goals

(See appendix 5 for emotional literacy words overview)

### **Protected characteristics**

The protected characteristics of age, marriage and civil partnership, pregnancy, disability, race, religious belief or lack of religious belief, sex and sexual orientation are taught throughout the PSRHE curriculum at Harewood Primary School. (See appendix 6)

## **Assessment**

Each series of lessons begin with a baseline assessment activity and end with an end-point assessment activity. Baseline assessment provides an insight into the pupils' prior knowledge, understanding, skills, attitudes, beliefs and vocabulary. Moreover, the end-point activity allows teachers and pupils to demonstrate progress made from that starting point.

When assessing pupils' baseline, it is important that the topic is not discussed with them beforehand, and that they are not over-prompted. The idea is to set an open-ended activity using neutral language that does not lead pupils to a particular answer—thus giving a genuine snapshot of what they are bringing to the topic before teaching anything new. Baseline assessment activities can be done individually or in some lessons teachers may wish to quickly gauge the group's starting point by carrying out the baseline activity through small group work or whole class discussion.

Baseline activities are

- individual, small group or whole class mind-mapping
- 'graffiti' sheets
- 'draw and write'
- using photographs or pictures as a stimulus for a brain-storm
- a 'round', where each pupil in turn contributes something they know about a topic.
- quizzes
- storyboards to illustrate current strategies for managing a given situation
- Describe to an alien

## **Computing and E safety**

Class teachers and the ICT team explore the opportunities offered by ICT to enhance teaching and learning, including interactive whiteboards. Learning in PSRHE will compliment learning in Computing, where the children will develop a sense of global citizenship by safe use of the internet. There is an e-safety policy for all pupils, which aims to develop a set of safe and discriminating behaviours for pupils to adopt when using the internet and other technologies. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT.

## **Education for a Connected World**

At Harewood Primary School we have ensured our curriculum provides pupils with the knowledge, understanding and skills they should have at different ages and stages by mapping our curriculum to the Education for a Connected World Document 2020. It highlights what a child should know in terms of current online technology, its influence on behaviour and development, how to get support, and what skills they need to be able to navigate it safely. (See appendix 7)

## **Cross Phase Links**

Staff work closely with colleagues across Early Years and Key Stages 1 and 2 to ensure there is continuity and progress.

## **Community Cohesion**

Across the key stages visits are to be encouraged to enhance the teaching of topics and develop community cohesion.

## **Specialist Teaching**

The class teacher may be supported by outside agencies such as the school nurse and community police team

## **Role of the teacher**

Providing a secure environment in school and class is vitally important for children's development and an intrinsic part of PSRHE. We want our children to be happy and confident in school and from the nursery stage they are encouraged to be increasingly independent and to take responsibility for the school environment.

We build on and extend the children's experiences to help them to make the choices which lead towards a healthy lifestyle. Teachers need to use positive reinforcement to provide a good role model for the development of personal relationships and self-esteem. They must also be very aware of individual differences and needs and be prepared to address these as opportunities

arise throughout the day as well as in specific activities to increase children's self-esteem and knowledge.

### **Teaching Assistants**

Teaching Assistants are used primarily to support children with Special Educational Needs to enable them to have equal access to the learning objectives of the lesson. They may work alongside the children to provide additional explanations or they may adapt activities to meet the particular special needs of an individual child. They work under the guidance of the class teacher and are part of the planning for the lessons. Higher level teaching assistants can plan, prepare, deliver and assess specified work under the supervision of a teacher.

### **Signposting support**

Teachers ensure that, included in the lesson, is information about different sources of help for young people—both within and beyond the school. Teachers make sure children know the key people they can speak to at school and that if they want to they can speak to any teacher. Opportunities are provided for pupils to develop the skills to seek advice and articulate their concerns by explaining how to access help and what is likely to happen if they seek support from different services.

NSPCC's website [www.nspcc.org.uk](http://www.nspcc.org.uk) includes up to date information and sources of support. The NSPCC runs Childline [www.childline.org.uk](http://www.childline.org.uk) (0800 1111), as well as an advice line for adults worried about children (0808 800 5000).

Other organisations that provide online support for children and young people on a range of complex issues include Rise Above [www.riseabove.org.uk](http://www.riseabove.org.uk) and Thinkuknow [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

Pupils are also taught that in an emergency or crisis they can call 999.

Childline posters are displayed in classrooms and throughout school and trusted adult displays are located in the main corridors.

### **Equal Opportunities**

As with all school provision PSRHE education is delivered in line with the requirements of the Equality Act and the Public Sector Equality Duty. It is our duty to foster good relations between people of different protected characteristics and prevent discrimination. There will be no promotion of any particular sexual orientation as we only promote healthy relationships. Being inclusive of different families, identities and relationships fits within our school ethos and values. We want pupils to be respectful of all people regardless of difference. With this in mind our lessons promote a range of different families throughout school and not just in PSRHE education. The PSRHE curriculum is accessible to all children irrespective of age, ability, gender and cultural background. Children are encouraged to respect and value the diversity of other cultures and lifestyles.

### **Health & Safety**

All school visits are carefully planned with safety in mind and consideration of the age and ability of the children. Field trips are well supervised. Staff should refer to the Educational Visits Guidelines.

### **Role of the Subject Leader**

Please refer to the policy on the role of the Curriculum Leader.

### **Parental Involvement**

As co-educators of children parents have an important role to play. They should be kept informed about the areas of study within PSRHE so that they can make the most of any opportunities to develop and further discuss concepts and issues introduced at school. Homework should support learning in school and the teacher needs to provide parents with enough information to enable them to be clear about the purpose of the activity and their role. Parents do not have the right to withdraw their child from relationship education; however, they do have the right to withdraw their children from the non-statutory /non-science components of sex education within PSRHE. Puberty and menstruation come within the Health Education curriculum, which is statutory, and therefore pupils cannot be excused. Please refer to the schools SRE Policy for more information.

### **Role of the Governing Body**

The Curriculum Working Party has the role of approving all curriculum policies.

## Appendix 1 – Harewood Primary School Overview of assembly themes

3 Key Areas: 1. Health and Wellbeing 2. Relationships 3. Living in the Wider World

Key stage 1	Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
<u>1</u>	New beginnings	People who help us including Remembrance Day	New Year Goals	Challenging Stereotypes	Relationships	Peer pressure and Consequences
<u>2</u>	Feelings	Anti-bullying week Children in Need	Sleep and relaxation	Who can help me in an emergency?	Sun safety	Good to be
<u>3</u>	Friendship	Road safety week	Change and loss	Environment	Risks, rules and age restrictions	Ageing
<u>4</u>	Keeping healthy	Family	World of work	Strangers	Dental hygiene	Asking for help
<u>5</u>	World Animal Day	Rules to keep us safe	Internet Safety	Managing anger and conflict	Money	Hygiene
<u>6</u>	Significant Individuals Black history month	Belonging	Internet safety		Responsibilities	Secrets versus surprises
<u>7</u>	Respect and manners					Keeping safe with medicines
<u>8</u>	Bonfire Night safety					Coping with change

Key stage 2	Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
<u>1</u>	New beginnings	Listening and responding	New Year Goals	Challenging Stereotypes including prejudice and discrimination	Good and bad Relationships including peer pressure	Asking for help
<u>2</u>	Mental health	Anti-bullying week Children in Need	Getting on and falling out	First Aid	Dental health	Hygiene
<u>3</u>	Friendship	Road and rail safety week	Rule of law	Personal space and privacy	The World of Work	Medicine
<u>4</u>	Keeping healthy	Developing values / Good to be	Internet safety	Media literacy and digital resilience	Money	Drugs, alcohol and tobacco
<u>5</u>	Environment	Rights and responsibilities	Online relationships	Managing anger and conflict	Responsibilities including sun safety	Keeping safe
<u>6</u>	Significant individuals Black history month	Belonging	Families	Relationships	Mental health	Keeping safe
<u>7</u>	Respect					Coping with change
<u>8</u>	Risk including bonfire night					



## Appendix 2 – Discovery Education Health and Relationships Education Overview

Discovery Education Health and Relationships						
	Healthy and happy friendships	Similarities and differences	Caring and responsibility	Families and committed relationships	Healthy body , healthy mind	Coping with change
Y1	Forming friendships and how kind or unkind behaviours impact other people.	Similarities and differences between people and how to respect and celebrate these.	Identifying who our special people are and how they keep us safe.	What a family is (including difference and diversity between families), and why families are important and special.	Our bodies and the amazing things they can do. Learning the correct names for different body parts.	Growing from young to old and how we have changed since we were born.
Y2	Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations.	Exploring different strengths and abilities. Understanding and challenging stereotypes.	The different communities and groups we belong to and how we help and support one another within these.	The different people in our families, and how families vary.	Ways to stay healthy, including safe and unsafe use of household products and medicines.	Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.
Y3	Being a good friend and respecting personal space. Strategies for resilience.	Respecting and valuing differences. Shared values of communities.	Our responsibilities and ways we can care and show respect for others.	Different types of committed relationships and the basic characteristics of these.	Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.	Coping with feelings around the changes in our lives.
Y4	Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.	Identity and diversity. Seeing different perspectives and not making judgements based on appearance.	Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.	The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter.	Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices.	How our bodies change as we enter puberty, including hygiene needs and menstruation.
Y5	Identity and peer pressure off- and online. Positive emotional health and wellbeing.	Celebrating strengths, setting goals and keeping ourselves safe online.	How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.	The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.	Our unique bodies and self-acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.	How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.
Y6	How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.	Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.	How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.	<b>*Sex education:</b> adult relationships and human reproduction, including different ways to start a family.	Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.	Ways to manage the increasing responsibilities and emotional effects of life changes.

## **Appendix 3 - KIDSAFE UK**

Harewood Primary School is a KIDSAFE registered school.

All Kidsafe programmes are based on good practice and are delivered without shattering pupils' innocence.

### **Kidsafe Aims:**

- To help pupils protect themselves against all forms of abuse.
- All groups of pupils feel safe at school and at all alternative provision placements at all times.
- Pupils understand very clearly what constitutes unsafe situations and are highly aware of how to keep safe, including in relation to e-safety.

Schools registered with Kidsafe, and committing to having at least one Kidsafe trained tutor within school, deliver a variety of age appropriate safeguarding workshops helping pupils to keep themselves safe in a variety of situations. Workshops can be linked in the annual cyber safety/e-safety week, when the main messages of the workshop can be re-visited and re-enforced.

The Kidsafe trained tutor delivers a comprehensive safeguarding programme to all pupils in school, annually, giving pupils very simple but effective strategies to deal with all forms of child abuse. The age appropriate programme covers sexual abuse, physical abuse, emotional and domestic abuse. It also includes an in-depth e-safety section which gives children strategies to deal with inappropriate images, setting firewalls, privacy settings and enables children to make healthy choices around what technology they are accessing, watching and playing. There are various additional workshops aimed at specific age groups and to meet specific needs.

### **KIDSAFE Programme Contents**

#### **EYFS**

Session One Trust

Session Two Yucky feelings: Sad, scared and worried

Session Three Bullying & introducing trusted grown-ups within school

Session Four Voice & naming of trusted grown ups

Session Five Computer/internet safety, age ratings

Session Six How arguing makes us feel and Evaluation

Session Seven Recap evaluation

#### **FULL PROGRAMME 2 FOR YEARS 3 AND 4**

Session One

Re-cap of first KidSafe programme; rules for keeping private places safe; what gives children yucky feelings; trusting intuition.

Session two Death of a pet, bereavement; difference.

Session three Bullying and how it makes us feel; difference.

Session four Trust; not having a trusted grown-up; being bullied online.

Session five Emotional impact of and harm resulting from exposure to violent films and games; defining peer pressure.

Session six Choices; what constitutes cyber bullying.

Session seven Peer pressure, why it's hard to say no to friends.

Session eight Anger, what is it and how to deal with it in a positive way.

Session nine Recognising and controlling angry feelings, defining mental health and emotional wellbeing.

Session ten Parents and carers arguing; how it makes children feel; children's evaluation of the programme.

Session eleven Recap; not keeping yukky secrets; full FP2 evaluation with children

## FULL PROGRAMME 2 FOR YEARS 5 AND 6

### Session One

Re-cap of first KidSafe programme; rules for keeping private places safe highlighting the need to keep them safe online and on devices as well, trusting intuition and what gives you yukky feelings?

### Session Two

Death of a pet, bereavement; difference

### Session Three

Bullying and how it makes us feel; difference

### Session Four

Trust; not having a trusted grown-up; being bullied online

### Session Five

Emotional impact and harm resulting from exposure to violent films and games; defining peer pressure

### Session Six

Choices; what constitutes cyber bullying

### Session Seven

Peer pressure, why it's hard to say 'No' to friends,

### Session Eight

Anger, what is it and how to deal with it in a positive way

### Session Nine

Recognising and controlling angry feelings; defining mental health and emotional wellbeing

### Session Ten

Parents and carers arguing, how it makes children feel  
Mental health and emotional wellbeing

### Session Eleven

Re-cap of FP1 not keeping yukky secrets; dealing with dangers online, impact on mental health and emotional wellbeing; re-cap of FP2, evaluation

### Session Twelve

Re-cap FP1 rules for keeping our private places safe highlighting the need to keep them safe online and on devices as well, the FP2 re-cap including all KS scenarios and the impact on children's mental health and wellbeing.

Please Note: There are two further optional scenarios for Y6 only

1. Introducing the issue of 'County Lines/Child Exploitation'
2. Optional workshop Y6 only - Developing a safe culture to prevent harmful sexual activity online and face-to-face

New one hour workshops which can be delivered as and when needed for y3-6

1. Anger

2. Impact and harm of games and films
3. Peer pressure
4. Y5 and 6 only - Mental health

New 2 x one hour workshops for 3 and 4 and 5 and 6

1. Cyber Bullying Prevention & Safe U.

## Appendix 4 – Relationships and Health Education Statutory Requirements

### Physical Health and Mental Wellbeing

By the end of primary school:

<p><b>Mental Wellbeing</b></p>	<p>Pupils should know</p> <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 wellbeing 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 wellbeing.</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 wellbeing or ability to control their emotions (including issues arising online).</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>
<p><b>Internet safety and harms</b></p>	<p>Pupils should know</p> <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 know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <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</li> <li>• where and how to report concerns and get support with issues online</li> </ul>
<p><b>Physical health and fitness</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> </ul>

	<ul style="list-style-type: none"> <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).</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>	<p>Pupils should know</p> <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.</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>	<p>Pupils should know</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>
<b>Health and prevention</b>	<p>Pupils should know</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> <li>• about dental health and the benefits of good oral hygiene, including visits to the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing.</li> <li>• about immunisations.</li> </ul>
<b>Basic first aid</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• know how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent body</b>	<p>Pupils should know:</p> <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.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

## Relationship Education

### By the end of primary:

<b>Families and people who care for me</b>	<p>Pupils should know</p> <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</li> </ul>
--	--

	<p>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.</p> <ul style="list-style-type: none"> <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. <ul style="list-style-type: none"> <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> </li> </ul>
<b>Caring friendships</b>	<p>Pupils should know</p> <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.</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 or advice from others, if needed.</li> </ul>
<b>Respectful friendships</b>	<p>Pupils should know</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. <ul style="list-style-type: none"> <li>• the conventions of courtesy and manners.</li> </ul> </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.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<p>Pupils should know</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> </ul>

	<ul style="list-style-type: none"> <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.</li> <li>• how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p> <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.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>



## Appendix 5 Emotional Literacy Overview

### Emotional Literacy Assemblies Overview

<u>Key stage 1</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>1</u>	Happy	Jolly	Annoyed	Inadequate	Defenceless	Bothered
<u>2</u>	sad	Upset	Helpless	Jealous	Cheerful	Powerless
<u>3</u>	Mad	Hateful	Joyful	Overwhelmed	Abandoned	Energetic
<u>4</u>	Scared	Anxious	Confused	Peaceful	Frustrated	Depressed
<u>5</u>	Calm	Excited	Furious	Isolated	Insecure	Wounded
<u>6</u>	Hurt	Lonely	Worried		Enthusiastic	Worried
<u>7</u>	Happy		Relaxed			Brave
<u>8</u>	Fearful					

<u>Key stage 2</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>1</u>	Y3-content Y4-jovial Y5-on cloud nine Y6-synonyms for joy	Y3-put off Y4-revolved Y5-appalled Y6-horror stricken	Y3-peaceful Y4-unruffled Y5-laid-back Y6-tranquil	Y3-delighted Y4-animated Y5-eager Y6-elevated	Y3-delighted Y4-animated Y5-eager Y6-elevated	Y3-hateful Y4-irritated Y5-jealous Y6-hostile
<u>2</u>	Y3-calm Y4-content Y5-at ease Y6-synonyms for trust	Y3-irritated Y4-frustrated Y5-agitated Y6-exasperated	Y3-giddy Y4-inspired Y5-enthused Y6-provoked	Y3-sickened Y4-horrified Y5-distaste Y6-aghast	Y3-devastated Y4-crushed Y5-cheerless Y6-despondent	Y3-miserable Y4-mortified Y5-devastated Y6-demoralised
<u>3</u>	Y3-upset Y4-uneasy Y5-troubled- Y6-synonyms for fear	Y3-terrified Y4-panicky Y5-in a state Y6-alarmed	Y3-gleeful Y4-joyful Y5-cheerful Y6-jubilant	Y3-care free Y4-composed Y5-mellow Y6-serene	Y3-speechless Y4-taken aback Y5-stupefied Y6-aghast	Y3-panicky Y4-terrified Y5-startled Y6-alarmed
<u>4</u>	Y3-astonished Y4-shaken Y5-stunned Y6-synonyms for surprise	Y3-pleased Y4-glad Y5-overjoyed Y6-thrilled	Y3-furious Y4-raging Y5-fuming Y6-enraged	Y3-cross Y4-upset Y5-livid Y6-outraged	Y3-offended Y4-nauseated Y5-offended Y6-loathed	Synonyms for scared
<u>5</u>	Y3-tearful Y4-glum Y5-	Y3-shocked Y4-dazed Y5-	Y3-worried Y4-petrified Y5-afraid	Y3-upbeat Y4-delighted	Y3-relaxed Y4-blissful Y5-stress	Synonyms for sad

	shattered Y6- synonyms for sadness	astounded Y6- flabbergasted	Y6-startled	Y5-elated Y6- ecstatic	free Y6- calm	
<b><u>6</u></b>	Y3 -thrilled Y4- exuberant Y5- exhilarated Y6- synonyms for anticipation	Y3-gloomy Y4-unhappy Y5-pitiful Y6- demoralised	Y3-gutted Y4-miserable Y5-pitiful Y6-dejected	Y3- frightened Y4-fearful Y5- distraught Y6- anxious	Y3-blue Y4- heartbroken Y5- depressed Y6-crushed	Synonyms for happy
<b><u>7</u></b>	Y3- annoyed Y4-irate Y5- incensed Y6- synonyms for anger		Y3-alarmed Y4-startled Y5- bewildered Y6- thunderstruck			Synonyms for nervous
<b><u>8</u></b>	Y3-disliked Y4- shocked Y5-repelled Y6- synonyms for disgust					

## **Age**

### **KS1 Ageing assembly**

H26. about growing and changing from young to old and how people's needs

Change

*THREADED THROUGHOUT PSRHE LESSONS AND ASSEMBLIES, PUPILS WILL TAKE PART IN MANY AGE RELATED DISCUSSIONS AND ACTIVITIES SUCH AS AGE APPROPRIATE COMPUTER APPS, HOW RESPONSIBILITIES CHANGE AS WE GROW OLDER*

## **Gender reassignment**

### **Marriage and civil partnerships**

#### **KS1 Family assembly**

#### **KS1 Challenging stereotypes assembly**

#### **KS1 Relationships assembly**

R3. about different types of families including those that may be different to their

Own

#### **KS2 Assembly Relationships**

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different

R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong

R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others

R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart

R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another

## **Pregnancy**

**Year 6 sex education lessons (parents have right to withdraw)**

## **Disability**

### **KS1 Assembly Good to be me**

L14. that everyone has different strengths

H21. to recognise what makes them special

H22. to recognise the ways in which we are all unique

H23. to identify what they are good at, what they like and dislike

L6. to recognise the ways they are the same as, and different to, other people

### **KS2 Assembly Good to be me / Developing values**

**H25.** about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

**H27.** to recognise their individuality and personal qualities

*THROUGHOUT THE DISCOVERY EDUCATION PROGRAMME THERE ARE A RANGE OF ACTORS AND PHOTOGRAPHS TO SUPPORT INCLUSIVITY TO HELP ALL CHILDREN FEEL REPRESENTED. WE ENCOURAGE ALL CHILDREN TO UNDERSTAND THAT WE ARE ALL SPECIAL AND UNIQUE AND WE SHOULD ALWAYS EMBRACE OUR DIFFERENCES.*

## **Race**

### **KS1 Assembly Good to be me**

H21. to recognise what makes them special

H22. to recognise the ways in which we are all unique

L6. to recognise the ways they are the same as, and different to, other people

### **KS2 Assembly Good to be me / Developing values**

**H25.** about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

**H27.** to recognise their individuality and personal qualities

*THROUGHOUT THE DISCOVERY EDUCATION PROGRAMME THERE ARE A RANGE OF ACTORS AND PHOTOGRAPHS TO SUPPORT INCLUSIVITY TO HELP ALL CHILDREN FEEL REPRESENTED. WE ENCOURAGE ALL CHILDREN TO*

*UNDERSTAND THAT WE ARE ALL SPECIAL AND UNIQUE AND WE SHOULD ALWAYS EMBRACE OUR DIFFERENCES.*

## **Religious belief or lack of religious belief**

### **KS1 Assembly Good to be me**

H21. to recognise what makes them special

H22. to recognise the ways in which we are all unique

L6. to recognise the ways they are the same as, and different to, other people

### **KS2 Assembly Respect**

**R32.** about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

**R33.** to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

### **KS2 Assembly Good to be me / Developing values**

**H25.** about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

**H27.** to recognise their individuality and personal qualities

*THROUGHOUT THE DISCOVERY EDUCATION PROGRAMME THERE ARE A RANGE OF ACTORS AND PHOTOGRAPHS TO SUPPORT INCLUSIVITY TO HELP ALL CHILDREN FEEL REPRESENTED. WE ENCOURAGE ALL CHILDREN TO UNDERSTAND THAT WE ARE ALL SPECIAL AND UNIQUE AND WE SHOULD ALWAYS EMBRACE OUR DIFFERENCES.*

## **Sex**

### **KS2 Assembly Challenging Stereotypes including prejudice and discrimination**

**L9.** about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

**L10.** about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

**R21.** about discrimination: what it means and how to challenge it

## **Sexual orientation**

### **KS2 Assembly Relationships**

R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different

R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong

## **Appendix 7 Education for a Connected World 2020 Edition mapped to PSRHE curriculum**

### **Self Image and Identity**

*Education for a Connected World Objectives covered via*

- Kidsafe
  1. EYFS Computer and internet safety -  
Keeping safe when you are using computers/ technology of any sort and the internet  
Keeping safe when you are watching TV, playing games and watching DVDs  
Age ratings
  2. KS1 and 2 Keeping safe lesson on technology from full programme 1
  3. Y3 -6 Cyber bullying - The ways that someone can fake who they really are
  
- Discovery Education
  1. Y5 Happy and Healthy Friendships -Changing friendships - Identity and peer pressure off and online.
  2. Y6 Similarities and Differences – Respectful behaviour online and offline – Identity online
  3. Y6 Healthy mind, healthy body – Social media and our wellbeing
  
- Key stage 1 Assemblies on internet safety  
Objectives covered from PSHE Association  
*L9. that not all information seen online is true*  
*R14. that sometimes people may behave differently online, including by pretending to be someone they are not*  
*R15. how to respond safely to adults they don't know*  
*H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them*
  
- Key stage 2 Assemblies on internet safety  
Objectives covered from PSHE Association  
*H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact*  
*R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns*  
*R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know*

### **Online Relationships**

*Education for a Connected World Objectives covered via*

- Computing lessons for communicating online
- Key stage 1 Assemblies on internet safety  
Objectives covered from PSHE Association  
*L7. about how the internet and digital devices can be used safely to find things out and to communicate with others*  
*R14. that sometimes people may behave differently online, including by pretending to be someone they are not*  
*R15. how to respond safely to adults they don't know*
- Key stage 2 Assemblies on internet safety  
Objectives covered from PSHE Association  
*R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships*  
*R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face*  
*R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary*  
*R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns*  
*R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know*
- Kidsafe - Cyber Bullying Prevention & Safe Use of the Internet Workshop - Yr 3 upwards
  - Dangers of using digital devices when told not to
  - Cyber bullying prevention and safe use of the internet
  - The importance of telling a trusted adult or CEOP for example
  - Online grooming – ensuring children don't communicate with or meet people they do not know
  - How DO children actually know who they are communicating with? Concluding that they don't

## **Online reputation**

*Education for a Connected World Objectives covered via*

- Kidsafe
  1. EYFS Computer and internet safety - Keeping safe when you are using computers/ technology of any sort and the internet
  2. KS1 and 2 Keeping safe lesson on technology from full programme 1
  3. Cyberbullying  
 Digital profile – why it is important not to reveal details about yourself  
 Privacy settings and keeping them up to date  
 Evidence trail by the digital footprint that technology leaves
- Discovery Education



1. Y5 Similarities and differences -Online safety – What information should I put online?.
2. Y6 Similarities and Differences – Respectful behaviour online and offline –the importance of respect and kindness when communicating online.
3. Y6 Healthy mind, healthy body – Social media and our wellbeing

- Key stage 1 Assemblies on internet safety

Objectives covered from PSHE Association

*L7. about how the internet and digital devices can be used safely to find things out and to communicate with others*

*L9. that not all information seen online is true*

- Key stage 2 Assemblies on internet safety

Objectives covered from PSHE Association

*H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact*

### **Online bullying**

*Education for a Connected World Objectives covered via*

- *KS! Assembly*  
*R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult*
- *KS2 Assembly*  
*R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary*

- Kidsafe

1. EYFS Computer and internet safety -

Keeping safe when you are using computers/ technology of any sort and the internet

Keeping safe when you are watching TV, playing games and watching DVDs

Age ratings

2. KS1 and 2 Keeping safe lesson on technology from full programme 1

3. Cyber bullying (2 x Two hour fully scripted workshops year 3 - 4 and year 5 upwards)

Topics covered:

Digital devices children have access to at home

Where these are used and charged

Which online games children play

Dangers of using digital devices when told not to

SMS – which are children using?

Digital profile – why it is important not to reveal details about yourself

Privacy settings and keeping them up to date

Legality of using technology devices and inappropriate use of them

Cyber bullying prevention and safe use of the internet  
The methods used to cyber bully  
How it makes those being cyber bullied feel  
Why children don't tell when it is happening to them  
The importance of telling a trusted adult or CEOP for example  
Why someone might become a cyber bully  
Evidence trail by the digital footprint that technology leaves  
Online grooming – ensuring children don't communicate with or meet people they do not know  
How DO children actually know who they are communicating with? Concluding that they don't  
The ways that someone can fake who they really are  
Emphasising how important it is to report cyber bullying

### **Managing online information**

- Kidsafe -reporting concerns
  1. Impact and harm unit Y3 upwards-
    - To make children aware of the potential impact of watching and playing material that is too old for them --To enable children to make healthy choices around what they watch and play
    - To enable children to resist peer pressure
  2. Cyber bullying (2 x Two hour fully scripted workshops year 3 - 4 and year 5 upwards)
    - Legality of using technology devices and inappropriate use of them
- Key stage 1 Assemblies on internet safety  
Objectives covered from PSHE Association  
*L9. that not all information seen online is true*  
*H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them*
- Key stage 2 Assemblies on internet safety  
Objectives covered from PSHE Association  
*H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact*
- Discovery Education Y6 Healthy mind, healthy body – Social media and our wellbeing

## **Health, well being and lifestyle**

- Kidsafe
  1. EYFS Computer and internet safety -
    - Keeping safe when you are using computers/ technology of any sort and the internet
    - Keeping safe when you are watching TV, playing games and watching DVDs
    - Age ratings
  2. KS1 and 2 Keeping safe lesson on technology and age ratings from full programme 1
  3. Y3 -6 Cyber bullying - Which online games children play and Dangers of using digital devices when told not to

- Discovery Education

Y5 Happy and Healthy Friendships -Changing friendships - Identity and peer pressure off and online.

Y6 Similarities and Differences – Respectful behaviour online and offline – Identity online

Y6 Healthy mind, healthy body – Social media and our wellbeing

- Key stage 1 Assemblies on internet safety  
Objectives covered from PSHE Association
  - L7. about how the internet and digital devices can be used safely to find things out and to communicate with others*
  - L8. about the role of the internet in everyday life*
  - L9. that not all information seen online is true*
  - H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them*
- Key stage 2 Assemblies on internet safety  
Objectives covered from PSHE Association
  - H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact*
  - H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online*

## **Privacy and security**

- Computing lessons on privacy and passwords
- Kidsafe - privacy lesson
- Key stage 1 Assemblies on internet safety  
Objectives covered from PSHE Association

*H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them*

- Key stage 2 Assemblies on internet safety

Objectives covered from PSHE Association

*H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact*

### **Copyright and ownership**

- Computing lessons – check with Computing coordinator
- KS2 Assembly Rule of law

*L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws*

*H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming*

# Relationship and Sex Education Policy

## Appendix to PSRHE Policy

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools.

Education about relationships is covered through many aspects of the PSRHE curriculum and children also learn about changing adolescent bodies through the science curriculum at key stage 2.

Paragraph 67 of the DfE guidelines on teaching Relationships Education and Health education:  
“It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The Department of Education continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It 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.”

Where schools provide sex education at key stages 2, parents will have the right to withdraw their child from sex education but not from statutory Relationships Education or Health Education.

The following policy relates to the non-compulsory aspects of sex education which will be delivered to year 6 pupils at Harewood Primary school in the Summer term. The sex education elements of the Health and Relationships programme delivered at Harewood Primary School are contained in Year 6 Families and committed relationships Discovery Education programme.

### **Why is sex education important at year 6?**

The aim of our sex education programme is to prepare pupils to cope with the physical and emotional challenges of growing up, and to give them an elementary understanding of what constitutes a healthy relationship and human reproduction. It will help young people learn to respect themselves and others and move with confidence from childhood through adolescent into adulthood. Effective sex education enables young people to make responsible and well-informed decisions about their lives. It is not delivered in isolation but as part of our comprehensive PSRHE programme.

The content and delivery of sex education is age appropriate and designed to meet the needs of pupils. If a child is removed from sex education the concern is that they may seek information from classmates or elsewhere, including online, and thus receive partial or potentially misleading information which is not age appropriate.

Having an understanding of what is meant by sex is an important foundation for the compulsory Relationships and Sex Education they will have at secondary school.

Research shows that RSE Programmes helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life (SRE for 21<sup>st</sup> Century Guidance)

Ofsted inspections have found that lack of RSE in schools leaves pupils vulnerable to abuse and exploitation (Ofsted 2013)

### **Roles and Responsibilities**

#### ***Role of Governors***

As part of their general responsibilities for the management of the school, the Governors play a key role in the development of the school’s Relationship and Sex Education Policy. They will continue their involvement through regular evaluation of it.

### ***Role of the Headteachers***

The Headteachers take overall responsibility for this policy and its implementation and for liaison with the Governing Body, parents and the Local Authority, also appropriate agencies.

### ***Role of PSRHE Co-ordinator in school***

The PSRHE co-ordinator with the Head teachers has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to Relationships and Sex Education and the provision of in-service training.

### ***Role of parents***

At Harewood Primary School we believe effective sex education is best delivered in partnership with parents. We aim to ensure parents know what will be taught, when and how, thus enabling them to support and reinforce their children's learning at home.

"We are clear that parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role ...." (DFE Guidance, 2019)

### **Right to withdraw from sex education at year 6**

The statutory guidance for Relationships and Sex Education and Health Education (DFE 2019) enables parents to withdraw their children from sex education apart from the compulsory biological aspects of human growth and reproduction that are essential elements of National Curriculum Science and the relationships and health aspects of the PSRHE curriculum.

The new guidance states that

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of Statutory Relationships and Health Education .....Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools."

Parents may withdraw their children from any or all parts of the school's programme of sex education. Parents do not have to give reasons for their decisions, nor do they have to indicate what other arrangements they intend to make for providing sex education for their children.

Once a request that a child be excused has been made, that request must be complied with until the parent changes or revokes it. Whilst such lessons are being conducted the child will be provided with appropriate tasks and asked to work under the supervision of another teacher.

The letter in appendix (ii) will be sent to all Year 6 parents prior to delivery of the sex education lessons.

### **Resources and delivery**

Discovery Education Health and Relationships programme for primary schools is used alongside other resources across school to teach the statutory elements of PSRHE education including relationships and health education. The sex education elements of the Health and Relationships programme delivered at Harewood Primary School are delivered using Discovery Education resource Year 6 Families and committed relationships. Please see Appendix (i) for overview of content. The overview shows how year 6 sex education builds upon children's previous learning of happy and healthy relationships.

All pupils should learn about the changes that happen to each gender and it is preferable that pupils learn together to encourage mature discussion and empathy between the sexes, however in some circumstances, it maybe more acceptable or productive to use single gender groups.

### **Answering difficult questions**

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and

beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Head teacher if they are concerned.

Our school believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

### **Inclusion**

As with all school provision sex education is delivered in line with the requirements of the Equality Act and the Public Sector Equality Duty. It is our duty to foster good relations between people of different protected characteristics and prevent discrimination. There will be no promotion of any particular sexual orientation as we only promote healthy relationships. Being inclusive of different families, identities and relationships fits within our school ethos and values. We want pupils to be respectful of all people regardless of difference. With this in mind our lessons promote a range of different families throughout school and not just in PSRHE education.

### **Special Educational Needs**

As with all subjects teaching of sex education will be differentiated if required to meet a child's needs. For example, it may be necessary to deliver some aspects over a longer period of time using support staff to ensure understanding of key concepts.

### **Safeguarding Procedures**

If a teacher has any concerns about the welfare of a particular child then that teacher will make a dated note of their worries and inform the Designated Officer: C Heywood or in her absence the Deputy Headteacher: K Dawson. Any information thus obtained will be regarded as strictly confidential and will be passed to staff on a need to know basis only using CPOMs.

After consultation the Head teacher will decide whether the information is forwarded to the relevant body. If the member of staff does not agree with the decision taken they retain the right to refer to the relevant body themselves.

### **Limits of Confidentiality and legal requirements**

Many teachers fear that young people may disclose information to them about sex-related issues. It is important that ground rules are agreed to allow sensitive issues to be discussed whilst protecting the right of pupils and staff.

Some young people may have concerns which they wish to share with a teacher, and whilst teachers wish to be supportive it is important that they realise that absolute confidentiality cannot be given.

Staff need to use the support referral systems available in our school and also be aware of our child protection procedures.

Parents have a right to be informed of any issue which is causing their child concern. We will always handle this kind of situation with care and consideration.

The Head teacher would consider if there are any special circumstances which may temper this right. Any information thus obtained will be regarded as strict confidentiality and will be passed to the staff that need to know.

## Appendix (i) Overview of Families and Committed Relationships

Discovery Education Health and Relationships Families and committed relationships		This topic explores the importance and diversity of families, and the characteristics of healthy, positive family relationships. It enables pupils to recognise when they may feel unsafe within a family, and how to ask for help if they need it. It identifies the characteristics of a committed relationship, and at Year 6 explores human reproduction and other ways that people can start a family.		
Year group	Video	Vocabulary	Lessons	
Y1	The importance of family	My family	family, important, differences, similarities, happy, special, superhero	<ol style="list-style-type: none"> <li>1) My family</li> <li>2) Our families</li> <li>3) Superhero families!</li> </ol>
Y2	The diversity of families	Different families	family, family tree, relatives, related, love, sharing, listening, support, similar, different, traditions	<ol style="list-style-type: none"> <li>1) Who is in a family?</li> <li>2) A happy family</li> <li>3) Families of all kinds</li> </ol>
Y3	Different types of committed relationships	Belonging together	commitment, safe, secure, trust, relationship, marriage, change, affect, loss, separation, divorce	<ol style="list-style-type: none"> <li>1) Commitment and marriage</li> <li>2) All change!</li> <li>3) Family changes: when parents separate</li> </ol>
Y4	Families and other relationships	Spoiling the fun?	relationships, appropriate, behaviour, belonging, membership, together, family	<ol style="list-style-type: none"> <li>1) Different relationships: boundaries and behaviour</li> <li>2) Belonging</li> <li>3) Caring families</li> </ol>
Y5	Healthy, committed relationships	What is love?	relationships, healthy, diversity, commitment	<ol style="list-style-type: none"> <li>1) Values of healthy relationships</li> <li>2) Diversity in relationships</li> <li>3) It's all about commitment</li> </ol>
Y6	Starting a family (sex education)	Starting a family	sexual intercourse, sex, fertilise, conception, foetus, sperm, egg, pregnant, IVF, adoption, Caesarean section, babies, commitment, responsibility, law, legal, age restriction, age of consent, safe	<ol style="list-style-type: none"> <li>1) Starting a family</li> <li>2) The impact of having a baby</li> <li>3) When is it right?</li> </ol>



**Appendix (ii) Letter for parents re withdrawal**

**Re: Relationships Education lessons**

Dear Parents/Carers

Pupils in Year 6 will be taking part in our Sex Education sessions within the next few weeks as part of the school's PSRHE programme.

If any parent would like to view the Discovery Education resource which will be used by the teaching staff and the SRE delivery team, or wishes to see our RSE policy, please contact the school office.

Please indicate below if you would like to withdraw your child from taking part in the sex education sessions and return the slip to your child's class teacher. If we do not receive a reply slip back from you we will assume that you are happy for your child to take part in these sessions.

If you have any concerns about your child taking part in these lessons, please contact me as soon as possible and I will be more than happy to discuss them with you.

Yours sincerely

**C Heywood**  
**Head teacher**



**RSE At Harewood Primary School**

I would like to withdraw my child from the Sex Education sessions which form part of the PSRHE education programme within school.

Parent / Carer of \_\_\_\_\_

Class \_\_\_\_\_

Signature of Parent / Carer \_\_\_\_\_

Date \_\_\_\_\_

Please return this slip to your child's Class Teacher.