



# Westerings Primary Academy

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## Relationships, Sex and Health Education Policy (RSHE)

September 2024

*'Remarkable Me'*

Further advice and guidance relating to this policy can be obtained from **Rowena Simmons**,  
Trust Designated Safeguarding Lead: [rsimmons@academiesenterprisetrust.org](mailto:rsimmons@academiesenterprisetrust.org)

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## 1. Our commitment

**1.1. Westering Primary Academy** as part of the Academies Enterprise Trust (AET) is committed to providing all of our pupils with the confidence and ability to embrace the challenges of creating a happy and successful adult life, by equipping them with the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We will do this by:

- 1.1 Ensuring that high quality, evidence-based and age-appropriate teaching of these subjects effectively helps prepare pupils for the opportunities, responsibilities and experiences of adult life.
- 1.2 Ensuring that the teaching of these subjects also promotes the spiritual, moral, social, cultural, mental and physical development of our pupils, at school and in society.
- 1.3 Ensuring that RSHE education is accessible for all pupils including those with special educational needs and disabilities. We refer to the guidance for the preparation for adulthood outcomes, as set out in the SEND code of practice, when preparing these subjects for those with SEND.

## 2. Our Relationship (Sex) and Health Education leaders

- 2.1. Our academy RSHE lead is **Mrs J Galer**, who will liaise with the school support services team (shown above) to receive updates and training on RSHE.
- 2.2. The RSHE lead and Designated Safeguarding Lead (DSL) for our Trust is Rowena Simmons: [rsimmons@academiesenterprisetrust.org](mailto:rsimmons@academiesenterprisetrust.org)
- 2.3. The Trust's National Director for primary and secondary is Claire Heald: [cheald@academiesenterprisetrust.org](mailto:cheald@academiesenterprisetrust.org)
- 2.4. The specialist leader for mental health is Frankie Arundel: [farundel@firthparkacademy.org](mailto:farundel@firthparkacademy.org)
- 2.5. The Cluster RSHE lead for the Midlands is Sarah Hadfield: [shadfield@leaforestacademy.org](mailto:shadfield@leaforestacademy.org)

## 3. Legislation and statutory guidance

- 3.1. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education
- 3.2. This policy has been drawn up to comply with statutory and legislative requirements and guidance that covers this aspect of children's learning including:

- 3.2.1. Statutory guidance from the Department for Education issued under Sections 34 and 35 of the Children and Social Work Act 2017.
  - 3.2.2. The Children Act 1989 (and 2004 amendment), as amended by the Children and Social Work Act 2017.
  - 3.2.3. Keeping Children Safe in Education 2021
  - 3.2.4. The Equality Act 2010, particularly the Public sector equality duty (PSED) (s.149 of the Equality Act).and the Special educational needs and disability (SEND) code of practice: HM Government 2014.
  - 3.2.5. The Data Protection Act 2018 and General Data Information Protection Regulations.
  - 3.2.6. Relationships Sex and Health Education (2019) updated July 2020.
- 3.3.** This policy also complies with our funding agreement and Articles of Association: <http://www.academiesenterprisetrust.org/governance>

## **4. Definitions**

### **4.1. Relationship education for children means:**

- 4.1.1. Teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults. This means that by the end of primary school our children have a secure understanding of:
  - 4.1.2. Families and people that care about them;
  - 4.1.3. Caring friendships;
  - 4.1.4. Respectful relationships;
  - 4.1.5. Online relationships;
  - 4.1.6. Staying safe. Please also refer to our Child Protection and Safeguarding policy [Safeguarding Policies](#)

See Appendix 1 for the full statutory guidance, detailing the topics that must be covered within this programme of study.

### **4.2. Sex education for children means that we:**

Support pupils' ongoing emotional and physical development effectively before moving to secondary school.

### **4.3. Westerings Primary Academy delivers the national curriculum for science.**

At key stages 1 and 2, this includes teaching about the main external body parts and changes to the human body as it grows from birth to old age, including puberty.

There is no legal right for parents to withdraw children from the national curriculum for science.

Our curriculum for teaching science can be viewed online on our website.

[Science Curriculum](#)

**4.4.** While sex education is not compulsory in primary education, **Westerings Primary Academy** follows DfE recommendations to provide additional, age appropriate, sex education, beyond the national curriculum for science, to prepare pupils for transition to secondary school and puberty. Our programme ensures that:

- Teaching is sensitive and delivered with reference to the law. We take account of age, physical and emotional maturity, religious background and developmental differences when planning our learning.
- Teaching is fully inclusive and is delivered appropriately paying attention to pupils with any special educational needs and/or disabilities.
- Lesbian, gay, bisexual and transgender specific content is integral within the delivery of our programme.
- Both boys and girls are well prepared for the changes adolescence brings.
- Draws on knowledge of the human life cycle set out in the national curriculum for science.
- We consult with parents before the start of Year 6 regarding the detailed content of the sex education curriculum for that year.
- We offer support and encourage parents and carers to talk to their children about sex education and how they link this to what is being taught in school.
- We must allow parents the right to withdraw their child from sex education that is in addition to the national curriculum for science.

Our sex education programme can be viewed online on our website.

[RSHE Curriculum website](#) [PSHE and RSHE Curriculum](#)

#### **4.5. The RSHE curriculum:**

Our RSHE curriculum is fully compliant with statutory guidance and is founded on the following:

- To ensure that all pupils can access RSHE and to achieve the goals for the end of the primary phase as outlined in [Appendix 1](#).
- To enable all pupils to receive this learning in the most appropriate way that enables teachers to accurately assess pupils' progress towards the end of phase goals.
- The impact of this curriculum is evident within pupils' attitudes, positive behaviour and increased confidence in managing relationships with others. Our RSHE curriculum overview can be viewed online ([RSHE Curriculum website](#) [PSHE and RSHE Curriculum](#)) and is an integral part of our delivery of Personal Social Health Education, (PSHE).
- We will utilise 'The AET pupil – A remarkable Life' character curriculum to enhance pupils' understanding of their relationship with self, with others, with the world and with their brain: [The AET pupil](#)
- We will collaborate with parents and carers to review and evaluate the effectiveness of this curriculum as necessary.
- The RSHE curriculum will be complemented by teaching pupils about physical health and mental wellbeing to give them the information that they need to make good decisions about their own health and wellbeing. It enables

them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa. See Appendix 2 for more details.

#### **4.6. Delivery of the RSHE curriculum:**

Our RSHE curriculum is taught within classes by our PSHE/RSHE lead - Mrs J.Galer. Westerings Primary Academy use the '**Christopher Winter Project**' to teach RSHE. Additional resources, sourced from the **PSHE Association** are sometimes used to support in the teaching of this.

- This delivery is enhanced by visits from external organisations and guest speakers where appropriate.
- We will also provide opportunities for parents and carers to attend information evenings, workshops and activity sessions.
- We are aware that where sex education is taught, that pupils may ask 'tricky questions' of teachers and also their parents which go beyond what is set out for Relationship Education. We provide training to our staff (and through workshops and information days with parents) to support responses to these questions.
- Through the RSHE curriculum we ensure in an age appropriate way, pupils are aware that peer on peer abuse, including inappropriate sexual behaviours will not be tolerated. See section 8.3 and [Appendix 3](#) in our Child Protection and Safeguarding policy [Safeguarding Policies](#)
- It is important that responses are given that satisfy pupils' curiosity in order to prevent pupils seeking that information online, through a potentially harmful source that may contain inappropriate content, and encourage contact and conduct that is unsafe.
- Our online safety procedures apply to all aspects of RSHE and are detailed within section 9 and [Appendix 7](#) of our Child Protection and Safeguarding policy [Safeguarding Policies](#)

#### **4.7. Delivery of the physical health and mental wellbeing curriculum**

In addition to learning about relationships, by the end of primary school we teach our pupils to understand the characteristics of good physical health and mental wellbeing.

- Our teachers understand that mental wellbeing is a normal part of daily life, in the same way as physical health.
- We teach pupils about physical health and mental wellbeing to give them the information that they need to make good decisions about their own health and wellbeing. [See Appendix 2](#)
- This enables them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.
- We ensure that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

- We promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and be resilient when faced with a challenge
- We pursue an integrated, whole-school approach to the teaching and promotion of health and wellbeing in order to achieve a potential positive impact on behaviour and attainment.
- Within our teaching, we aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. To do so we promote an atmosphere that encourages openness.

## 5. Equality Statement

- 5.1. We are committed to anti-discriminatory practice as outlined within the provisions of the Equality Act 2010. We comply with this Act and within the DfE guidance, the [Equality Act 2020: Guidance for schools](#)
- 5.2. We ensure that there is no discrimination towards pupils because of their (or that of their parents) age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (protected characteristics).
- 5.3. In planning for delivery of Relationship (and Sex) and Health education, we make appropriate adjustments to alleviate disadvantage and adhere to the SEND Code of Practice.
- 5.4. We are also aware that some of our pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Therefore, Relationships education is especially important for those pupils, for example those with Social, Emotional and Mental Health needs or learning disabilities This is reflected within our planning for this subject.
- 5.5. Our delivery of RSHE is sensitive and age appropriate in approach and content. The content for LGBT is fully integrated into our programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson.

## 6. Roles and responsibilities

### 6.1. Relationship (and sex) and Health education leader in our academy

Our RSHE leader is **Mrs J.Galer** and has the responsibility for collaborating with parents and external agencies on planning the curriculum for RSHE. In collaboration with the Academy headteacher/principal and other senior staff, the RSHE lead has responsibility for:

- 6.1.1. Implementing, monitoring and evaluating the impact and appropriateness of the RSHE curriculum, reviewing provision as appropriate.
- 6.1.2. Providing or sourcing appropriate training for colleagues as appropriate.
- 6.1.3. Encouraging teachers to explore how new pedagogies and technology can be fully utilised to support the subjects.

- 6.1.4. Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND.
- 6.1.5. Ensuring that clear information is provided for parents on the subject content and the right to request that their child is withdrawn;

## **6.2. Our head teacher**

Our head teacher is responsible for the development of a Relationship (and sex) Education policy following the Trust overall policy and template, and ensuring its implementation at the academy including:

- 6.2.1. Ensuring that where a parent make a request to withdraw a child from sex education, that the actions listed in 6.4 below are followed in line with the [DfE guidance](#).
- 6.2.2. The Trust DSL will provide guidance and support as appropriate.

## **6.3. The right to be excused from Sex Education (the right to withdraw)**

- 6.3.1. We appreciate that some parents/carers may wish to exercise their right to withdraw their child from some or all of the sex education that is delivered as part of statutory Relationships Education. We follow the best practice within the [DfE guidance](#).
- 6.3.2. When a parent / carer advises the academy that they wish to withdraw their child, our headteacher will meet with the parents/carers and the child to understand the reasons for the withdrawal request. This discussion will also focus on the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child.
- 6.3.3. Unless there are exceptional circumstances the headteacher will respect the wishes of the parents/ carers and grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.
- 6.3.4. For most pupils with SEND, including those with education, health and care plans, their SEND should not be a consideration for the head teacher in deciding whether to grant a parental request. However, there may be exceptional circumstances where the head teacher will want to take a pupil's SEND into account when making this decision.
- 6.3.5. When a pupil is excused from sex education, we will ensure that this pupil receives appropriate, purposeful education during the period of withdrawal.

## **6.4. Working with parents/carers/ and the wider community:**

- 6.4.1. We recognise that the role of parents in the development of their children's understanding about relationships is vital and that they have the most significant influence in enabling their children to grow and mature and to form healthy relationships.
- 6.4.2. We will provide opportunities for parents to collaborate with the academy on planning and delivering RSHE.
- 6.4.3. We will ensure that parents will be advised what will be taught and when and clearly communicate the fact that parents have the right to



request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE.

- 6.4.4. We provide parents/carers every opportunity to understand the purpose and content of RSHE through the content on our website, news bulletins, parents' evenings and workshops and personal communications.
- 6.4.5. We welcome any questions about the school's approach to RSHE from parents/ carers to help increase confidence in the curriculum.
- 6.4.6. We will also provide opportunities for parents to come into school to informally discuss what their children will be taught, address any concerns and help support parents in managing conversations with their children on these issues.

## **7. The Academy Council**

7.1 Our academy council will:

- 7.1.1. provide feedback on the RSHE policy annually
- 7.1.2. in addition to the collaboration in section 6 above, provide another forum in which the views of the school community on the RHSE curriculum and delivery can be articulated;

## **8. Working with external organisations or visitors**

8.1. Where we use an external organisation or visitor to deliver sessions, the aim will be to supplement learning provided by the teacher, not to replace it:

- 8.1.1. Where we use an external agency or visitor to deliver a session or sessions for pupils, we will follow our usual process for checking credentials.
- 8.1.2. We will ensure that the proposed teaching fits in with our planned programme and published policy and will enhance the teaching of that topic.
- 8.1.3. We will discuss how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.
- 8.1.4. We will request to view the materials visitors will use in the sessions as well as a session plan in advance, so that they can co-plan, including ensuring that it is adequately differentiated to meet the full range of pupils' needs (e.g. special educational needs).
- 8.1.5. Agree in advance, how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy. Please refer to our Child Protection and Safeguarding policy: [Reporting concerns](#)
- 8.1.6. Any information provided for visitors is in line with the Data Protection Act 2018 and GDPR regulations: [Information sharing](#).

## **9. Review process**

This policy will be reviewed annually by the AET RSHE lead and Designated Safeguarding Lead. At every review, it will be approved by the AET Board of Trustees and the Leadership Team.

## 10. Links with other policies

This policy also links to other policies and procedures which can be accessed via the school's website or the AET website and policy portal. These may include:

PSHE education	The AET pupil	Mental health and well-being
Child protection and safeguarding	Anti-bullying	Racist incidents
Curriculum	Behaviour	Online safety
Staff code of conduct	Safer recruitment	Data protection

### Appendix 1: Relationships Education: by the end of primary school:

<p><b>Families and people who care for me</b></p>	<p><b>Pupils should know:</b></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 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 for them.</li> <li>● that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>● that marriage/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>● how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<p><b>Caring friendships</b></p>	<p><b>Pupils should know</b></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, trust, sharing interests and experiences and support with problems and difficulties.</li> </ul>

	<ul style="list-style-type: none"> <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, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
<p><b>Respectful relationships</b></p>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>● the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>● practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>● the conventions of courtesy and manners.</li> <li>● the importance of self-respect and how this links to their own happiness.</li> <li>● that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>● about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>● what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>● the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<p><b>Online relationships</b></p>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>● that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>● that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>● the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>● how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> </ul>

	<ul style="list-style-type: none"> <li>• how information and data is shared and used online.</li> <li>•</li> </ul>
<b>Being safe</b>	<p><b>Pupils should know</b></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 who 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, for example family, school or other source</li> </ul>

## Appendix 2: Physical health and mental wellbeing

In addition to learning about relationships, by the end of primary school pupils need to understand the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

The RSHE curriculum will be complemented by teaching pupils about physical health and mental wellbeing to give them the information that they need to make good decisions about their own health and wellbeing. It enables them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

**By the end of primary school:**

<b>Mental wellbeing</b>	<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> </ul>
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	<ul style="list-style-type: none"> <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> </ul>

	<ul style="list-style-type: none"> <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>
<b>Physical health and fitness</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>● the characteristics and mental and physical benefits of an active lifestyle</li> <li>● the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</li> <li>● the risks associated with an inactive lifestyle (including obesity)</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> </ul>

	<ul style="list-style-type: none"> <li>● about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> <li>● the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> <li>● about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</li> <li>● about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> <li>● the facts and science relating to allergies, immunisation and vaccination</li> </ul>
<p><b>Basic first aid</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>● 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>
<p><b>Changing adolescent body</b></p>	<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>

### Appendix 3: Linked advice and guidance

[Keeping children safe in education 2021](#) (statutory guidance for schools and colleges)

[Relationship Education, Relationships and Sex Education and Health Education](#) (statutory guidance for schools)

[Promoting children and young people's emotional health and wellbeing](#) (advice for schools)

[Teaching about relationships sex and health](#) (guidance for schools)

[UKCIS Sharing nudes and semi-nudes](#): advice for education settings working with children and young people Victims and alleged perpetrator(s)

[Mental Health and Behaviour in Schools](#) (advice for schools)

[Rise Above](#) (advice by Public Health England for schools)

[Preventing and Tackling Bullying](#) (advice for schools)

[Working Together to Safeguard Children \(updated 2020\)](#) (statutory guidance for schools and colleges)

[Exclusions from maintained schools, academies and PRUs](#) (statutory guidance for schools)

[Behaviour and Discipline in Schools](#) (advice for schools)

[Children Missing Education](#) (advice for schools)

[Cyberbullying](#) (advice for schools)

[The Equality and Human Rights Commission](#) (provides advice on avoiding discrimination in a variety of educational contexts)

[Equality Act 2010 and Public Sector Equality Duty](#) (advice for schools)

#### Relationships Education

- [Safeguarding: NSPCC PANTS rule](#)
- [Example of model primary curriculum from Catholic Education](#)

#### Relationships and Sex Education

- [Sexwise](#) - up-to-date information on all aspects of sexual and reproductive health
- [Abuse in relationships: Disrespect NoBody \(Home Office and Government Equalities Office\)](#) from PSHE Association
- [Consent: PSHE Association lesson plans](#)



- [LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary](#)
- [Public Health England website](#) - resources covering relationships and bullying, alcohol, smoking, stress, body image, with videos made by young people and resources tested with teachers.

## Mental health

- [Mental health and emotional wellbeing: PSHE Association lesson plans](#)
- [MindEd educational resources on children and young people's mental health](#)
- [Preparing to teach about mental health and wellbeing](#)

## Online safety

- [Education for a Connected World: UKCCIS framework of digital knowledge and skills for different ages and stages](#)
- [Sexting: UKCCIS advice for schools on preventative education and managing reports of sexting](#)

[Thinkuknow](#) - the education programme from National Crime Agency (NCA)-Child Exploitation Online Programme (CEOP), which protects children both online and offline. The site offers materials for parents, teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs.

**PSHE:** [PSHE Association Programme of study for KS1-5](#)

**Drugs and alcohol:** [Mentor-ADEPIS research and briefing papers](#) - planning effective drug and alcohol education, with lesson ideas

## Extremism and radicalisation

[Educate Against Hate](#) - practical advice and information for teachers, teachers in leadership positions and parents on protecting children from extremism and radicalisation.

**Curriculum:** [Non-statutory framework for Citizenship KS 1 and 2](#) (Non-statutory programme of study). Schools may wish to use the Citizenship programme of study in their planning.

## Data to understand the health and wellbeing needs of the local school-age population

[Public Health England's Child and Maternal Health Intelligence Network](#) brings together a range of publicly available data, information, [reports](#), tools and resources on child and maternal health into one easily accessible place. It includes:

- [school-age health profiles](#)
- [young people's health profiles](#)

- [early years profiles](#).

The indicators allow areas to see how they perform against the national average and against other local areas. These tools, accompanied by local health intelligence, are useful in supporting schools to identify and respond to the particular health and wellbeing needs of their local school-age population.