

# Relationships education policy



*This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment*

<b>Policy Originator:</b>	The Key. Approved by Forbes Solicitors
<b>Committee responsible:</b>	FGB
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## 1. Aims

The aims of relationships education (RE) at St Peter's Church of England Infant School are to:

- › Provide a framework in which sensitive discussions can take place
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies as taught in the Early Years and Key stage 1 science curriculum.

**To be an outstanding school, building a 'Learning for Life' foundation, by nurturing and educating the whole child, whatever their faith or background.**

**We will prepare our children intellectually, emotionally, and spiritually for the future, enabling them to flourish with the confidence and self-belief to achieve their full potential**

**Our school is built upon our four core values which are founded in our Christian ethos and reflect who we are as a community. These four pillars lie at the heart of all that we do and underpin our work and how we go about achieving our vision.**

**Our four core values are:**

**Respect – Resolve – Aspiration – Well-being**

*"In Church of England schools, and in all schools, we want young people to flourish and to gain every opportunity to live fulfilled lives.*

*For Church schools RSE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about spirituality and moral aspects of relationships within a context of a Christian vision for the purpose of life"*

*Church of England Education Office response to a call for evidence on RSE curriculum.*

## 2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the statutory science curriculum.

In teaching Relationships Education, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At St Peter's C of E Infant School we teach Relationships Education as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with staff, pupils, parents and governors. The consultation and policy development process involved the following steps:

- Review – a member of staff pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

- Parent/stakeholder consultation – parents and any interested parties were invited to look at the policy
- Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

Relationships education is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

Relationships education involves a combination of sharing information and exploring issues and values.

Relationships education is not about the promotion of sexual activity.

## 5. Curriculum

Our curriculum is set out as per Appendix 1.

We have developed the curriculum in consultation with parents, governors, pupils and staff, taking into account the age, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education is not compulsory in primary schools, and St Peter's Infant school will only cover that which is required within the Science National Curriculum for Key Stage One.

For more information about our curriculum, see our curriculum map in Appendix 1.

## 6. Delivery of Relationships Education

Relationships education is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of Relationships education are taught within the science curriculum, and other aspects are included in religious education (RE). Further areas may be taught through PE and DT such as healthy eating and healthy lifestyles.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We teach relationships education to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children and especially those with special educational needs and disabilities, recognising that pupils with special educational needs and disabilities (SEND) may be more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

When teaching relationships education teachers will also take into account any targets set in pupils IEPs (individual education plans), some of which may be directly related to PSHE and relationships education. Resources may be differentiated as appropriate in order for children to fully access the content of relationships education. These are all age appropriate and adapted to the maturity of our children,

For gifted and talented pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively, and use their talents for the good of the class or the wider community.

## **7. Roles and responsibilities**

### **7.1 The governing board**

The governing board will approve the Relationships Education policy and hold the Headteacher to account for its implementation.

### **7.2 The Headteacher**

The Headteacher is responsible for ensuring that Relationships education is taught consistently across the school.

### **7.3 Staff**

Staff are responsible for:

- › Delivering Relationships Education in a sensitive way
- › Modelling positive attitudes to Relationships Education
- › Monitoring progress
- › Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching Relationships Education. Staff who have concerns about teaching RE are encouraged to discuss this with the Headteacher.

Class teachers will teach Relationships Education to their own class in year groups.

### **7.4 Pupils**

Pupils are expected to engage fully in Relationships Education and, when discussing issues related to Relationships Education, treat others with respect and sensitivity.

## **8. Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education.

## **9. Training**

Staff are trained on the delivery of Relationships Education as part of their induction and it is included in our continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses or health professionals, to provide support and training to staff teaching Relationships Education.

## **10. Monitoring arrangements**

The delivery of RSE (Relationships Education) is monitored by the Headteacher through:

Observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes

- Staff meetings to review and share experience
- Assessment of pupil learning objectives/outcomes

Pupils' development in Relationships Education is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Headteacher and governors every two years. At every review, the policy will be approved by the governing board.

See also:

Behaviour Management policy

EYFS and National Curricula.

PSHE Policy

Safeguarding and child Protection Policy.

## Appendix 1: Curriculum map

### Relationships Education curriculum map

**\*NOTE: The EYFS curriculum covers areas of Relationships Education although this year group is not included in all areas of the Relationship Education scheme of work shown below**

<i>Key stage 1.</i>		
Year 1		
Autumn I	<p style="color: red; font-weight: bold;">What is the same and different about us?</p> <p><b>Relationships:</b> Ourselves and others; similarities and differences; individuality; our bodies.</p>	<ul style="list-style-type: none"> <li>• what they like/dislike and are good at</li> <li>• what makes them special and how everyone has different strengths.</li> <li>• how their personal features or qualities are unique to them.</li> <li>• how they are similar or different to others, and what they have in common</li> <li>• to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private.</li> </ul>
Autumn II	<p style="color: red; font-weight: bold;">Who is special to us?</p> <p><b>Relationships:</b> Ourselves and others; people who care for us; groups we belong to; families.</p>	<ul style="list-style-type: none"> <li>• that family is one of the groups they belong to, as well as, for example, school, friends, clubs</li> <li>• about the different people in their family / those that love and care for them</li> <li>• what their family members, or people that are special to them, do to make them feel loved and cared for</li> <li>• how families are all different but share common features – what is the same and different about them</li> <li>• about different features of family life, including what families do/ enjoy together</li> <li>• that it is important to tell someone (such as their teacher) if something</li> </ul>
Spring I	<p style="color: red; font-weight: bold;">What helps us to stay healthy?</p> <p><b>Health and Wellbeing:</b> Being healthy;</p>	<ul style="list-style-type: none"> <li>• what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)</li> <li>• that things people put into or onto their bodies can affect how they feel</li> <li>• how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</li> <li>• why hygiene is important and how simple hygiene routines can stop germs from being passed on</li> <li>• what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand</li> </ul>

	hygiene; medicines; people who help us with health.	washing
Spring II	<b>What can we do with money?</b>  <b>Living in the wider world:</b> Money; making choices; needs and wants.	<ul style="list-style-type: none"> <li>• what money is - that money comes in different forms</li> <li>• how money is obtained (e.g. earned, won, borrowed, presents)</li> <li>• how people make choices about what to do with money, including spending and saving</li> <li>• the difference between needs and wants - that people may not always be able to have the things they want</li> <li>• how to keep money safe and the different ways of doing this</li> </ul>
Summer I	<b>Who helps us to keep safe?</b>  <b>Health and Wellbeing:</b> Keeping safe; people who help us.	<ul style="list-style-type: none"> <li>• that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people</li> <li>• who can help them in different places and situations; how to attract someone's attention or ask for help; what to say</li> <li>• how to respond safely to adults they don't know</li> <li>• what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard</li> <li>• how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</li> </ul>
Summer II	<b>How can we look after each other and the world?</b>  <b>Living in the wider world:</b> Ourselves and others; the world around us; caring for others; growing and changing.	<ul style="list-style-type: none"> <li>• how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively</li> <li>• the responsibilities they have in and out of the classroom</li> <li>• how people and animals need to be looked after and cared for</li> <li>• what can harm the local and global environment; how they and others can help care for it</li> <li>• how people grow and change and how people's needs change as they grow from young to old</li> <li>• how to manage change when moving to a new class/year group</li> </ul>

Year 2		
Autumn I	<p><b>What makes a good friend?</b></p> <p><b>Relationships:</b> Friendships; feeling lonely; managing arguments.</p>	<ul style="list-style-type: none"> <li>• How to make friends with others.</li> <li>• How to recognise when they feel lonely and what they could do about it.</li> <li>• How people behave when they are being friendly and what makes a good friend.</li> <li>• How to resolve arguments that can occur in friendships.</li> <li>• How to ask for help if a friendship is making them unhappy.</li> </ul>
Autumn II	<p><b>What is bullying?</b></p> <p><b>Relationships:</b> Behaviour; bullying; words and actions; respect for others.</p>	<ul style="list-style-type: none"> <li>• how words and actions can affect how people feel</li> <li>• how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</li> <li>• why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</li> <li>• how to respond if this happens in different situations</li> <li>• how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</li> </ul>
Spring I	<p><b>What jobs do people do?</b></p> <p><b>Living in the wider world:</b> People and jobs; money; role of the internet.</p>	<ul style="list-style-type: none"> <li>• how jobs help people earn money to pay for things they need and want</li> <li>• about a range of different jobs, including those done by people they know or people who work in their community</li> <li>• how people have different strengths and interests that enable them to do different jobs</li> <li>• how people use the internet and digital devices in their jobs and everyday life</li> </ul>
Spring II	<p><b>What helps us to stay safe?</b></p> <p><b>Health and Wellbeing:</b> Keeping safe; recognising risk; rules.</p>	<ul style="list-style-type: none"> <li>• how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)</li> <li>• how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them</li> <li>• how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</li> <li>• how not everything they see online is true or trustworthy and that people can pretend to be someone they are not</li> </ul>

		<ul style="list-style-type: none"> <li>• how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them</li> </ul>
Summer I	<p><b>What helps us grow and stay healthy?</b></p> <p><b>Health and Wellbeing:</b> Being healthy; eating; drinking; playing and sleeping.</p>	<ul style="list-style-type: none"> <li>• that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest that eating and drinking too much sugar can affect their health, including dental health</li> <li>• how to be physically active and how much rest and sleep they should have everyday</li> <li>• that there are different ways to learn and play; how to know when to take a break from screen-time</li> <li>• how sunshine helps bodies to grow and how to keep safe and well in the sun</li> </ul>
Summer II	<p><b>How do we recognise our feelings?</b></p> <p><b>Health and Wellbeing:</b> Feelings; mood; times of change; loss and bereavement; growing up.</p>	<ul style="list-style-type: none"> <li>• how to recognise, name and describe a range of feelings</li> <li>• what helps them to feel good, or better if not feeling good</li> <li>• how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</li> <li>• how feelings can affect people in their bodies and their behaviour</li> <li>• ways to manage big feelings and the importance of sharing their feelings with someone they trust</li> <li>• how to recognise when they might need help with feelings and how to ask for help when they need it</li> </ul>

## RELATIONSHIPS EDUCATION

### Topic 1: Families and people who care for me.

That families are important for children growing up because they can give love, security and stability

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

That others' families, either in school or in the wider world, sometimes look different to their family, but that they should respect those differences and know that other children's families are also characterized by love and care

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

That marriage represents a formal and legally recognized commitment of two people to each other which is intended to be lifelong

How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES/TOPIC INFORMATION
EYFS	Autumn 1	'All about me' topic Relationships – Holy family/new baby	See Topic webs. Guess how much I love you?
Year 1	Autumn 1	English links looking at the books 'Lila and The Secret of Rain.' and 'The Enormous Turnip'	
Year 2	Autumn 1	Religious Education: Judaism.	
	Summer 1	Religious Education: Islam.	
Whole school	Throughout the year	Collective Worship themes throughout the year.	The Family book
	Throughout the year	Lunchbowl Network – Sponsorship of our child 'Hope' and how we can help care for her, even though she has a different family base. Courageous advocacy.	

### Topic 2: Caring friendships.

How important friendships are in making us feel happy and secure, and how people choose and make friends

The characteristics of friendships, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties

That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

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

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 managing these situations and how to seek help or advice from others if needed

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES/TOPIC INFORMATION
EYFS	Autumn 1	Making relationships with families, staff and friends.	

	Spring 1	Goodies and Baddies - trust	
	Summer 1 & II	School trips – making relationships with staff.	
	Summer II	'Superheroes' topic	
Year 1	Autumn 1	Beginning of year 'Getting to know you' work.	
Year 2	Summer II	Transition work – looking at how we have friends/support as we move to new schools	
Whole school	Autumn 1	Kindness project	
	Autumn II	Anti-Bullying week	
	Spring 1	E-Safety week.	
	Throughout the year	Collective Worship themes throughout the year.	

### **Topic 3: Respectful relationships**

The importance of respecting others, even when they're very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

Practical steps they can take in a range of different contexts to improve or support respectful relationships

The conventions of courtesy and manners

The importance of self-respect and how this links to their own happiness

That in school and in the wider world they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority

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

What a stereotype is, and how stereotypes can be unfair, negative or destructive

The importance of permission-seeking and giving in relationships with friends, peers and adults

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES/TOPIC INFORMATION
EYFS	Autumn 1	English links 'How do dinosaurs eat their dinner?' themes of bullying, super heroes.	Traditional tales pigs/wolves/Dinosaur drip
Year 1	Autumn I & II	RE topics: Creation, Noah. Beginning of year 'Getting to know you' work.	
Year 2	Autumn 1	Nower Wood enrichment activity trip – building and trusting relationships.	
	Spring 1	English links 'Town mouse and Country mouse'.	
Whole school	Throughout the year	Collective Worship themes throughout the year.	
	Autumn II	Anti-Bullying week.	

#### Topic 4: Online relationships.

That people sometimes behave differently online, including by pretending to be someone they're not  
That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for other online (even when we're anonymous)  
The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them  
How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they've never met  
How information and data is shared and used online

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES/TOPIC INFORMATION
EYFS	Autumn 1	Hectors world.	
Year 1	Autumn 1	Computing – rules and use of Hector	
Year 2	Autumn 1	Computing – rules and use of Hector	

Whole school	Autumn II	Anti-Bullying week	
	Spring 1	E-Safety week	
	Throughout the year	Collective Worship themes throughout the year.	

### Topic 5: Being Safe

What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)  
 About the concept of privacy and the implications of it for both children and adults (including that its not always right to keep secrets if they relate to being safe)  
 That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact  
 How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't know  
 How to recognise and report feelings of being unsafe or feeling bad about any adult  
 How to ask for advice or help for themselves or others, and to keep trying until they're heard  
 How to report concerns or abuse, and the vocabulary and confidence needed to do so  
 Where to get advice (e.g. family, school, other sources)

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES/TOPIC INFORMATION
EYFS	Spring 1	Through topic work: Traditional tales: Goldilocks	As Topic 2.
	Summer 1	Superheroes topic work	
Year 1	Summer II	Science - Senses	
Year 2	Autumn 1	Nower Wood enrichment activity trip.	
	Spring II	Science	
	Summer II	science	

Whole school	Throughout the year	Collective Worship themes throughout the year.	
	Autumn 1	Anti-Bullying team: Introductions, Friendship bench, buddies.	
	Spring	NSPCC workshop	

### PHYSICAL HEALTH AND MENTAL WELLBEING

#### Topic 1: Mental wellbeing

that mental wellbeing is a normal part of daily life, in the same way as physical health

- 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
  - 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
- how to judge whether what they are feeling and how they are the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
  - simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
  - isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
    - that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- 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)\*
- 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

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES/TOPIC INFORMATION
EYFS	From Autumn 1 – all year	Feelings board Holy family/new babies in families and feelings	
	Autumn 1/II	Caring for the environment – creation Religious Education	
Year 1	From Autumn 1	Feelings board	

	Autumn 1	Creation and the Creation Charter – Religious Education	
Year 2	Summer II	Transition work in preparation for Junior schools.	
KS1 (Year 1 & 2)	Autumn 1 Summer II	Wellbeing questionnaires and analysis.	
	Throughout the year	Guided reading sessions – inference.	
	Throughout the year	Activ8/BBC Super movers.	
Whole school	Autumn 1	Kindness project.	
	Throughout the year	Collective Worship themes throughout the year.	
	Throughout the year	ELSA member of staff looking at specific areas with individual children.	
	Throughout the year	PE/Outdoor learning/play. Benefits of exercise.	
	Spring	NSPCC Assembly	

### Topic 2: Safety and Harms.

that for most people the internet is an integral part of life and has many benefits\*

- 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
  - 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
    - why social media, some computer games and online gaming, for example, are age restricted
- 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
  - how to be a discerning consumer of information, including that from search engines is ranked, selected and targeted
    - where and how to report concerns and get support with issues online

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES/TOPIC INFORMATION
Year 1	Throughout the year	PE sessions	
Year 2	Throughout the year	PE sessions	
Whole school	Spring 1	E-Safety week.	

### Topic 3: Physical health and fitness.

the characteristics and mental and physical benefits of an active lifestyle

- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
  - the risks associated with an inactive lifestyle (including obesity)
- how and when to seek support including which adults to speak to in school if they are worried about their health

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES/TOPIC INFORMATION
EYFS	Throughout the year	PE, playtimes, outdoor play	

Year 1	Summer II	Science	
Year 2	Spring II Summer II	Science	
KS1	Summer 1	Pedals training	
Whole school	Throughout the year	PE sessions	
	Summer II	Golden Boot Challenge Wellbeing/health week	

**Topic 4: Healthy Eating.**

what constitutes a healthy diet (including understanding calories, and other nutritional content)

- the principles of planning and preparing a range of healthy meals.

- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES/TOPIC INFORMATION
EYFS	Spring 1-2	Trying new foods – preferences for taste, making good choices.	
Year 1	Spring 2	Year group teatime.	
Year 2	Throughout the year	PE	
	Spring II	History – Florence Nightingale	
	Summer II	Science	

Whole school	Throughout the year	SNAG – School Nutritional Action Group	
	Summer 1	STEAM week. + Pfizer event.	
	Summer II	Wellbeing/health week	

**Topic 5: Drugs, alcohol and tobacco (age appropriate: “that household products including medicines can be harmful if not used properly”**

The facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug-taking

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES/TOPIC INFORMATION
Year 1		As below: STEAM	
Year 2	Spring II	History – Florence Nightingale	
	Summer II	Science	
Whole school	Summer 1	STEAM week.	

**Topic 6: Health and Prevention.**

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
  - the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
    - about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
  - about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
    - The facts and science relating to immunisation and vaccination.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES/TOPIC INFORMATION
EYFS	Throughout year	Handwashing and toilet hygiene	
Year 1	Throughout year	Handwashing and toilet hygiene	
Year 2	Summer II	Science + Pfizer event.	
Whole school	Summer I	Collective Worship – Sun Passports.	

**Topic 7: Basic First aid**

- know how to make a clear and efficient call to emergency services if necessary
- concepts of basic first-aid, for example dealing with common injuries, including head injuries

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES/TOPIC INFORMATION
EYFS	Throughout year	Superheroes Using emergency services and calling 999 etc	
Year 1	Throughout year	Using emergency services and calling 999 etc	
Year 2	Throughout year	Using emergency services and calling 999 etc	

Whole school	Throughout year	Being safe.	
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Appendix 2: By the end of **a through primary school** pupils should know the following:

TOPIC	PUPILS SHOULD KNOW
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TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• 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>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<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>
Online relationships	<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> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including 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>

