



BLETCHINGLEY VILLAGE PRIMARY SCHOOL

Aiming high • Working together • Achieving our best

Relationships, Health and Sex Education (RSE) Policy

Rationale

We have based our school's Relationships, Health and Sex Education policy on the DfES statutory guidance document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers'. This document states;

'To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support' (p8)

We aim to encompass this through our RSE programme. This forms an integral part of the curriculum as well as linking to Personal, Social and Health Education (PSHE), Design Technology (DT), Citizenship and Science curriculum. The programme is matched to the pupil's level of maturity and is taught at an age appropriate level to all children from reception to year 6.

As well as using the statutory government guidance, our Relationships, Health and Sex Education policy has also been written in consultation with our RSE working party, formed of parents within the school.

In addition to the statutory relationships and health education for primary schools, we believe it is important to deliver sex education to children in key stage 2. We recognise that this is not a statutory subject for primary schools.

For this aspect of the curriculum, we have consulted the DfES guidance document 'Sex and Relationship Education Guidance' (ref DfES 0116/2000). In this document, sex education is defined as:

'learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health'

Sex education is also part of the PSHE / RSE curriculum in our school. Sex education informs children about sexual issues, in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

Aims and objectives

All adults work towards enabling our children to:

- Develop effective interpersonal skills
- Develop positive values and a moral framework that will guide their decisions and behaviour
- Develop understanding of the value of marriage, stable relationships and family life as a positive environment in which to bring up children

Our RSE framework includes units for children across the school, which include:

YR- Being safe
Y1- My family and people who care for me
Y1- Naming emotions
Y2- Caring friendships
Y2- Healthy bodies
Y3- Celebrations (including marriage)
Y3- Basic first aid
Y4- Being safe
Y4- Illness
Y5- Respect
Y5- The changing adolescent body
Y6- Reproduction (sex education unit)
Y6- Maintaining good physical and mental health

In addition to this, children participate in weekly class assemblies focussing on online safety and managing relationships online. All content is delivered by a member of the school teaching staff and supplemented by external visitors as appropriate.

See appendix for full subject overview and curriculum content.

Through each of these units, we aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life.

Class teachers will ensure that all pupils, including those with special educational needs can participate fully in RSE lessons. A differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

Principles

It is important that children are introduced to the correct terminology, at the appropriate stage of their relationships, health and sex education.

When teaching about body parts, it is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

In year 5, during their unit on respect the children are taught 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. A range of vocabulary may be sought from the children regarding gender, sexuality, disability, race etc. In this case, discussions will be held in class to inform the children which vocabulary choices are and are not socially acceptable. After initially discussion, socially acceptable terms will be used at all times for teaching.

Organisation and context

We teach RSE through different aspects of the curriculum. While many of the RSE objectives will be covered within discrete lessons, we may also teach the objectives through other subject areas (for example science or DT) where it is appropriate. Online safety and discussions around forming and maintaining positive relationships online will be covered during weekly in class assemblies.

The role of parents

The school believes that the primary role in children's relationships, health and sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- inform parents about the school's RSE policy and practice by arranging an evening to view and discuss the resources used within lessons;
- answer any questions that parents may have about the education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for relationships, health and sex education in the school;
- encourage parent representatives to be involved in our RSE working party and to attend an annual review meeting of the school policy, making modifications to it as necessary;
- inform parents about the best practice known with regard to relationships, health and sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.
- Informing parents when RSE units will be covered in class before their delivery and communicating with parents following the lessons to notify them of any questions raised by the children. This will prepare parents for discussions at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about all aspects of our relationships, health and sex education.

As Relationships and Health are statutory subjects, parents may not withdraw their children from these lessons. However, parents currently have the right to request that their child be excused from sex education lessons if they choose to (y6 reproduction unit only). This may change, and the school will continue to comply with statutory requirements in this regard.

The role of the Headteacher

It is the responsibility of the headteacher to ensure that both staff and parents are informed about our relationships, health and sex education policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The headteacher liaises with external agencies regarding the school relationships, health and sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Safeguarding

All adults involved in the planning and delivery of relationships, health and sex education remain vigilant at all times for any issues which may raise concerns about the safety and/or wellbeing of a child. They are responsible for ensuring that any such concerns are followed up in line with our Safeguarding and Child Protection Policy and any other relevant guidance.

Monitoring and review

The Children and Learning Committee of the governing body monitors our relationships, health and sex education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Children and Learning Committee gives serious consideration to any comments from parents about the relationships, health and sex education programme, and makes a record of all such comments. Governors require the Headteacher to keep a written record, giving details of the content and delivery of the sex education programme.

Signed Chair of Children and Learning Committee

Appendix 1- RSE primary school objective distribution

Relationships	
Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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 from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, 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 recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, 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 manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. • 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 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. • 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.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not.

	<ul style="list-style-type: none"> • 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. • 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 have never met. • how information and data is shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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 it is not always right to keep secrets if they relate to being safe. • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not 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 are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

Health	
Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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 behaving is appropriate and proportionate. • 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.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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

	<p>information private.</p> <ul style="list-style-type: none"> • 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 online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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 allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Colour code:

Objectives covered in ;

Year 1

Year 2

Year 3

Year 4

Year 5

Appendix 2- RSE unit content for each year group

Year group	Topic focus	RSE objectives covered	Cross- curricular links	Resources / Activity ideas	Vocabulary
R	Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 		<p>NSPCC pants talk https://learning.nspcc.org.uk/research-resources/schools/pants-teaching/?_ga=2.262987593.415986518.1567872649-993468208.1543852227</p>	
1	My family and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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 from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • how to recognise if family relationships are making them feel unhappy or unsafe, and how 		<p>Notice that love is constant but families look different (Different families, same love) Story books to support; The Family Book, Todd Parr, Donovan's Big Day, My Two Grannies, Two is Enough, And Tango Makes</p>	<p>When discussing LGBT relationships, there is no need to use specific vocabulary- children should be taught to accept that families look different.</p>

		to seek help or advice from others if needed.		Three, Two Nests (about a baby bird with separated parents) Also see non-fiction family books in the library.	
1	Naming emotions	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 	.	The Lifebus-feelings	
2	Caring Friendships (and an introduction to anti-bullying)	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, 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 		SEAL?	

		<p>often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <ul style="list-style-type: none"> • 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. • 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. • 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. 			
2	Healthy bodies	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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). 	<p>Link to science; Sc2/2.3a notice that animals, including humans, have offspring which grow into adults Sc2/2.3b find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Sc2/2.3c describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Link to DT; DT1/2.1a use the basic principles of a healthy and</p>	The Lifebus-My wonderful body	

			varied diet to prepare dishes DT1/2.1b understand where food comes from.		
3	(Celebrations or relationships)	<p>Pupils should know</p> <ul style="list-style-type: none"> • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. (between same sex couples as well as heterosexual couples) 		<p>Discuss marriage as a legally recognised commitment, although some people choose not to get married, same sex and opposite sex, look at weddings in different religions</p>	<p>When discussing LGBT relationships, there is no need to use specific vocabulary- children should be taught to accept that marriage between same sex couples is the same as heterosexual couples.</p>
3	Mental Wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. • 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 		The Life Bus- Meet the Brain	

		their feelings with an adult and seek support.			
4	Being Safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not 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 are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. 		The Life Bus-Growing and Changing and Keeping Safe workshop http://www.cominfederation.org.uk/#/resources/education_delivered_by_our_educators	
4	Illness (Including an introduction to drugs and alcohol education)	<p>Pupils should know</p> <ul style="list-style-type: none"> • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. <p>Pupils should know</p> <ul style="list-style-type: none"> • 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 personal hygiene and germs including bacteria, viruses, 	<p>Link to science; identify the different types of teeth in humans and their simple functions describe the simple functions of the basic parts of the digestive system in humans</p>	Discuss the difference between	

		<p>how they are spread and treated, and the importance of handwashing.</p> <ul style="list-style-type: none"> • the facts and science relating to allergies, immunisation and vaccination. <p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 		<p>legal and illegal drugs as well as safe use of medicines</p>	
5	Respect (anti-bullying)	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. • 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 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. • 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. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 		<p>discuss language and homophobic / transphobic bullying and impact, cyber bullying, race, culture, disability, sexism, difference . Consent in relation to physical contact and viewing.</p> <p>Link to the wider world and global issues / politics.</p> <p>Use books; 'Red: a crayon's story' by Michael Hall and 'Introduci</p>	<p>Invite vocabulary from the children surrounding discrimination and bullying and discuss which terms are and are not socially acceptable.</p>

				ng Teddy’ by Jessica Walton to introduce transgender issues. ‘Julian is a mermaid’ by Jessica Love and ‘Odd Dog Out’ by Rob Biddulph to introduce the idea of people wanting to be different. (all books available in the library)	
5	The Changing Adolescent Body	Pupils should know: <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. 	Extend by linking to science; describe the changes as humans develop to old age.	The Life Bus- Time for Change puberty workshop or Growing and Changing and Keeping Safe workshops	After initial discussion, correct biological terms for body parts will be used.
6	Reproduction	Pupils should know <ul style="list-style-type: none"> • what the male and female sexual parts are called and what they do • the way humans reproduce • respect for their own bodies and the importance of sexual activity as part of a committed, long-term and loving relationship; • how to approach moral questions; 		The Life Bus- Growing and Changing and Keeping Safe workshops	After initial discussion, correct biological terms for body parts will be used.

		<ul style="list-style-type: none"> • about relationship issues; • the importance of respecting the views of other people; • sexual abuse and what they should do if they are worried about any sexual matters. <p>(taken from the sex and relationships policy)</p>			
6	Maintaining good health (Including drugs, alcohol and tobacco, physical and mental health)	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. • 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. • 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). <p>Pupils should know</p> <ul style="list-style-type: none"> • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • 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 	Link to science; recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	http://bigfootartseducation.co.uk/projects-programmes/mental-health-the-wizard/ Mental health teaching through Drama	

		<p>issues arising online).</p> <ul style="list-style-type: none"> • 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. 			
All year groups	Online Safety (to be covered during online safety class assemblies)	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • 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. • 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 have never met. • how information and data is shared and used online. • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). <p>Pupils should know</p> <ul style="list-style-type: none"> • 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 			

		<p>private.</p> <ul style="list-style-type: none"> • 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 online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online. 			
All year groups	Basic First Aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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. 		Covered within Citizenship (My World)	