



**The
Edward Betham CofE
Primary School**

**Relationships Education
Policy - DRAFT**

Ratified on	
Signed by Chair of Governors	
To be reviewed on	

Contents	
1. Aims and key principles	2
2. Definition	3
3. Statutory Requirements	3
4. Policy Development	3
5. Equal Opportunities	4
6. Curriculum	4
7. Child Protection and Safeguarding	8
8. Partnerships with Parents/Carers	8
9. Roles and Responsibilities	8
10. Monitoring Arrangements	9
Appendix 1: Curriculum coverage – Science, Relationships Education and Health Education	10
Appendix 2: Relationships Education vocabulary	15

Faith, hope, and love; these three things will last forever, and the greatest of these is love.
1 Corinthians 13:13

With God's **love** at the heart of all we do, we celebrate the unique gifts of every individual. Rooted in Christian **hope**, pupils grow academically and in their **faith**, equipped to live full and happy lives and care for the people and the world around them.

1. Aims and Key Principles

Our school vision and values underpin our ethos; every child is valued and encouraged to achieve their full potential. Every member of our school community is encouraged to respect and value each other. Wherever possible we make close links between our values, worship and PSHCE curriculum. Personal, Social, Health and Citizenship Education (PSHCE) are an important and necessary part of all pupils' education. This includes Relationships Education, which is mandatory in all schools in England and Wales (from September 2020). Through a planned programme of learning, we aim to provide our pupils with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future. As part of a whole school approach, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community.

The Church of England's Vision for Education recognises that good education must promote "life in all its fullness" (John 10:10). The focus on the education and development of the whole child is essential to this, enabling children to learn and grow to become the best that they can be. This vital task must include the essential learning outcomes identified in the mandatory curriculum.

The aim of this policy is to enable the effective planning, delivery and assessment of Relationships Education.

The aims of Relationships Education at our school are to:

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Teach pupils the correct vocabulary to describe themselves and their bodies;
- Be prepared for puberty and understand the basic changes that happen during puberty;
- Understand how to keep their bodies healthy and clean;
- Understand how to keep themselves and their bodies safe;
- Help pupils develop feeling of self-respect, confidence and empathy;
- Help pupils recognise healthy friendships;
- Provide a framework in which sensitive discussions can take place;
- Foster respect for the views of other people

As a Church of England school, our intention is to embed the belief that "Every person in the school community is a child of God: so at the heart of Christian distinctiveness in schools is an upholding of the

worth of each person” (*Valuing All God’s Children*, 2017) and ‘Relationships Education...must be inclusive and meet the needs of all pupils’ (*Changes to the teaching of Relationships and Sex Education and PSHE: A call for evidence*, 2017).

2. Definition

We define Relationships Education as learning about caring friendships, families and people who care for me, respectful relationships, online relationships, being safe, growing up and puberty. Sex Education is also covered in Relationships Education as well as aspects of sex education being covered in the National Science Curriculum (see Appendix 1). Sex education is defined in this policy as preparing boys and girls for the changes that adolescence brings and the scientific process of how a baby is conceived and born. Sex education is covered in Year 6 only.

Relationships Education provides an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Relationships Education is therefore a tool to safeguard children.

Relationships Education contributes to the foundation of PSHE and Spiritual, Moral, Social and Cultural (SMSC) development and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

Aspects of Relationships Education are taught as an integral part of the school’s PSHE provision throughout the primary school from Nursery to Year 6. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately in a non-threatening environment.

3. Statutory Requirements

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and school’s advice. The DfE guidance states that schools should pay particular attention to the Public Sector Equality Duty (PSED).

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

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. We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum. Our school also delivers sex education as part of Relationships Education. Parents/carers can withdraw from sex education lessons (see section 8).

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 The Edward Betham CofE Primary School, we teach Relationships Education as set out in this policy.

4. Policy Development

This policy has been developed in consultation with staff, governors, pupils and parents/carers. The steps taken to review the policy are as follows.

The Department for Education and Ofsted have clearly outlined aspects of Relationships Education that are statutory in all primary schools, therefore some recommendations or comments made during the

consultation process may not be reflected in the final policy as our school has to ensure we are meeting statutory guidelines.

- 1) **Review** – members of the Relationships Education working party looked through the existing Relationships Education policy as well as local and national guidance for Relationships Education. The working party then reviewed the Relationships Education policy, reflecting any advice and changes at local and national level.
- 2) **Staff consultation** – Staff were consulted via an online survey. The results of this survey informed the policy development and also informed additional support needed to enhance the delivery of Relationships Education. Staff were also consulted via a staff meeting. All staff were sent the draft policy in advance of the staff meeting and were then invited to comment on the policy and make suggestions/amendments.
- 3) **Parent consultation** – Parents/carers, including parent governors, were invited to join an online forum to work with staff on the policy and offer comments/suggestions.
- 4) **Pupil consultation** – We consulted with pupils via the 2019 Health Related Behaviour Survey. The results of this survey were then used to inform the policy and inform the delivery of Relationships Education in our school. A pupil focus group was also held so that pupils could feed into the content of the policy.
- 5) **Governor consultation** – Governors were consulted on this policy via a governor meeting and attendance at the Relationships Education working party. All governors were sent the draft policy in advance of the staff meeting and were then invited to comment on the policy and make suggestions/amendments.
- 6) **Ratification** – once amendments were made, the policy was shared with governors and ratified.

This policy will be reviewed every two years, with the next review in the Summer Term 2023.

5. Equal Opportunities

The Edward Betham CofE Primary School believes that Relationships Education should meet the needs of all pupils. Our school is committed to the provision of Relationships Education to all pupils, acknowledging their religious beliefs and cultures, and to the differing needs of boys and girls. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of Relationships Education. Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs (SEN) are given extra support.

The planning and organising of teaching strategies will be consistently reviewed e.g. through lesson observations to ensure that no pupil is disadvantaged.

6. Curriculum

Relationships Education is taught within the Personal, Social, Health and Citizenship Education (PSHCE) curriculum. Our school uses the Ealing PSHCE scheme of work to deliver PSHCE and Relationships Education. Biological aspects of Relationships Education are taught within the Science curriculum, and other aspects are also included in health education. A breakdown of what is covered in Science, Health Education and Relationships Education can be found in Appendix 1.

The main aspects of Relationships Education are covered in the Summer Term as part of PSHCE (see Appendix 2) however many aspects of keeping safe, good and bad touch, healthy friendships, online safety, peer pressure, saying no, the **PANTS** rule, families and people who care for me are taught throughout the school year to ensure a consistent spiraling approach to keeping safe.

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

The above points are covered in an age appropriate way from Nursery to Year 6 (see appendix 2 for more detail). These areas of learning are taught within the context of family life taking care to acknowledge and reflect the many different family structures and home circumstances of our school community (e.g. single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers) to ensure that all children feel included and represented.

Curriculum Organisation

Across all year groups, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict through the respectful and appropriately-toned/phrased expression of opinions

These skills are taught within the context of family life.

We teach about Relationships Education through different aspects of the curriculum. We carry out the main Relationships Education lessons in our PSHCE curriculum, and also cover aspects through other subject areas (for example, Science), which we believe contribute significantly to the children's understanding and knowledge of their own bodies and how these are changing and developing.

In the Early Years Foundation Stage, as part of Understanding the World, we teach the children about the life cycles of various animals. This includes looking at how they have changed since they were born.

In Science at Key Stage 1, we teach children about how animals and humans move, feed, grow and reproduce and we also teach them about the main parts of the body. In Key Stage 2, we teach about life processes and the main stages of the human life cycle in greater depth.

In PSHCE we teach children about appropriate relationships and we encourage the children to discuss issues. We teach about the parts of the body, and how these work and we explain to the children what happens to their bodies during puberty. As part of our safeguarding provision, every PSHCE lesson in Nursery-Year 6 starts with the **PANTS** rule, which teaches children that their body belongs to them and they should tell an adult if they are upset or worried:

Privates are private

Always remember your body belongs to you

No means no

Talk about secrets that upset you

Speak up, someone can help

Our Summer Term PSCHE Scheme of Work covers the following objectives:

Nursery

- To consider the routines and patterns of a typical day
- To explain how to keep myself clean and healthy and explain why it is important
- To identify the people in my family and explain where I can get help

Reception

- To consider the routines and patterns of a typical day
- To explain how to keep myself clean and healthy and explain why it is important
- To identify the people in my family and explain where I can get help

Year 1

- To understand how to keep myself clean and healthy and explain why it is important
- To understand how I have grown and changed since birth
- To identify the people in my family, while recognising that not all families look like mine
- To explain where I can get help and support

Year 2

- To explore stereotypes
- To explain personal boundaries
- To understand how boys and girls are different and to name boy and girl body parts
- To understand the stages in the human lifecycle
- To identify the people in my family, while recognising that not all families look like mine
- To explain where I can get help and support

Year 3

- To understand how boys and girls are different and to name boy and girl body parts
- To explain personal boundaries
- To identify the people in my family, while recognising that not all families look like mine
- To explain where I can get help and support
- To understand good friendships

Year 4

- To identify the people in my family, while recognising that not all families look like mine
- To explain where I can get help and support
- To understand basic facts about puberty
- To begin to understand menstruation
- To understand good friendships

Year 5

- To explore the emotional and physical changes that occur during puberty
- To understand male and female puberty changes
- To explore the impact of puberty on the body and the importance of physical hygiene
- To explore ways to get support during puberty
- To understand what makes a family and who to turn to for help and support

Year 6

- To recap the male and female changes that happen during puberty
- To understand what makes a family and who to turn to for help and support
- To explore positive and negative ways of communicating in relationships
- To understand healthy relationships
- To understand the human reproductive system (parents/carers can withdraw children from this lesson. See section 8)

The changing adolescent body (puberty) is covered in Years 4, 5 and 6. It is covered at this age to ensure children are prepared for the emotional and physical changes that will happen during puberty. Puberty is part of the statutory Health Education curriculum (see Appendix 1).

Sex education is covered in Year 6 only. These lessons will focus on preparing boys and girls for the changes that adolescence brings and the scientific process of how a baby is conceived and born.

It is our belief that: “if pupils are not offered effective relationship and sex education that allows them to have their questions answered and is informative they may find their information elsewhere” (e.g. inappropriate websites and forums) *Valuing All God’s Children 2017*
For more information about our Relationships Education curriculum, see appendices 1 and 2. Appendix 2 outlines the vocabulary our school uses during these lessons.

Teaching Methods

- Active learning methods encouraging participation by all pupils
- Discussion groups and activities
- Gender groups, small groups or individual discussion applied where appropriate and relevant
- Outside visitors may have a role to play in Relationships Education if appropriate (for example, the school nurse). If an external visitor is delivering all/aspects of Relationships Education, parents/carers will be informed

Lessons should provide an opportunity for children to ask questions in a safe and secure environment, with the opportunity to ask a question anonymously, through a question box. These questions will give staff an insight into pupils’ prior knowledge and any misconceptions or values that may conflict with the aims of this policy. Teachers should answer questions honestly, seeking support from senior staff or the school nurse if needed. Teachers should record children’s questions to support future delivery of Relationships Education.

Relationships Education is usually delivered in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.

Relationships Education will be assessed as part of the wider PSHCE curriculum.

Staff are aware that views around Relationships Education-related issues are varied. However, while personal views are respected, all issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

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

The following are protocols teachers follow for discussion (‘Ground Rules’)

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only correct/agreed names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions
- Teachers may use their discretion in responding to questions and may say (for example):
The appropriate person to answer that question is your parent
The question can be discussed one-to-one after class
The topic will be covered at a later stage in their Relationships Education

Kay Scaldwell is the member of staff who monitors the implementation of Relationships Education. This monitoring is done through book scrutiny (class PSHCE book), lesson observations, pupil conferencing sessions and staff focus groups.

Relationships Education is assessed and evaluated by using the Ealing PSHCE scheme of work.

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 may also invite visitors from outside the school, such as school nurses or the Health Improvement Team, to provide support and training to staff teaching Relationships Education.

7. Child Protection and Safeguarding

If a child makes a disclosure about sexual abuse or exploitation, the member of staff will address it as a matter of Child Protection. The teacher will not try to investigate the matter but will inform the Designated Child Protection and Safeguarding Lead (DCPSL) without delay. All disclosures should be reported to the DCPSL and staff will follow the protocol outlined in the school's [Child Protection and Safeguarding Policy](#).

Staff will also be referred to:

The DfE's 2020 document [Keeping Children Safe in Education Working together to safeguard children](#) 2018

8. Partnership with Parents/Carers

Our school views parents/carers as partners in the delivery of Relationships Education. Parents/carers will be informed about the Relationships Education programme at the start of the Summer Term, as part of information provided on what their children will be learning.

The school will liaise with parents/carers through:

- Relationships Education workshops
- Newsletters
- School website

The school encourages parents/carers to discuss Relationships Education with their the Headteacher, PSHCE lead or the child's class teacher and are invited to view materials. This policy will be available on the school website for parents/carers.

Right to withdraw

Parents/carers do not have the right to withdraw their children from statutory Relationships and Health Education lessons (see outline in Appendix 1). Parents/carers also cannot withdraw their children from the statutory National Science Curriculum (see Appendix 1).

Parents/carers have the right to withdraw their children from the non-statutory components of sex education (taught in Year 6 only) within Relationships Education (see Appendix 1). Requests for withdrawal from these lessons should be put in writing and addressed to the Headteacher. In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class until that specific lesson is over.

If parents/carers withdraw their child from sex education lessons, the school cannot guarantee that the child will not hear about the content of lessons from other pupils e.g. on the playground, walking home from school. By withdrawing children from sex education lessons, they may seek the information from elsewhere e.g. friends, siblings, the internet. These sources of information are often incorrect and unreliable and can expose children to information which is not appropriate for their age.

9. Roles and Responsibilities

The Governing Board

The Governing Board will hold the Headteacher to account for the implementation of this policy. The Governing Board has delegated the approval of this policy to the PSHCE Link Governor and the Pupils, Families and Community committee.

The Headteacher

The Headteacher is responsible for ensuring that Relationships Education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of Relationships Education (see appendix 1).

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 Relationships Education are encouraged to discuss this with the Headteacher.

All teaching staff, including cover teachers, will deliver Relationships Education lessons. Kay Scaldwell is responsible for leading PSHCE and Relationships Education in this school.

Pupils

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

10. Monitoring arrangements

The delivery of Relationships Education is monitored by our PSHCE Lead through pupil voice opportunities, planning scrutinies, learning walks, interviews with staff.

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

Appendix 1: Curriculum coverage – Science, Relationships Education and Health Education

Relationships Education <i>Statutory</i>	Sex Education <i>Non statutory (Year 6 only)</i>	Science <i>Statutory</i>	Health education <i>Statutory</i>
<p>Families and people who care for me</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. 	<ul style="list-style-type: none"> ○ questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education ○ sexual reproduction in humans ○ reproductive cycle in humans 	<p>Key Stage 1:</p> <ul style="list-style-type: none"> ○ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense ○ notice that animals, including humans, have offspring which grow into adults <p>Key Stage 2:</p> <ul style="list-style-type: none"> ○ describe the changes as humans develop to old age ○ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents 	<p>Mental wellbeing</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

Relationships Education <i>Statutory</i>	Sex Education <i>Non statutory (Year 6 only)</i>	Science <i>Statutory</i>	Health education <i>Statutory</i>
<p>Caring friendships</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 			<p>Internet safety and harms</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 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 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

Relationships Education <i>Statutory</i>	Sex Education <i>Non statutory (Year 6 only)</i>	Science <i>Statutory</i>	Health education <i>Statutory</i>
<p>Respectful relationships</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 			<p>Physical health and fitness</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

Relationships Education <i>Statutory</i>	Sex Education <i>Non statutory (Year 6 only)</i>	Science <i>Statutory</i>	Health education <i>Statutory</i>
Online relationships <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 			Healthy eating <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)
Being safe <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 			Drugs, alcohol and tobacco <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>encounter (in all contexts, including online) whom they do not know</p> <ul style="list-style-type: none"> ○ 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 			
			<p>Health and prevention</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
			<p>Basic first aid</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
			<p>Changing adolescent body</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

Appendix 2: Relationships Education vocabulary

Below is a list of vocabulary from Relationships Education lessons. Vocabulary from each year group is carried forward to the next year group (e.g. Year 3 vocabulary will be revisited in Year 4).

Nursery	Reception	Year 1	Year 2
<ul style="list-style-type: none"> ○ Routine ○ Clean ○ Healthy ○ Washing ○ Family ○ Help ○ Support 	<ul style="list-style-type: none"> ○ Routine ○ Clean ○ Healthy ○ Washing ○ Family ○ Help ○ Support 	<ul style="list-style-type: none"> ○ Clean ○ Hygiene ○ Healthy ○ Family ○ Grown ○ Changed 	<ul style="list-style-type: none"> ○ Different ○ Similar ○ Penis ○ Vagina ○ Stereotype ○ Private ○ Boundaries ○ Girl ○ Boy ○ Male ○ Female ○ Baby ○ Adult ○ Toddler ○ Child ○ Elder
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ○ Differences ○ Personal space ○ Personal boundaries ○ Good friendships ○ Peer pressure ○ Unhealthy friendships 	<ul style="list-style-type: none"> ○ Body change ○ Puberty ○ Testicles ○ Nipple ○ Pubic hair ○ Breast ○ Menstruation ○ Period ○ Fallopian tube ○ Womb ○ Egg ○ Sanitary products 	<ul style="list-style-type: none"> ○ Physical changes ○ Emotional changes ○ Body changes ○ Voice deepens ○ Body hair 	<ul style="list-style-type: none"> ○ Relationship ○ Positive and negative relationship ○ Personal information ○ Communication ○ Wet dream ○ Erection Sexual intercourse lesson (parents can withdraw from this lesson): ○ Sexual intercourse ○ Sperm ○ Egg ○ Fertilized ○ Embryo ○ Embedded ○ Pregnancy ○ Birth

DRAFT