



JOHN EMMERSON BATTY PRIMARY SCHOOL

Relationship, Sex and Health Education Policy (RS&H)



1.0 Introduction

Name of School: - John Emmerson Batty Primary School

Date of Policy Review: - 1st Feb 2024

Member of Staff Responsible: - Mrs V Segrave

Further Review Date: - Spring 2027

At the time of review consultation was made with staff, parents and governors.

2.0 Background Information

2.1 The UK government has passed The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017, which made Relationships Education compulsory for all pupils receiving primary education and Relationships And Sex Education (RSE) compulsory for all pupils receiving secondary education.

These Regulations also made Health Education compulsory in all schools except Independent Schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

2.2 John Emmerson Batty Primary School serves a mixed residential area in Redcar. The eligibility for free school meals is about the same as that nationally. The vast majority of children are classed as White / British with some diversity of cultures evident in the population of the children. The percentage of pupils who have learning difficulties and/or disabilities is in line with the national average. The majority of children start school with the skills expected for their age.

3.0 Relationship to Other Policies

3.2 Other related policies and documents include the PSHCE Policy, PSHCE Scheme of Work, PE Policy, Computing Policy, Anti-Bullying Policy, Behaviour Policy, Drug Education Policy, Keeping Children Safe in Education, Child Protection Policy and the Equality and Diversity Policy document.

4.0 Aims of our Relationship, Sex and Health Policy

4.1 'The aim of relationships education at our school is to help pupils develop self-respect, confidence and empathy. Pupils will learn about what makes healthy relationships, focusing on family and friendships, in a way that is age appropriate and sensitive to their faith. This will include online relationships, and how to seek help if they feel unsafe. Teaching will respect the diversity of families in our community.'

Relationships education is not about sexual relationships.



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Children's learning about Relationships Education, is mutually supportive of, and contributes to learning about Health Education, which includes physical health and mental well-being. Physical health and mental well-being are interlinked, and it is important that pupils understand that good physical health contributes to good mental well-being.

The aim of teaching pupils about physical health and mental well-being is to give them the information that they need to make good decisions about their own health and well-being, promote pupils' ability to regulate their emotions and to reduce stigma attached to mental health issues.

Children's learning in Relationships Education and Health Education will support the wider work of the school in helping to foster pupil well-being, develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society

5.0 **Partnership with Parents/Carers and Statutory Requirements.**

5.1 Much of a pupil's informal relationship, sex and health education occurs within the family and the school's programme will complement and build on this.

Relationships education is compulsory in primary schools from September 2020, so all pupils must take part in these lessons. In developing our policy, we consulted with Parents and other stakeholders. The DfE Guidance is equally clear that schools ultimately make the final decisions and engagement does not amount to a parental veto.

Pupils are expected to engage fully in relationships education lessons and treat others with respect and sensitivity, as we expect all the time in school.

Sex education is not compulsory for primary schools. However in our school pupils will learn about puberty and the changing adolescent body as part of Health Education from the end of year 4 through to year 6 from both the school nurse and class teacher as part of science/health education lessons. Other aspects of sex education that will be covered in Year 5 and Year 6 will be related to how a baby is born and biological terms associated with reproduction.

Parents/Carers have the right to be able to withdraw their children from Sex Education taught as part of the Relationships Education lessons that fall outside those aspects covered in the National Curriculum Science lessons. Parents do not have to give their reasons for withdrawing their children, but they will be made aware of the implications of removing children. The head teacher will automatically grant the request to withdraw



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a pupil the sex education and alternative work will be given to pupils who are withdrawn from sex education.

Primary schools are required to teach the elements of sex education contained in the science curriculum and there continues to be no right to withdraw from these lessons.

There is no right to withdraw from Relationships Education or Health Education

Health Education is also statutory and focuses on learning about the characteristics of good physical health and mental well-being and the relationship between good physical health and good mental well-being.

6.0 **Equal Opportunities Statement / Inclusion**

We will comply with the relevant requirements of the Equality Act 2010 and the Public sector equality duty (PSED) (s.149 of the Equality Act).

Our RS&H education will be inclusive for all pupils, sensitive to all family and faith backgrounds and pupils' own identities. It will be respectful of all protected characteristics under the Equality Act 2010.

6.1 In our school we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate.

6.2 Children may have varying needs regarding RS&H education depending on their circumstances and background. The school strongly believes that all pupils should have access to RS&H education that is relevant to their particular needs. To achieve this the school's approach to RS&H will take account of the protected characteristics of:

- Age,
- disability,
- gender
- reassignment,
- race,
- religion or belief,
- sex,
- sexual orientation,
- marriage and civil partnership,
- pregnancy and maternity.

We will ensure all groups are treated respectfully, and where necessary consult on how changes to our provision may impact negatively on groups with these characteristics.



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- 6.3 Special Educational Needs and Disability. All schools are aware that that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their special educational needs and disabilities (SEND). Relationships Education and Health Education must be accessible for all pupils and we will ensure high quality teaching, in line with the SEND code of practice that is differentiated and personalised to ensure accessibility.
- 7.0 **School Curriculum / Content**
- 7.1 Effective RS&H education enables young people to make responsible and well informed decisions about their lives. The objective of RS&H is to help and support children through their physical, mental, emotional and moral development. A successful programme is embedded within the PSHCE Scheme of Work and will help children to move with confidence from childhood through adolescence into adulthood. The Lucinda and Godfrey programme (see Appendix A for content overview) used by John Emmerson Batty Primary School is developmental and builds on the children's existing knowledge, experience and perceptions The programme was implemented after consultation with staff, parents/ carers and governors.
- 7.2 In Foundation Stage and Key Stage 1 pupils learn to recognise similarities and differences between themselves and others, identify and share their feelings with each other, recognise safe and unsafe situations and identify and be able to talk to someone they trust. We teach the children about how animals, including humans, move, feed, grow and that they reproduce. We also teach them about the main parts of the body. At the end of Year 2 the children will use the terms vagina and penis when discussing how to keep clean. Children learn to appreciate that people are not the same and that we need to respect each other.
- 7.3 In Key Stage 2 pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and well-being of others. Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them.
- 7.4 In Year Five and Year Six we place particular emphasis on health education as many children experience puberty at this age. We liaise with the School Nurse and he/she is involved in the delivery of sessions that focus largely on puberty. By the end of Key Stage 2 all pupils will have been taught about the how bodies change during puberty. For example we teach the children that boys' voices will change during puberty and we explain menstruation to both boy and girls. The children will also be taught how a baby



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is born and biological terms associated with reproduction. Please see the outline of what is taught as part of our Lucinda and Giodfrey programme along with what the children will have been taught by the end of KS2 in relation to RS&H Education in Appendix A.

8.0 Approaches to Teaching and Learning

8.1 We aim to provide an environment and atmosphere for RS&H where pupils feel safe, relaxed, unintimidated, and focused; and where they have confidence and trust in the knowledge, ability and skills of staff in school. This ensures that both pupils and staff feel fully confident in engaging in age-appropriate discussions around potentially sensitive topics and themes.

To provide clarity and create a safe learning environment, at the beginning of each session, a set of ground rules will be agreed by the class. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other.
- Everyone gets a turn - if they want one.
- Respect everybody's contribution.
- No personal information - no names.
- No personal questions.
- No making fun.
- An age-appropriate rule around confidentiality and safeguarding

Children and teachers are free to suggest and agree further ground rules as appropriate to the topic of each lesson.

Other teaching and learning strategies utilised in RSE (and across the PSHE curriculum) to establish a safe learning environment include the following techniques:

- Using 'distancing' techniques such as role play, case studies, videos etc. to depersonalise sensitive issues.
- Anonymous question boxes. These can help children to have the confidence to ask sensitive questions, and they provide an opportunity for teachers to pre-empt questions that might not be age appropriate or that might raise safeguarding or child protection concerns.
- It will be emphasised to children that any voluntary sharing of information should be anonymous (for example "someone I know..." rather than "I" or naming names). Should personal questions be asked of either children or staff, children will be reminded that the ground rules for RSE prohibit personal questions. Although staff may draw on their personal experiences to answer



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certain questions, for example around menstruation, this should always be depersonalised and discussed in third person rather than first person.

All staff teaching RSE will be supported and advised by the PSHE lead and senior leadership team on these matters as required.

- 8.2 RS&H is normally delivered by Class Teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve children's full participation are used.
- 8.3 If a Class Teacher does not feel comfortable delivering material to the children another member of teaching staff may be used to deliver that session to the group.
- 8.4 Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RS&H in school. John Emmerson Batty Primary
- Visitors are invited in to school because of the particular expertise or contribution they are able to make;
 - All visitors are familiar with and understand the school's RS&H policy and work within it;
 - All input to PSHCE lessons are part of a planned programme and negotiated and agreed with staff in advance;
 - All visitors are supervised/supported by a member of staff;
 - The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

9.0 **Assessment, Recording and Reporting**

9.1 Elements of the sex education taught in the Science curriculum are assessed formally. Evaluation of the RS&H programme outside the science curriculum is conducted using a variety of informal activities which have been built into the programme. Pupils have the opportunity to reflect upon their own learning and personal experiences.

9.2 John Emmerson Batty Primary School believes in the importance of training for staff delivering RS&H. Staff are encouraged to access appropriate training and support to help them deliver effective RS&H.

10.0 **Resourcing**

A variety of teaching resources will be used to deliver the curriculum, including:

- Lucinda and Godfrey Scheme
- Heart Start Resources
- Redcar and Cleveland - Curriculum4life Online resources
- SEALs



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11.0 **Monitoring and Evaluation arrangements**

The delivery of this policy is monitored by the Personal Development and Wellbeing Leader (Currently Mrs Segrave) through lesson observations, learning walks, discussion with pupils and scrutiny of pupil outcomes.

This policy will be reviewed by the Personal Development and Wellbeing Leader as a minimum of once every three year. At every review, the policy will be scrutinized and ratified by the Local School Board.

12.0 **Role of the Local School Board (LSB)**

The governing board will approve the relationships education policy and hold the head teacher to account for its implementation.

As well as fulfilling their legal obligations, governors will also ensure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

13.0 **Specific Issues within RS&H**

13.1 **Confidentiality**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the nominated person for child protection. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

13.2 **Child Protection**

The school has a separate Child Protection Policy. Effective RS&H may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns. See the school Child Protection Policy.

13.3 **Controversial and Sensitive Issues**

Staff are aware that views around RS&H related issues are varied. However, while personal views are respected, all RS&H 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 different opinions.



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13.4 Dealing with Questions

During both formal and informal PSHE/RSE sessions, pupils are encouraged to ask questions. Any questions from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer. Teachers will:

- use specific ground rules for this work which will clarify boundaries for children/young people, and mitigate disclosures in class
- clarify that personal questions should not be asked
- clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, pastoral staff.

In some lessons, an anonymous question box may be used to allow children to ask questions about potentially sensitive or embarrassing topics

Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom, or that is not age-appropriate (or within the school's RSE policy), provision may be made to address the individual child/young person's requirements. The school believes that individual teachers must use their professional skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned about any question from a safeguarding perspective.

If a teacher does not know the answer to a question or if a question is felt to be inappropriate, this should be acknowledged and, if considered necessary, this may be followed up outside of the classroom environment with individual pupils.

Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We will also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

14.0 Dissemination

A copy of this policy is available on the school website, or a hard copy can be requested (no charge) from the school office.

15.0 This policy will be reviewed in three years.

Policy ratified on the

Head Teacher's Signature:

Date: 1st Feb 2024

Chair of LSB Signature:

Date: 1st Feb 2024



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Appendix A: The Curriculum

The following areas will be covered as part of our Relationship and Sex Education

Overview of Relationship and Sex Education (RSE) - Lucinda and Godfrey and Other Units

Foundation Stage - the introduction of Lucinda and Godfrey, how they are special friends and the differences between them.

Special Person Send a smile around a circle. Create a treasure box of what is needed to make a special person.
Looking at Ourselves I have _____eyes Colour in eyes and make graph to show differences.
Same and Different Find somebody who has the same eye colour. Put labels on to Lucinda and Godfrey.
Exploring Friendship Use book to discuss friends. Draw a picture of themselves and friend together.

Year One - it is the first day of school Lucinda is happy and excited but Godfrey is worried. Godfrey is frightened of a boy from nursery who used to push him over.

Friends and Friendship Use a magic pebble - think of best friend and the qualities that they have. Using the pebbles make a friendship soup.
Friendship Quilt Using a hexagon shape - patch - the children create a friendship quilt using 'friendship language'.
Friends and People we can Trust Talk to the children about trust and why we can trust friends. Discuss how talking about worries can help you feel better.
Keeping Friends Talk about what friendship feels like and how it feels when it goes wrong.

Year Two - the smell monster needs help keeping clean

Know your Feelings Using a puppet discuss why it might be sad and discuss why he might be happy. Talk about when he is sad what could make him happy.
The Smell Monster Talk about why the smell monster feels unhappy. What might the monster be thinking when sad?
Keeping Clean Write a guide to help the smell monster learn how to keep clean.



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Keeping Our Bodies Clean

Using a bag of things we need to keep clean. Talk about the parts of the body we must keep clean and why.

Vocabulary

Vagina, Penis

Year Three - Lucinda's auntie kisses her and a boy at school cuddles her she doesn't like it.

Feelings

Discuss how Lucinda felt in the playground and when her Auntie Jane kissed her. Lucinda felt...

Know your Feelings

Discuss the advice you could give Lucinda on her tricky situation. Discuss how talking helped.

Someone to Tell

Discuss why Lucinda chose Godfrey to talk to.

Making Decisions

Read out scenarios and discuss how situation would end.

Year Four - keeping safe. Lucinda and Godfrey don't go straight home from school like they should and both their mums are very worried about them. They haven't told them that they were going to go to Ben's house.

Who makes the choice?

The children will complete a think bubble - when did Lucinda and Godfrey make the wrong choice? What is a better choice that they could have made?

Rules

Talk about rules with the children then complete 'one rule we have in school is...' Imagine a school with no rules. Talk about how rules keep them safe.

Keeping Safe Outside School

The children will jump in to the story and write a guide for Lucinda and Godfrey about staying safe outside school.

Responsibility

The children will be asked to think about all of the things that an adult needs to do to help a baby and why.



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Understanding Differences in Families (Curriculum4life resource)

Families may look different

To help children understand that other, families may look different from their own, and that's a positive thing.

Explore types of families

To explore different types of families and, understand that many are different, including same sex marriages and partnerships.

- Families are all different and special
- Families may include a mum and dad.
- Families don't always have a mum, dad and children
- Families can just include a mum or dad
- Families can have two dads or two mums
- Sometimes a family might not include parents (It might include carers, grandparents or other family members)
- Families may include step or half siblings
- Families can include adopted children
- Families may be multiple races and ethnicities

Year Five - growing and changing Lucinda starts to notice changes in how she feels and her body Godfrey feels the same. A special visitor comes in to school to talk about puberty.

Keeping Ourselves Healthy

Talk about ways in which we keep healthy. Include eating, exercise and keeping clean.

Growing and Changing - Puberty

Reading of story followed by discussion and questions

Growing and Changing - Puberty

Changes that happen and the importance of keeping clean.

Growing and Changing - Puberty

Use the activity sheets to find out what the children have understood about the changes that will happen to boys and girls.

Vocabulary

Penis, Testicle, Sexual feelings, Wet dream, Sanitary towel / Tampon, Sperm, Semen, penis, Period, Vagina, Womb, Pubic hair, Breast, Sexual feelings



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What marriage is and other Long-Term Commitments

Marriage, Civil Partnerships and other Long-Term Relationships

To improve knowledge of marriage, civil partnerships and other long term, relationships.

Marriage is a life long commitment

To ensure children understand that marriage is intended to be a life-long commitment.

- What is marriage?
- Why do people get married?
- What other types of Long Term Commitment are there? (e.g. Civil Partnerships)

Year Six - A special visitor comes in to school to talk about puberty.

There is a school disco. Lucinda's sister gets pregnant.

Growing and Changing

Recap with the children the changes that happen during puberty to boys and girls. Sort changes in to those that happen to both and those that only happen to Lucinda or Godfrey.

Changing Relationships

Read school disco scenario Godfrey is dumped by Lucinda because she likes Rodger. How do they each feel? What makes a boyfriend / girlfriend special?

Relationships

Lucinda's sister is pregnant. The children will complete you can get pregnant if.... Discuss myths and facts. Go on to discuss how we can prevent getting pregnant - contraception.

Growing and Changing

The children will answer questions from the problem page

Vocabulary

As Year Five plus, Masturbate, Contraception and all the linked words, Making love



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Relationship Education – In addition, the children will be taught the following by the end of KS2:

Some themes will recur throughout school while others will be taught in the most appropriate years.

R.1 Families and people who care for me

- Families are important for children growing up because they can give love, security and stability.
- 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.
- 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.
- 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.
- 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.

R.2 Caring friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- 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.

R.3 Respectful relationships

- 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.



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

R.4 Online relationships

- People sometimes behave differently online, including by pretending to be someone they are not.
- 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.
- 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.

R.5 Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- 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.
- 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.

Religious education links to relationships education by looking at family, values and morals, and the celebration of marriage in different traditions.

Health Education – By the end of KS2 the children will be taught:

Some themes will recur throughout school while others will be taught in the most appropriate years.

H.1 Mental well-being



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- Mental well-being 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 well-being 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 well-being.
- 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 well-being 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.

H2.2 Internet safety and harms

- For most people the internet is an integral part of life and has many benefits.
- 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 well-being.
- 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.

H.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).



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- How and when to seek support including which adults to speak to in school if they are worried about their health.

H.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).

H.5 Drugs, alcohol and tobacco

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

H.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 allergies, immunisation and vaccination.

H.7 Basic first aid

- 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.

H.8 Changing adolescent body

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual well-being including the key facts about the menstrual cycle.