



Felton C of E Primary School

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This policy will be reviewed annually

Link Governor: Ellie Walter (tbc)

Policy for Relationships, Sex and Health Education

Vision Statement

‘Loving, Learning, Living’ shapes a lens through which we can reflect on everything we do in school, helping us to remember our priorities and focus on who and what is important.

Loving God, ourselves, each other and being thankful and reverent about the world around us

Learning from all our experiences, good and bad, to gain the endurance, wisdom and humility to become our best selves

Living together in peace, friendship, trust and forgiveness, with the belief and compassion to enable everyone in our school to flourish and thrive

Statement of Intent

At Felton C of E Primary School, we understand our responsibility to deliver a high-quality, age appropriate and evidence based relationships, sex and health curriculum for all of our pupils. Both our policy and practise will *'ensure pupils are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others.'* (SIAMS schedule 2018)

This policy sets out the framework for our relationships, sex and health curriculum providing clarity on how it is informed and delivered, In developing this policy we have followed the principles in the Church of England Charter for faith sensitive and inclusive relationships education (Rel Ed), relationships and sex education (RSE) and health education (RSHE) (Appendix 1)

We are committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. We understand that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education and the programme will be designed to be inclusive of all pupils.

The aim of RSHE is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health.

Our RSHE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within personal relationships.
- avoid being pressured into uncomfortable or dangerous situations.
- have an understanding of seeking permission and consent
- develop awareness of their evolving sexuality, gender identity, challenge sexism and prejudice, which is inclusive to all children and young people.
- have sufficient information and skills to protect themselves in a variety of situations including from exploitation.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

Legal Framework

This policy has been developed with regard to legislation and statutory guidance including:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- SIAMS Evaluation Schedule 2018
- Valuing All God's Children 2019
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
- Special Educational Needs and Disability code of practice: 0-25 years, 2017
- Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)
- Keeping Children safe in Education – Statutory Safeguarding Guidance (2018)
- Transforming Children and Young People's Mental Health Provision Green Paper (July 2018)

This policy works in conjunction with the following policies:

- Safeguarding (including child sexual exploitation)
- Behaviour
- SEND
- Equal Opportunities
- Anti-bullying
- Mental Health and Well-being
- Pupil Confidentiality
- Inclusion

Definitions

For the purposes of this policy “Relationships education” (Rel Ed) is defined as teaching pupils about the building blocks of healthy, respectful relationships, focusing on family and friendships, including on and off line. It gives children and young people the essential skills to build positive, enjoyable and non-exploitative relationships.

For the purposes of this policy “Relationships and sex education” (RSE) is defined as teaching pupils about is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

For the purpose of this policy “Health education” is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Roles and Responsibilities

The **Governing Body** is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring the religious ethos of the school is maintained and developed through the subjects.

The **Head teacher** is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.

- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.
- The relationships, sex and health education subject leader is responsible for:
 - Overseeing the delivery of the subjects.
 - Ensuring the subjects are age-appropriate and high-quality.
 - Ensuring teachers are provided with adequate resources to support teaching of the subjects.
 - Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
 - Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
 - Working with other subject leaders to ensure the relationships, [sex] and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
 - Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

Teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with other staff to evaluate the quality of provision.

The **SENCO** is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

- Determining interventions and accessibility to the correct intervention.

Curriculum organisation

See also: Curriculum Intent Statement.

The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school's PSHE curriculum.

The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance

The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.

The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupil's wider needs and we have consulted with parents, pupils and staff on the development of this policy in line with section 12 of this policy.

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by contacting the Head Teacher.

When organising the curriculum the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

An overview of Relationships Education and what pupils will know by the end of primary school is at Appendix 2. An overview of Health Education and what pupils will know by the end of primary school is at Appendix 3.

A summary of the content that will be taught during each Year Group is outlined at Appendix 4.

Sex Education

The DfE recommends that *all* primary schools should have a sex education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

At our school, we teach pupils sex education beyond what is required of the science curriculum.

Parents are consulted on the organisation and delivery of our sex education curriculum and are given the opportunity to feedback on what should be taught through sex education.

The age and development of pupils is always considered when delivering sex education.

All staff will use scientifically correct vocabulary to avoid misunderstandings and ambiguity.

A summary of the content that is currently taught during each Year Group is outlined at Appendix 5.

Resources and Delivery of Curriculum

We will teach the curriculum to reflect the requirements set out in law, particularly the Equalities Act 2010, so that pupils understand what the law does, and does not, allow, and the wider implications of decisions they make.

Our relationships and sex education curriculum is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity.

At the point we consider it appropriate to teach pupils about LGBTQ+, we will ensure that this content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a stand alone lesson.

Pupils will be taught about LGBTQ+ from Early Years onwards and formally in Upper Key Stage 2, with a focus on pupils developing an understanding that there are a variety of relationships and family patterns in the modern world. We will always consider the development and maturity of pupils before teaching this topic.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately to the pupil's age.

The school ensures that all teaching resources and materials are appropriate for the age and maturity of pupils, their religious backgrounds and sensitive to their needs.

We consult with parents, and at all points of delivery of this programme will provide examples of the resources that we plan to use as we want to reassure parents and enable them to continue the conversations started in class at home.

Inappropriate videos, images etc. will not be used and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.

Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils.

External Partners

External partners may be invited to assist from time to time with the delivery of this programme and will be required to comply with this policy. We will ensure that the teaching delivered by the external partner fits with the planned curriculum and this policy. The use of external partners is to enhance curriculum rather than as a replacement for the teachers delivering the curriculum.

Before delivery of the session we will discuss the partner's lesson plan and any materials the partner intends to use and ensure that the content is age appropriate for the pupils and meets pupil's needs.

We will ensure any external partner complies with the Child Protection and Safeguarding Policy.

Links with other curriculum areas

We seek to draw links between Relationships, sex and health education and other curriculum subjects wherever possible. Relationships, sex and health education will be linked to the following subjects in particular:-

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.

- Computing – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- Citizenship – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- PSHE – pupils learn about respect and difference, values and characteristics of individuals, in the local context and wider community

Consultation with parents and carers

We understand the important role parents play in enhancing their children's understanding of relationships, sex and health. We also understand how important parents' views are in shaping the curriculum.

We work closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum through some of the following:

- Questionnaires and surveys
- Focus groups – including pupil groups
- Meetings
- Training sessions
- Newsletters and letters
- Website

Consultation may also take place with the wider school community e.g. governing body, school nurse, Local Authority and Diocese.

Parents are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

Right to withdraw from sex education

Relationships and health education are statutory in primary school and parents do not have the right to withdraw their child from these subjects.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered (other than what must be taught as part of the statutory science curriculum). The head teacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will document this process to ensure a record is kept.

The head teacher may discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This includes social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher

Once those discussions have taken place, the Headteacher will respect the parents' request to withdraw the child except where in respect of content that must be taught as part of the science curriculum.

This process is the same for pupils with SEND. However there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

The head teacher will not grant a request to withdraw a pupil from any sex education delivered as part of the science curriculum.

If a pupil is withdrawn from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal.

Staff training

All staff members will receive appropriate training to ensure they are up-to-date with the relationship, sex and health education programme and any associated issues.

Members of staff responsible for teaching the subjects will undergo further training to ensure they are fully equipped to teach the subjects effectively.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments.

Bullying and Confidentiality

Any bullying incidents arising out of the relationships, sex and health education, such as those relating to sexual orientation, will be dealt with as seriously as any other bullying incidents in school in accordance with the Behaviour Policy and/or Anti-bullying policies.

Confidentiality within the classroom is an important aspect of relationships, sex and health education and teachers should respect the confidentiality of pupils as far as possible. Pupils will be informed of the duty of confidentiality and will be made aware of what action may be taken if they choose to report a concern or make a disclosure.

If a teacher has any suspicion of inappropriate behaviour or potential abuse, or if any reports are made during lessons as a result of the content of the curriculum this will be reported to the Designated Safeguarding Lead and this will be dealt with in line with the Child Protection and Safeguarding Policy.

Monitoring and evaluating the policy

This policy will be monitored and reviewed on an annual basis by the teachers and headteacher.

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The local Governing Body is responsible for approving this policy.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Appendix 1

A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)¹

In The Durham Diocesan MAT we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

1. **To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. **That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
3. **That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act² and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints

¹ RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

² The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

4. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.
5. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.

8. To seek pupils' views about RSHE so that the teaching can be made relevant to their lives. It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

Appendix 2

Relationships education overview

Families and people who care for me

By the end of primary school, pupils will know:

1. That families are important for them growing up because they can give love, security and stability.
2. 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.
3. 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.
4. 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.
5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. 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

By the end of primary school, pupils will know:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
4. That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
5. How to recognise who to trust and who not to trust.
6. How to judge when a friendship is making them feel unhappy or uncomfortable.

7. How to manage conflict.
8. How to manage different situations and how to seek help from others if needed.

Respectful relationships

By the end of primary school, pupils will know:

1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
2. Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
3. The conventions of courtesy and manners.
4. The importance of self-respect and how this links to their own happiness.
5. That in school and 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.
6. About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
7. What a stereotype is, and how they can be unfair, negative or destructive.
8. The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

By the end of primary school, pupils will know:

1. That people sometimes behave differently online, including pretending to be someone they are not.
2. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
3. The rules and principles for keeping safe online.
4. How to recognise harmful content and contact online, and how to report these.
5. How to critically consider their online friendships and sources of information.
6. The risks associated with people they have never met.

7. How information and data is shared and used online.

Being safe

By the end of primary school, pupils will know:

1. What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
2. About the concept of privacy and the implications of it for both children and adults.
3. That it is not always right to keep secrets if they relate to being safe.
4. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
5. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
6. How to recognise and report feelings of being unsafe or feeling bad about any adult.
7. How to ask for advice or help for themselves and others, and to keep trying until they are heard.
8. How to report concerns or abuse, and the vocabulary and confidence needed to do so.
9. Where to seek advice, for example, from their family, their school and other sources.

Appendix 3

9. Health education overview

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

Mental wellbeing

1. By the end of primary school pupils will know:
2. That mental wellbeing is a normal part of daily life, in the same way as physical health.
3. That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
4. The scale of emotions that humans experience in response to different experiences and situations.
5. 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.
6. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

7. The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
8. Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
9. How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
10. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
11. Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
12. That it is common to experience mental ill health and, for the 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

By the end of primary school, pupils will know:

1. That for most people, the internet is an integral part of life and has many benefits.
2. About the benefits of rationing time spent online.
3. The risks of excessive time spent on electronic devices.
4. The impact of positive and negative content online on their own and others' mental and physical wellbeing.
5. How to consider the effect of their online actions on others.
6. How to recognise and display respectful behaviour online.
7. The importance of keeping personal information private.
8. Why social media, some computer games and online gaming, for example, are age-restricted.
9. 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.
10. How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted.
11. Where and how to report concerns and get support with issues online.

Physical health and fitness

By the end of primary school, pupils will know:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support, including which adults to speak to in school if they are worried about their health.

Healthy eating

By the end of primary school, pupils will know:

1. What constitutes a healthy diet, including an understanding of calories and other nutritional content.
2. The principles of planning and preparing a range of healthy meals.
3. The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

Drugs alcohol and tobacco

By the end of primary school, pupils will know:

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

Health and prevention

By the end of primary school, pupils will know:

1. How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.

4. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
5. About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
6. The facts and science relating to immunisation and vaccination.

Basic first aid

By the end of primary school, pupils will know:

1. How to make a clear and efficient call to emergency services if necessary.
2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

By the end of primary school, pupils will know:

1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
2. About menstrual wellbeing and key facts relating to the menstrual cycle.

Appendix 4

Outline of Relationships Education and Health Education per year group.

The school plans a progressive curriculum, topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school. A summary of the content that is currently taught during each Year Group is as follows:-

Relationship Education	Families and people who care for me SIAMS Evaluation Strand 5: Dignity and Respect <i>How well the school's Christian vision creates an environment that embraces difference where all pupils, whatever their background or ability, can flourish because all are treated with dignity and respect.</i> <i>In creating a school environment built on dignity and respect, the school must evaluate:</i> <i>a) How well does your school's Christian vision and associated values uphold dignity and value all God's Children*, ensuring through its policy and practice the protection of all members of the school community?</i> <i>b) How well does the whole curriculum provides opportunities for all pupils to understand, respect and celebrate difference and diversity?</i> <i>c) Does the school have an approach to relationships and sex education (RSE) that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others. (From 2020 onward)</i>	
By the end of primary school pupils should know:	<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. 	
Phase	Key knowledge	Vocabulary

Year 1 & 2	<ol style="list-style-type: none"> 1. about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers 2. the role these different people play in children's lives and how they care for them 3. what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. 4. about the importance of telling someone — and how to tell them — if they are worried about something in their family 	Family, Different , Similarities, Belonging Parents, carers, grandparents, uncles, aunties, nieces, nephews, cousins, Godparents Special, Relationship, Important Cooperate
Year 3 & 4	<ol style="list-style-type: none"> 5. to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents 6. that being part of a family provides support, stability and love 7. about the positive aspects of being part of a family, such as spending time together and caring for each other 8. about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty 9. to identify if/when something in a family might make someone upset or worried 10. what to do and whom to tell if family relationships are making them feel unhappy or unsafe 	Family, Loving, Caring, Safe, Respect, Connected, Difference, Similarities, Special, Family, Conflict, Solve it together, Solutions, Resolve, Responsibilities, Stereotype Personal, Unique, Characteristics Parents, Change, Attraction Pressure Personal Comfortable Special Love Appreciation Symbol Care
Year 5 & 6	<ol style="list-style-type: none"> 11. what it means to be attracted to someone and different kinds of loving relationships 12. that people who love each other can be of any gender, ethnicity or faith 13. the difference between gender identity and sexual orientation and everyone's right to be loved 14. about the qualities of healthy relationships that help individuals flourish 15. ways in which couples show their love and commitment to one another, including those who are not married or who live apart 16. what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults 17. that people have the right to choose whom they marry or whether to get married 18. that to force anyone into marriage is illegal 19. how and where to report forced marriage or ask for help if they are worried 	Grown up, Adult, Lifestyle, Culture, Society Attraction, Relationship, Pressure, Love, Feeling, Achievement

Relationship Education	Caring Friendships <i>SIAMS Evaluation Schedule</i> Strand 4: Community and Living Well Together <i>How well the school's Christian vision promotes social and cultural development through the practice of forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together.</i> <i>To what extent does your school's Christian vision and associated values underpin relationships at all levels in the school community, enabling pupils to disagree well and to practice forgiveness and reconciliation?</i>	
By the end of primary school pupils should know:	<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. 	
Phase	Key knowledge	Vocabulary

Year 1 & 2	20. about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers 21. the role these different people play in children's lives and how they care for them 22. how to be a good friend, e.g. kindness, listening, honesty 23. about different ways that people meet and make friends 24. strategies for positive play with friends, e.g. joining in, including others, etc. 25. about what causes arguments between friends 26. how to positively resolve arguments between friends 27. how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else	Family, Belong, Different, Same, Friends, Friendship, Qualities, Praise, Caring, Sharing, Kind, Team Work, Achieve, Working Together. Diversity, Difference, Fairness, Kindness, Conflict, Points of View, Likes/Dislikes, Problem Solving
Year 3 & 4	28. about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty 29. about the features of positive healthy friendships such as mutual respect, trust and sharing interests 30. strategies to build positive friendships 31. how to seek support with relationships if they feel lonely or excluded	Fairness, Choices, Feelings, Friendship, Conflict Solution, Problem Solving, Relationships, Happiness, Included, Welcome, Valued, Team, Accept Differences, Conflict, Negotiate, Compromise, Trust, Loyalty, Empathy, Forgiveness.
Year 5 & 6	32. what makes a healthy friendship and how they make people feel included 33. strategies to help someone feel included 34. about peer influence and how it can make people feel or behave 35. the impact of the need for peer approval in different situations, including online 36. strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication 37. that it is common for friendships to experience challenges	Rights, Responsibility, Consequences, Choices, Cooperation, Collaboration, Debate, Motivation, Respect, Pressure, Risky, Safe, Vulnerable Secure, Participation, Rights Responsibility, Collaboration, Empathy, Behaviour, Choices, Consequences, Democracy, Decisions,

	<p>38. strategies to positively resolve disputes and reconcile differences in friendships</p> <p>39. that friendships can change over time and the benefits of having new and different types of friends</p> <p>40. how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</p> <p>41. when and how to seek support in relation to friendships</p> <p>42. to compare the features of a healthy and unhealthy friendship</p> <p>43. about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</p> <p>44. what consent means and how to seek and give/not give permission in different situations</p>	
Relationship Education	<p>Respectful Relationships</p> <p><i>SIAMS Evaluation</i></p> <p><i>Strand 5: Dignity and Respect</i></p> <p><i>How well the school's Christian vision creates an environment that embraces difference where all pupils, whatever their background or ability, can flourish because all are treated with dignity and respect.</i></p> <p><i>In creating a school environment built on dignity and respect, the school must evaluate:</i></p> <p><i>a) How well does your school's Christian vision and associated values uphold dignity and value all God's Children*, ensuring through its policy and practice the protection of all members of the school community?</i></p> <p><i>b) How well does the whole curriculum provides opportunities for all pupils to understand, respect and celebrate difference and diversity?</i></p> <p><i>c) Does the school have an approach to relationships and sex education (RSE) that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others. (From 2020 onward)</i></p>	
By the end of primary school pupils should know:	<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. 	

	<ul style="list-style-type: none"> • 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. 	
Phase	Key knowledge	Vocabulary
Year 1 & 2	45. what kind and unkind behaviour mean in and out school 46. how kind and unkind behaviour can make people feel 47. about what respect means 48. about class rules, being polite to others, sharing and taking turns 49. about the things they have in common with their friends, classmates, and other people 50. how friends can have both similarities and differences 51. how to play and work cooperatively in different groups and situations 52. how to share their ideas and listen to others, take part in discussions, and give reasons for their views	Same, Different, Change, Proud Respect, Support, Stereotypes Trust, Honesty, Reliable, Acceptable, Unacceptable, Comfortable, Uncomfortable, Resilience,
Year 3 & 4	53. to recognise respectful behaviours e.g. helping or including others, being responsible 54. how to model respectful behaviour in different situations e.g. at home, at school, online 55. the importance of self-respect and their right to be treated respectfully by others 56. what it means to treat others, and be treated, politely 57. the ways in which people show respect and courtesy in different cultures and in wider society 58. to recognise differences between people such as gender, race, faith 59. to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations 60. about the importance of respecting the differences and similarities between people 61. a vocabulary to sensitively discuss difference and include everyone	Caring, Safe, Difference, Special, Conflict, Solution, Resolve, Bystanding, Bullying, Gay, Unkind Feelings, Tell, Value, Worries, Consequences, Hurtful, Praise Welcomed, Valued, Team, Cooperation, Assertive, Agree, Disagree, Pressure

Year 5 & 6	62. to recognise that everyone should be treated equally 63. why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own 64. what discrimination means and different types of discrimination e.g. racism, sexism, homophobia 65. to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment 66. the impact of discrimination on individuals, groups and wider society 67. ways to safely challenge discrimination 68. how to report discrimination online 69. about the link between values and behaviour and how to be a positive role model 70. how to discuss issues respectfully 71. how to listen to and respect other points of view 72. how to constructively challenge points of view they disagree with 73. ways to participate effectively in discussions online and manage conflict or disagreements	Appreciation, Challenge, Rights, Responsibility, Consequences, Similarity, Differences, Culture. Rights, Empathy, Consequences, Collaboration, Cooperation, Responsibilities, Normal, Disability, Empathy, Diversity, Bullying, Power, Control, Pressure, Assertiveness
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Relationship Education	Online Relationships SIAMS Evaluation Strand 5: Dignity and Respect <i>How well the school's Christian vision creates an environment that embraces difference where all pupils, whatever their background or ability, can flourish because all are treated with dignity and respect.</i> <i>In creating a school environment built on dignity and respect, the school must evaluate:</i> <i>a) How well does your school's Christian vision and associated values uphold dignity and value all God's Children*, ensuring through its policy and practice the protection of all members of the school community?</i> <i>b) How well does the whole curriculum provides opportunities for all pupils to understand, respect and celebrate difference and diversity?</i>
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	c) Does the school have an approach to relationships and sex education (RSE) that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others. (From 2020 onward)	
By the end of primary school pupils should know:	<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. 	
Phase	Key knowledge	Vocabulary
Year 1 & 2	74. basic rules for keeping safe online 75. whom to tell if they see something online that makes them feel unhappy, worried, or scared	Safe, respect, responsible, e-safety, online, personal, private, information, acceptable, unacceptable, worry, help, content, contact
Year 3 & 4	76. how to recognise risks online such as harmful content or contact 77. how people may behave differently online including pretending to be someone they are not 78. how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online 79. how to communicate respectfully with friends when using digital devices 80. how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know 81. what to do or whom to tell if they are worried about any contact online 82. What is appropriate to share with friends, classmates, family and wider social groups including online	Safe, respect, responsible, e-safety, online, personal, private, information, acceptable, unacceptable, worry, help, content, contact, cyberbullying, password, protect, concern, SMART, danger, online personas, unwanted, digital, device

	<p>83. about what privacy and personal boundaries are, including online</p> <p>84. basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</p> <p>85. that bullying and hurtful behaviour is unacceptable in any situation</p> <p>86. about the effects and consequences of bullying for the people involved</p> <p>87. about bullying online, and the similarities and differences to face-to-face bullying</p>	
Year 5 & 6	<p>88. strategies to respond to pressure from friends including online</p> <p>89. how to assess the risk of different online 'challenges' and 'dares'</p> <p>90. how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</p> <p>91. how to get advice and report concerns about personal safety, including online</p> <p>92. ways to participate effectively in discussions online and manage conflict or disagreements</p> <p>93. to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</p> <p>94. how to report discrimination online</p> <p>95. the impact of the need for peer approval in different situations, including online</p> <p>96. how to model respectful behaviour in different situations e.g. at home, at school, online</p>	<p>Safe, respect, responsible, e-safety, online, personal, private, information, acceptable, unacceptable, worry, help, content, contact, cyberbullying, password, protect, concern, SMART, danger, online personas, unwanted, digital, device, screen time, digital footprint, social media, restrictions, sharing, sensibly</p>
Relationship Education	<p>Being safe</p> <p><i>SIAMS Evaluation</i></p> <p><i>Strand 5: Dignity and Respect</i></p> <p><i>How well the school's Christian vision creates an environment that embraces difference where all pupils, whatever their background or ability, can flourish because all are treated with dignity and respect.</i></p> <p><i>In creating a school environment built on dignity and respect, the school must evaluate:</i></p>	

	<p><i>a) How well does your school's Christian vision and associated values uphold dignity and value all God's Children*, ensuring through its policy and practice the protection of all members of the school community?</i></p> <p><i>b) How well does the whole curriculum provides opportunities for all pupils to understand, respect and celebrate difference and diversity?</i></p> <p><i>c) Does the school have an approach to relationships and sex education (RSE) that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others. (From 2020 onward)</i></p>	
By the end of primary school pupils should know:	<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. 	
Phase	Key knowledge	Vocabulary
Year 1 & 2	<p>97. how rules keep us safe</p> <p>98. about situations when someone's body or feelings might be hurt and whom to go to for help</p> <p>99. about what it means to keep something private, including parts of the body that are private</p> <p>100. to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</p> <p>101. how to respond if being touched makes them feel uncomfortable or unsafe</p> <p>102. when it is important to ask for permission to touch others</p> <p>103. how to ask for and give/not give permission</p> <p>104. how to recognise hurtful behaviour, including online</p> <p>105. what to do and whom to tell if they see or experience hurtful behaviour, including online</p> <p>106. about what bullying is and different types of bullying</p> <p>107. how someone may feel if they are being bullied</p>	<p>Safe, Special, Calm, Like, Dislike, Confidentiality, Greeting, Touch, Feel, Texture</p> <p>Good secret, Worry secret, Telling, Adult, Trust, Honesty, Reliability, Private, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable.</p>

	<p>108. about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</p> <p>109. how to resist pressure to do something that feels uncomfortable or unsafe</p> <p>110. how to ask for help if they feel unsafe or worried and what vocabulary to use</p> <p>111. how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</p> <p>112. how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'</p> <p>113. to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</p>	
Year 3 & 4	<p>114. What is appropriate to share with friends, classmates, family and wider social groups including online</p> <p>115. about what privacy and personal boundaries are, including online</p> <p>116. basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</p> <p>117. that bullying and hurtful behaviour is unacceptable in any situation</p> <p>118. about the effects and consequences of bullying for the people involved</p> <p>119. about bullying online, and the similarities and differences to face-to-face bullying</p> <p>120. what to do and whom to tell if they see or experience bullying or hurtful behaviour</p> <p>121. to differentiate between playful teasing, hurtful behaviour and bullying, including online</p> <p>122. how to respond if they witness or experience hurtful behaviour or bullying, including online</p> <p>123. recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable</p> <p>124. how to manage pressures associated with dares</p> <p>125. when it is right to keep or break a confidence or share a secret</p>	<p>Safe Scared, Strategy, Anxious, Advice, Harmful Risk, Feeling, Attraction, Pressure, Peers, Personal, Comfortable, Appreciation, Care, Anxiety, Fear, Assertive, Believe, Right, Wrong</p>

	<p>126. how to recognise risks online such as harmful content or contact</p> <p>127. how people may behave differently online including pretending to be someone they are not</p> <p>128. how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</p> <p>129. how to identify typical hazards at home and in school</p> <p>130. how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</p> <p>131. about fire safety at home including the need for smoke alarms</p> <p>132. the importance of following safety rules from parents and other adults</p> <p>133. how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</p>	
Year 5 & 6	<p>134. to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</p> <p>135. how to ask for, give and not give permission for physical contact</p> <p>136. how it feels in a person's mind and body when they are uncomfortable</p> <p>137. that it is never someone's fault if they have experienced unacceptable contact</p> <p>138. how to respond to unwanted or unacceptable physical contact</p> <p>139. that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</p> <p>140. whom to tell if they are concerned about unwanted physical contact</p> <p>141. to compare the features of a healthy and unhealthy friendship</p> <p>142. about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</p> <p>143. strategies to respond to pressure from friends including online</p> <p>144. how to assess the risk of different online 'challenges' and 'dares'</p>	<p>Direct, Indirect, Cyberbullying, Respect, Body Image, Being Responsibly, Age Limit, Rights, Choice, Irresponsible Choice, Risks, Grooming, Trolled, Gambling, Consequences, Power, Struggle, Control, Harassment, Exploited, Criminal, Illegal, Assertive, Authority,</p>

	<p>145. how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</p> <p>146. how to get advice and report concerns about personal safety, including online</p> <p>147. what consent means and how to seek and give/not give permission in different situations</p> <p>148. to identify when situations are becoming risky, unsafe or an emergency</p> <p>149. to identify occasions where they can help take responsibility for their own safety</p> <p>150. to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</p> <p>151. that female genital mutilation (FGM) is against British law¹</p> <p>152. what to do and whom to tell if they think they or someone they know might be at risk of FGM</p>	
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Physical health and mental wellbeing	Mental Wellbeing <i>SIAMS Evaluation Schedule</i> <i>Strand 4: Community and Living Well Together</i>
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	<p><i>How well the school's Christian vision promotes social and cultural development through the practice of forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together.</i></p> <p><i>How well do leaders ensure there is support for good mental health in children and adults and a sense of belonging that embraces and celebrates difference?</i></p>	
By the end of primary school pupils should know:	<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. 	
Phase	Key knowledge	Vocabulary
Year 1 & 2	153. what it means to be healthy and why it is important 154. about routines and habits for maintaining good mental health 155. how to describe and share a range of feelings 156. ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others 157. how to manage big feelings including those associated with change, loss and bereavement 158. when and how to ask for help, and how to help others, with their feelings 159. to recognise what makes them special and unique including their likes, dislikes and what	like, not like, love, happy, sad, angry, upset, scared friendships, relationships, feelings, love, frustrated, obstacles, fair/unfair belong, calm down, steady, problem solve, uncomfortable, comfortable worried, nervous, mental health and wellbeing

	<p>they are good at</p> <p>160. how to manage and whom to tell when finding things difficult, or when things go wrong</p> <p>161. how they are the same and different to others</p> <p>162. about different kinds of feelings</p> <p>163. how to recognise feelings in themselves and others</p> <p>164. how feelings can affect how people behave</p>	
Year 3 & 4	<p>165. that regular exercise such as walking or cycling has positive benefits for their mental health</p> <p>166. about the things that affect feelings both positively and negatively</p> <p>167. strategies to identify and talk about their feelings</p> <p>168. about some of the different ways people express feelings e.g. words, actions, body language</p> <p>169. to recognise how feelings can change overtime and become more or less powerful</p> <p>170. that everyone is an individual and has unique and valuable contributions to make</p> <p>171. to recognise how strengths and interests form part of a person's identity</p> <p>172. how to identify their own personal strengths and interests and what they're proud of (in school, out of school)</p> <p>173. to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues</p> <p>174. basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</p>	<p>Boredom, anticipation, resentment, excitement, frightened, anxious</p> <p>Nervous, belonging, excepted, rejected, left out, hopeful, thoughts, scared</p>
Year 5 & 6	<p>175. that mental health is just as important as physical health and that both need looking after</p> <p>176. to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</p> <p>177. how to recognise, respect and express their individuality and personal qualities</p> <p>178. about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</p> <p>179. ways to boost their mood and improve emotional wellbeing</p>	<p>trust, fears, repercussions, apologising, honesty, forgiveness, seeking advice, expressing feelings</p> <p>insecure/secure</p> <p>sore spot</p> <p>over reaction</p> <p>humiliation</p> <p>gossip</p>

	<p>180. about the link between participating in interests, hobbies and community groups</p> <p>181. and mental wellbeing</p> <p>182. how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</p> <p>183. positive strategies for managing feelings</p> <p>184. that there are situations when someone may experience mixed or conflicting feelings</p> <p>185. how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</p> <p>186. to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available</p> <p>187. identify where they and others can ask for help and support with mental wellbeing in and outside school</p> <p>188. the importance of asking for support from a trusted adult</p> <p>189. about the changes that may occur in life including death, and how these can cause conflicting feelings</p> <p>190. that changes can mean people experience feelings of loss or grief</p> <p>191. about the process of grieving and how grief can be expressed</p> <p>192. about strategies that can help someone cope with the feelings associated with change or loss</p> <p>193. to identify how to ask for help and support with loss, grief or other aspects of change</p>	<p>rumour</p> <p>mixed feelings</p> <p>empathy</p> <p>empathise</p> <p>nervousness</p> <p>Worried</p> <p>secure/insecure</p> <p>anxiety/anxious</p> <p>Petrified</p> <p>terrified</p>
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Physical health and mental wellbeing	Internet safety and harms <i>SIAMS Evaluation Schedule</i> Strand 4: Community and Living Well Together <i>How well the school's Christian vision promotes social and cultural development through the practice of forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together.</i> <i>How well do leaders ensure there is support for good mental health in children and adults and a sense of belonging that embraces and celebrates difference?</i>	
By the end of primary school pupils should know:	<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. 	
Phase	Key knowledge	
Year 1 & 2	194. how and why people use the internet 195. the benefits of using the internet and digital devices 196. how people find things out and communicate safely with others online 197. why some things have age restrictions, e.g. TV and film, games, toys or play areas 198. basic rules for keeping safe online	

	<p>199. whom to tell if they see something online that makes them feel unhappy, worried, or scared</p> <p>200. the ways in which people can access the internet e.g. phones, tablets, computers</p> <p>201. to recognise the purpose and value of the internet in everyday life</p> <p>202. to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</p> <p>203. that information online might not always be true</p>
Year 3 & 4	<p>204. how the internet can be used positively for leisure, for school and for work</p> <p>205. to recognise that images and information online can be altered or adapted and the reasons for why this happens</p> <p>206. strategies to recognise whether something they see online is true or accurate</p> <p>207. to evaluate whether a game is suitable to play or a website is appropriate for their age-group</p> <p>208. to make safe, reliable choices from search results</p> <p>209. how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</p> <p>210. that everything shared online has a digital footprint</p> <p>211. that organisations can use personal information to encourage people to buy things</p> <p>212. to recognise what online adverts look like</p> <p>213. to compare content shared for factual purposes and for advertising</p> <p>214. why people might choose to buy or not buy something online e.g. from seeing an advert</p> <p>215. that search results are ordered based on the popularity of the website and that this can affect what information people access</p>

Year 5 & 6	<p>216. to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</p> <p>217. basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</p> <p>218. that some media and online content promote stereotypes</p> <p>219. how to assess which search results are more reliable than others</p> <p>220. to recognise unsafe or suspicious content online</p> <p>221. how devices store and share information</p> <p>222. how to protect personal information online</p> <p>223. about the benefits of safe internet use e.g. learning, connecting and communicating</p> <p>224. how and why images online might be manipulated, altered, or faked</p> <p>225. how to recognise when images might have been altered</p> <p>226. why people choose to communicate through social media and some of the risks and challenges of doing so</p> <p>227. that social media sites have age restrictions and regulations for use</p> <p>228. the reasons why some media and online content is not appropriate for children</p> <p>229. how online content can be designed to manipulate people's emotions and encourage them to read or share things</p> <p>230. about sharing things online, including rules and laws relating to this</p> <p>231. how to recognise what is appropriate to share online</p> <p>232. how to report inappropriate online content or contact</p> <p>233. how to protect personal information online</p> <p>234. to identify potential risks of personal information being misused</p> <p>235. strategies for dealing with requests for personal information or images of themselves</p>
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	<p>236. to identify types of images that are appropriate to share with others and those which might not be appropriate</p> <p>237. that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be</p> <p>238. what to do if they take, share or come across an image which may upset, hurt or embarrass them or others</p> <p>239. how to report the misuse of personal information or sharing of upsetting content/ images online</p> <p>240. about the different age rating systems for social media, T.V, films, games and online gaming</p> <p>241. why age restrictions are important and how they help people make safe decisions about what to watch, use or play</p> <p>242. how balancing time online with other activities helps to maintain their health and wellbeing</p> <p>243. strategies to manage time spent online and foster positive habits e.g. switching phone off at night</p> <p>244. what to do and whom to tell if they are frightened or worried about something they have seen online</p> <p>245. how to protect personal information online</p>
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Physical health and mental wellbeing	Physical health and fitness <i>SIAMS Evaluation Schedule</i> <i>Strand 4: Community and Living Well Together</i> <i>How well the school's Christian vision promotes social and cultural development through the practice of forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together.</i>
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	<i>How well do leaders ensure there is support for good mental health in children and adults and a sense of belonging that embraces and celebrates difference?</i>	
By the end of primary school pupils should know:	<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. 	
Phase	Key knowledge	Vocabulary
Year 1 & 2	<ol style="list-style-type: none"> 1. what it means to be healthy and why it is important 2. about physical activity and how it keeps people healthy 3. about different types of play, including balancing indoor, outdoor and screen-based play 	
Year 3 & 4	<ol style="list-style-type: none"> 4. the positive and negative effects of habits, such as regular exercise on a healthy lifestyle 5. that regular exercise such as walking or cycling has positive benefits for their mental and physical health 6. to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally 7. what good physical health means and how to recognise early signs of physical illness 	
Year 5 & 6	<ol style="list-style-type: none"> 8. about the benefits of being outdoors and in the sun for physical and mental health 9. identify where they and others can ask for help and support with physical health and fitness in and outside school 10. the importance of asking for support from a trusted adult 	

**Physical
health and
mental
wellbeing**

Healthy eating

SIAMS Evaluation Schedule

Strand 4: Community and Living Well Together

How well the school's Christian vision promotes social and cultural development through the practice of forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together.

	<i>How well do leaders ensure there is support for good mental health in children and adults and a sense of belonging that embraces and celebrates difference?</i>	
By the end of primary school pupils should know:	<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). 	
Phase	Key knowledge	Vocabulary
Year 1 & 2	246. what it means to be healthy and why it is important 247. about healthy and unhealthy foods, including sugar intake	Food groups, protein, fat, carbohydrates, vegetables, fruit, calcium, minerals, vitamins, sugar, nutrition Energy, muscles, bones, teeth
Year 3 & 4	248. about the choices that people make in daily life that could affect their health 249. to identify healthy and unhealthy choices (e.g. in relation to food) 250. what can help people to make healthy choices and what might negatively influence them 251. about habits and that sometimes they can be maintained, changed or stopped 252. the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle 253. what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally 254. to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally	
Year 5 & 6	255. about how the media portrays young people, body image and health issues and that identity is affected by a range of factors, including the media and a positive sense of self 256. about eating disorders, including recognising when they or others need help, sources of help and strategies for accessing it	

**Physical health
and mental
wellbeing**

Drugs, alcohol and tobacco

SIAMS Evaluation Schedule

Strand 4: Community and Living Well Together

How well the school's Christian vision promotes social and cultural development through the practice of forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together.

	<i>How well do leaders ensure there is support for good mental health in children and adults and a sense of belonging that embraces and celebrates difference?</i>	
By the end of primary school pupils should know:	<ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	
Phase	Key knowledge	Vocabulary
Year 1 & 2	257. what it means to be healthy and why it is important 258. how to help keep themselves safe at home in relation to medicines/household products 259. about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel	
Year 3 & 4	260. the importance of taking medicines correctly and using household products safely 261. to recognise what is meant by a 'drug' 262. that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing 263. to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects 264. to identify some of the risks associated with drugs common to everyday life 265. that for some people using drugs can become a habit which is difficult to break 266. how to ask for help or advice	Drugs, smoking, alcohol, e-cigarette Over the counter and prescription medicines
Year 5 & 6	267. about the risks and effects of different drugs 268. about the laws relating to drugs common to everyday life and illegal drugs 269. to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs 270. about the organisations where people can get help and support concerning drug use 271. how to ask for help if they have concerns about drug use	Legal drugs, illegal drugs, pharmacy, prescription, pharmacist, nicotine

	272. about mixed messages in the media relating to drug use and how they might influence opinions and decisions	
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Physical health and mental wellbeing	<p>Health and prevention</p> <p><i>SIAMS Evaluation Schedule</i></p> <p>Strand 4: Community and Living Well Together</p> <p><i>How well the school's Christian vision promotes social and cultural development through the practice of forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together.</i></p>
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	<i>How well do leaders ensure there is support for good mental health in children and adults and a sense of belonging that embraces and celebrates difference?</i>	
By the end of primary school pupils should know:	<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. 	
Phase	Key knowledge	Vocabulary
Year 1 & 2	273. what it means to be healthy and why it is important 274. ways to take care of themselves on a daily basis 275. about basic hygiene routines, e.g. hand washing 276. about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors 277. how to keep safe in the sun 278. the importance of, and routines for, brushing teeth and visiting the dentist 279. about food and drink that affect dental health 280. about routines and habits for maintaining good physical and mental health 281. why sleep and rest are important for growing and keeping healthy 282. that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies 283. the importance of, and routines for, brushing teeth and visiting the dentist 284. about food and drink that affect dental health	Dentist, toothbrush, toothpaste Sun cream, factor, sun hat Hand washing, bacteria
Year 3 & 4	285. about the choices that people make in daily life that could affect their health 286. to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)	Dentist, toothbrush, toothpaste, decay, floss

	<p>287. what can help people to make healthy choices and what might negatively influence them</p> <p>288. about habits and that sometimes they can be maintained, changed or stopped</p> <p>289. that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</p> <p>290. how to maintain oral hygiene and dental health, including how to brush and floss correctly</p> <p>291. the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</p>	
Year 5 & 6	<p>292. how sleep contributes to a healthy lifestyle</p> <p>293. healthy sleep strategies and how to maintain them</p> <p>294. about the benefits of being outdoors and in the sun for physical and mental health</p> <p>295. how to manage risk in relation to sun exposure, including skin damage and heat stroke</p> <p>296. how medicines can contribute to health and how allergies can be managed</p> <p>297. that some diseases can be prevented by vaccinations and immunisations</p> <p>298. that bacteria and viruses can affect health</p> <p>299. how they can prevent the spread of bacteria and viruses with everyday hygiene routines</p> <p>300. to recognise the shared responsibility of keeping a clean environment</p>	
Physical health and mental wellbeing	<p>Basic first-aid</p> <p><i>SIAMS Evaluation Schedule</i></p> <p>Strand 4: Community and Living Well Together</p> <p><i>How well the school's Christian vision promotes social and cultural development through the practice of forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together.</i></p> <p><i>How well do leaders ensure there is support for good mental health in children and adults and a sense of belonging that embraces and celebrates difference?</i></p>	

By the end of primary school pupils should know:	<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. 	
Phase	Key knowledge	Vocabulary
Year 1 & 2	301. how to respond if there is an accident and someone is hurt 302. about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 or 111 and what to say	Emergency, first aid, treatment, accident, danger
Year 3 & 4	303. know to find a responsible adult in an emergency or to dial 999 and what to say to get help. 304. will be able to explain steps on how to get help in an emergency and to give accurate information. 305. to recognise how people, react in an emergency and the importance of following basic emergency procedures 306. will be able to demonstrate know to keep themselves and the injured person safe in an emergency and how to call the emergency services.	Safe, injury, responsive, unresponsive, crisis, safe-area
Year 5 & 6	307. how to deal with common injuries using basic first aid techniques 308. how to respond in an emergency, including when and how to contact different emergency services	first aider, casualty, life-threatening conditions, danger, response, airway, breathing, circulation, responsive, unresponsive, choking cardiopulmonary resuscitation, strain, sprain, dislocation, veins, arteries, bruise, abrasion, laceration, incision, puncture, fracture

Physical health and mental wellbeing	<p>Changing adolescent body</p> <p><i>SIAMS Evaluation</i></p> <p><i>Strand 5: Dignity and Respect</i></p> <p><i>How well the school's Christian vision creates an environment that embraces difference where all pupils, whatever their background or ability, can flourish because all are treated with dignity and respect.</i></p> <p><i>In creating a school environment built on dignity and respect, the school must evaluate:</i></p>
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	<p><i>a) How well does your school's Christian vision and associated values uphold dignity and value all God's Children*, ensuring through its policy and practice the protection of all members of the school community?</i></p> <p><i>b) How well does the whole curriculum provides opportunities for all pupils to understand, respect and celebrate difference and diversity?</i></p> <p><i>c) Does the school have an approach to relationships and sex education (RSE) that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others. (From 2020 onward)</i></p>	
By the end of primary school 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. 	
Phase	Key knowledge	Vocabulary
Year 1 & 2	<p>309. about the human life cycle and how people grow from young to old</p> <p>310. how our needs and bodies change as we grow up</p> <p>311. to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>312. about change as people grow up, including new opportunities and responsibilities</p>	<p><i>body part, same, different, boy, girl, neck, shoulders, chest, spine, bottom, vagina, vulva, ankles, nostrils, penis, testicles, shins, chin, knees, toes, lips, elbow, fingers, eyebrows, thighs</i></p>
Year 5 & 6	<p>313. how to identify external genitalia and reproductive organs</p> <p>314. about the physical and emotional changes during puberty</p> <p>315. key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</p> <p>316. strategies to manage the changes during puberty including menstruation</p> <p>317. the importance of personal hygiene routines during puberty including washing regularly and using deodorant</p> <p>318. how to discuss the challenges of puberty with a trusted adult</p> <p>319. how to get information, help and advice about puberty</p> <p>320. identify the links between love, committed relationships and conception</p> <p>321. that for some people their gender identity does not correspond with their biological sex</p> <p>322. what sexual intercourse is, and how it can be one part of an intimate relationship</p>	<p><i>puberty, males, female, moods, emotional changes, menstruation, periods, ovary, vagina, cervix, uterus, fallopian tube, egg, lining of womb, sanitary towel, wet dreams, penis, testicles, scrotum, urethra, prostate gland, seminal vesicle, bladder, semen, sweat, breasts, spots, pubic hair, facial hair, underarm hair, personal hygiene, peer</i></p>

	<p>between consenting adults</p> <p>323. how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</p> <p>324. that pregnancy can be prevented with contraception Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education.</p> <p>325. about the responsibilities of being a parent or carer and how having a baby changes someone's life</p>	
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