



**St John's Priory School**

**Banbury**

**RELATIONSHIPS & SEX EDUCATION (RSE) and HEALTH EDUCATION POLICY**

Applies to whole school inc. EYFS

**Applies to:**

- the whole school including the Early Years Foundation Stage (EYFS), the after school care provision and extra-curricular activities inclusive of those outside of the normal school hours.
- all staff (teaching and support staff), the proprietors and volunteers working in the school

**Available from:**

School Office and website

**Monitoring and Review:**

This policy will be subject to continuous monitoring, refinement and audit by the Headmistress.

The proprietors will undertake a formal review of this policy for the purpose of monitoring the efficiency with which the related duties have been discharged, by no later than three years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

**Signed:**



Michelle Jenkin Headmistress

Date: 12<sup>th</sup> March 2024



Giorgio Mystkowski Proprietor

Date: 12<sup>th</sup> March 2024

**Related documents:**

- PSHEE & SMSC Policy
- Inclusion Policy
- Anti-Bullying Policy
- Curriculum and Teaching and Learning Policies
- Safeguarding Children – E-Safety, Child Protection and Safer Recruitment Policies
- Special Educational Needs Policy
- Equal Opportunities Policy
- Staff code of conduct

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## INTRODUCTION

The school's commitment to promoting the personal and social development, health and mental wellbeing of our pupils is reflected in our statement of aims and values. This underpins the ethos of St John's Priory School and is reflected in our policies and in the breadth of the curriculum – including the teaching of Personal, Social, Health & Economic Education (PSHEE) and Relationships and Sex Education (RSE). RSE is learning about the emotional, social and physical aspects of growing up, relationships, sexuality and sexual health, healthy lifestyles, diversity and personal identity. It supports the wider work of the school in helping to foster pupils' wellbeing and develop their resilience and character.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Children can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. PSHEE & RSE support the wider work of the school in helping children to develop resilience, to know how and when to ask for help, and to know where to access support. High quality, evidence-based and age-appropriate teaching of these subjects can help prepare them for the opportunities, responsibilities and experiences of adult life.

Whilst we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. It is taught sensitively and inclusively, with respect to the backgrounds and beliefs of our pupils and parents. Relationship & Sex Education upholds Christian values regarding marriage and relationships, while being mindful of the circumstances of our pupils and the variety of expressions of family life in our culture. Pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, within the understanding of the right of others to frame and hold their own views with an expectation of respect.

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools; sex education is not compulsory. The DfE recommends that primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of its pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the National Curriculum for science - how a baby is conceived and born, puberty and main external body parts. At St John's Priory School, we see sex education as an important aspect of the school curriculum for our older pupils and ensure that it has due regard to moral considerations and the importance of family life.

Set within the school's ethos, RSE has always been part of our curriculum provision for Personal, Social, Emotional & Economic Education (PSHEE) with Sex Education being taught in Years 5 and 6. The focus of RSE at St John's Priory is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. We want children to form a strong early understanding of the features of relationships that are likely to lead to happiness and security; and to recognise any less-positive relationships when they encounter them. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact - these are the forerunners of teaching about consent, which takes place at secondary school.

As a school we believe the role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children and have the most significant influence in enabling their children to grow and mature and to form healthy relationships. We believe that RSE should be complementary and supportive to the role of parents and therefore, that the School's Policy for Relationship and Sex Education should reflect consultation with parents and our proprietors.

### **Policy development**

This Policy has been developed and reviewed following the publication of Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance for governing bodies, headteachers and teachers (DfE, 2019) and informed by consultation with parents in the Autumn Term 2019. It is the aim of our proprietors and senior leaders that this Policy meets the needs of pupils and parents and reflects the St John's Priory School community.

### **Equality**

As a school we take our responsibilities under The Equality Act 2010 seriously. Prior to the teaching of sex education, we consider the makeup of our pupil body, including the gender and age of children and whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics (which mean that they are potentially at greater risk). We consider what we can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils, based on their gender or any other characteristic. We are mindful to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff understand that they have an important role to play in modelling positive behaviours.

Where appropriate, reasonable adjustments will be made to alleviate disadvantage and teachers will be aware of the SEND code of practice when planning for RSE to ensure teaching is delivered in ways that are accessible to all pupils with SEND.

## RELATIONSHIPS EDUCATION

The focus of Relationships Education is on teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. Building on early education, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent.

Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on. From Nursery, teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help children to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, most children will already be using the Internet. Teachers will address online safety and appropriate behaviour in a way that is relevant to pupils' lives; they will include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children, including for example, single parent families, LGBT parents, families headed by grandparents, adoptive and foster parents/carers. Care is taken by teachers to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them, for example looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice as represented in our school values. This can also be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely. Relationships Education also provides opportunity for children to be taught about positive emotional and mental wellbeing, including how friendships can support this.

Through Relationships Education and RSE children are taught the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This is delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This includes understanding boundaries in friendships with peers and in families and with others, in all contexts, including online. Pupils are taught how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support the safeguarding of children.

**By the end of primary school:**

<b>Families and people who care for me</b>	<p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>▪ That families are important for children growing up because they can give love, security and stability.</li> <li>▪ The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>▪ That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>▪ That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>▪ That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>▪ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
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<b>Caring friendships</b>	<p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
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<b>Respectful relationships</b>	<p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy and manners.</li> <li>• The importance of self-respect and how this links to their own happiness.</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
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<b>Online relationships</b>	<p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• How information and data is shared and used online.</li> </ul>
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<b>Being safe</b>	<p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• Where to get advice, for example family, school and/or other sources.</li> </ul>
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## SEX EDUCATION

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Whilst Sex Education is not compulsory in primary schools, the proprietors and senior leadership team have taken the decision that it should be integral to provision for RSE at St John's Priory School and be delivered through the curriculum programme for PSHEE.

Significant elements of RSE are included in our science curriculum. There is a statutory duty upon schools to teach these aspects. Our science curriculum includes content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. The school's programme for sex education is tailored to the age and the physical and emotional maturity of our pupils, and is fully informed by what children, parents and staff tell us. It is designed to help children grow, learn, and develop positive, healthy behaviours for life. Our current Y5/6 pupils tell us, that through sex education they are reassured that the changes they are going through, or will go through, are completely normal and that they happen to everyone, just at different times. It also makes it ok that there are different kinds of relationships, and no stable and supportive family group is better than another.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. Our taught programme ensures that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in our curriculum for science - how a baby is conceived and born. It also develops a positive vocabulary, and the strategies and skills children need to stay healthy and safe.

RSE links to the curriculum for Computing & Online Safety. Children and young people are growing up in a culture where technology and social media are important resources for learning and sharing information. Through RSE they are encouraged to think about what they want others to know and see about them - both online and offline; they are taught about potential risks associated with the Internet and about safe use of social media. Robust filtering systems protect pupils from accessing unsuitable materials on the Internet when in school.

'Sexting' and other self-made images and messages of a sexual nature raise particular issues of safety, privacy, peer influence and personal responsibility. As a school we address privacy and boundaries from a very early age in the context of personal safety and abuse. Specific work about 'sexting' is addressed if it is identified as a potential issue. Teaching covers communication skills, attitudes and values, the law, acceptable and unacceptable behaviour, and how to seek help. Pupils learn that it is illegal to produce, possess or distribute an indecent image of a person under the age of 18 – even if it's a picture of themselves, and that these laws have been created to protect children and young people.

RSE is delivered by class teachers who understand the importance of being positive role models and displaying the qualities essential to good relationships. We value the specialised knowledge, experience and resources of health professionals and as such whilst most teaching will take place in a whole class setting, opportunity will be provided for girls to talk with a relevant health care professional and have any questions answered, and for boys to talk with a male health care worker. Such visitors are provided with a copy of the school's RSE Policy and will be fully briefed by class teachers, so their input appropriately complements the work of the school.

In Years 5 & 6 pupils are taught about changes in the body related to puberty, such as periods and voice breaking; when these changes are likely to happen; what issues may cause young people anxiety and how they can deal with these; and about how a baby is conceived and born. Girls should be prepared for menstruation before their periods start. Class teachers will ensure all girls are clear of the arrangements in school to help them cope with menstruation and from whom sanitary protection is available. Occasions will arise when the teaching of unrelated topics will

result in discussion of aspects of sexual behaviour. Sexual matters may occur across the curriculum and answers will not constitute sex education so long as discussion is relatively limited and set within the context of the other subject. When this involves a child, who has been withdrawn from sex education, teachers will need to balance the need to give proper attention to the relevant issues with the need to respect pupils' and parents' views and sensitivities. Teachers are mindful that for pupils who are or have experienced unhealthy or unsafe relationships at home or socially, the school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.

### **Confidentiality**

Teachers understand that the provision of advice to individual pupils should be undertaken with considerable care, particularly if this relates to sexual behaviour. The dividing line between good pastoral care and trespassing on the proper exercise of parental rights and responsibilities is very narrow.

Teachers need to be aware that during effective RSE pupils will be taught about what is and is not acceptable in a relationship, and this can lead to disclosure of a child protection issue.

If a member of staff (teaching or non-teaching) suspects that a child is a victim of abuse or they have reason to believe that he/she is at risk of abuse, they should report their concerns or suspicions to the Deputy Headteacher, as the member of staff with designated responsibility for child protection, and follow the procedures set down in the school's Child Protection Policy.

### **Key Principles of the School's Confidentiality Policy**

- Pupils will be reassured that their best interests will be maintained.
- Pupils will be encouraged to talk to their parents or carers and will be given support to do so.
- Pupils will know that teachers cannot offer unconditional confidentiality.
- Pupils will be reassured that, if confidentiality has been broken, they will be informed first and then supported as appropriate.
- If there is any possibility of abuse, the school's Child Protection procedure will be followed.
- Pupils will be informed of sources of confidential help, for example a counsellor, GP or local young person's advice service.
- Ground rules will be established and used in lessons.

The School's Confidentiality Policy will be shared with pupils through the PSHEE curriculum. Parents and carers will be made aware of the Policy via the school's website.

### **Use of materials**

Resources to be used in the teaching of sex education are assessed as part of the review cycle of policy and practice to ensure that they are appropriate for the age and maturity of pupils, and sensitive to their needs.

Prior to the teaching of sex education in Years 5 and 6, parents are invited into school to discuss what will be taught, address any concerns and provide support in managing conversations with their children on these issues. They can view materials, including any DVD footage to be used.

**Right to withdraw from sex education**

As a school we will always seek to work in partnership with parents believing this is essential to effective RSE. Parents are the key people in teaching their children about sex education and growing up; the school's RSE programme is designed to complement and support parents in their role.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. If a parent wishes to withdraw their child, they should put their request in writing to the Headteacher – a reason does not have to be given.

Before granting any such request the Headteacher will discuss the request with parents to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum; the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child will be explained. This could include any 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 (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead). Any such discussion will be documented to ensure a record is kept.

The Headteacher will automatically grant a request to withdraw a pupil from any sex education delivered, other than as part of the science curriculum. If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

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

**Specific topics that are not covered**

Following consultation with parents it is agreed that it is not considered appropriate to the needs of children at St John's Priory School for some specific issues to form part of the planned teaching programme for sex education. These issues include:

- Contraception, however, it is considered appropriate that children are aware that pregnancy can be avoided through abstinence and other methods.
- Age of consent; what consent is and is not
- Abortion
- HIV/AIDS and sexually transmitted infections
- Pornography
- Female Genital Mutilation (FGM)

It is to be expected that reference to these topics could arise in discussion. Teachers will need to balance the need to give proper attention to relevant issues with the need to respect pupils' and parents' views and sensitivities.

All the above aspects are covered within the statutory RSE guidance for secondary schools.

**Teaching strategies used for delivering Relationships and Sex Education**

It is essential, that as a school we help our pupils develop confidence in talking, listening and thinking about Relationships and Sex Education. Teachers and other staff can use a range of teaching strategies to help them do this, including establishing ground rules, introducing 'distancing' techniques, making use of discussion and project learning, and encouraging reflection.

**Ground Rules** - A set of ground rules will help teachers create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. Ground rules will be developed with each class at the outset of a PSHEE unit relating to RSE. Ground rules will address these principles:

- No one (teacher or pupil) will have to answer a personal question.
- No one will be forced to take part in a discussion.
- Only the correct names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way.

**Distancing techniques** - Teachers can avoid embarrassment and protect pupils' privacy by always depersonalising discussions. For example, role play can be used to help pupils 'act out' situations. Case studies with invented characters can help pupils discuss sensitive issues and develop their decision-making skills in a safe environment.

**Managing difficult questions** - Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. Many teachers are concerned about responding to unexpected or difficult questions from pupils in a whole-class situation.

Having a set of ground rules and a 'question box' available for pupils to put in their questions, anonymously if they wish, should reduce the chances of this happening but teachers will need support and training so that they are prepared for the unexpected. For example:

- If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can suggest she or he might like to discuss that with her or his family; or refer him or her to the appropriate person, such as a helpline, or an outside agency or service.
- If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the pupil or teacher or both together research the question later.
- If a question is too explicit, feels too mature for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later, on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect the teacher must remember to talk with the pupil later.
- If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures.

**Discussion** - Research into what makes RSE effective shows that discussion encourages learning and is enjoyed by pupils. Methods used will include techniques such as the use of circle time.

**Reflection** - Reflection is crucial for learning as it encourages pupils to consolidate what they have learned and to form new understanding, skills and attitudes. Teachers can help pupils reflect on their learning using skillful questioning.

### **Input from health professionals**

Working with health professionals can enhance delivery of RSE and Health Education, bringing in specialist knowledge and different ways of engaging with children. Teachers will ensure that the content delivered by visitors fits with the planned programme and this Policy. Health practitioners are bound by their professional codes of conduct to maintain confidentiality. When working in a classroom situation they should follow the School's Confidentiality Policy. In-line with best practice they will seek to protect privacy and prevent inappropriate personal disclosures in the classroom by using the negotiated ground rules and distancing techniques. Teachers will ensure visitors understand how safeguarding reports should be dealt with in-line with school policy.

## PHYSICAL HEALTH & MENTAL WELLBEING

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Staff promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges.

Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa. This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and enough sleep, and giving children the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Teachers go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid. Emphasis is given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

Puberty including menstruation is included within the planned programme for Health Education and delivered through the curriculum for RSE. This ensures male and female pupils are prepared for changes they and their peers will experience. In addition to curriculum content, arrangements are made to help girls prepare for and manage menstruation including with requests for menstrual products.

Further to this, children are taught:

- The benefits of hobbies, interests and participation in their own communities. Teaching makes clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.
- About the benefits of rationing time spent online and the risks of excessive use of electronic devices. As children move through the school, they are taught why social media, computer games and online gaming have age restrictions and are equipped to manage common difficulties encountered online.

**By the end of primary school:**

<b>Mental Wellbeing</b>	<p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• 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.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• 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).</li> <li>• 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.</li> </ul>
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<b>Internet safety and harms</b>	<p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>▪ That for most people the internet is an integral part of life and has many benefits.</li> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>▪ 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.</li> <li>▪ How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>▪ Where and how to report concerns and get support with issues online.</li> </ul>
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**Pupils should know:**

- 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.