

Blanford Mere Nursery & Primary School



PSHE Relationships and Sex Education Policy

Date adopted by governors.

11th December 2024

To be reviewed

December 2027

PSHE

Relationships and Sex Education Policy

2024

Article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 6 (life, survival and development) Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

Article 12 (respect for the views of the child) Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 17 (access to information from the media) Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

Article 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

Approved by: Governors

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WHAT IS RELATIONSHIPS AND SEX EDUCATION?

It is lifelong learning about physical, moral and emotional development. It is about the understanding and nature of healthy relationships and the importance for family life. It should help children understand the difference between safe and abusive relationships. It is not about the promotion of sexual orientation or sexual activity, this would be inappropriate teaching. (DFES and RSE policy Guidance)

1. Aims

At Blanford Mere we treat children as individuals and are concerned with all aspects of their development: academic, social, spiritual and physical, preparing them to become valued members of the local community, of which the school is a part, and the wider society.

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- To learn about their bodies and to recognise if other people make them feel uncomfortable or unsafe and know how to get help if they need it (see the 'Underwear Rule', a Childline initiative. See Appendix 3).
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils to develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

We aim to foster respect for themselves and others so that everyone feels valued and secure in our school and wider community. We encourage children to have high aspirations and strive to be the best that they can be, so that they can make a positive contribution to modern Britain. We also aim to create a happy and caring community with involvement and commitment from children, staff and parents/carers to support children's learning.

2. Statutory Requirements

From September 2020 Relationship Education and Health Education becomes compulsory for all pupils receiving primary education. *'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.*

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Blanford Mere we teach RSE as set out in this policy.

3. Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a working group of local schools worked together to consider all relevant information including statutory national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to read the policy and respond with their comments and thoughts
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, health & hygiene, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is **not** about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. This may include working in partnership parents and families to ensure children are kept safe.

Primary health education will focus on preparing boys and girls for the changes that adolescence

brings. Sanitary protection is available from any of the Key Stage 2 classroom staff. Sanitary disposal units are situated in the Key Stage 2 girls' toilets. Children will be informed of this during sessions on puberty in Years 5 and 6.

PSED in the Early Years is particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities

For more information about our curriculum, see our curriculum map in Appendix 1 and the Statutory Framework for the Early Years Foundation Stage.

This policy should be read in conjunction with the Computing policy, Science policy (and curriculum overview outline) Safeguarding policy, Behaviour Policy, Keeping Children Safe in Education 2020, the E Safety policy, Drugs and Alcohol policy and the School Code of Conduct.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Aspects on online safety may be taught within the Computing curriculum.

As a whole school we will be using the DFE approved PSHE Association materials, along with high quality resources to support our RSE provision; these will be regularly reviewed.

In addition to this the children will be introduced to the 'Underwear rule', a Childline initiative, to help them recognise if other people make them feel uncomfortable or unsafe. Children will be taught how to get help if they need it. This will be initially introduced in Nursery and Reception classes and will be referred to throughout school. See appendix 3.

Pupils will also receive stand-alone sessions delivered by trained professionals, for example the School Nurse. We also provide support from 'Loudmouth'. Loudmouth Education and Training is a highly respected and innovative theatre in education company. Loudmouth provides a range of programmes that support relationship and health education. Loudmouth's work aims to ensure a future where all children and young people are healthy, happy, safe and resilient.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We will ensure a safe learning environment by agreeing ground rules at the start of each session and handling any issues sensitively.

7. Key Vocabulary

The following key vocabulary will be introduced in the following year groups.

Year 2: penis, vagina

Year 5: vulva, testicles

Year 5: lesbian, gay, bisexual, transgender

8. Safeguarding

Throughout school children will be encouraged to use the correct terminology for genitalia. It is important for younger children to know how to name their body parts correctly as this contributes to safeguarding – helping them to take care of their bodies and keep themselves safe.

Teachers are aware that sometimes a disclosure may be made, in which case the safeguarding policy will be followed. At times it is clear that some children will need one to one support after the session to talk further. We will allow the time and staffing for this to happen.

Sometimes an individual child may ask an explicit or difficult question in the classroom. Questions do not have to be answered directly, and can be addressed individually later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE Subject Leader or Senior Leadership Team if they are concerned.

8. Diversity and Inclusion

It is essential that the teaching of RSE is sensitive to the range of religious and cultural views about sexual behaviour whilst still ensuring that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals. This will include clear, impartial scientific information on matters such as the changes of puberty, as well as covering the law in relation to, for example, forced-marriage and female genital mutilation (FGM).

The concept of equality and legislation relating to RSE lies at the heart of our Rights Respecting work and fosters gender and LGBT+ equality, challenging all forms of discrimination and bullying. The teaching of RSE must be respectful of how pupils choose to identify themselves, understanding that their sexual orientation and gender identity may be 'emerging'.

The needs of all pupils, with their diverse experiences, including those with special educational needs and disabilities (SEND) will be considered at all times. Teaching staff will have a good understanding of the needs of the pupils in their class. They will use the SEN/EHCP plans, internal and external support agencies that have been put in place, to ensure informed, reasonable adjustments and appropriate resources, pre learning etc is available prior to sessions commencing. Staff can also seek support from the SEND coordinator. They will also liaise with the child's parents/carers, if necessary, as they can provide a valuable insight into the most appropriate approach to working with their child.

9. Remote Learning

Remote learning for RSE will be shared with families when they are absent due to the Covid related reasons.

Remote learning will not be available to those who are ill with a non-Covid related illness and would not normally attend school, or to those children whose parents choose to keep them at home when they have not been advised to do so. This is because children need to be in school and, in line with Government guidance, the school will strongly promote face-to-face contact through school attendance.

Work will NOT be set on the first day of isolation to allow staff time to prepare. Work will be sent from the second day onwards. Staff will prepare work the day before it is set and will ensure that it is published the following morning.

- A child who has a member of their household, who has tested positive for Covid-19 and are not permitted to attend school because they have been in close contact and have been advised to self-isolate;
- A child's whole bubble or identified pupils who is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- A child unable to attend school due to a local or national lockdown

10. Roles and Responsibilities

10.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

10.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school.

10.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress

➤ Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

All staff are responsible for teaching RSE in this school.

10.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. As a Rights Respecting school, children are aware that everyone has a right to express their opinion, but in a way that does not offend others.

11. Parents' right to withdraw

The statutory guidance states that parents do not have the right to withdraw their children from Health or Relationships education. The DfE have made it clear in their guidance that all children should receive this content, so that they are equipped with the knowledge, skills and understanding to be positive members of our diverse community.

The Science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

12. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or other professionals, to provide support and training to staff teaching RSE.

13. Monitoring Arrangements

The delivery of RSE is monitored by the PSHE leader, Mrs J Cameron and the Senior Leadership Team

Teachers will critically reflect on their work in delivering RSE through regular staff and phase meetings.

Pupils will have opportunities to review and reflect on their learning during lessons and pupil voice will be influential in adapting and amending planned learning activities.

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

This policy will be reviewed by the PSHE leader, Mrs J Cameron annually. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum Overview

EYFS Statutory Framework (1st September 2021)

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

EYFS Development Matters 2020 Statements and ELGs Personal, Social and Emotional Development

Birth to Three

- Find ways to calm themselves, through being calmed and comforted by their key person.
- Establish their sense of self.
- Express preferences and decisions. They also try new things and start establishing their autonomy.
- Engage with others through gestures, gaze and talk.
- Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.
- Find ways of managing transitions, for example from their parent to their key person.
- Thrive as they develop self-assurance.
- Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.
- Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.
- Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.
- Feel strong enough to express a range of emotions.
- Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.
- Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
- Be increasingly able to talk about and manage their emotions.
- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.
- Develop friendships with other children.
- Safely explore emotions beyond their normal range through play and stories.
- Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".
- Learn to use the toilet with help, and then independently.

Three and Four-Year-Olds

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

Children in Reception

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.
 - Personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing:
 - regular physical activity
 - healthy eating
 - toothbrushing
 - sensible amounts of 'screen time'
 - having a good sleep routine
 - being a safe pedestrian

Early Learning Goals

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

Relationships and Health Curriculum Overview

	Cycle A								
	Autumn Relationships			Spring Living in the wider world			Summer Health and Wellbeing		
Year Groups	Families and Friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies

<p>Year 3/4</p> <p>Year 3</p>	<p>What makes a family; features of family life</p>	<p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p>	<p>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p>	<p>The value of rules and laws; rights, freedoms and responsibilities</p>	<p>How the internet is used; assessing information online</p>	<p>Different jobs and skills; job stereotypes; setting personal goals</p>	<p>Health choices and habits; what affects feelings; expressing feelings</p>	<p>Personal strengths and achievements; managing and reframing setbacks</p>	<p>Risks and hazards; safety in the local environment and unfamiliar places</p>
<p>Year 5/6</p> <p>Year 5</p>	<p>Managing friendships and peer influence</p>	<p>Physical contact and feeling safe</p>	<p>Responding respectfully to a wide range of people; recognising prejudice and discrimination</p>	<p>Protecting the environment; compassion towards others</p>	<p>How information online is targeted; different media types, their role and impact</p>	<p>Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p>	<p>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p>	<p>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p>	<p>Keeping safe in different situations, including responding in emergencies and first aid</p>

	Cycle B								
	Autumn Relationships			Spring Living in the wider world			Summer Health and Wellbeing		
Year Groups	Families and Friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies

<p><i>Year 3/4</i></p> <p><i>Year 4</i></p>	<p>Positive friendships, including online</p>	<p>Responding to hurtful behaviour; managing confidentiality; recognising risks online</p>	<p>Respecting differences and similarities; discussing difference sensitively</p>	<p>What makes a community; shared responsibilities</p>	<p>How data is shared and used</p>	<p>Making decisions about money; using and keeping money safe</p>	<p>Maintaining a balanced lifestyle; oral hygiene and dental care</p>	<p>Personal identity; recognising individuality and different qualities; mental wellbeing</p>	<p>Medicines and household products; drugs common to everyday life</p>
<p><i>Year 5/6</i></p> <p><i>Year 6</i></p>	<p>Attraction to others; romantic relationships; civil partnership and marriage</p>	<p>Recognising and managing pressure; consent in different situations</p>	<p>Expressing opinions and respecting other points of view, including discussing topical issues</p>	<p>Valuing diversity; challenging discrimination and stereotypes</p>	<p>Evaluating media sources; sharing things online</p>	<p>Influences and attitudes to money; money and financial risks</p>	<p>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p>	<p>Increasing independence; managing transition</p>	<p>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p>

Appendix 2: Relationships and Physical Health & Mental Wellbeing - The statutory guidance states that by the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives • That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<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

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may 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

TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	<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.

TOPIC	PUPILS SHOULD KNOW
Internet safety and harms	<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.
Physical health and fitness	<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<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).

TOPIC	PUPILS SHOULD KNOW
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<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 hand washing. • The facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 3: NSPCC The Underwear Rule

LEARN PANTOSAURUS' FIVE EASY RULES FOR STAYING SAFE

P RIVATES ARE PRIVATE

Your underwear covers up your private parts and no one should ask to see or touch them. Sometimes a doctor, nurse or family members might have to. But they should always explain why, and ask you if it's OK first. Remember, what's in your pants belongs only to you.



A LWAYS REMEMBER YOUR BODY BELONGS TO YOU

No one should ever make you do things that make you feel embarrassed or uncomfortable. If someone asks to see or tries to touch you underneath your underwear, say 'NO' - and tell someone you trust and like to speak to.



N O MEANS NO

You always have the right to say 'no' - even to a family member or someone you love. You're in control of your body and the most important thing is how YOU feel. If you want to say 'No', it's your choice.



T ALK ABOUT SECRETS THAT UPSET YOU

There are good secrets and bad secrets. If a secret makes you feel sad or worried, it's bad - and you should tell an adult you trust about it straight away.



S PEAK UP, SOMEONE CAN HELP

It's always good to talk about stuff that makes you upset. If you're worried, go and tell a grown up you trust - like a family member, teacher or one of your friend's parents. They'll say well done for speaking out and help make everything OK. You can also call Childline on 0800 1111 and someone will always be there to listen.



Remember all of these rules and they'll help you stay safe, just like Pantosaurus.

