

# St Mary Of The Angels



## Relationships, Health and Sex Education Policy

### Mission Statement

Recognising and celebrating the presence of Christ in one another.

*At St. Mary of the Angels:*

- ♦ *we aim to follow Jesus through the teaching of the Gospels and inspire each other to be Christ-like;*
- ♦ *we all work as a big team to encourage everyone to be the best that they can be, at work and at play;*
- ♦ *we create a safe, positive, fair environment where all feel respected and valued.*

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## Statement of intent

At St Mary of the Angels, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil.

Primary schools also have the option to decide whether pupils are taught sex education. At St Mary of the Angels, through consultation with parents, we have decided to not teach sex education past what is required within the Science Programme of Study

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships.

Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships and health curriculum for all our pupils.

This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

Signed by:

_____	Headteacher	Date: _____
_____	Chair of Governors	Date: _____

## 1. Legal framework

1.1. This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- **[Draft regulations]** The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- **[Draft statutory guidance]** DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

1.2. This policy operates in conjunction with the following school policies:

- **Child Protection and Safeguarding Policy**
- **Behavioural Policy**
- **SEND Policy**
- **Inclusion Policy**
- **Equal Opportunities Policy**
- **Pupil Confidentiality Policy**
- **Anti-Bullying Policy: Pupils**
- **E-safety Policy**
- **KCSIE (current guidelines)**

## 2. Roles and responsibilities

2.1. The governing board 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
- 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.

2.2. The headteacher 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.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

2.3. The Pastoral 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 and health curriculum.
- Ensuring the relationships and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, 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 and governors.

2.4. All class teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements.
- Establishing clear supportive ground rules with their class so that children feel safe and able to discuss emotions and ideas.
- 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 and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the Pastoral Leader to evaluate the quality of provision.

2.6 The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.

### 3. Organisation of the curriculum

- 3.1. Every primary school is required to deliver statutory relationships education and health education.
- 3.2. For the purpose of this policy, "**relationships education**" is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
- 3.3. For the purpose of this policy, "**health education**" is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- 3.4. The delivery of the relationships education and health education coincide with one another and will be delivered through the "Life to the Full" Ten Ten resource.
- 3.5. 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.
- 3.6. 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.
- 3.7. At St Mary of the Angels we have organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils. The Ten Ten resource "Life to the Full" supports this in an interesting and engaging way for pupils. Lessons will be delivered across three terms in blocks during specified inductions weeks on a two-year cycle (See Appendix A)
- 3.8. When organising the curriculum, the Catholic faith taught at St Mary of the Angels will be considered, so that the topics are taught appropriately. The Ten Ten resource "Life to the Full" is considered an appropriate resource, as all teachings are linked to the teachings of the Catholic faith and to the love of God. Life to the Full has also been approved by our Diocese.

## **4. Consultation with parents**

- 4.1. The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health and we recognise that they are the "first educators". Similarly, we also understand how important parents' views are in shaping the curriculum.
- 4.2. Parents are provided with the following information:
- The content of the relationships, sex and health curriculum through an online parent consultation tool provided by Ten Ten resources.
  - The resources that will be used to support the curriculum through a parental portal.
- 4.3. The school aims to build positive relationships with parents by providing access to the resources via the portal. We recognise that parents are the "first educators" of children and encourage parents to raise any concerns issues covered by the curriculum so that school can support these conversations.

## **5. Relationships education overview**

**EYFS – will teach relationships through the prime area Personal, Social and Emotional development**

**By the end of EYFS pupils will**

**In self-confidence and self-awareness**

- be confident to try new activities, and say why they like some activities more than others.
- be confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.
- say when they do or don't need help

**In managing feelings and behaviour**

- talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.
- work as part of a group or class, and understand and follow the rules.
- adjust their behaviour to different situations, and take changes of routine in their stride.

## **In making relationships**

- play co-operatively, taking turns with others.
- take account of one another's ideas about how to organise their activity.
- show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

## **Key Stage One and Two**

### **Families and people who care for me**

#### **5.1. By the end of primary school, pupils will know:**

- That families are important for them 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**

#### **5.2. By the end of primary school, pupils will know:**

- 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, 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.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

### **Respectful relationships**

5.3. By the end of primary school, pupils will know:

- 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.
- Which 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 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 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.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

### **Online relationships**

5.4. By the end of primary school, pupils will know:

- That people sometimes behave differently online, including 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, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

### **Being safe**

5.5. By the end of primary school, pupils will know:

- 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.
- 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) who 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 and 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 seek advice, for example, from their family, their school and other sources.

## **6. Relationships education per year group**

- 6.1. St Mary of the Angels always considers the age and development of pupils when deciding what will be taught in each year group.
- 6.2. St Mary of the Angels plans and delivers a progressive curriculum, so that topics are built upon prior knowledge taught in previous years as they

progress through school to provide a smooth transition to secondary school.

## **7. Health education overview**

**EYFS – will teach health care through the prime area Personal, Social and Emotional development**

**By the end of EYFS pupils will:**

**In health and self-care**

know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

**Key Stage One and Two**

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

**Mental wellbeing**

7.2. By the end of primary school pupils will know:

- 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 and nervousness.
- The scale of emotions that humans experience in response 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, and 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.

- How isolation and loneliness can affect children and that it is very important they 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), extending to who in school they should speak to if they are worried about themselves or others.
- 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**

7.3. By the end of primary school, pupils will know:

- 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.
- 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.
- How to recognise and display respectful behaviour online.
- 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 (inclusive of 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**

7.4. By the end of primary school, pupils will 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 by 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**

7.5. By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of 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 obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

### **Drugs alcohol and tobacco**

7.6. By the end of primary school, pupils will know:

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

### **Health and prevention**

7.7. By the end of primary school, pupils will know:

- 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 and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

### **Basic first aid**

7.8. By the end of primary school, pupils will know:

- 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**

7.9. By the end of primary school, pupils will know:

- 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 and key facts relating to the menstrual cycle.

## **8. Health education per year group**

8.1. St Mary of the Angels plans a progressive curriculum, so that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

## **9. Sex education**

9.1. All pupils will 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.

9.2. At St Mary of the Angels we do not teach pupils sex education beyond what is required of the science curriculum.

9.3. Parents are fully consulted in the organisation and delivery of our sex education curriculum.

### **Delivery of the curriculum**

9.4. The relationships, sex and health curriculum will be delivered through the Ten Ten resources "Life to the full"

9.5. Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.

- opportunities and contexts are given for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- 9.6. Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
  - 9.7. 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 standalone unit or lesson.
  - 9.8. The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.
  - 9.9. Classes may be taught in gender-segregated groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.
  - 9.10. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Clear ground rules will be established prior to discussions so that all pupils feel safe and able to express their opinions. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.
  - 9.11. Teachers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.
  - 9.12. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.
  - 9.13. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.
  - 9.14. Whilst there are no formal examinations for the relationships, sex and health curriculum, the school will undertake informal assessments to determine pupil progress. These will include written activities, discussions, show off sheets, boastful bubbles and key reflection sheets.

## **10. Working with external experts**

- 10.1. External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy. (NSPCC, WALSALL PREVENT TEAM, STREET TEAM)
- 10.2. All visitor credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitors Code of Conduct and Entry Signing in System.
- 10.3. St Mary of the Angels will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.
- 10.4. Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- 10.5. St Mary of the Angels will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.
- 10.6. The intended use of external experts will be to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

## **11. Equality and accessibility**

- 11.1. The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:
  - Age
  - Sex or sexual orientation
  - Race
  - Disability
  - Religion or belief
  - Gender reassignment
  - Pregnancy or maternity
  - Marriage or civil partnership
- 11.2. St Mary of the Angels understands 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.

- 11.3. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behavioural Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

## 12. Curriculum links

- 12.1. St Mary of the Angels seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning.

- 12.2. 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 and ICT** - 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.
- **RE** - pupils learn about parables that teach us about how to treat others, the sacraments of marriage and baptism, belonging to a family.

## 13. Withdrawing from the subjects

- 13.1. Relationships and health education are statutory at primary and parents **do not** have the right to withdraw their child from the subjects. The pastoral led

## **14. Behaviour**

- 14.1. St Mary of the Angels has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.
- 14.2. Any bullying incidents caused as a result of the relationships, sex and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.
- 14.3. These incidents will be dealt with following the processes in our Behavioural Policy and Anti-Bullying Policy.

## **15. Staff training**

- 15.1. All staff members will undergo training to ensure they are up-to-date with the relationship, sex and health education programme and associated issues.
- 15.2. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

## **16. Confidentiality**

- 16.1. Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.
- 16.2. Teachers will, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.
- 16.3. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL, recorded on CPOMS and handled in accordance with the Child Protection and Safeguarding Policy.

## **17. Monitoring quality**

- 17.1. The Pastoral Leader is responsible for monitoring the quality of teaching and learning for the subjects.
- 17.2. The Pastoral Leader will monitor on a termly basis, and this will include a mixture of the following:

- Self-evaluations
  - Lesson observations
  - Topic feedback forms
  - Learning walks
  - Work scrutiny
  - Lesson planning scrutiny
- The Pastoral Leader will work regularly with the head teacher and Safeguarding link Governor, to evaluate the effectiveness of the subjects. This will include a mixture of
    - Pupil Voice conversations
    - Learning walks
    - Work scrutiny

## 18. Monitoring and review

- 18.1. This policy will be reviewed on an annual basis by the Pastoral Leader and head teacher. The next scheduled review date for this policy is October 2021
- 18.2. The governing board is responsible for approving this policy.
- 18.3. Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

## Appendix A

For Ten Ten, Live Life to the Full, programme pathway across two years please see

[https://drive.google.com/file/d/1uT\\_5Y5WcRVFJDZP6Ac-ci\\_oPOUC8OVEt/view?usp=sharing](https://drive.google.com/file/d/1uT_5Y5WcRVFJDZP6Ac-ci_oPOUC8OVEt/view?usp=sharing)

## Appendix B

This document takes the exact wording from the **DFE Statutory Guidance** and indicates which Learning Stage covers each objective. Please note that EYFS will be added at a later date as their Curriculum is being adjusted nationally, currently.

The **CES/DFE Mapping Matrix in Appendix C** provides more detailed information about where these objectives are met in the Life to the Full programme.

## RELATIONSHIPS EDUCATION

### Families and people who care for me

Pupils should know

- that families are important for children growing up because they can give love, security and stability. **KS1 LKS2 UKS2**
- 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. **KS1 LKS2 UKS2**
- 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. **KS1 LKS2 UKS2**
- 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. **KS1 LKS2 UKS2**
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. **UKS2**
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.  
**KS1 LKS2 UKS2**

<p><b>2 Caring Friendships</b></p>	<p>Pupils should know</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. <b>KS1 LKS2 UKS2</b></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. <b>KS1 LKS2 UKS2</b></li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. <b>LKS2 UKS2</b></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. <b>KS1 LKS2 UKS2</b></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. <b>KS1 LKS2 UKS2</b></li> </ul>
<p><b>Respectful relationships</b></p>	<p>Pupils should know</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. <b>KS1 LKS2 UKS2</b></li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships. <b>KS1 LKS2 UKS2</b></li> <li>• the conventions of the importance of self-respect and how this links to their own happiness. <b>LKS2 UKS2</b></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. <b>KS1 LKS2 UKS2</b></li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders</li> </ul>

	<p>(primarily reporting bullying to an adult) and how to get help. <b>KS1 LKS2 UKS2</b></p> <ul style="list-style-type: none"> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive. <b>LKS2 UKS2</b></li> <li>• the importance of permission-seeking and giving in relationships with</li> </ul>
<b>Online Relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not. <b>LKS2 UKS2</b></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. <b>LKS2 UKS2</b></li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. <b>KS1 LKS2 UKS2</b></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. <b>LKS2 UKS2</b></li> </ul> <p>how information and data is shared and used online. <b>LKS2 UKS2</b></p>
<b>Keeping Safe</b>	<p>Pupils should know</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). <b>KS1 LKS2 UKS2</b></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. <b>KS1 LKS2 UKS2</b></li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. <b>KS1 LKS2 UKS2</b></li> </ul>

	<ul style="list-style-type: none"> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. <b>KS1 LKS2 UKS2</b></li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult. <b>KS1 LKS2 UKS2</b></li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard, <b>KS1 LKS2</b></li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so. <b>KS1 LKS2 UKS2</b></li> <li>• where to get advice e.g. family, school and/or other sources. <b>KS1 LKS2 UKS2</b></li> </ul>
<b>Mental Education</b>	
<b>Mental Wellbeing</b>	<p>Pupils should know</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. <b>LKS2 UKS2</b></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. <b>KS1 LKS2 UKS2</b></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. <b>KS1 LKS2 UKS2</b></li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. <b>KS1 LKS2 UKS2</b></li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. <b>KS1 LKS2 UKS2</b></li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. <b>LKS2 UKS2</b></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. <b>LKS2 UKS2</b></li> </ul>

	<ul style="list-style-type: none"> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. <b>KS1 LKS2 UKS2</b></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</li> </ul>
<b>Internet safety and harms</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits. <b>KS1 LKS2 UKS2</b></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. <b>LKS2 UKS2</b></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. <b>KS1 LKS2 UKS2</b></li> <li>• why social media, some computer games and online gaming, for example, are age restricted. <b>UKS2</b></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. <b>KS1 LKS2 UKS2</b></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. <b>LKS2 UKS2</b></li> <li>• where and how to report concerns and get support with issues online. <b>KS1 LKS2 UKS2</b></li> </ul>
<b>Physical Health and Fitness</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle. <b>KS1 LKS2 UKS2</b></li> <li>• 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. <b>LKS2 UKS2</b></li> <li>• the risks associated with an inactive lifestyle (including obesity). <b>LKS2 UKS2</b></li> </ul>

	<ul style="list-style-type: none"> <li>• how and when to seek support including which adults to speak to in school</li> </ul>
Healthy Eating	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content). <b>KS1 LKS2 UKS2</b></li> <li>• the principles of planning and preparing a range of healthy meals. <b>KS1 LKS2 UKS2</b></li> <li>• 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). <b>KS1 LKS2 UKS2</b></li> </ul>
Drugs , Alcohol and Tobacco	<p>Pupils should know</p> <p>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>
Health and Prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• ***how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. <b>KS1 LKS2 UKS2</b></li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. <b>KS1 LKS2 UKS2</b></li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. <b>KS1 LKS2 UKS2</b></li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. <b>KS1 LKS2 UKS2</b></li> <li>• ***the facts and science relating to immunisation and vaccination</li> </ul>
Basic First Aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• ***how to make a clear and efficient call to emergency services if necessary.</li> </ul>

	<ul style="list-style-type: none"> <li>• ***concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
Changing Adolescent Body	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. <b>LKS2 UKS2</b></li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle. <b>LKS2 UKS2</b></li> </ul>

### Appendix C

For Mapping of Live Life to the Full to DFE Statutory Guidance please see

[https://docs.google.com/spreadsheets/d/1b3gLKZZ1SKTt83-QjvwKZ4\\_SuwbZsD9y04lX9gBsiBs/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1b3gLKZZ1SKTt83-QjvwKZ4_SuwbZsD9y04lX9gBsiBs/edit?usp=sharing)