



Relationships and Health Education Policy

Adopted by Greenmount Primary School governing body on
November 2024

To be reviewed by governors on September 2025

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1. Aims

At Greenmount Primary our curriculum provides children with the skills 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. Pupils 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. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support

2. Statutory requirements and links to other policies

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

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

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

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

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

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 member of staff or working group pulled together all relevant information including relevant 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 attend a meeting about the policy/the consultation was hold over survey monkey.
4. Pupil consultation – we investigated what exactly pupils want from their RE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Relationship and Health Education, is about the emotional, social and cultural development of pupils, and involves learning about relationships, online safety, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information and exploring issues and values.

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 inline with the Leeds City Council, Health and wellbeing team. We consulted 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.

Sex Education

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. It is recommended by the Department of Education therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

Sex Education at Greenmount Primary School is offered as an opt-in lesson which if required will be taught by the Health and Wellbeing Team from Leeds City Council. This will be taught in Summer term and all the lesson information will be shared with parents prior to teaching.

6. Delivery of Relationship education

Relationship Education, is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of Relationship and Health Education, are taught within the science curriculum, and other aspects are included in other subjects such as PE, computing and religious education.

Relationship and Health Education, in primary schools is split into two parts Relationships Education and Health Education (appendix 2). Relationship Education focuses on teaching the fundamental building blocks and characteristics of positive relationships.

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

Only in Key Stage Two pupils will learn about the changing adolescent body and puberty. Details about what is taught and when can be found in Appendix 1. When children start to learn about puberty in Years 4, 5 and 6 they will be taught about the changes that occur to both sexes but these lessons will be taught in mixed groups or a combination of mixed and single sex groups . This will be dependent on the cohorts.

For more information about our Relationship education 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).

Using the correct vocabulary is very important when discussing sensitives subject is very important for the safeguarding of your children. Below are some of the words which teachers may use;

| Key Stage One | Key Stage Two |
|--|---|
| Clean, Similar, different, Family, boy, girl, male, female, Body parts, arms, legs, head, body, babies, children, adult, penis, vagina, private parts, testicles | Womb, egg, sperm, pregnancy, twins, fostering, adoption, relationships, friendship, love, consent, Stereotypes, gender roles, similar, different Male, female, body parts, penis, vagina, Family, fostering, adoption, relationships, puberty, physical changes, emotional changes, Moods, menstruation, periods, tampons, sanitary towels, semen, erection, Sweat, breasts, spots, pubic hair, facial hair, underarm hair, scrotum, Testes (testicles) |
| <i>**penis and vagina aren't directly taught in KS1 but are the anatomically correct words teachers will use if needed.</i> | |

7. Inclusivity and children with SEND

All pupils, whatever their experience, background and identity, are entitled to quality PSHE that helps them build confidence and a positive sense of self, and to stay healthy. All classes include pupils with different abilities and aptitudes, experiences and religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach, and use of inclusive language reflects the diversity of the school community, and helps each and every pupil to feel valued and included in the classroom.

We promote the needs and interest of all pupils. The school's approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of pupils to ensure all can access the full PSHE and Relationship Education provision. We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE is an important vehicle for addressing both multicultural and gender issues and ensuring equal opportunities for all.

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

Responding to pupils' diverse learning needs:

Considerations will be made for:

- religious and cultural diversity
- differing gender needs and abilities, including SEND
- diverse sexuality of pupils
- homophobic/transphobic bullying and behaviour
- pupil's age and physical and emotional maturity
- pupils who are new to English

Ethnicity, religion and cultural diversity:

Our policy values the different backgrounds of all pupils in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

Special educational needs and learning difficulties:

We ensure that all pupils receive Relationships Education and we offer provision appropriate to the particular needs of our pupils, taking specialist advice where necessary. Staff will differentiate lessons to ensure that all members of the class can access the information fully. The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These pupils will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

Sexual identity and sexual orientation:

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive PSHE will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

Pupils who are new to English

The school should take into account the language skills of individual pupils, ensuring that all pupils have equal access to the PSHE provision and resources.

8. Roles and responsibilities

8.1 The governing board

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

8.2 The headteacher

The headteacher is responsible for ensuring that Relationship education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of Relationship education (see section 8).

8.3 Staff

Subject leader will ensure that

- staff feel confident when delivering Relationship education
- staff are aware of the curriculum and the new guidelines
- PSHE and Relationship education are monitored regularly throughout school.

Staff are responsible for:

- Delivering Relationship education in a sensitive way

- › Modelling positive attitudes to Relationship education
- › Monitoring progress
- › Responding to the needs of individual pupils

8.4 Pupils

Pupils are expected to engage fully in Relationship education and, when discussing issues related to Relationship education, treat others with respect and sensitivity.

Pupils views are consulted and collected through face to face interviews, questionnaires and surveys.

9. Parents’ right to withdraw

Parents do not have the right to withdraw their children from Relationships and Health education in primary schools. Sex education is not compulsory in primary schools. Parents have the right to opt-in to the Sex Education Lessons taught by Leeds City Council if they wish to do so. Children will only be taught the what is compulsory within National Curriculum for Science. Details of which can be found below.

In year 5 children will learn about the scientific life process of asexual and sexual reproduction in animals and plants. Sexual reproduction is the term used to describe reproduction which involves male and females. This occurs in both plants and animals.

Flowering plants

They will learn some plants reproduce with sexual reproduction while others use asexual reproduction. In flowering plants, pollination occurs when the pollen is passed on to another flower, where fertilization occurs in the pistil. In non-flowering plants, some produce spores while others produce seeds.

Animals

They will learn about the life cycles of insect amphibians, birds and mammals. This will involve learning about how an egg needs to be fertilised, an embryo grows inside the egg. and this develops into an animal’s offspring.

| Living things and their habitats | Animals, including humans |
|---|--|
| <p>Statutory requirements</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals. | <p>Statutory requirements</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe the changes as humans develop to old age. |
| <p>Notes and guidance (non-statutory)</p> <p>Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.</p> <p>Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</p> <p>Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.</p> | <p>27</p> <hr style="border: 1px solid black;"/> <p style="background-color: #003366; color: white; padding: 2px;">Science – key stages 1 and 2</p> <div style="border: 1px solid black; padding: 5px;"> <p>Notes and guidance (non-statutory)</p> <p>Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</p> <p>Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</p> </div> |

10. Training

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

The subject leader will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching Relationship education.

11. Monitoring arrangements

The delivery of Relationship education is monitored by PSHE Subject Leader through:

- collecting children's books for work scrutiny on a rolling program and by chatting informally to colleagues.
- Drop in of lessons
- Displays around school
- Discussion and feedback from pupils and teachers
- Use of PASS survey and My Healthy School Survey to address any gaps and feedback from pupils
- Use of ask it baskets in class

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

This policy will be reviewed by PSHE Subject Leader annually. At every review, the policy will be approved by the governing board and the headteacher.

Appendix 1: Curriculum map

Relationships education curriculum map (full PSHE overview)

| Subject: | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------|---|---|---|---|--|--|
| Topic | Where in the World is Beeston? | Let's Celebrate | Can you travel in time? | Let's be curious | Freestyle | Moving on up |
| Nursery Reception | Personal Social Emotional Development underpins all areas of our the Early Years Foundation Stage curriculum. It is developed continually throughout the year through embedding classroom routines, encouraging positive relationships between children having clear expectation of behaviour and through sensitive child/adult interactions. Jigsaw is used to support PSHE | | | | | |
| Year 1 | <p>Mental health and emotional wellbeing: Feelings</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about different types of feelings (Mindmate Lesson: Feeling good and being me) ● Identify and talk about times when people feel happy (Mindmate Lesson: Friends and Family) ● about managing different feelings ● about change or loss and how this can feel | <p>Keeping safe and managing risk: Feeling safe</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● safety in familiar situations ● about personal safety ● about people who help keep them safe outside the home ● Mindmate Lesson: Solving problems – (Setting goals and working as a team.) | <p>Relationship Education</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● to understand and respect the differences and similarities between people (use Mindmate Lesson – Being the same, being different) ● that everybody needs to be cared for and ways in which they care for others ● about different types of family (grandparents, carers, care homes, same sex parents) and how their home-life is special. (also see Diversity role model resources on 1drive) | <p>Drug, alcohol and tobacco education: What do we put into and on to bodies?</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about what can go into bodies and how it can make people feel ● | <p>Physical health and wellbeing: Fun times</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about food that is associated with special times, in different cultures ● about active playground games from around the world ● about sun-safety ● Mindmate Lesson – Strong emotions (recognising fair/unfair, kin/unkind and links with playing) | <p>Careers, financial capability and economic wellbeing: My money</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about where money comes from and making choices when spending money ● about saving money and how to keep it safe ● about the different jobs people do ● Mindmate Lesson: Life Changes |
| Year 2 | <p>Physical health and wellbeing: What keeps me healthy?</p> <p>Pupils learn:</p> | <p>Mental health and emotional wellbeing: Friendship</p> | <p>Identity, society and equality: Me and others</p> | <p>Relationship Education</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● Through | <p>Drug, alcohol and tobacco education: Medicines and me</p> | <p>Keeping safe and managing risk: Indoors and outdoors</p> |

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| | <ul style="list-style-type: none"> ● about eating well ● about the importance of physical activity, sleep and rest ● about people who help us to stay healthy and well and about basic health and hygiene routines ● Mindmate Lesson: Solving problems –(keeping going) | <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about the importance of special people in their lives ● about making friends and who can help with friendships ● about solving problems that might arise with friendships <ul style="list-style-type: none"> ● Mindmate Lesson: Friends & family (Impact of behaviour and friendships.) | <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about what makes themselves and others special (Mindmate lesson: Feeling good & being me Celebrating strengths) ● about roles and responsibilities at home and school ● about being co-operative with others ● Mindmate Lesson – Being the same, being different –empathy) | <p>animal stories learn about the biological differences between male and female animals and their role in the life cycle</p> <ul style="list-style-type: none"> ● about growing from young to old and that they are growing and changing <p>● Mindmate lesson: Life changes (Dealing with loss)</p> | <p>Pupils learn:</p> <ul style="list-style-type: none"> ● why medicines are taken ● where medicines come from ● about keeping themselves safe around medicines <p>Asthma lesson for Year 2, 3 or 4</p> | <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about keeping safe in the home, including fire safety ● about keeping safe outside ● about road safety <p>Mindmate Lesson – Strong emotions (feeling sad)</p> |
| Year 3 | <p>Mental health and emotional wellbeing: Strengths and challenges</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about celebrating achievements and setting personal goals (Mindmate lesson: Feeling good & being me, goals and aspirations) ● about dealing with put-downs ● about positive ways to deal with set-backs | <p>Keeping safe and managing risk: Bullying – see it, say it, stop it</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● Mindmate Lesson: Friends & family (being unkind and its impact) ● to recognise bullying and how it can make people feel | <p>Drug, alcohol and tobacco education: Tobacco is a drug</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● the definition of a drug and that drugs (including medicines) can be harmful to people ● about the effects and risks of smoking tobacco and second hand smoke ● about the help available for people to remain smoke free or stop smoking <p>Asthma lesson for Year 2, 3</p> | <p>Identity, society and equality: Celebrating difference</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● Pupils learn about valuing the similarities and differences between themselves and others ● Pupils learn about what is meant by community ● Mindmate Lesson: Solving problems – | <p>Relationship Education</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about the way we grow and change throughout the human lifecycle ● Mindmate lesson: Life changes (handling change) ● Pupils learn strategies to deal with feelings in the context of friendship and | <p>Physical health and wellbeing: What helps me choose?</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about making healthy choices about food and drinks ● about how branding can affect what foods people choose to buy ● about keeping active and some of the challenges of this |

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| | | <ul style="list-style-type: none"> ● about different types of bullying and how to respond to incidents of bullying ● about what to do if they witness bullying | or 4 | <p>(working with different people)</p> <ul style="list-style-type: none"> ● Pupils learn about belonging to groups ● Mindmate Lesson – Being the same, being different- differing opinions) | <p>relationships</p> <ul style="list-style-type: none"> ● Mindmate lesson: Strong emotions (Dealing with strong emotions) | |
| Year 4 | <p>Identity, society and equality: Democracy</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● Mindmate lesson: Friends and family (Maintain and keep positive relationships) ● Mindmate lesson: Being the same and different (know actions affect themselves and others) ● about Britain as a democratic society ● about how laws are made ● learn about the local council | <p>Drug, alcohol and tobacco education: Making choices</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them ● about the effects and risks of drinking alcohol ● about different patterns of behaviour that are related to drug use ● Mindmate lesson: strong emotions (Resisting pressure) <p>Asthma lesson for Year 2, 3 or 4</p> | <p>Careers, financial capability and economic wellbeing: Saving, spending and budgeting</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about what influences people’s choices about spending and saving money ● how people can keep track of their money ● about the world of work | <p>Keeping safe and managing risk: Playing safe</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● Mindmate lesson: solving problems (coping in difficult situations) ● how to be safe in their computer gaming habits (discuss gaming/gambling links) ● about keeping safe near roads, rail, water, building sites and around firework ● about what to do in an emergency and basic emergency first aid procedures | <p>Physical health and wellbeing: What is important to me?</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● why people may eat or avoid certain foods (religious, moral, cultural or health reasons) ● about other factors that contribute to people’s food choices (such as ethical farming, fair trade and seasonality) ● about the importance of getting enough sleep ● Mindmate lesson: | <p>Relationship Education</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● Pupils learn about the physical changes associated with puberty ● about the impact of puberty on physical hygiene and strategies for managing this ● how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty ● Mindmate lesson: Feeling good and being me. (Intensity) <p><i>*include different religious aspects</i></p> |

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| | | | | | Life changes (Wellbeing and mental health) | |
| Year 5 | <p>Mental health and emotional wellbeing: Dealing with feelings</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● Mindmate lesson: Strong Emotions. (I know what mental health is) ● about a wide range of emotions and feelings and how these are experienced in the body ● about times of change and how this can make people feel Mindmate lesson: Life changes. (Seeing change in positive light) ● about the feelings associated with loss, grief and bereavement | <p>Identity, society and equality: Stereotypes, discrimination and prejudice</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● Mindmate lesson: Friends and family. (unhealthy relationships) ● about stereotyping, including gender stereotyping ● workshop from Diversity Role Models (resources in 1 Drive folder) ● about prejudice and discrimination and how this can make people feel | <p>Keeping safe and managing risk: When things go wrong</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● Mindmate lesson: Feeling good and being me. (Intensity) ● about keeping safe online ● that violence within relationships is not acceptable ● about problems that can occur when someone goes missing from home | <p>Relationship Education</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about menstruation ● about the changes that occur during puberty (physical, emotional and behavioural) ● to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact ● Mindmate lesson: Feeling good and being me (I can do..) <p>*include different religious aspects</p> | <p>Drug, alcohol and tobacco education: Different influences</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis ● about different influences on drug use – alcohol, tobacco and nicotine products ● strategies to resist pressure from others about whether to use drugs/smoking | <p>Careers, financial capability and economic wellbeing: Borrowing and earning money</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● that money can be borrowed but there are risks associated with this (discuss gambling) ● about enterprise ● what influences people’s decisions about careers ● Mindmate lesson: Solving problems. (Talking it through) |
| Year 6 | <p>Mental health and emotional wellbeing: Healthy minds</p> | <p>Identity, society and equality: Human rights</p> | <p>Identity, society and equality: Human rights</p> | <p>Drug, alcohol and tobacco education: Weighing up risk</p> | <p>Relationship Education</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● Mindmate lesson: | <p>Keeping safe - out and about</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● Mindmate lessons. Being |

| | | | | | | |
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| | <p>Pupils learn:</p> <ul style="list-style-type: none"> ● what mental health is (Mindmate lesson: Strong Emotions - Happiness) ● about what can affect mental health and some ways of dealing with this ● about some everyday ways to look after mental health (Mindmate lesson: Solving problems – looking after mental health) ● about the stigma and discrimination that can surround mental health | <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about people who have moved from place to place (including the experience of refugees) ● about human rights and the UN Convention on the Rights of the Child ● To present findings from their research into human rights. | <p>Pupils learn:</p> <ul style="list-style-type: none"> ● To understand reasons why people may become homeless. ● To explain how we can help people who find themselves in homeless situations. ● To present findings from research from their research into homelessness. | <p>Pupils learn:</p> <ul style="list-style-type: none"> ● Mindmate lesson: Feeling good and being me. (Self-integrity) ● about the risks associated with using different drugs, tobacco, alcohol, medicines ● about assessing the level of risk in different situations involving drug use ● about ways to manage risk in situations involving drug use | <p>Friends and family. (Celebrating friendship)</p> <ul style="list-style-type: none"> ● what values are important to them in relationships and to appreciate the importance of friendship ● about roles and responsibilities of carers and parents <p>*include different religious aspects</p> | <p>same and diffren (Seeing change in positive light)</p> <ul style="list-style-type: none"> ● about feelings of being out and about in the local area with increasing independence ● about recognising and responding to peer pressure ● about the consequences of anti-social behaviour (including gangs and gang related behaviour) ● Mindmate lesson: Life changes (Moving on) ● Opt-in Lesson – Sex Education run by Leeds Health and Wellbeing Team. |
|--|---|---|--|---|---|---|

Appendix 2: By the end of primary school pupils should know

| RELATIONSHIP EDUCATION | |
|---------------------------------------|---|
| 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 |

| RELATIONSHIP EDUCATION | |
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| 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 |
| 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 |

